



LYNBROOK HIGH SCHOOL

2022-23 SCHOOL PLAN

Mid-Year Update



HOME OF
THE
VIKINGS

Lynbrook

1280 Johnson Ave, San Jose, CA 95129

Ph (408) 366-7700 || Fax (408) 257-0551 || www.lhs.fuhd.org

School Profile 2022-23

CEEB Code 053463

National Blue Ribbon School 2008
Intel School of Distinction 2011
California Distinguished School 2019
Western Association of Schools and
Colleges Accredited

Class of 2023

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

4.0	96	21.2%
3.5 -- 3.99	268	59.3%
3.0 -- 3.49	63	13.9%
2.5 -- 2.99	9	2.0%
2.0 -- 2.49	7	1.6%
< 2.0	9	2.0%

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

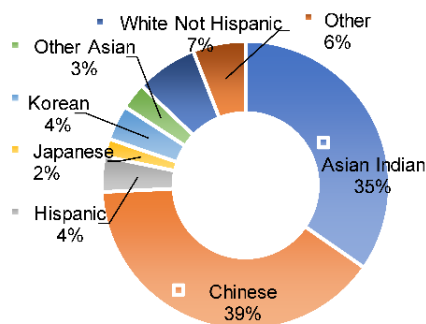
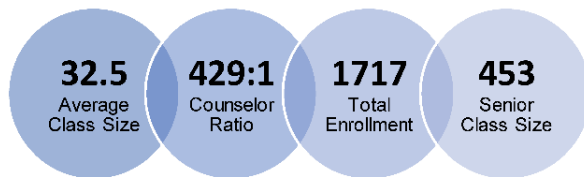
- Grades and credits are posted at the end of each semester
- Most FUHSD classes are year-long (10 credits total; 5 each semester) and meet for 150 instructional hours
- Coursework from non-accredited or out-of-country schools are transferred as Pass/Fail
- GPA is calculated at the end of each semester (A=4; B=3; C=2; D=1; F=0)
- Final semester grade marks include letter grades only and no +/- scale option
- Three GPA's 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.

COVID-19 Impact

Due to the extraordinary circumstances resulting from COVID-19 closures, Fremont Union High School District adopted a district-wide Credit/No Credit structure for Spring 2020. For SY 20-21 courses were taught in a combination of remote and in-person instruction due to COVID-19. Per California AB104 legislation, there was an option for families to convert letter grades earned in SY 20-21 to "Pass/No Pass."



Specialized Populations

- Free-Reduced Lunch 8%
- English Learners 2%
- SED 5%

Parent Education Level

- Graduate Degree or Higher: 1,418
- College Graduate: 230
- Some College: 55
- High School Graduate: 26
- Not a High School Graduate: 9

Quality Education

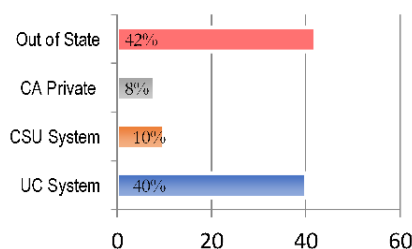
CASSP (Smarter Balanced) SY 2021-22	ELA	Math
Exceeding expectations	80%	84%
Meeting standard	15%	10%
Nearing standard	3%	2%
Not meeting standard	0%	1%

Faculty Information

Certificated Staff	82
Classified Staff	57
W/ Masters degree	57 / 69%
W/ Doctorate degree	3 / 4%

Class of 2022 Post-Graduation

- 4 Year College/University 86%
- 2-Year College 9%
- All Colleges 95%
- Unknown or Other 5%



Administration

Maria Jackson
Principal

Yukari Salazar

Assistant Principal A – Gh

Eric Wong

Assistant Principal Gi – Lim

Tara Grande

Assistant Principal Lin – Sha

David Erwin

Assistant Principal Shb – Z

Calvin Wong

Executive Assistant

School Counselors

Nikki Dang (A-Gh)

Tania Yang (Gi-Lim)

Shana Howden (Lin-Sha)

Malissa Goldstein (Ph-Z)

College and Career Advisors

Shveta Bagade

Kathy Tang

All staff can be reached by

email: first_last@fuhd.org

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 (1st)
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

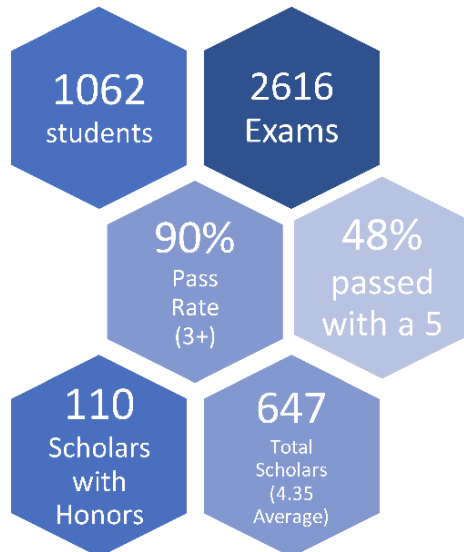
Fine Art

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 2022



SAT/ACT Score Summary 2022

SAT Test takers 357	<ul style="list-style-type: none">• Mean 1438• Reading & Writing Mean 693• Math Mean 745
ACT Test takers 119	<ul style="list-style-type: none">• Average Composite LHS 32.3• Average Composite National 20.6
NMSC	<ul style="list-style-type: none">• 2023 Commended 111• 2023 Semi Finalists 44• 2023 Finalists TBD

Class of 2022 Top Intended Majors (of 428):

- Computer Science/Data Science/IS – 22%
- Engineering (various fields) – 16%
- Biological Sciences/Health Sciences – 19%
- Business/Finance/Acct – 11%
- Undecided – 11%
- Math/Statistics/Econ – 9%
- Social Science/Humanities – 9%
- Visual/Performing Arts – 3%

Lynbrook Graduate Matriculation from 2018-2022 (list not exhaustive)

Community Colleges

Cabrillo College (5)
DeAnza College (285)
Foothill College (39)
Mission College (12)
West Valley College (102)

Cal State Universities

Cal Poly, SLO (34)
Cal Poly, Pomona (3)
Chico (4)
East Bay (4)
Fullerton (4)
Long Beach (5)
Monterey Bay (2)
Northridge (2)
Sacramento (4)
San Diego (7)
San Francisco (13)
San Jose (87)
Sonoma (2)

Univ of California

Berkeley (110)
Davis (74)
Irvine (52)
UCLA (74)
Merced (11)
Riverside (38)
San Diego (44)
Santa Barbara (121)
Santa Cruz (59)

Private/Out of State

Academy of Art (2)
School of Visual Arts (2)
American University (3)
Arizona State University (24)
Art Center College of Design (4)
Azusa Pacific (1)
Barnard (2)
Baylor (4)
Biola (2)
Boston College (1)
Boston University (12)
Brandeis (1)

Brown (2)
Bryn Mawr (1)
Cal College of the Arts (4)
Cal Institute of Technology (5)
Carleton College (1)
Carleton University (1)
Carnegie Mellon (58)
Case Western Reserve (14)
Chapman (11)
Claremont McKenna (3)
Colgate (1)
Colorado School of Mines (1)
Columbia (7)
Cooper Union (1)
Cornell (22)
Culinary Institute of America (1)
CUNY Bernard Baruch (1)
Dartmouth (1)
DePaul (2)
Dominican University of Cal (1)
Drexel (3)
Duke (3)
Elon (1)
Emory (13)
Fashion Institute of Tech (1)
Fordham (1)
Franklin Olin College (1)
George Washington (5)
Georgetown (10)
Georgia Gwinnett College (1)
Georgia Institute of Tech (10)
Harvard (4)
Harvey Mudd (9)
Indiana Univ, Bloomington (9)
Johns Hopkins (10)
Johnson & Wales (1)
Korea Advanced Institute of Science & Technology (1)
Keio University (1)
Lewis & Clark (2)
Loyola Marymount (9)
Loyola Univ, Chicago (1)
Macalester (1)
Marquette (1)
Maryland Institute of Art (1)

MIT (21)
Menlo College (2)
Michigan State (2)
Middlebury (1)
Mount Holyoke College (1)
New York Univ (44)
Northeastern (8)
Northern Arizona Univ (2)
Northwestern (1)
Oberlin (1)
Occidental (2)
The Ohio State (1)
Oregon Culinary Institute (1)
Otis College of Art & Design (1)
Peabody Conservatory of JHU (1)
Penn State Univ–Main Campus (5)
Pepperdine (2)
Pitzer (1)
Point Park University (2)
Pomona College (6)
Pratt Institute (1)
Princeton (3)
Purdue (54)
Reed (1)
Rensselaer Polytechnic Institute (2)
RISD (2)
Rice (12)
Ringling College of Art/Design (1)
Rochester Institute of Tech (2)
Rose Hulman Institute of Tech (3)
Saint Mary's College of CA (1)
San Francisco Art Institute (1)
Santa Clara (30)
School of Visual Arts (2)
Scripps (6)
Seattle University (3)
Smith College (1)
St Catherine University (1)
St Olaf College (1)
Stanford (22)
Stony Brook Univ (3)
Syracuse (2)
Texas A & M (2)
The New England Conservatory (1)
The New School (2)

Tufts (5)
Tulane (1)
United States Air Force Academy (1)
United States Naval Academy (1)
Univ of Alberta (1)
Univ of Arizona (2)
Univ of British Columbia (5)
Univ of Chicago (11)
Univ of Colorado Boulder (6)
Univ of Hawaii, Manoa (1)
Univ of Illinois, Urbana-Champaign (83)
Univ of Maryland College Park (9)
Univ of Massachusetts Amherst (5)
Univ of Michigan Ann Arbor (12)
Univ of Minnesota Twin Cities (4)
Univ of Montana (1)
Univ of Nevada Reno (1)
Univ of New Mexico (1)
Univ of North Dakota (1)
Univ of Oregon (6)
Univ of Pennsylvania (20)
Univ of Pittsburgh (3)
Univ of Portland (1)
Univ of Puget Sound (2)
Univ of Redlands (2)
Univ of Rochester (5)
Univ of San Francisco (3)
Univ of Southern California (27)
Univ of Texas Austin (26)
Univ of Texas Dallas (1)
Univ of the Pacific (18)
Univ of Toronto (1)
Univ of Victoria (1)
Univ of Washington Seattle (30)
Univ of Wisconsin Madison (14)
Vanderbilt (1)
Vatel International Business School (1)
Virginia Tech (2)
Waseda (2)
Washington State Pullman (1)
Washington Univ in St Louis (16)
Wellesley (2)
Wheaton (2)
Whittier (1)
Yale (2)

School Site Participation in District Initiatives

Title	Description	Site Participation
<i>Letting Go of Literary Whiteness</i> Book Club	Course mission: In <i>Letting Go of Literary Whiteness</i> , authors Carlin Borsheim-Black and Sophia Tatiana Saragianides offer discipline-specific practices for implementing antiracist literature instruction, including designing literature-based units that emphasize racial literacy, selecting literature that highlights voices of color, analyzing Whiteness in canonical literature, examining texts through a critical race lens, managing challenges of race talk, and designing formative assessments for racial literacy and identity growth. While this text assumes its audience teaches in schools where the majority of students identify as White, many of the ideas it presents are also relevant to teachers serving a more racially diverse community such as ours. This course will provide participants with both the opportunity to discuss the ideas in this book in a small group setting, and a system of support as they work to integrate some of the ideas from the text into their own teaching practices.	0
Asian American Pacific Islander (AAPI) Literature Professional Development Group	<p>By the end of this three-session course, participants will have:</p> <ul style="list-style-type: none"> • Explored the history behind the development of the umbrella terms “Asian American” and “Asian American Pacific Islander” (AAPI), and deepened their understanding of the ways in which these terms have been both beneficial to and problematic for the members of those communities • Deepened their awareness of the ways in which dominant culture/American schools have harmed, erased, misrepresented, alienated, excluded, or othered AAPI students/teachers and their experiences • Deepened their understanding of the migration experiences and histories of different AAPI ethnic groups • Deepened their understanding of racial literacy and also how this framework can inform what we do as English teachers when teaching literature of diverse mediums. • Explored the ways in which dehumanization manifests on a self, communal, and societal level—specifically via stereotypes/stock stories perpetuated in the world. • Applied sociological vocabulary/constructs to explore how humanization manifests on a self, communal, and societal level—specifically through counterstories that reclaim the identity & lived experiences of AAPI people. • Explored the ways in which Asian American texts examine, reflect and represent the lived Asian American experience, while in some cases also pushing against Asian American stereotypes and stock stories. • Identified at least one Asian American literary work to add to the curriculum of a class they teach, and started the work of developing a lesson sequence that can be used to teach that work to students 	7

Repeat of NGSS Routines (only for teachers who did not attend 2021 PD)-- Fall 2022	To provide an introduction to an NGSS routine to science teachers who did not attend last year's sessions. During this one-day PD, teachers will learn how to design an NGSS routine that piques student curiosity through phenomena and engages them in performance tasks to learn science. The emphasis will be on the sense making of the phenomenon using the three dimensions. Participants will practice developing an NGSS routine using routine screener, phenomenon evaluation tool among other tools. There will also be time for cross-pollination between the sites and team time to start planning these NGSS routines.	<u>Chemistry (Cancelled)</u> <u>Physics</u> 0 <u>Biology</u> 0
NGSS Design Studio- - Fall 2022	To move towards creation/refinement of the NGSS routines for science teacher teams who are familiar with the NGSS routines with protected space, work time and support. During this daylong workshop, teacher teams will develop NGSS routines with support from the Curriculum Lead and other peers.	<u>Chemistry</u> 1 <u>Physics</u> 2 <u>Biology</u> 1
New NGSS Routines- - Spring 2022	To continue to build capacity for designing the NGSS routines by providing another set of examples of such routines for teachers to use. During this one-day PD, teachers will be presented with a new NGSS routine developed by their peers. This routine will focus on the 4-big shifts with the NGSS routine to bring equitable and relevant science learning for all learners. Participants will have time to start developing an NGSS routine with their teams using routine screener, phenomenon evaluation tool and other tools. There will also be time for cross-pollination between the sites and team time to start planning these NGSS routines.	<u>Chemistry</u> 1 <u>Physics</u> 2 <u>Biology</u> 0

<p><i>Building Thinking Classrooms</i> book club</p>	<p>After spending fifteen years in math classrooms, math education researcher Peter Liljedahl has become an expert in how students behave in math classrooms. He knows the savvy ways in which students can engage in “non-thinking” behavior, which includes rote memorization and repetitive calculations, but also behaviors like “mimicking,” which make it look like a student is learning when they are, in fact, not learning at all. In <i>Building Thinking Classrooms</i>, Liljedahl offers 14 research-based teaching practices for enhancing learning in the math classroom.</p> <p>This professional learning opportunity is intended to build upon two previous Math PD offerings: the Math Discourse PD and the Productive Math Struggle PD. The purpose of the <i>Building Thinking Classrooms</i> Book Club is to provide teachers with the opportunity to discuss key ideas from the book, which will help them learn practical tools and moves they can use to create a classroom environment in which students learn math deeply. The monthly book club sessions will also provide teachers with a support system as they apply their learning in the classroom.</p> <p>Outcomes:</p> <ul style="list-style-type: none"> • An understanding of high-leverage teaching practices to move toward a thinking classroom • Experiments in the classroom via “mini” action research projects 	<p>2</p>
<p>Statistics and Probability</p>	<p>This PD is intended to equip teachers with foundational content knowledge and effective teaching practices needed to teach the essential and important statistics standards called for by the Common Core and outlined in the FUHSD Essential and Important Skills document. This PD will also make explicit connections to three key Common Core Math Practices: math practice 2 (reason quantitatively), math practice 3 (construct viable arguments), and math practice 4 (model with mathematics) throughout the sessions.</p> <p>Our cross-site planning team will make a case for why it is important for all students to learn statistics and probability. We will use real data and embed the learning in real world applications by exploring issues such as economic inequality, racial profiling and policing, environmental issues, and opportunity. We will teach ready-made lessons featuring high-level tasks to engage teachers, with their “student hats” on, in exploration and problem solving, highlighting the role of interactive learning in collaborative sense making. Teachers will reflect on their learning with their colleagues and apply their learning by planning to implement the ready-made lessons.</p> <p>Statistics and Probability PD Outcomes:</p> <ol style="list-style-type: none"> 1) Statistics and probability content knowledge 2) Understanding of statistics and probability content in high level tasks 3) Teaching practices for statistics and probability content 4) A set of ready-made lessons featuring high level tasks for Algebra 1, Geometry, and Algebra 2 	<p><u>Wealth Distribution</u> 0 <u>Zip Codes & Test Scores</u> 2 <u>False Positives</u> 1 <u>Sampling Disaster</u> 2</p>

Leveling Up Alternative Assessments - Individual Coaching	Interested teachers request individual support to reflect on and improve projects. An examination of goals, materials, and/or grading of these projects is considered.	0
Coaching Skills for Leaders	<p>The mission of this course is to help leaders develop essential coaching skills that support the continued growth of educators within FUHSD. Over the course of the sessions, participants will develop a coaching mindset and be equipped with a robust set of tools to engage their colleagues in inquiry that allow us to pursue equity and excellence for all. In order to achieve this mission, we have structured the course so that all participants can:</p> <ul style="list-style-type: none"> • Practice coaching skills in a safe space with a fellow participant • Identify when and how to coach from the three different coaching stances • Develop their toolkit of trust-building strategies • Inquire into their own coaching practice to meet their growth goals as a coach • Apply coaching skills with a willing colleague (optional) 	1
Courageous Leaders	<p>The mission of Courageous Leaders is to provide participants with the opportunity to explore the essential question: <i>How can we, as Courageous Leaders, use mechanisms and create the conditions that promote healthy collaboration and support adult and student learning?</i></p> <p>Over the course of the sessions outlined in the table below, we will learn both about the mechanisms (organizational tools, protocols, and structures) we can use and the conditions (inclusivity, safety, and trust) we can foster as we work together in pursuit of our goal of ensuring high levels of learning for all.</p>	3
Equity in Action! (EiA!)	<p>The mission of this course is to empower educators at all levels of our system to examine inequities across our classrooms, schools, and the district in order to enact systemic change within FUHSD. In order to achieve this mission, we have structured the course so that all participants can:</p> <ul style="list-style-type: none"> • Engage in deep inquiry around an equity problem by consulting relevant literature, gathering and analyzing data, and engaging in discussion and reflection. • Utilize the support of a coach to determine next steps and implications for the community. • Build collaborative partnerships within EiA! and/ or their contexts to effect systemic change. • Strategically share their work with stakeholders: staff, administrators, parents, students, and others! 	1

Ethnic Studies Release Days	<p><u>Curriculum Development team</u></p> <p>The curriculum development team will meet during six full-release days in the 2022-23 school year. During those release days, the curriculum development team will:</p> <ul style="list-style-type: none"> ● Establish the guiding concepts, pedagogy, and framework that will guide Ethnic Studies at FUHSD ● Development essential questions, target skills, and assessment structures for each unit ● Help create tools for reflection and accountability to be used in the pilot year ● Provide questions and suggestions to guide the social studies curriculum lead's next steps in supporting pilot teachers <p><u>Advisory Team</u></p> <p>The advisory team will meet for one full-release day in February in order to:</p> <ul style="list-style-type: none"> ● Provide critiques and ask questions about any materials created by the curriculum development team ● Generate a list of potential topics that might be used in the Ethnic Studies pilot year ● Provide guidance for further PD and support for pilot teachers. 	<p><u>Curriculum Development</u></p> <p>1</p> <p><u>Advisory</u></p> <p>1</p>
<i>Onward</i>	<p><u>Onward</u> is a year-long course beginning in June 2022 and ending in May 2023, and it is based on the book written by Elena Aguilar, designed to cultivate emotional resilience in educators. Using the book and accompanying workbook, we will engage in a book-club style professional development offering that will meet once a month for the duration of the 2022-23 school year. We will discuss dispositions such as empowerment, courage, and trust. Our meetings will be low-prep and low-pressure discussions about the chapter of the month along with engaging activities from the book.</p>	0
Sheltered/ Integrated ELD	<p>Each PD is smaller in size and will allow participants to zero in on integrated ELD/sheltered instruction in a specific content area. Teachers will:</p> <ul style="list-style-type: none"> ● Experience examples of how to scaffold one or more of the language domains (i.e., reading, writing, speaking, listening). ● Have an opportunity to share ideas and ask questions in a roundtable format with colleagues. ● Have time to apply learnings by working individually, with a colleague, or with a facilitator. <p><u>English Language Arts-</u> During the one-day PD, we will explore:</p> <ul style="list-style-type: none"> ● When during an instructional sequence in English Language Arts would it be meaningful for students to engage in verbal discourse? ● How do we create a classroom environment that encourages students to contribute ideas verbally? 	<p><u>English Language Arts</u></p> <p>4</p> <p><u>Math (Algebra 1)</u></p> <p>0</p> <p><u>Science</u></p> <p>2</p> <p><u>Social Studies</u></p> <p>0</p>

	<ul style="list-style-type: none"> • How do we prepare students with background knowledge and the English language necessary to engage in verbal discourse? <p><u>Math-</u> Sheltered Math teachers will meet multiple times during the year (probably release time during the work day) to ask and work on these questions:</p> <ul style="list-style-type: none"> • What are key “function” words used in Math? (10-12 words?) • What does the writing/speaking look and sound like when students do tasks in responding to the various functions? • How can we create and utilize model texts to prep students in their writing/speaking? • How can we prepare students with the language necessary to respond to these tasks? <p><u>Science-</u> During the one-day PD, we will explore:</p> <ul style="list-style-type: none"> • Where in an NGSS routine would it make sense for students to read and listen using academic English? • How might teachers support EL students to read in science? • How might teachers support EL students to listen/ comprehend audio texts in science? <p><u>Social Studies-</u> During the one-day PD, we will explore:</p> <ul style="list-style-type: none"> • Why is speaking important in social studies classrooms? • What are different types of thinking/speaking skills important for social studies? • How might teachers support EL students (in language and content) to engage in rich conversations? 	
Health Curriculum Release Days	<p>FUHSD will be creating a one-semester health/ wellness class (hoping to pilot in '23-'24). This class will address the CA state content areas in the framework for high school health, which are:</p> <ul style="list-style-type: none"> • Nutrition and physical activity; • Growth, development, and sexual health; • Injury prevention and safety; • Alcohol, tobacco, and other drugs; • Mental, emotional, and social health; and • Personal and community health. <p>The first step of developing this course is to gather interested staff members who might be willing to work collaboratively to vision and develop this class. During these release days, staff will explore what the vision, mission and design of this course should be. Individuals who participate in this process may remain in a consultant role and others may continue the development of the course and work collaboratively on one or more of the units keeping in mind the overarching agreed-upon vision of the course.</p>	2

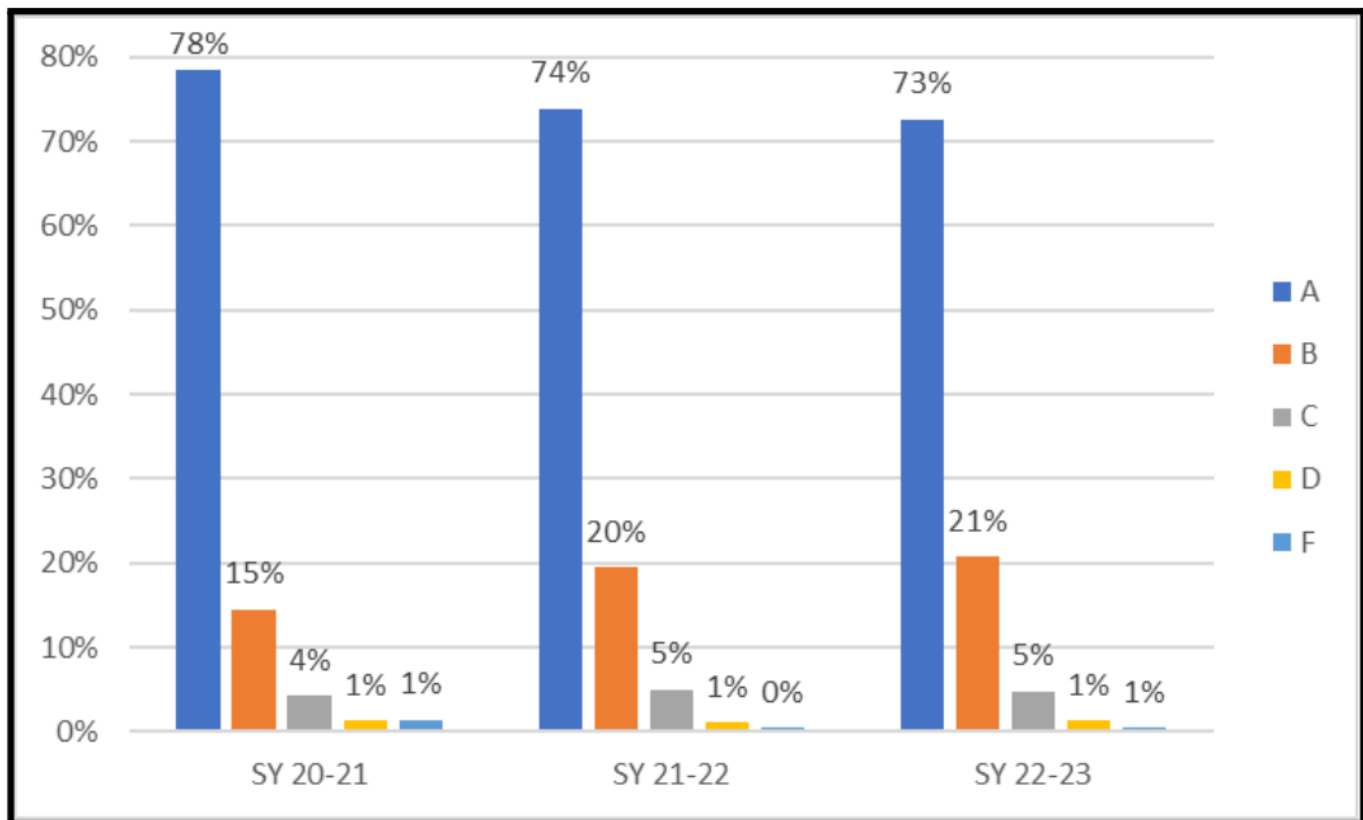
FUHSD LCAP Goal #1 Sustain generally high student performance while ensuring high levels of learning from every student.

Lynbrook High School WASC Goal	GOAL #3: All students will have access to and be supported by a continually reviewed and effective system of interventions.
Lynbrook High School 2022-23 Target	Task #1: Review current intervention practices. Task #2: Recommend redesigning interventions if we cannot evaluate their effectiveness.

DATA PRESENTATION

High School Achievement and Outcomes

3-Year Academic Grade Term 1 Distribution by Percent at Lynbrook



CAASPP Smarter Balanced Assessment 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.

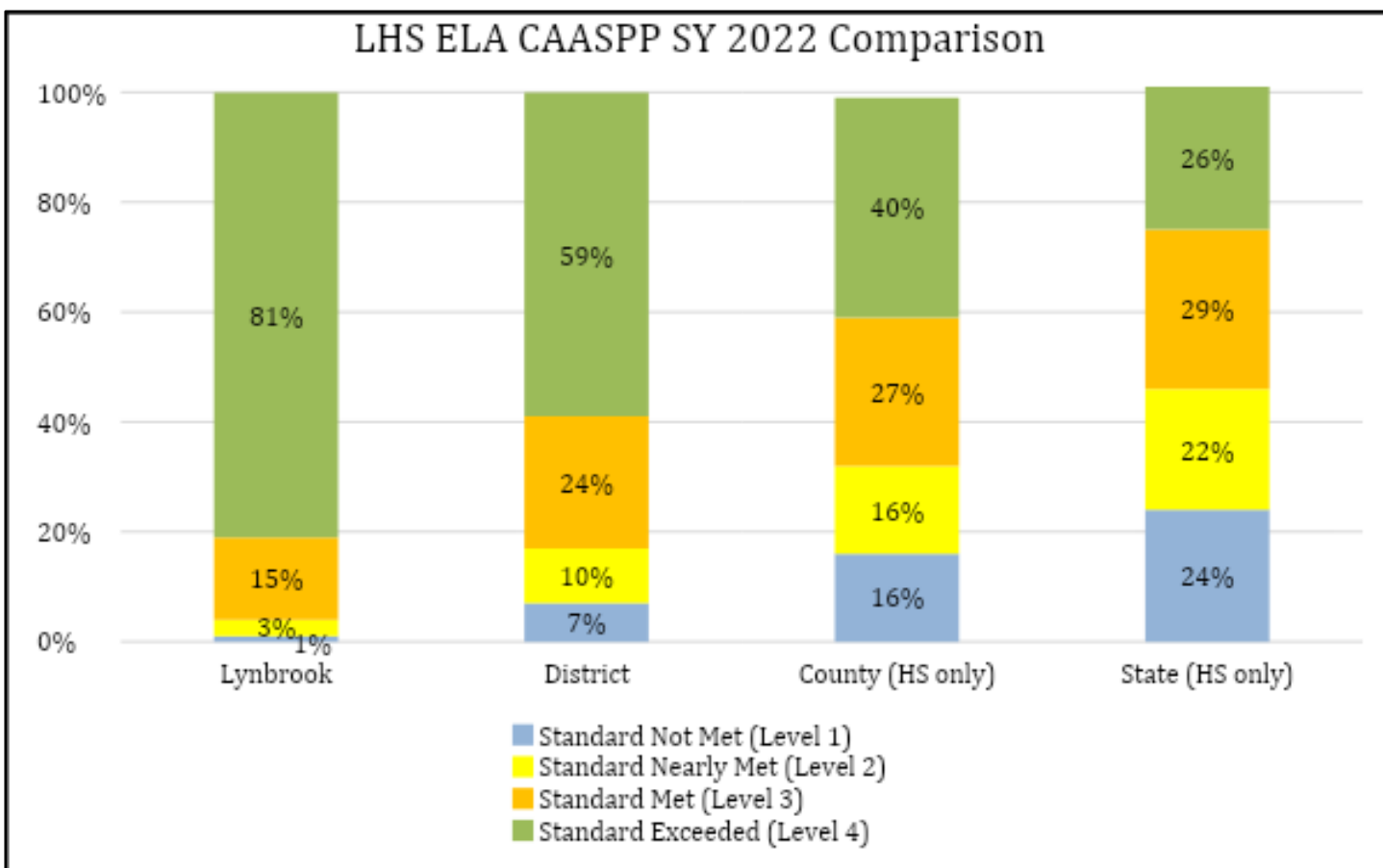
The Early Assessment Program (EAP) measures students' college readiness for college-level writing and mathematics and is a joint effort between the California State University (CSU) system, the California Community Colleges Chancellor's Office (CCCCO), and the California Department of Education. The Early Assessment Program (EAP) is designed to give

students an early signal of college academic preparation through California Assessments of Student Performance and Progress (CAASPP/EAP) results. CAASPP/EAP scores are one of the multiple measures the CSU utilizes as an indicator of a student's readiness for college-level coursework in English and mathematics and for placement of first-time freshmen in the appropriate General Education (GE) English and mathematics courses once they enroll at the CSU.

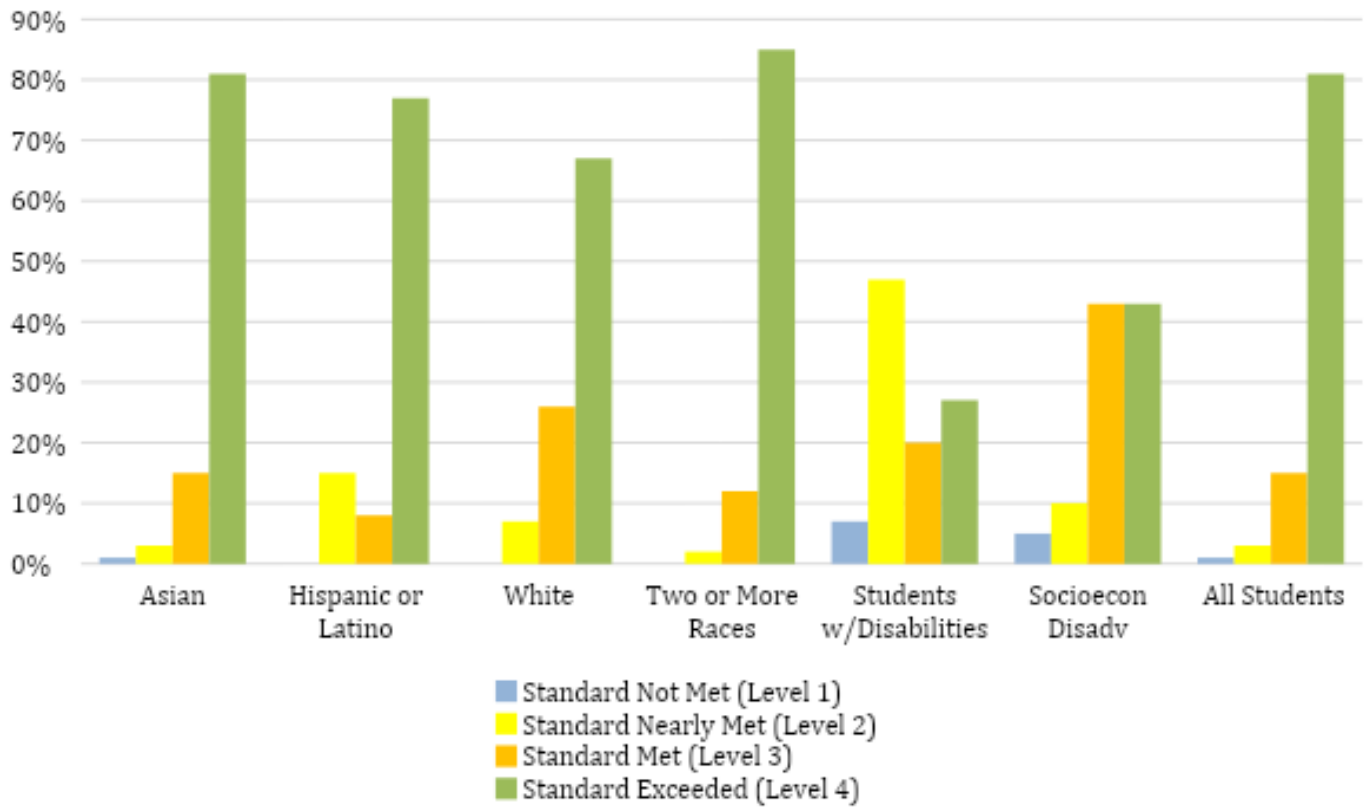
Upon entering the CSU, students who score at the highest performance level, "Standard Exceeded" (Level 4), will enroll in general education English and/or mathematics college-level courses. Students who score at the "Standard Met" (Level 3) performance level must complete an approved year-long English 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).

CAASPP 2022 Results by Achievement Level: School, District, County, State

Achievement Level	Lynbrook		District		County (HS only)		State (HS only)	
	ELA	Math	ELA	Math	ELA	Math	ELA	Math
Standard Exceeded (Level 4)	81%	85%	59%	60%	40%	30%	26%	12%
Standard Met (Level 3)	15%	10%	24%	15%	27%	17%	29%	15%
Standard Nearly Met (Level 2)	3%	3%	10%	10%	16%	17%	22%	21%
Standard Not Met (Level 1)	1%	2%	7%	16%	16%	36%	24%	52%



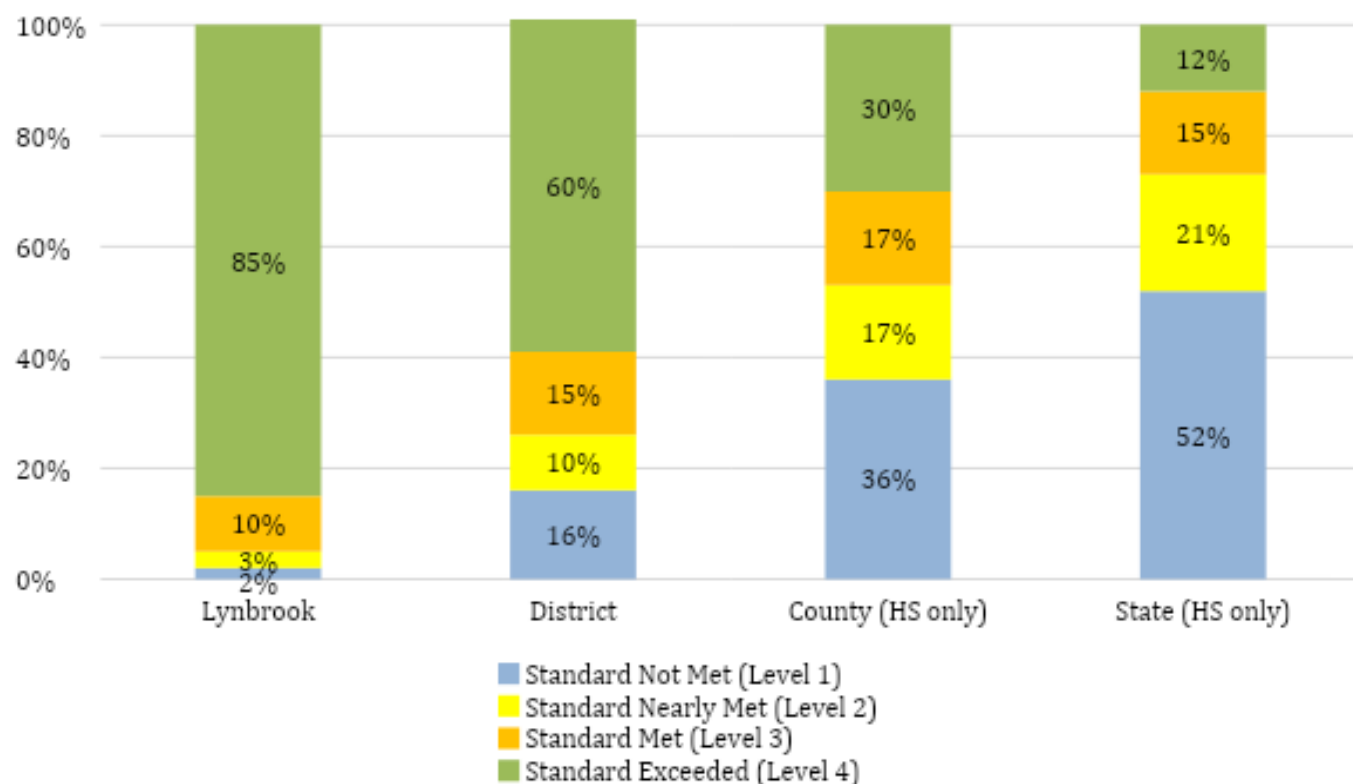
LHS ELA CAASPP SY 2022 by Subgroup



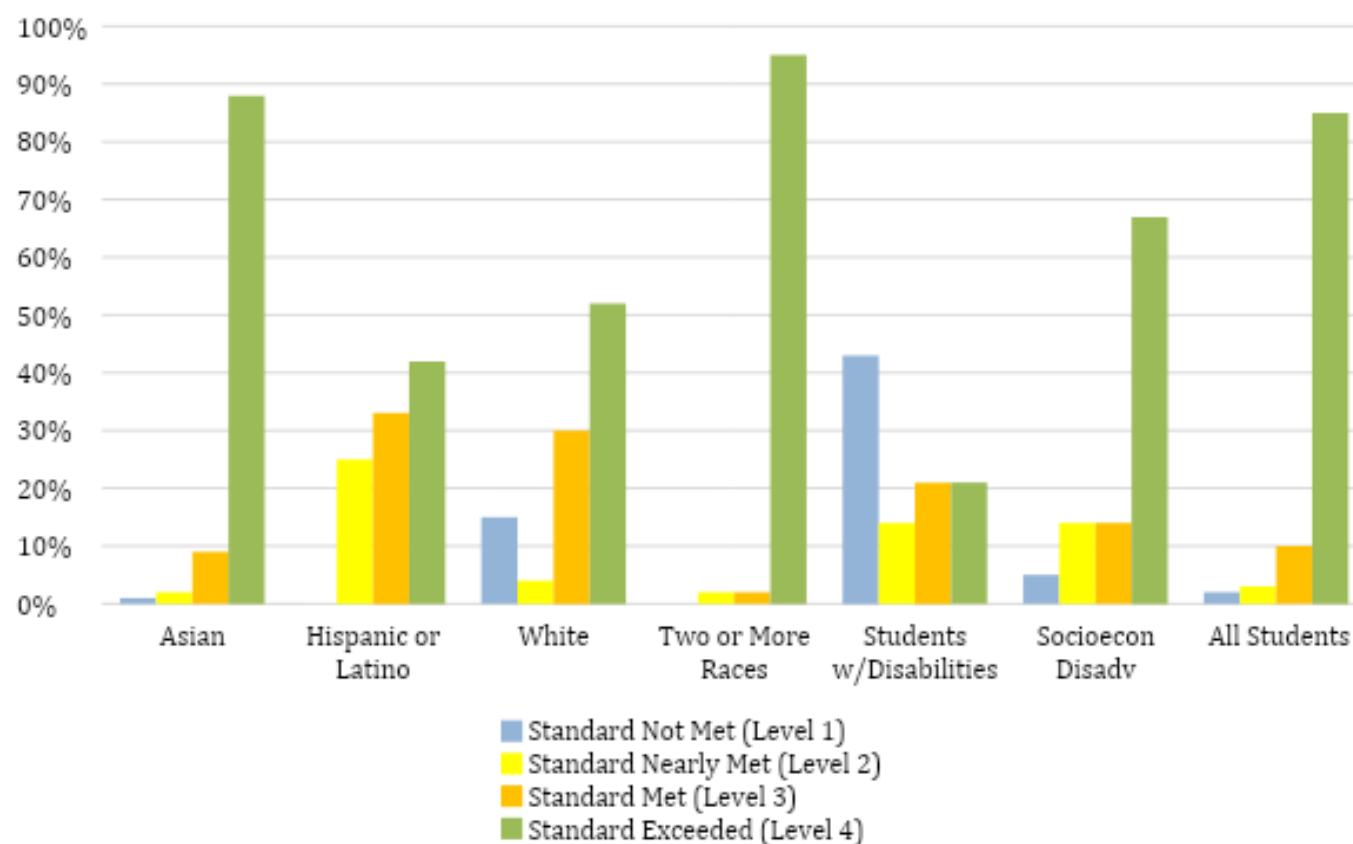
CA School Dashboard English Language Arts Indicator

Very High (Highest Status)	High	Medium	Low	Very Low (Lowest Status)
<ul style="list-style-type: none"> All Students Asian White 	<ul style="list-style-type: none"> n/a 	<ul style="list-style-type: none"> n/a 	<ul style="list-style-type: none"> n/a 	<ul style="list-style-type: none"> n/a

LHS Math CAASPP SY 2022 Comparison



LHS Math CAASPP SY 2022 by Subgroup



CA School Dashboard Mathematics Indicator

Very High (Highest Status)	High	Medium	Low	Very Low (Lowest Status)
<ul style="list-style-type: none"> All Students Asian White 	<ul style="list-style-type: none"> n/a 	<ul style="list-style-type: none"> n/a 	<ul style="list-style-type: none"> n/a 	<ul style="list-style-type: none"> n/a

School Site Commentary

CAASPP/EAP scores are one of the multiple measures the CSU utilizes to indicate a student's readiness for college-level coursework in English and mathematics. Based on their CAASPP performance last year, 81% of the Class of 2023 scored college-ready in English, and 85% scored college-ready in math. Lynbrook students' performance on the CAASPP and their academic performance is indicative of their dedication to excellence and to the quality and rigor of the education they receive.

Lynbrook students continue to perform well academically. Progress grades are reviewed at the end of each grading period. The school counselors and assistant principals examine the information and reach out to students earning grades below a C in a graduation requirement. The report contains student performance disaggregated by subgroup. The DFI report is also shared with teachers. The data they receive includes the number of students earning D's and F's by course.

The number of D's and F's drops from the first grading period to the final semester grade. This is a consistent pattern for the last 10 years of data. Of 1721 students, only 32 (1.8%) earned one or more F's in the first semester of the 2022-23 school year.

Lynbrook High School 2022-23 DFI Semester 1

Number of students who earned 1 or more D, F or I.

rT1 P1 # Students End of Grading Period 1 with D, F, I		T1 P2 #Students End of Grading Period 2 with D, F, I		T1 Semester 1 #Students Final Grade D, F, I	
# of Student		# of Students		# of Students	
9	36	9	27	9	20
10	29	10	34	10	21
11	49	11	49	11	38
12	29	12	30	12	18
Grand Total	143	Grand Total	140	Grand Total	97
% of Enrollment 1722	8.3%	% of Enrollment 1725	8.1%	% of Enrollment 1721	5.6%
231 DFI earned by 143 Students		223 DFI earned by 140 Students		168 DFI earned by 97 Students	

Grades	# of Grade
D	118
F	46
I	4
Grand Total	168

Program	# Students
504 Plan	8 (8.2%)
English Learner	15 (15.5%)
No specific program	37 (38.1%)
Special Education	27 (27.8%)
Voyager	10 (10.3%)
Grand Total	97 (100%)

Group	# D, F, I Grades
<i>504 Plan</i>	<i>17 (10%)</i>
D	9
F	8
<i>English Learner</i>	<i>27 (16.1%)</i>
D	15
F	12
<i>Special Ed</i>	<i>45 (26.8%)</i>
D	30
F	15
<i>Voyager</i>	<i>16 (9.5%)</i>
D	12
F	4
Grand Total	105/168 (62.5%)

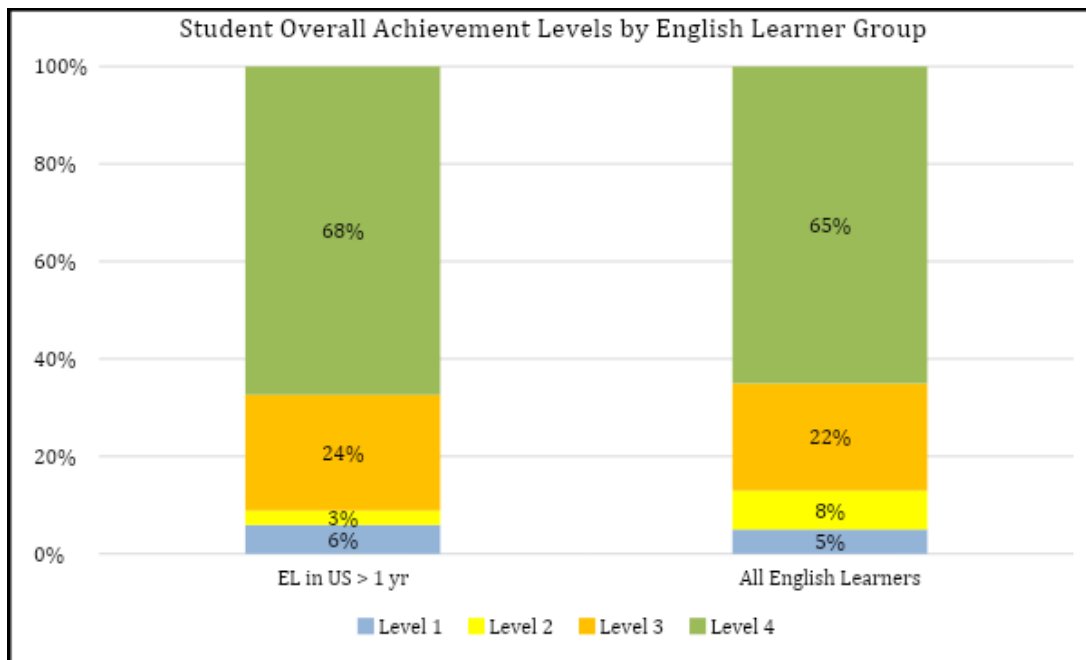
	#Grade Level				
	9	10	11	12	Total #
Students with 1 D F or I					
D, F, I	12	12	19	10	53
Student with 2					
D, F, I	7	5	12	5	29
Students with 3					
D, F, I	0	2	2	1	5
Students with 4					
D, F, I	1	2	4	1	8
Students with 5					
D, F, I	0	1	1	0	2
#Students with #F's					
	9	10	11	12	
1 F	6	6	9	1	
2 Fs	0	1	3	3	
3 Fs	1	0	1	0	
4 Fs	0	0	1	0	
Total	7	7	14	4	
#Students					
Total #Fs	9	8	22	7	

English Learner Performance

ELPAC Results

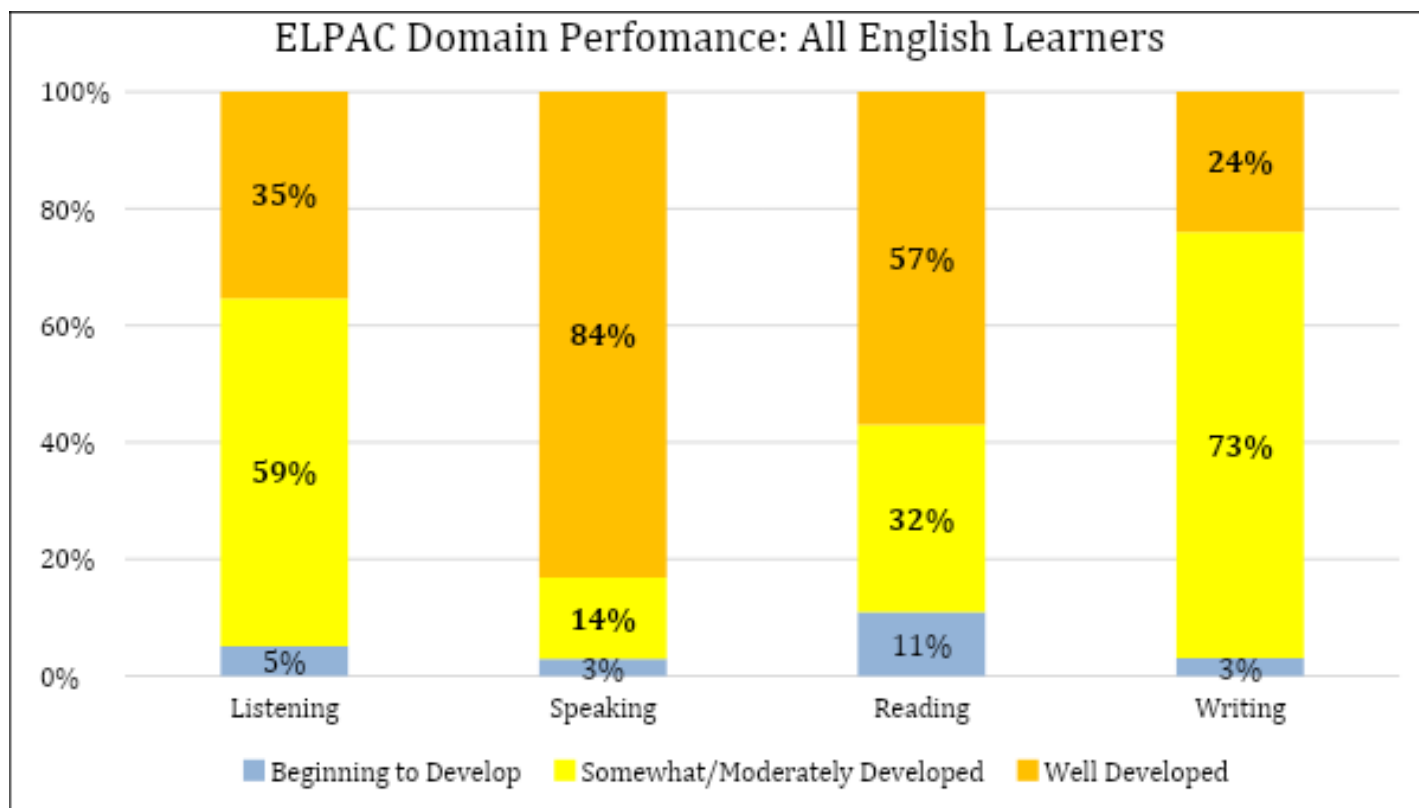
ELPAC Summative Assessment

Students who are designated English Learners and have not yet been reclassified take the English Language Proficiency Assessments for California (ELPAC) Summative annually as one measure of their English language development. The assessment is designed to measure student progress toward meeting California's new ELD standards in the four domains: Reading, Writing, Listening, and Speaking. Overall results are reported in four achievement levels, and domain results are reported in three levels.



Group	Level 1	Level 2	Level 3	Level 4	Total Students Tested
EL in US < 1 yr.	*	*	*	*	*
EL in US > 1 yr	6%	3%	24%	68%	34
All English Learners	5%	8%	22%	65%	37

**an asterisk (*) will be displayed instead of a number on test results where 10 or fewer students had tested*



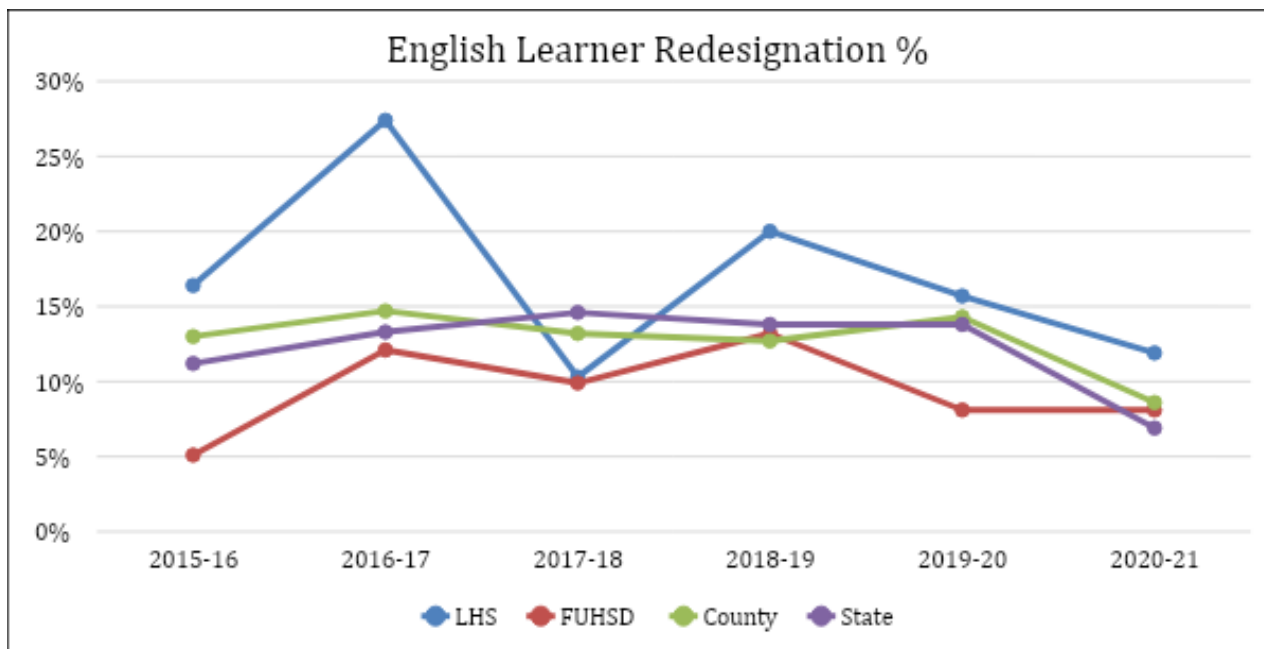
Reclassification of English Learners

Based on the new 2018–19 Summative ELPAC threshold scores, the California State Board of Education approved the use of ELPAC Overall Performance Level (PL) 4 as the statewide-standardized English Language Proficiency (ELP) criterion for reclassification beginning with the 2018–19 Summative ELPAC administration for grades K–12. The summative ELPAC score of “Overall PL 4” determines whether a student has met the ELP assessment criterion. All other criteria remain locally determined. As such, 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. Reclassification of EL students is conducted each spring annually, following the finalization of the fall term final grades.

English Learning Reclassification Rate (%)

School Year	Students Redesignated (# RFEP'ed/Total EL)	Total EL Students (# EL/Total Students)
2015-16	16.4% (9)	4.1% (73)
2016-17	27.4% (20)	4.4% (78)
2017-18	10.3% (8)	4.1% (75)
2018-19	20% (15)	3.7% (70)
2019-20	15.7% (11)	3.4% (67)
2020-21	11.9% (8)	2.6% (51)

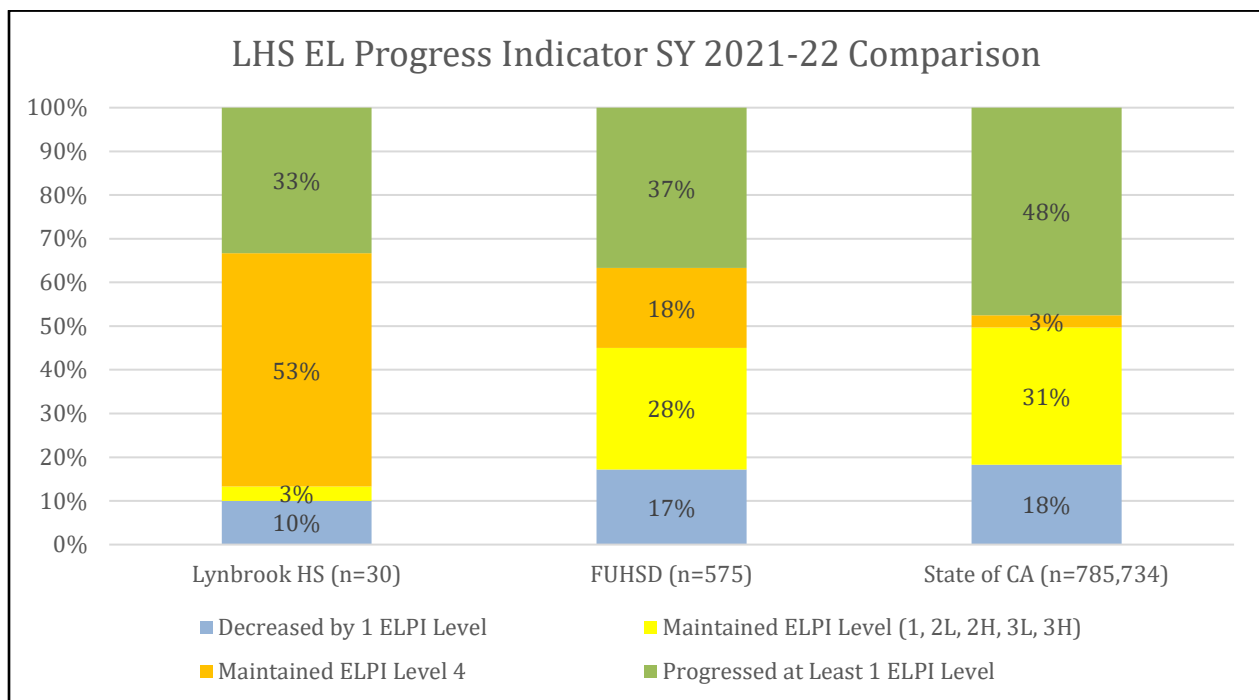
**SY 2019-20, and 2020-21 percentage of RFEP'ed students are lower due to difficulties in administering the Summative ELPAC remotely as a result of the COVID-19 pandemic.*



English Learner Progress Indicator (CA School Dashboard)

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 SY 2021-22. Lynbrook HS earned a status level of “very high” for ELPI on the CA School Dashboard for SY 2021-22.



School Site Commentary

The number of English Learners at Lynbrook continues to decline. Any student who tested into Level 1 was sent to Homestead since the total number of Level 1 students would be too small to sustain a program at Lynbrook. Previously these students would have been sent to Cupertino High School. This year, since there were so few, it was decided that all EL Level 1 students from Lynbrook, Monta Vista, and Cupertino will attend Homestead.

Our new ELD Coordinator hosts monthly department meetings with all ELD and Shelter teachers. The team gathers data on how individual students are making progress and identifying those who need additional support. He also plans our English Language Advisory Committee (ELAC) meetings which are held 5 times a year in collaboration with our volunteer parent translators. Meeting attendance averages 30 members. In the Spring, our ELD Coordinator works with our feeder middle school to help with the high school transition for our incoming ELD students.

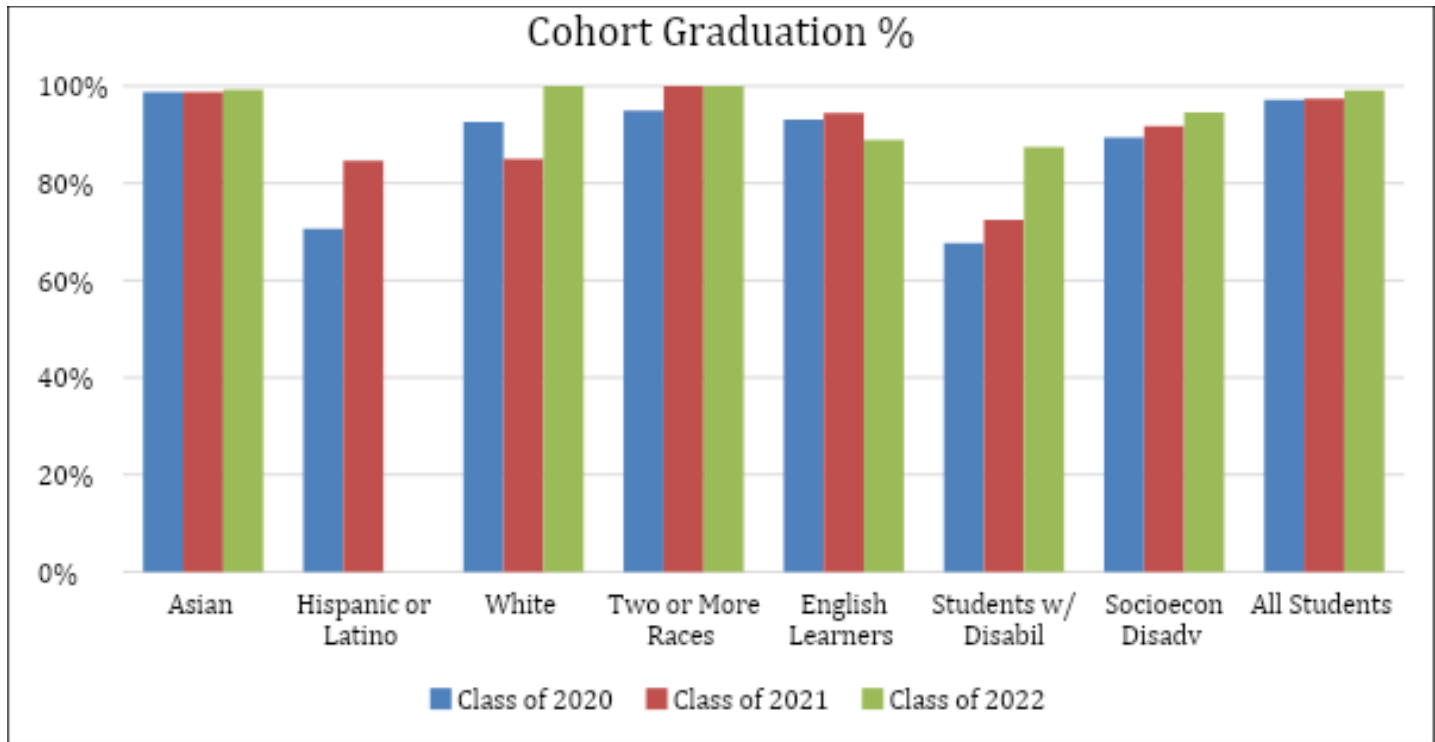
The EL students at Lynbrook increase or maintain their Level 4 English language proficiency. ELPAC scores indicate Lynbrook EL students perform highest in the speaking domain with 84% scoring “well developed.” In the writing domain, 24% scored “well developed” with the majority of students, 73%, scoring “somewhat/ moderately developed.”

Subgroup	2018-19	2019-20	2020-21	2021-22	2022-23
English Learners	70	67	51	43	40
Foster Youth	1	1	0	1	1
Homeless Youth	0	0	1	0	0
Migrant Education	0	0	0	0	0
Students with Disabilities	153	149	148	130	136
Socioeconomically Disadvantaged	120	125	116	113	90
All Students	1,880	1,944	1,942	1,781	1,737

Cohort Graduation Rates

California adopted the adjusted four-year cohort methodology to calculate graduation and dropout rates, consistent with federal guidelines, beginning with the Class of 2017. This methodology involves tracking students longitudinally using the California Longitudinal Pupil Achievement Data System (CALPADS) and accounts for students who enter or leave the school district over the course of four years. Students who continue for a 5th year or in Adult Education or who earn a high school proficiency exam are not included in the “high school diploma graduates” calculation.

Student Group	Class of 2020		Class of 2021		Class of 2022	
	% Graduated	# In Cohort	% Graduated	# In Cohort	% Graduated	# In Cohort
Asian	98.7%	377	98.7%	456	99.2%	377
Hispanic or Latino	70.6%	17	84.6%	13	--	--
White	92.6%	27	85.0%	40	100.0%	36
Two or More Races	95.0%	20	100.0%	17	100.0%	23
English Learners	93.1%	29	94.4%	18	88.9%	18
Students w/ Disabil	67.7%	31	72.5%	40	87.5%	32
Socioecon Disadv	89.4%	47	91.8%	49	94.6%	56
All Students	97.1%	443	97.4%	531	99.1%	462



CA School Dashboard Graduation Indicator

Very High (Highest Status)	High	Medium	Low	Very Low (Lowest Status)
<ul style="list-style-type: none"> All Students Asian White 	<ul style="list-style-type: none"> Socioeconomically Disadvantaged (94.7% graduation rate) 	<ul style="list-style-type: none"> Students with Disabilities (89.7% graduation rate) 	<ul style="list-style-type: none"> n/a 	<ul style="list-style-type: none"> n/a

School Site Commentary

The graduation at Lynbrook last year was 99.1%. In 2018-19, pre-pandemic, the graduation rate was 95.7%. The graduation rate at Lynbrook has not been adversely affected by the pandemic for the Class of 2022.

College Readiness

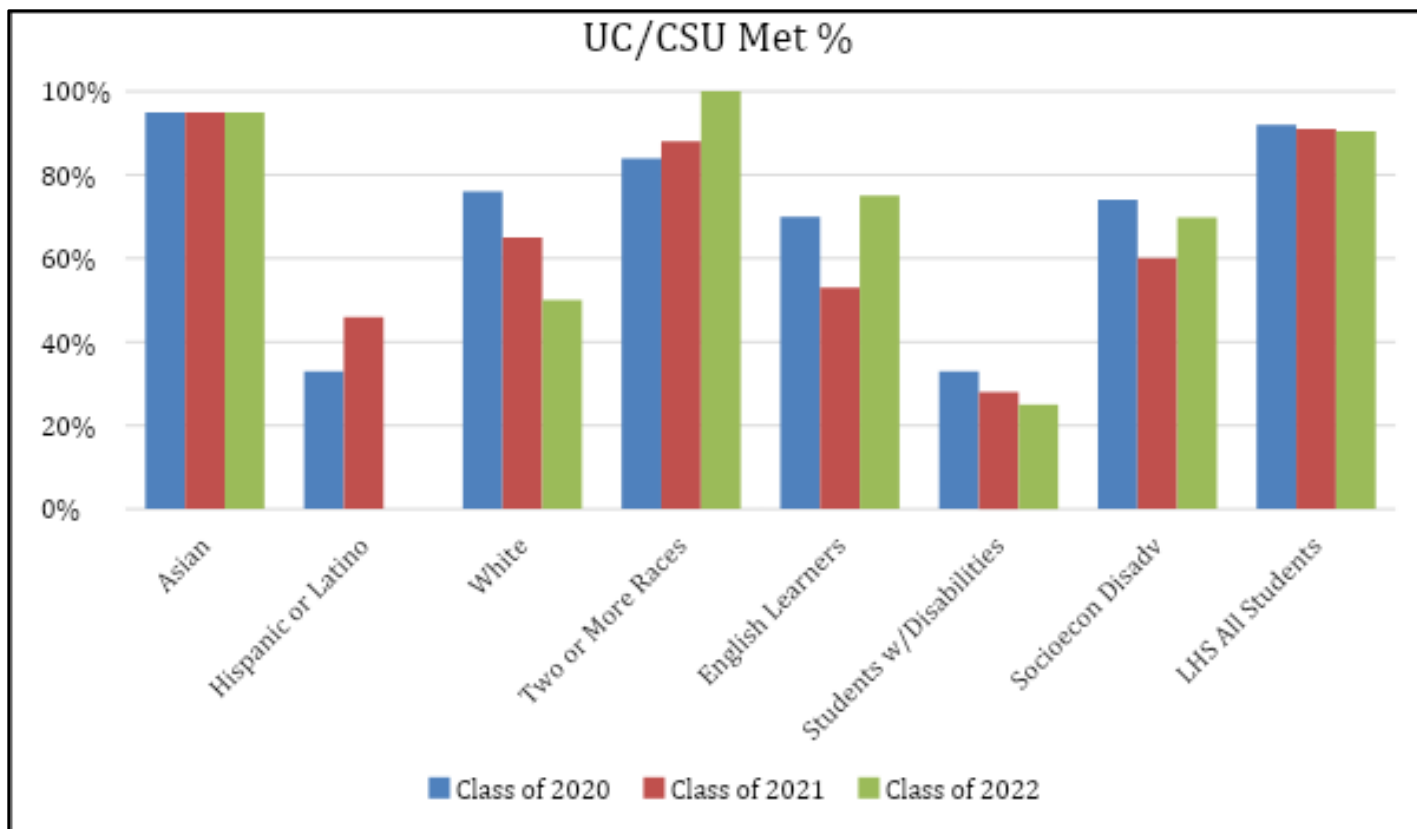
California School Dashboard: College and Career Readiness Indicator

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. Due to COVID-19, The CCI was not published for the Class of 2022 on the California School Dashboard and is expected to resume reporting for the Class of 2023.

Graduates Meeting UC/CSU A-G Course Requirements

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

Student Group	Class of 2020		Class of 2021		Class of 2022	
	# In Cohort	% UC/CSU Met	# In Cohort	% UC/CSU Met	# In Cohort	% UC/CSU Met
Asian	377	95%	456	95%	377	95%
Hispanic or Latino	17	33%	13	46%	--	--
White	27	76%	40	65%	36	50%
Two or More Races	20	84%	17	88%	23	100%
English Learners	29	70%	18	53%	18	75%
Students w/Disabilities	31	33%	40	28%	32	25%
Socioecon Disadv	47	74%	49	60%	56	70%
LHS All Students	443	92%	531	91%	462	90%



School Site Commentary

For the last three years, Lynbrook High School graduates have continued to be UC/CSU eligible at rates of 90% or higher. The UC/CSU eligibility rate of the Class of 2022 was not significantly impacted by the pandemic. The Class of 2023 spent the first semester of 9th grade at Lynbrook and then all of their tenth-grade year in remote learning. The Class of 2024 started high school in remote learning. Before arriving on campus as sophomores, the last time the Class of 2024 attended school in person was in eighth grade. All indications at this point show that the school closure will not adversely affect the graduation rate and UC/CSU eligibility of these students.

At Lynbrook, some parents of students designated as English Learners opt their students out of EL support classes. Parents are concerned that taking EL courses will keep their students from completing enough UC a-g designated courses. The data shows that last year, 75% of Lynbrook EL students graduates were UC-eligible. This number looks discouraging for parents of English Learners. There were ten EL-designated students in the 2022 graduating class, and eight out of the ten were UC-eligible. The EL Coordinator is working hard to dispel the myth that EL students cannot take the classes necessary to be UC-eligible by graduation.

STATUS UPDATE OF WASC ACTION PLAN

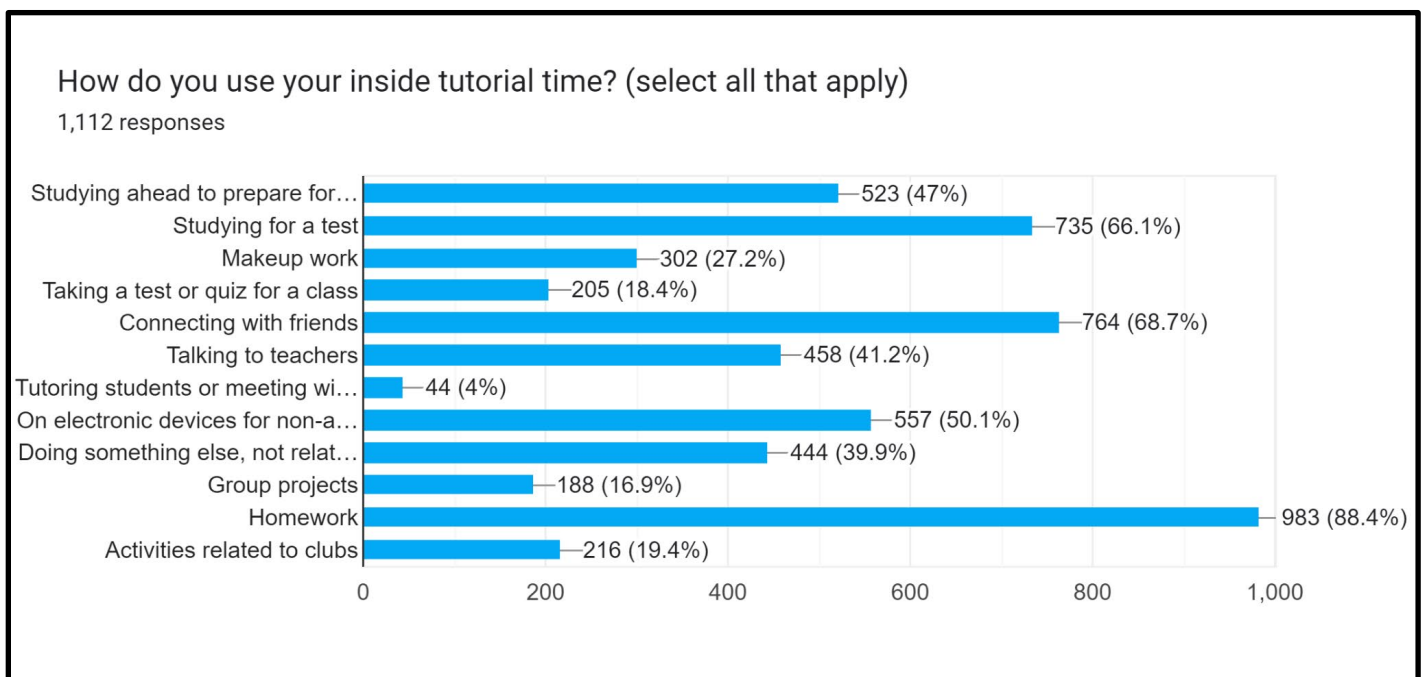
GOAL #3: All students will have access to and be supported by a continually reviewed and effective system of interventions.				
Task #1: Review current intervention practices				
Action Steps	Progress Benchmarks	Measurable Outcome/Product	Person(s) Responsible/Involved	Timeline/Progress
<ul style="list-style-type: none"> • Intermediate step: Redesign closed tutorial for Mondays • Establish a meeting time for the group • Compile a list and description of all intervention programs we use. • Explain why we are using those intervention programs • Explain current evaluation tools for intervention progress • Estimate how many students are accessing each of the interventions over a period of time 	<ul style="list-style-type: none"> • Update Tutorial Guidelines for 2022-23 • List of Intervention Programs is created. • Information is gathered • Summary Information is shared with staff 	Summary Document of Current Intervention Programs 2022-23 Tutorial Expectations	Administrators School Counselors Special Education	August 2022-Spring 2023 Informal list of interventions and evaluation criteria compiled, will be formalized at March meeting.
Task #2: Recommend redesigning interventions if we cannot evaluate their effectiveness				
Action Steps	Progress Benchmarks	Measurable Outcome/Product	Person(s) Responsible/Involved	Timeline/Progress
<ul style="list-style-type: none"> • Determine if interventions can be evaluated. (i.e., homework center: numbers of who attend, etc.) • Determine the best method to monitor each intervention program 	Create a document that describes the metrics and evaluation process of each intervention program	<ul style="list-style-type: none"> • List interventions that were unmeasurable • Information shared at Staff Meetings, School Site Council 	Administrators School Counselors Special Education	May 2023
Task #3: Research new intervention systems that will improve programs that could not be evaluated for their effectiveness.				
Action Steps	Progress Benchmarks	Measurable Outcome/Product	Person(s) Responsible/Involved	Timeline/Progress
<ul style="list-style-type: none"> • Establish a Focus Group consisting of Guidance Counselors, Administrators, Teachers, and students to research different intervention options • Establish a meeting time for the group • Funding may be needed for after-school meetings • Calendar meetings • Research options to improve or redesign current immeasurable intervention programs. • The Focus Group will recommend changes to Administration and staff 	Share the report of findings with the Administration and staff	Focus Group was established that has meeting dates and times A written report of intervention options or recommendation of a redesigned intervention program	Administrators Special Education Gen. Ed. Teachers Students	Fall 2023

Task #4: Focus group will redesign/ improve programs that could not be evaluated for their effectiveness.				
Action Steps	Progress Benchmarks	Measurable Outcome/ Product	Person(s) Responsible/ Involved	Timeline/ Progress
<ul style="list-style-type: none"> Continue to meet. Create a plan for an improved intervention program Write a proposal to be shared with staff Staff will review the proposal. Establish funding source to support redesigned program 	<p>Meeting minutes indicate progress</p> <p>The draft proposal is presented to staff for input at a Staff Meeting</p>	New/Improved Intervention Program Proposal	Administrators School Counselors Special Education Gen. Ed. Teachers Students	Spring 2024
Task #5: Implement the redesigned intervention program.				
Action Steps	Progress Benchmarks	Measurable Outcome/ Product	Person(s) Responsible/ Involved	Timeline
<ul style="list-style-type: none"> Establish meeting times to plan and review the progress of data collection and interpret results Ensure that the intervention program follows the collective bargaining agreement or seek a waiver if necessary Adjust the plan to ensure compliance if no waiver is granted. Professional Development on the new intervention program(s) Communicate new programs to students and parents Establish a timeline to commence a new program Communicate via: <ul style="list-style-type: none"> Announcements Daily Bulletin PD Sessions Principal's Week-Ahead messages Staff Emails 	<p>Staff Meeting to review the program is calendared and occurs</p> <p>A timeline for implementation is established.</p> <p>Plan is communicated with stakeholders.</p> <p>Intervention Program commences</p> <p>Only if necessary: Certificated staff votes to implement the program if a waiver is needed. If approved at the site level, it is submitted to FEA for a rep council vote</p>	Intervention Programs Design Document Intervention Program begins on campus	Administrators School Counselors Special Education PD Coordinators	Fall 2024
Task #6: Monitor intervention programs' effectiveness twice a year.				
Action Steps	Progress Benchmarks	Measurable Outcome/ Product	Person(s) Responsible/ Involved	Timeline/ Progress
<ul style="list-style-type: none"> Collect intervention program effectiveness data Analyze the effectiveness of the intervention program Determine if intervention programs are still effective. Establish funding for after-school meetings if needed Make improvements to the Intervention Program or evaluation tool if needed 	Share results of interventions with PTSA Staff SSC	Summary reports shared with stakeholders	Administrators School Counselors Special Education Gen Ed. Teachers	Ongoing

Analysis of Progress

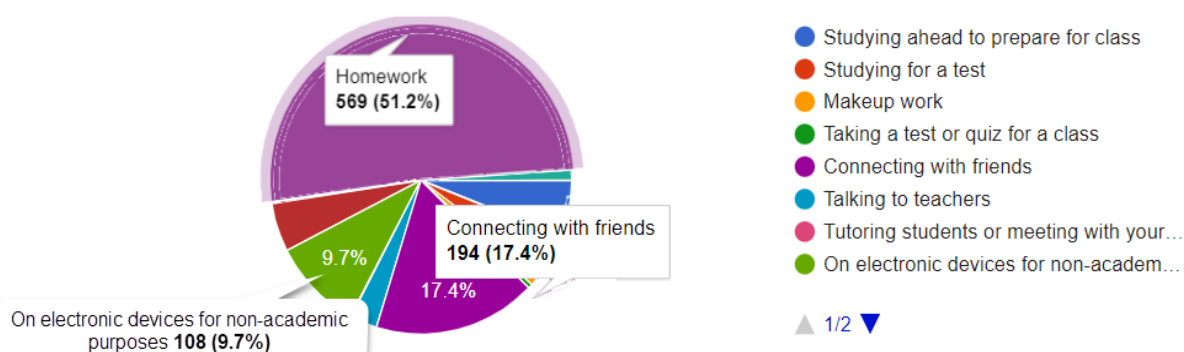
After identifying the need for GOAL #3: All students will have access to and be supported by a continually reviewed and effective system of interventions, interim steps needed to be put in place before the action plan could be implemented. The administration team with the input of Team Tutorial (a group of teachers and two students) created the [Tutorial & Advisory @LHS](#) document to guide students and teachers on the expectations for tutorial.

In the fall of 2022, the members of the Student Assistance Team (SAT), discussed schoolwide interventions and brainstormed the membership of a focus group to study the effectiveness of current interventions. The consensus of the team was to focus on evaluating the Tier One interventions that all students can access, specifically, the use of tutorials, homework center, and STARR tutors. Staff developed a survey to gather feedback from students and staff on how tutorials were being used and their perceived effectiveness. The surveys were administered in mid-January 2023, and the tutorial team will meet to review the results in early March 2023 and make suggestions for changes, if appropriate.



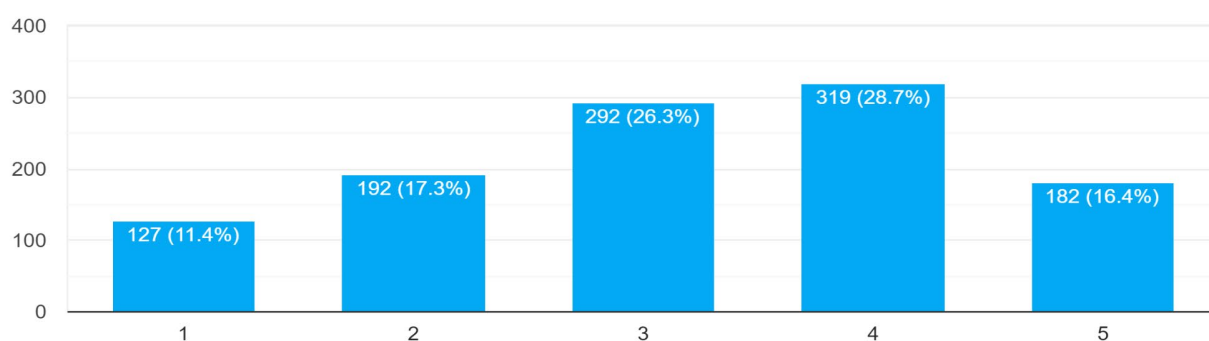
Of the choices above, which would you say is how you **most regularly** use inside (Monday) tutorials?

1,112 responses



How effective do you find inside tutorial time for supporting your academic needs?

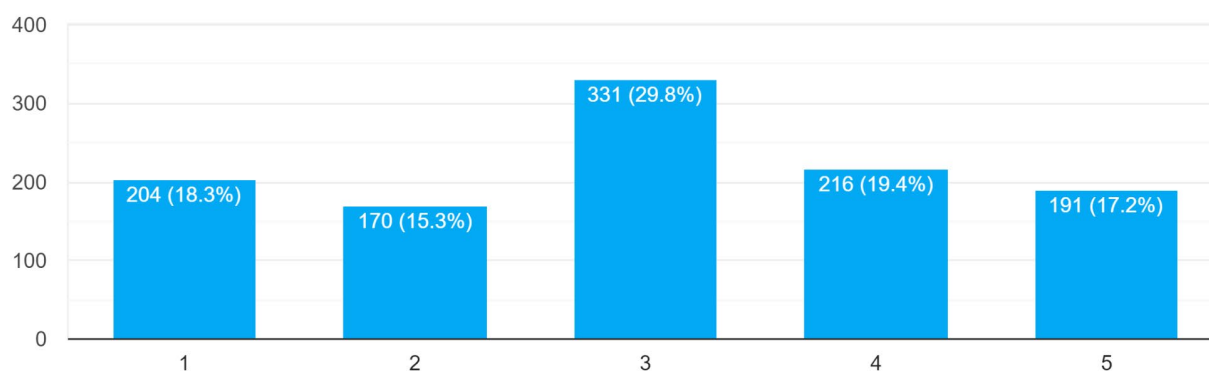
1,112 responses



1 Not Effective----- 5 Very Effective

How effective do you feel inside tutorial is in terms of supporting your mental health needs?

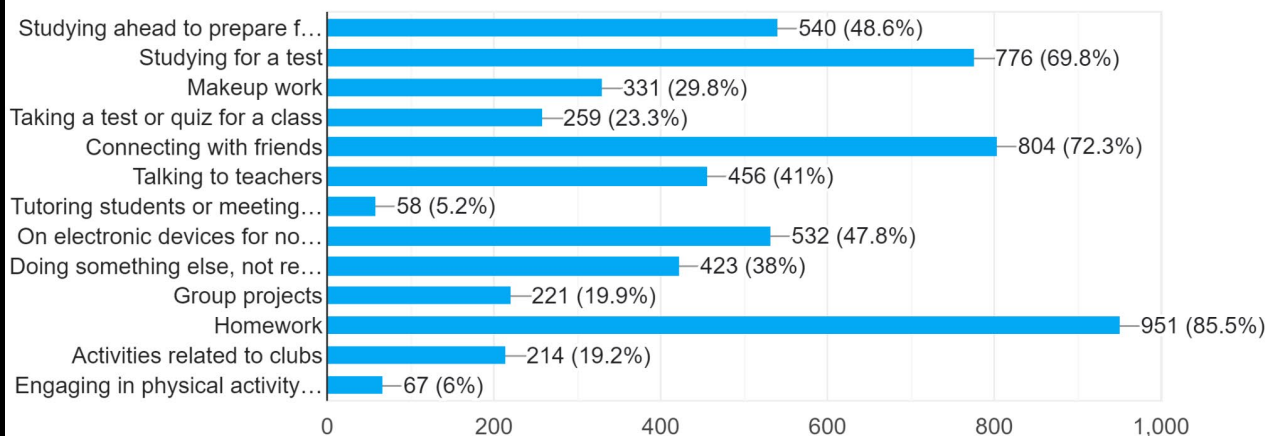
1,112 responses



1 Not Effective----- 5 Very Effective

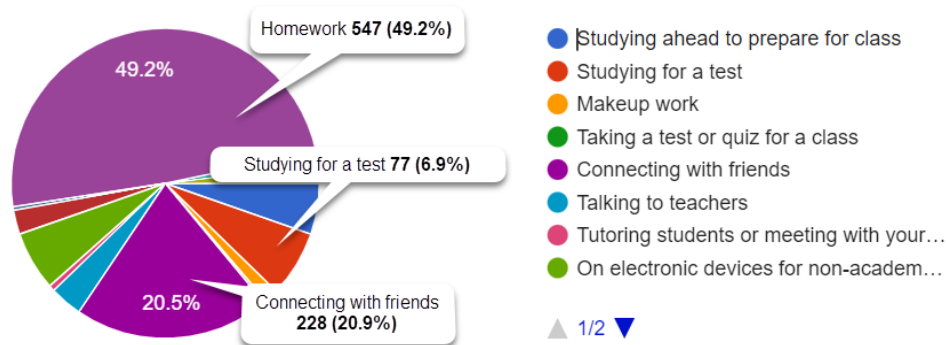
How do you use your open tutorial time? (select all that apply)

1,112 responses



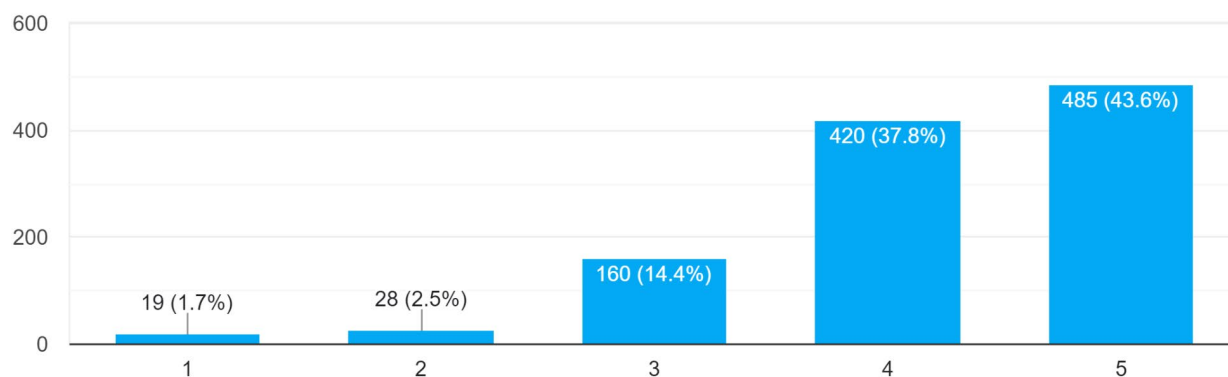
Out of the choices above, which would you say is how you **most regularly** use open tutorials (Wed & Fri)?

1,112 responses



How effective do you find open tutorial time for supporting your academic needs?

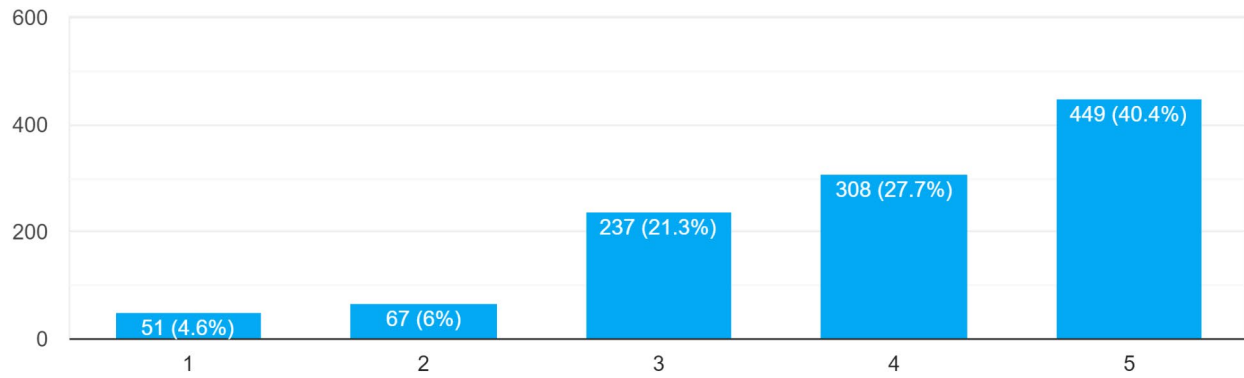
1,112 responses



1 Not Effective----- 5 Very Effective

How effective do you feel open tutorial is in terms of supporting your mental health needs?

1,112 responses



1 Not Effective----- 5 Very Effective

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.

Lynbrook High School WASC Goal	GOAL #2A: All students will have an equitable grading experience.
Lynbrook High School Target <i>(as listed in the site 2021-22 school plan presented in September 2021)</i>	Complete Task #1: Research and explore the theoretical history and evolution of grading practices.

DATA PRESENTATION

Scholastic Achievement Test (Sat) Results

	LHS			FUHSD			Nation		
	2020	2021	2022	2020	2021	2022	2020	2021	2022
Number of students tested	350	338	357	1,822	1,434	1,670	2,198,460	1,509,133	1,737,678
Math Average	740	739	745	697	724	712	523	528	521
Evidence-based Reading and Writing Average	694	690	693	657	675	667	528	533	529

School Site Commentary

Lynbrook students score above the national and district averages. For the last three years, even considering declining enrollment, the number of students taking the SAT remains high, even though many colleges and universities no longer require SAT and ACT scores for admission. According to the website [Higher Ed Dive](#), “At least 1,835 four-year colleges across the U.S. aren’t requiring first-year applicants to submit SAT or ACT scores for admissions for fall 2023, a signal of the staying power of test-optional policies. Of those institutions, 85 are test-free, meaning they refuse to review entrance exam scores whatsoever, according to FairTest, which tracks the data. FairTest is an organization advocating for limited application of standardized assessments.”

Advanced Placement (AP) Results

AP Tests	2019-20	2020-21	2021-22
# Of AP Test Takers	1,055	1,065	1,062
Total # of Exams Taken	2,711	2,691	2,614
% Of Scores 3 or Greater	95%	91%	90%

**Many students take exams in more than one subject. The average at this school for the 2021-22 school year was 2.46 exams per student. Data from The College Board AP Reports.*

AP Course Enrollment by Student Group: Current Year 2022-23

Subject area	Asian		Hispanic		White		Two or More Races	
	# Stu	%	# Stu	%	# Stu	%	# Stu	%
English	370	91.8%	4	1.0%	12	3.0%	13	3.2%
Math	641	89.3%	7	1.0%	31	4.3%	28	3.9%
Other	220	90.9%	0	0.0%	6	2.5%	11	4.5%
Science	409	91.7%	3	0.7%	14	3.1%	14	3.1%
Social Science	344	89.6%	5	1.3%	16	4.2%	14	3.6%
World Lang	177	90.3%	5	2.6%	6	3.1%	7	3.6%
Grand Total	2161	90.5%	24	1.0%	85	3.6%	87	3.6%

Subject area	SpEd		LEP		SED		Total # Stu
	# Stu	%	# Stu	%	# Stu	%	
English	2	0.5%	0	0.0%	12	3.0%	403
Math	10	1.4%	2	0.3%	20	2.8%	718
Other	2	0.8%	1	0.4%	6	2.5%	242
Science	4	0.9%	1	0.2%	13	2.9%	446
Social Science	3	0.8%	1	0.3%	8	2.1%	384
World Lang	2	1.0%	0	0.0%	7	3.6%	196
Grand Total	23	1.0%	5	0.2%	66	2.8%	2389

AP Course Enrollment by Student Group by Comparison Year: 2021-22

Subject area	Asian		Hispanic		White		Two or More Races		Total # Stu
	#	%	#	%	#	%	#	%	
English	343	92.20%	3	0.81%	15	4.03%	10	2.69%	372
Math	633	90.82%	5	0.72%	26	3.73%	25	3.59%	697
Other	219	94.40%	4	1.72%	2	0.86%	6	2.59%	232
Science	358	94.96%	1	0.27%	7	1.86%	8	2.12%	377
Social Science	331	88.74%	6	1.61%	15	4.02%	16	4.29%	373
World Lang	208	88.51%	2	0.85%	10	4.26%	14	5.96%	235
Grand Total	2092	91.51%	21	0.92%	75	3.28%	79	3.46%	2286

Subject area	SpEd		LEP		SED	
	#	%	#	%	#	%
English	2	0.54%	0	0.00%	14	3.76%
Math	7	1.00%	10	1.43%	26	3.72%
Other	2	0.86%	4	1.72%	10	4.31%
Science	2	0.53%	6	1.59%	9	2.39%
Social Science	2	0.54%	2	0.54%	16	4.29%
World Lang	6	2.55%	5	2.13%	10	4.26%
Grand Total	21	0.92%	27	1.18%	85	3.72%

School Site Commentary

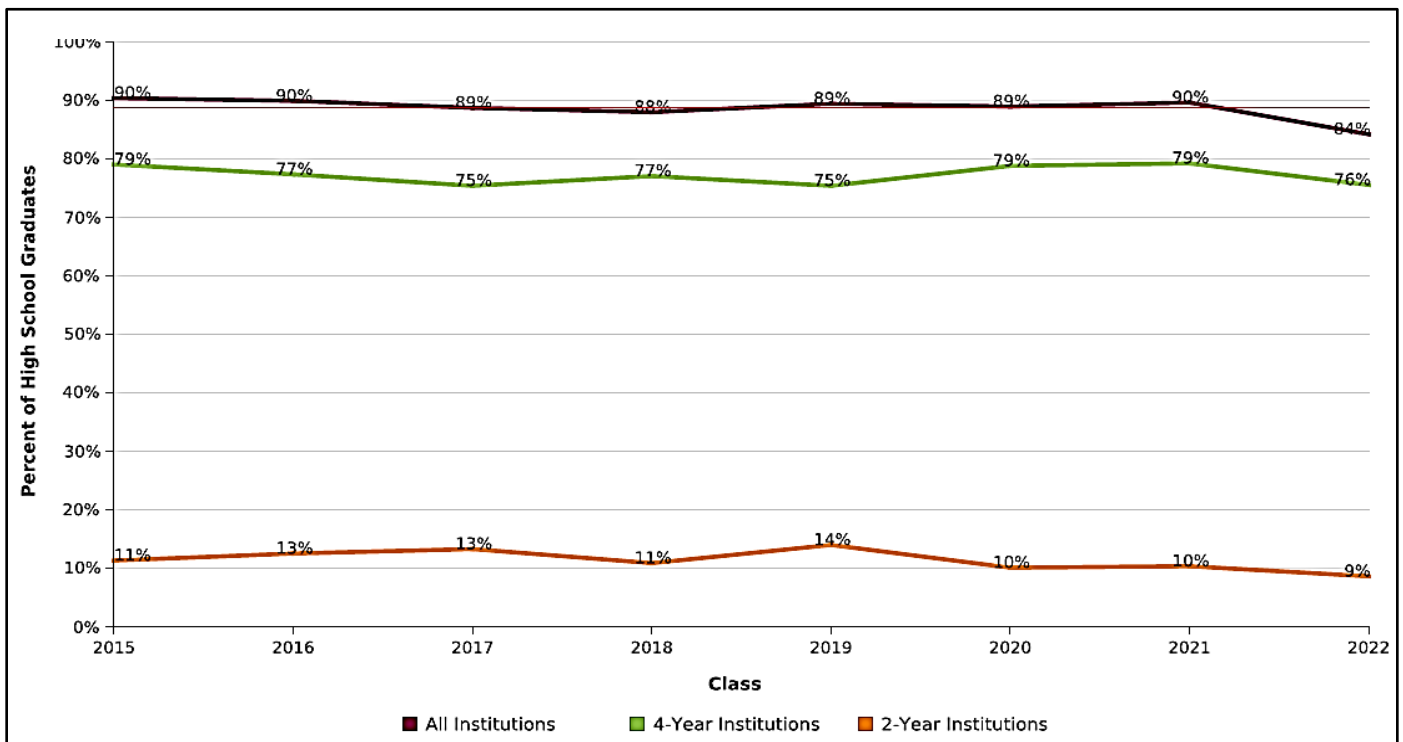
Though school enrollment has dropped, the number of students taking AP tests remains high, and the number of exams administered has not dropped below 2,600 in the last three years. Students scoring 3 or higher is 90%. Of those students, 48% passed exams with the highest score of 5.

Post-Secondary Enrollment Persistence, Graduation

Post-secondary program data is made available to us through a number of different sources, including the National Student Clearinghouse (NSC). For this resource, our graduate data is matched against enrollment records of participating post-secondary institutions. Participation in this service is by subscription and is voluntary; not every program our students attend after high school is included.

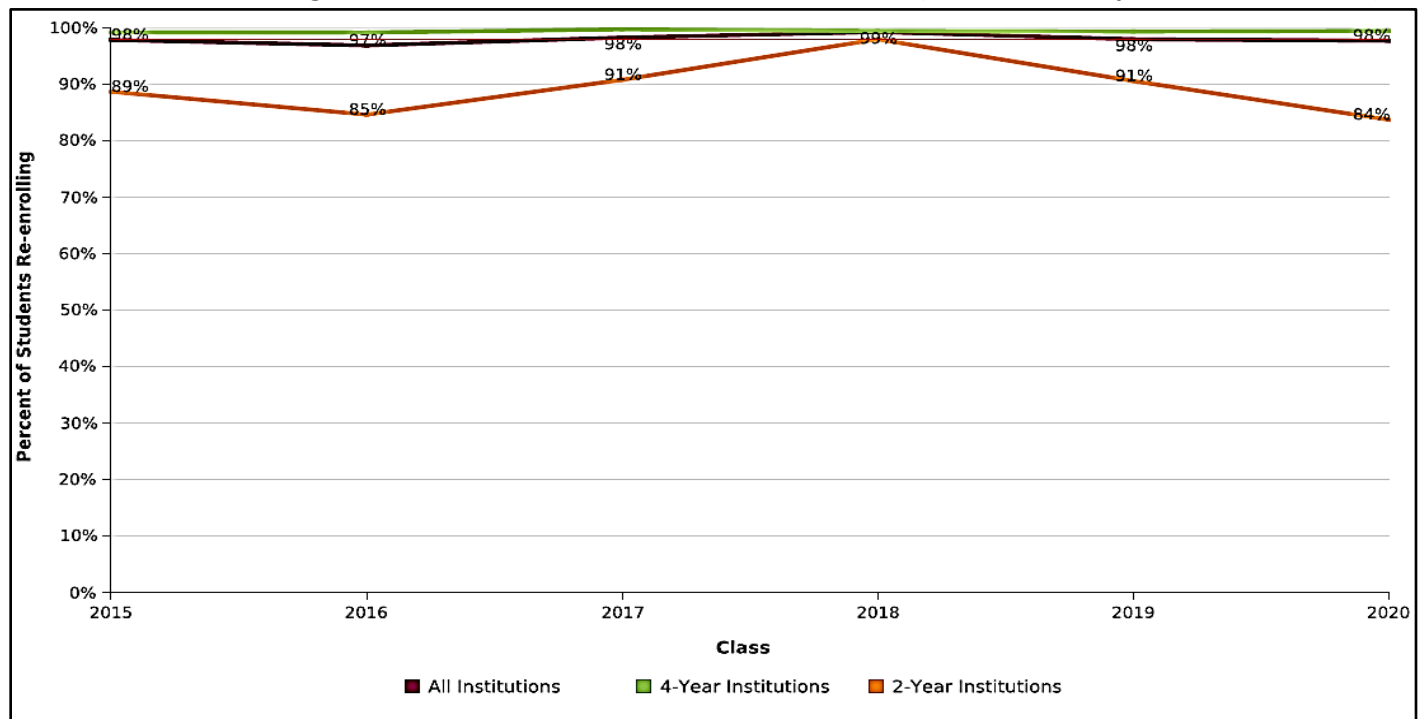
Post-secondary Enrollment and Graduation by Cohort

Students Entering Post-Secondary Institutions Immediately after High School

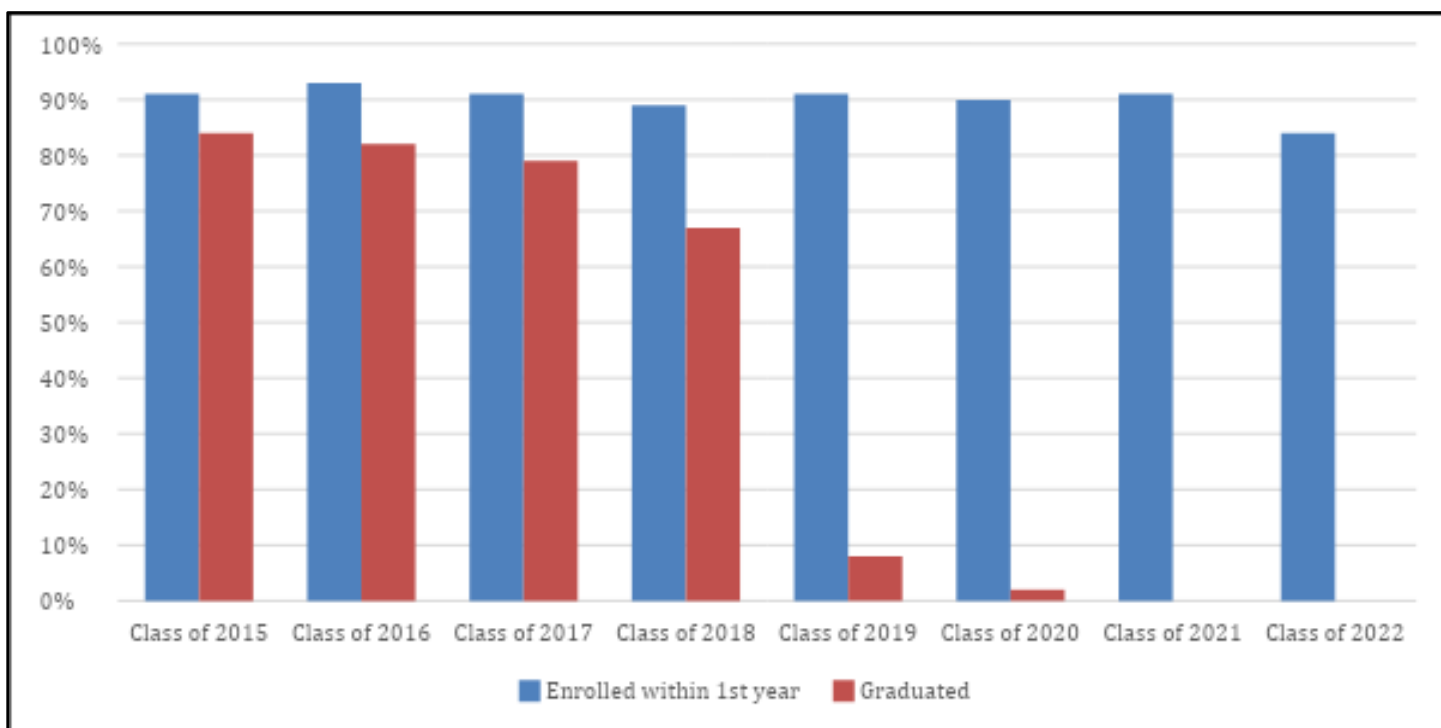


Students Entering Post-Secondary Institutions within 1 Year after High School

Students Enrolled in College the First Year Who Returned for a Second Year (Freshman to Sophomore Persistence)



Post-secondary Enrollment and Graduation by Cohort



	Class of 2015	Class of 2016	Class of 2017	Class of 2018	Class of 2019	Class of 2020	Class of 2021	Class of 2022
Enrolled within 1st year	91%	93%	91%	89%	91%	90%	91%	84%
Graduated	84%	82%	79%	67%	8%	2%	--	--

School Site Commentary

The information in the chart for the Class of 2022 states 84% of graduates enrolled within the first year after graduation, which is lower than site records indicate. The number of 2022 graduates, according to site records, is 95%. The site's number is determined by the number of students who have final transcripts sent to colleges. Given historical data, it would be unusual for 10% of graduates not to follow through with attending college after having the school send a final transcript to a college. Further investigation into the drop in first-year college enrollment.

STATUS UPDATE OF WASC ACTION PLAN

GOAL #2A: All students will have an equitable grading experience.				
Task #1: Research and explore the theoretical history and evolution of grading practices.				
Action Steps	Progress Benchmarks	Measurable Outcome/ Product	Person(s) Responsible / Involved	Timeline/ Progress
Professional Development Sessions <ul style="list-style-type: none"> ● Introduction: August Day #1 ● September PD Session ● November PD/Staff Meeting ● Summary & Concepts to Consider: PD November 	<ul style="list-style-type: none"> ● August PD Sessions Completed ● September PD Sessions Completed ● November PD Session Completed 	Summary Reflection Form data from teachers	PD Coordinators Administrators	August - December 2022

Teachers submit a summary reflection on Google Form	<ul style="list-style-type: none"> December PD Session Completed Create Summary Reflection Form (Spring 2023) 			
Task #2: Seek a small group of teachers and administrators to complete a self-study of equitable grading practices.				
Action Steps	Progress Benchmarks	Measurable Outcome/ Product	Person(s) Responsible/ Involved	Timeline/ Progress
<ul style="list-style-type: none"> Send an email of interest to teachers to find a group that wants to explore equitable grading in the 2022-23 school year Purchase <i>Grading for Equity</i> for each teacher 	<ul style="list-style-type: none"> PLC or individual teachers volunteer for self-study of their grading practices Volunteers for the self-study identified by the ETF survey in March Grading for Equity has been purchased for PD coordinators and teachers who have asked for it 	Teachers complete self-study and share their findings with the staff	Administrator, Teachers	May 2022-June 2023
Task #3: Collect baseline data on perceptions regarding grading from staff, students, and parents.				
Action Steps	Progress Benchmarks	Measurable Outcome/ Product	Person(s) Responsible/ Involved	Timeline/ Progress
<ul style="list-style-type: none"> Research surveys that gather perception data on grading Conduct surveys of students, parents, and teachers Create a Focus group to study perceptions of grading practices. Focus Group reviews data and submits summary of findings 	<ul style="list-style-type: none"> Create or purchase a survey to gather perception data Administer Survey (March 2023 ETF will administer the survey to students only) Summary of Findings shared with students, staff, and parents. ETF will review data in March 2023 	Survey Data Summary of Findings Document	Administration	August 2022–March 2023
Task #4: Lynbrook adopts the definition of equitable grading.				
Action Steps	Progress Benchmarks	Measurable Outcome/ Product	Person(s) Responsible/ Involved	Timeline/ Progress
<ul style="list-style-type: none"> Administration, and PD Coordinators provide resources regarding equitable grading practices Staff Collaboration using Whole staff PD to learn from the research Draft or adopt a definition to provide a collective understanding Staff survey to measure willingness to examine grading practices considering the newly adopted definition 	<ul style="list-style-type: none"> Books/ Articles/ Videos are chosen to use during PD Sessions Teachers complete a brief survey 	Publish Lynbrook's adopted definition of equitable grading	Administration PD Coordinators	January – May 2024

Analysis of Progress

Course-alike PLCs continue to work together with the goal of creating a consistent learning experience and performance expectations. They consistently work to calibrate homework workloads. Teachers have collaborated on summative assessments and the content of the curriculum. The WASC Focus on Learning Self-study unearthed that though students are learning similar content in courses, they expressed the sentiment that they are not all held to the same standards and expectations.

Since grading is up to the teacher's discretion per California Education Code, the focus has been on educating teachers on the benefit of employing equitable practices. This year the following professional development sessions were presented to staff to encourage teachers to examine their current practices. They were given practical suggestions with implementable options. The professional development sessions that support the progress of the action plan goal are listed below.

- [August 17, 2022, Back-to-School PD Presentation](#): Greensheets Part II
 - [August Principal's Welcome & Message](#)
 - [August 17, 2022, Back-to-School PD Presentation](#): Greensheets Part II
 - [Guiding Questions for creating an equitable syllabus & syllabus checklist](#) (handout)
 - [Updated District policies](#)
 - [FUHSD Academic Honesty Policy](#)
 - [Staff Email Guidelines](#)
- August 31, 2022: Naviance Focus 15 + Equitable Assessments Part I (Karate Kid)
 - [8/31/22 Staff PD Presentation Slides](#)
- September 21, 2022: Schoology Rubric Focus 15 + Equitable Assessments Part II (Peer Evaluation)
 - [9/21/22 Staff PD Presentation Slides](#)
 - Schoology Rubrics with Focus 15
 - [Quick tutorial by Andrea](#)
 - [Schoology Quick Start Tutorial Video](#)
 - [Longer more detailed video](#) (jump to the 7:00 mark to learn about editing and sharing)
 - [Equitable Assessment Evaluation Handout](#)
- October 26, 2022: Certificated Staff Menu Day
 - [Staff Email about the 10/26 Menu Day](#)
- November 16, 2022: Schoology Team Leads - T1/T2 transition and Sentence Custom Scales
 - [11/14/22 Staff PD Presentation Slides](#)
 - [STL Schoology Feedback Form](#)
- January 25, 2023: Cert. Staff Grading Equity Menu Day
 - ChatGPT
 - [ChatGPT presentation slides](#)
 - [Reference Articles](#)
 - Discussion: Group Grading & Equity
 - [Reference Articles](#)
 - [Discussion Notes](#)
 - [Discussion: Redos & Retakes](#) [presentation PDF]
 - [Schoology - Sentence Scales - Andrea & Kathleen](#) [presentation PDF]

The ETF (Equity Task Force) is now in its third year. It meets monthly on Tuesdays from 4:00 - 5:30 pm. The concept of the ETF is to have a representative body of people to gain insights from a variety of perspectives. Initially, there were seven members; however, the group has more than doubled. Currently, the ETF is composed of fourteen students, five parents, and five staff (one administrator, one classified, and three certificated). This year, three students have taken on active leadership roles. They create the agenda and facilitate each meeting. One student represents Lynbrook by

attending IDC (Intra District Council). Decisions about the goals and direction of the group are made using a democratic model for consensus building. Each member has an equal voice.

The overarching goal is to examine the systems and practices at Lynbrook for inequities. The ETF's work is collecting and analyzing data and if necessary, compiling findings and suggesting ways to improve Lynbrook. These suggestions are shared with stakeholders. The goal is to ensure all students have equitable educational experience and barriers to access opportunities are removed. Last year the ETS's findings were based on a survey conducted in May of 2021. The ETF identified three areas of concern 1) equity in grading, 2) limited information on non-college-bound opportunities, and 3) equitable resource distribution for less-resourced students. Their work contributed to the WASC self-study by confirming that equity in grading was an area of concern. Part of the WASC Action Plan highlights the need for a specific survey about equity in grading and includes questions pertaining to non-college-bound opportunities and access to resources. The survey will be conducted in March 2023. The ETF will synthesize the findings and share them with the staff in May. The survey will be administered to students only. The intent is to provide results to inform the staff of the students' experiences and perceptions. School leadership will be tasked with addressing the issues revealed through the survey.

FUHSD LCAP GOAL #3 Every student will feel safe, cared for, and both academically and socially engaged in school.

Lynbrook High School WASC Goal	LHS SITE GOAL #1: 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 <i>(as listed in the site 2021-22 school plan presented in September 2021)</i>	Task #1: Research methods of evaluating well-being and determining a method that will work for Lynbrook Task #2: Collect and review student wellness baseline data Task #3: Make recommendations to Administration and Staff to address needs revealed in the survey

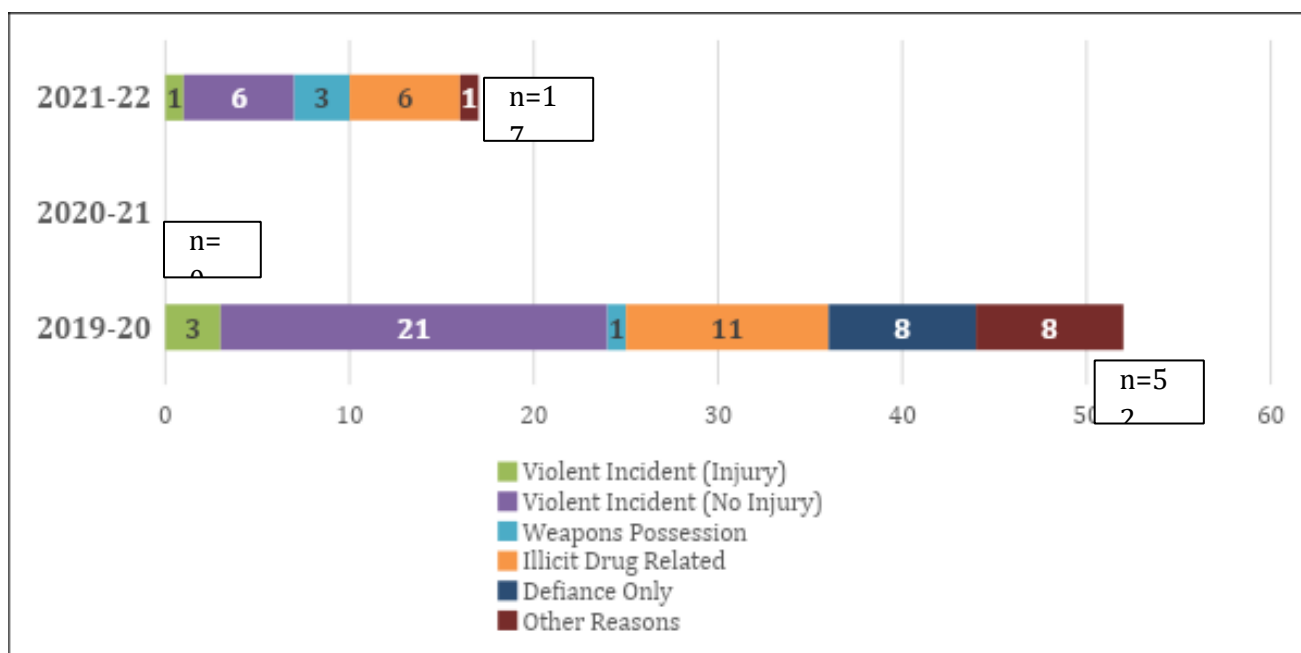
DATA PRESENTATION

Discipline and Absenteeism

Expulsions (multiple years)

School Year	Cumulative Enrollment	Count of Incidents	Count of Unduplicated Students	School Rate of Expulsion	FUHSD Rate of Expulsion
2019-20	1,966	1	1	0.05%	0.05%
2020-21	1,959	0	0	0.00%	0.00%
2021-22	1,812	1	1	0.1%	0.09%

Suspensions by Category Over 3 Years



Student Groups	2019-20			2020-21			2021-22		
	# Stu	%	# Total cohort	# Stu	%	# Total cohort	# Stu	%	# Total cohort
Asian	18	1.1%	1,608	0	0%	1,565	8	0.6%	1,435
Hispanic/Latino	5	7.8%	64	0	0%	59	3	4.8%	62
White	8	5.5%	146	0	0%	146	5	3.8%	131
Two or More Races	4	4.1%	98	0	0%	96	0	0.0%	94
All Students	36	1.8%	1,966	0	0%	1,959	17	0.9%	1,812
<i># Students is an unduplicated count. Some students may have been suspended more than once; this is reflected in the suspension rate. The CDE has not published accurate disaggregated subgroup data for suspension since 18-19 for ELL, SWD, and SPED.</i>									

CA School Dashboard Suspension Rate Indicator

Very Low (Highest Status)	Low 0.6% to 1.5% of Subgroup in Current Year	Medium 1.6% to 6.0% of Subgroup in Current Year	High 6.1% to 10.0% of Subgroup in Current Year	Very High (Lowest Status)
• n/a	<ul style="list-style-type: none"> • All Students (17) • Asian (8) • Two or More Races (1) 	<ul style="list-style-type: none"> • Socioeconomically Disadvantaged (4) • Students with Disabilities (6) • Hispanic (3) • White (5) 	• English Learners (3)	• n/a

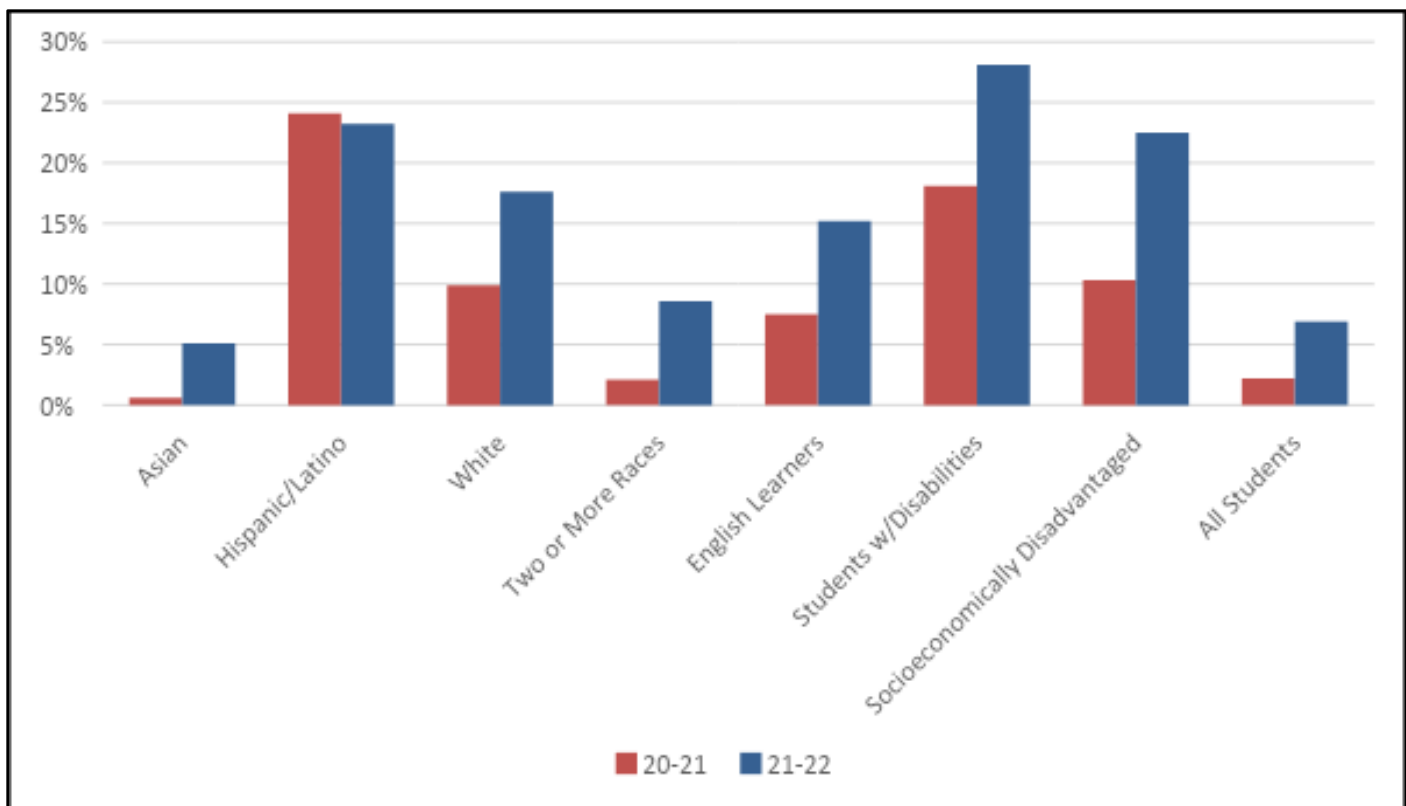
*Some students are counted in more than one subgroup. Because some of the subgroups contain few students, a suspension in that group will have a significant impact on the subgroup percentage. [Details can be found on the CDE website.](#)

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.

Due to COVID-related closures for SY 2019-20, the California Department of Education deemed the chronic absenteeism data unreliable and did not report the associated percentages for subgroup absenteeism.

Group	20-21		21-22	
	Enrollment	Chronically Absent %	Enrollment	Chronically Absent %
Asian	1,558	0.6%	1,425	5.1%
Hispanic/Latino	58	24.1%	56	23.2%
White	142	9.9%	131	17.6%
Two or More Races	96	2.1%	93	8.6%
English Learners	53	7.5%	46	15.2%
Students w/Disabilities	149	18.1%	139	28.1%
Socioeconomically Disadvantaged	126	10.3%	129	22.5%
All Students	1,946	2.2%	1,793	6.9%



School Site Commentary

The overall number of suspensions at Lynbrook remains low. In the 2021-22 school year, there were 16 suspensions. The number of suspensions increased with the return to on-campus instruction. The number was zero in 2020-21. Low suspension and expulsion incidents indicate that Lynbrook is a safe campus with few disciplinary issues.

Chronic absenteeism increased with the return to on-campus instruction, and yet overall, the number of chronically absent students is low at 6.9%. The students who have been identified as eligible for chronic absentee letters are closely monitored by the Attendance Technician with the support of either the student's Assistant Principal or LRS. In the 2022-23 school year of the 77 students initially identified as habitually absent, only 34 students needed specific interventions and support. Staff have been in contact with parents and guardians, and these efforts are recorded. COVID illness is still a common cause of extended absences.

STATUS UPDATE OF WASC ACTION PLAN

LHS SITE GOAL #1: 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.				
Task #1: Research methods of evaluating well-being and determining a method that will work for Lynbrook				
Action Steps	Progress Benchmarks	Measurable Outcome/ Product	Person(s) Responsible / Involved	Timeline/ Progress
<ul style="list-style-type: none"> Establish a Wellness Committee consisting of the Mental Health team, Guidance Counselors, Administrators, Teachers, and 	<ul style="list-style-type: none"> Wellness committee formed. Report the metrics that will track students' well-being to 	Minutes from meetings Budget document	Mental Health Team, School Counselors, Teachers,	Fall 2022: The California Healthy Kids Survey is chosen as a survey

<p>students, to research different tools to measure well-being</p> <ul style="list-style-type: none"> • Look for metrics that track students' well-being over time • Determine the cost of a survey tool that will span 4 years 	<p>staff, parents, and students</p> <ul style="list-style-type: none"> • Establish a budget 		<p>students, and Administration</p>	<p>tool for all district schools</p> <p>Initial discussions with students from Challenge Success regarding the formation of LHS Wellness Committee</p>
Task #2 Collect and review student wellness baseline data				
Action Steps	Progress Benchmarks	Measurable Outcome/ Product	Person(s) Responsible / Involved	Timeline
<ul style="list-style-type: none"> • Choose a survey tool • Plan survey date & time • Conduct a survey of all students 	<ul style="list-style-type: none"> • School conducts a survey of students • New members listed 	<ul style="list-style-type: none"> • Data from survey results 	Wellness Committee	California Healthy Kids Survey was administered at Lynbrook on January 20, 2023
Task #3 Make recommendations to Administration and Staff to address needs revealed in the survey				
Action Steps	Progress Benchmarks	Measurable Outcome/ Product	Person(s) Responsible / Involved	Timeline
<ul style="list-style-type: none"> • Pinpoint top areas of need • Research Social & Emotional Learning (SEL) tools and strategies that address the findings • Create a list of resources, tools, and strategies for students to use that will improve student well-being 	<ul style="list-style-type: none"> • Meeting minutes indicate areas of need 	Written document of strategies	Administration , Mental Health Team, and Wellness Committee	Recommendations for the next steps will be made when the California Healthy Kids Survey data is analyzed once it is available in May 2023
Task #4 Wellness Committee drafts a plan that provides students with resources and tools to improve or maintain their overall well-being and a method to evaluate the efficacy of the tools and strategies.				
Action Steps	Progress Benchmarks	Measurable Outcome/ Product	Person(s) Responsible / Involved	Timeline
<p><i>Establish a structure of proposed learning opportunities:</i></p> <ul style="list-style-type: none"> • Lessons to be taught for engaging students (I.e., through class, advisory, etc.) • Decide on the pedagogy to be used to give instruction • Develop and present a calendar of events for 2023-24 • Draft outline of events for 2024-25, 2025-26 • Provide a list of training teachers can attend • Create a data collection survey to determine if students are using the tools they have been taught 	<ul style="list-style-type: none"> • List of lessons • Implementation plan • Draft Calendar • Data Collection tool on student use of tools 	<p>Results of Data Collection</p> <p>Advisory lessons designed by LHS students (Challenge Success) and LHS Mental Health Team for this Spring</p> <p>In 2022-23, Lynbrook students receive the Wellness Advisory Lessons provided by the district</p>	Administration , Mental Health Team, Wellness Committee	<p>2022-23 Continue District Advisory Lessons</p> <p>Spring 2023 Provide site-based Wellness Advisory</p>

Task #5 Conduct Professional development to support staff in their efforts to help students develop healthy well-being by using tools and strategies				
Action Steps	Progress Benchmarks	Measurable Outcome/ Product	Person(s) Responsible / Involved	Timeline
<ul style="list-style-type: none"> Committee reports findings of strategies to the PD Team PD Coordinators collaborate with the Mental Health Team to plan various PD sessions to support teachers' growth in SEL 	Review of student wellness survey data	Report of findings List of PD sessions to design and implement	Mental Team, PD Coordinators	Spring 2023 through Fall 2024 Ongoing
Task #6 Review Yearly Progress				
Action Steps	Progress Benchmarks	Measurable Outcome/ Product	Person(s) Responsible / Involved	Timeline
<ul style="list-style-type: none"> Plan survey date & time Conduct a periodic survey of all students Use the same survey tool recommended by the committee the previous year The Wellness Committee will provide a brief review of the events of the year Present summary at the Leadership Team meeting 	Wellness Committee Meeting Minutes The school conducts a survey of students	Presentation Data from survey results Students will show an improvement in well-being or maintenance of healthy well-being during their time at Lynbrook	Administration, Wellness Committee, Mental Health Team Leadership Team	Annually in January starting in 2024

Analysis of Progress

The WASC Action Plan includes a goal to increase student understanding of how social and emotional issues impact their physical and mental health, so they can learn and apply techniques to improve and maintain their wellbeing. As work commences on the action plan goal, the school continues to implement plans and practices to foster a caring environment for all students and staff. The efforts in the 2022-23 school year are noted below.

Building Relationships: Lynbrook suspends few students. When disciplinary issues arise, Assistant Principals seek to understand the student and make the incident a teachable moment. Administrators strive to build relationships with students and follow a progressive discipline process. The day a student returns from a suspension, there is a reentry meeting to check in on the student and reinforce a positive rapport and restorative assurance. Parents are important partners when addressing student behaviors.

Assistant Principals support specific students based on last name. They conduct 504 meetings and are familiar with the specific needs of the students in their alpha group.

English Learners are supported by a network of teachers who are guided by the English Language Program Coordinator and an Assistant Principal liaison. This group meets to review the academic progress of their students and to share successful instructional strategies. Concerns about the social and emotional needs of students are shared. The staff takes time to learn and share the individual stories of the students. When issues are noted, a bilingual staff member will reach out to parents to seek understanding and assistance with the student. If the interventions of the team are not successful, with the consent of the parent, an SAT (Student Assistance Team) referral will be submitted.

Professional Development & Staff Support: Annually in the fall, the School Based Therapist (SBT) presents at a staff meeting. In November, the SBT gave a state of the union on LHS mental health and provided specific support for teachers with mandated reporting procedures. This year, to help staff understand the unique struggles of LGBTQ+ students, there was a special presentation, Gender in the Classroom. The students share strategies teachers can use to make their classrooms an inclusive and welcoming environment for all. The [slides](#) and a [video](#) are available online for teachers to review. There is a [padlet](#) where students share experiences to let teachers know how they are feeling.

This year Caminar is at Lynbrook one day a week to provide wellness coaching for any staff member who wants it. There have been special sessions on Fridays, to promote wellness practices. Participation has not been as active as hoped. Staff feedback is needed to learn more about the reasons or barriers to taking advantage of this valuable opportunity. In March there will be a special Staff Care Week. The [padlet](#) for last year is available online and provides a glimpse into what this year's activities may include.

Student Safety & Support: Advisory presentations and special speakers have been utilized this year to educate students on the importance of developing personal self-care and wellness habits. The 2022-23 events and activities that support this goal are listed below.

- 8/24/2022 Advisory- [Emergency Preparedness @ LHS](#)
- 9/9/2022 Advisory: [School Climate Presentation](#)
- 9/23/2022 Friday Advisory- Districtwide Lesson--[Intro TSEL; Intro Brain & Emotion: FFF, trauma on the brain; How to manage stress/coping strategies](#)
- 12/2/2022 Friday Advisory- - Districtwide Lesson: [Mirrors, Windows & Empathy](#)
- 1/13/2023 Friday Special Schedule for Speakers: [Center for Respect](#), Mike Domitrz presents "Can I Kiss You" to 9th graders and "Let's Talk" to 12th graders. [Dr. Cheri Mah](#) (Monta Vista graduate) speaks to 10th and 11th-grade students about the importance of sleep in her presentation, "Sleep like a Champion."
- 2/17/2023 Friday Advisory: Black History Month Presentation- [Black Resistance in America](#).

Upcoming events

- 3/10/2023 Friday Advisory: Districtwide Lesson Title 9; Obstacles to getting help; Learn to assert yourself or to advocate/not be a bystander
- 3/14-16/2022 Special Assemblies During CAASPP mornings for 9th, 10th, and 12th-grade students. Edward Liang, Santa Clara County District Attorney, will present on the [rise of fentanyl use in the county and the dangers of tainted drugs](#)
- 3/31/2023 Friday Advisory-- Districtwide Lesson Stress/Self-Management & coping skills
- 5/19/2023 Friday Advisory- Districtwide Lesson Wrap-up, additional strategies, and survey

The ASB Recognitions Committee hosted several events for the mental wellness of all Lynbrook students. They invited Barnyard Buddies and therapy dogs to campus during lunch for students to hold and engage with therapy animals. In October and December, they hosted a virtual Student Wellness Panel for the Lynbrook parents. They answered questions regarding their own mental health, what resources are available, and tips on how to support their high school students. The week before finals in December, they hosted a Wellness Week to help decrease stress and celebrate the end of the semester. They hosted activities like cookie decorating and handing out goodies like hot cocoa, pop-its, and stickers.

This year a Mandarin-speaking School Based Therapist serves students and families one day a week, in addition to the one full-time School Based Therapist.

Lynbrook is committed to educating and supporting students to increase their self-awareness and learn and build self-care skills. The school works to equip and assist teachers in integrating and reinforcing wellness strategies in their classes.

FUHSD LCAP GOAL #4 Parents, students, and other community stakeholders will have a variety of opportunities to learn about and give feedback on school and District priorities, expenditures, and programs.

Lynbrook High School WASC Goal	GOAL #2B: Improve Communication on the Progress of Learning
Lynbrook High School 2023 Target	Task #1: Collect data on teachers' use of Schoology <ul style="list-style-type: none"> • Survey students to get their perceptions and experiences regarding Schoology use and grading practices. • Professional Development session using Schoology to improve communication with students and parents.

DATA PRESENTATION

In a community survey conducted in January 2022, the FUHSD continues to be viewed favorably and rated positively by most, and the high school's quality education and reputation remain the District's top attributes. Six in ten say the District is doing an "excellent" or "good" job in handling COVID-19.

School Site Commentary

Parents are given meaningful opportunities to learn about Lynbrook and provide input. Lynbrook has many active parent groups. These groups meet regularly and make a significant impact on the community. The most prominent groups are listed below (links to websites).

- [Lynbrook Athletic Boosters](#)
- [Lynbrook Bilingual Committee](#)
- [Lynbrook Excellence in Education](#)
- [Lynbrook Parent Teacher Association](#)
- [Lynbrook Instrumental Boosters](#)

All of the groups, except the Lynbrook Bilingual Committee, oversee budgets and vote on expenditures.

To keep parents informed regarding life at Lynbrook and to share important news, the principal holds Virtual Principal's Coffee Nights on Zoom. Two of the meetings this year were turned over to a student panel to focus on wellness. Links to the padlets used during the meeting are below.

- March Virtual Coffee & Chat with the Lynbrook Principal, Tue, Mar 14, 2023 (upcoming)
- [January Virtual Coffee & Chat with the Lynbrook Principal](#), Tue, Jan 10, 2023 (133 attendees)
- December Virtual Coffee & Chat with the Principal, Wed, Dec 7, 2022 (125 attendees) Lynbrook students shared their perspectives and experiences on dealing with EXAM & ACADEMIC STRESS.
- October Virtual Coffee & Chat with the Lynbrook Principal, October 26, 2022 (250 attendees)-- This was a special Student Wellness Panel discussion with seniors regarding COLLEGE APPLICATIONS & ANXIETY
- [September Virtual Coffee & Chat with the Lynbrook Principal](#), September 14, 2022 (123 attendees)

To keep all students, parents, guardians, and staff up to date with all of the happenings and celebrations at Lynbrook, the principal sends The Week Ahead email on Friday afternoons. An [archive of these messages](#), including all other community emails, can be accessed on the homepage of the Lynbrook website.

STATUS UPDATE OF WASC ACTION PLAN

GOAL #2B: Improve the communication of the progress of learning.				
Task #1: Collect data on teachers' use of Schoology				
Action Steps	Progress Benchmarks	Measurable Outcome/ Product	Person(s) Responsible/ Involved	Timeline/ Progress
<ul style="list-style-type: none"> ● Create a survey asking teachers what, how, and how often they post on Schoology ● Created and administer a survey regarding Schoology use to students ● Send email of interest to parents and students to establish a Schoology Focus Group that wants to explore Schoology in the 2022-23 school year 	<ul style="list-style-type: none"> ● Survey written (Equity Task Force created a survey that asks students questions regarding updating grade books using Schoology) ● Survey delivered (March 2023) ● Focus Group formed 	<ul style="list-style-type: none"> ● Survey Completed ● Survey responses ● Focus Group ● Share results with the School Site Council, student, and parent groups 	Schoology Lead PD Coordinators PD Administrator Students Parents	Student Survey conducted by April 2023 Focus Group 1 st meeting by October 2023
Task #2: Establish Best Practices for communication of grades and progress of learning				
Action Steps	Progress Benchmarks	Measurable Outcome/ Product	Person(s) Responsible / Involved	Timeline/ Progress
<ul style="list-style-type: none"> ● Staff meets to review data collected in Task #1, discuss findings, and brainstorm best practices ● Invite teachers to the Schoology Focus Group ● Schoology Focus Group reviews all data collected and teacher recommendations ● Schoology Focus Group drafts Schoology Best Practices Guidelines ● Present Schoology Best Practices Guidelines to staff 	<ul style="list-style-type: none"> ● Staff Professional Development held to review data ● Teachers added to the Schoology Focus Group ● Schoology Best Practices will be made 	Schoology Best Practices Guidelines	Staff Schoology Focus Group	October 2023 – December 2023
Task #3: Implement and review Schoology Best Practices				
Action Steps	Progress Benchmarks	Measurable Outcome/ Product	Person(s) Responsible / Involved	Timeline/ Progress
<ul style="list-style-type: none"> ● Teachers implement Schoology Best Practices ● Schoology Focus Group reviews the progress and effect of implementation ● Develop survey questions around Schoology use to include periodic student surveys ● Repeat the process to update Schoology Best Practices Guidelines as necessary 	<ul style="list-style-type: none"> ● Teachers implementing Schoology Best Practices ● Survey questions written for future periodic surveys ● Space to continually revise Schoology Best Practices Guidelines will be created 	<ul style="list-style-type: none"> ● Survey questions ● Revised Schoology Best Practices Guidelines 	Staff Schoology Focus Group	January 2022 - Ongoing

Analysis of Progress

The WASC Self-study spotlights an area of growth regarding the communication of learning. Students and parents have the tendency to be more focused on grades than on the progress and process of learning. The school is in the initial stages of improving in this area.

This school year the site Schoology Teacher Leads have held multiple professional development sessions to expose staff to tools in Schoology that improve communication of learning to parents and students, including the Rubrics feature and creating custom grading scales that focus on feedback instead of points (examples: complete/Incomplete, Achieved all requirements, approaching mastery, etc. instead of 5/5 or 4/5). Staff were asked to reflect and discuss with their peers how using these tools would improve their communication and brainstormed ways in which they can utilize the features with their classes.

In follow-up sessions, staff were instructed on the technical side of implementing these strategies.

- Rubrics Session: [Rubrics Menu Day](#)
- Sentence Scale Session: [Sentence Scales Menu Day](#)

Schoology Teacher Leads in March 2023 will hold several training sessions with administrators to help them understand how they can monitor and support the use of Schoology. This includes utilizing a data export spreadsheet that reports statistics on teacher usage and presenting scenarios for administrators to work through.

As staff grow in expertise and knowledge of Schoology, students will be surveyed to gain insights into how they interact with Schoology and what they find helpful. This information will be shared with teachers. The plan is to create a focus group of students and parents who will review the survey data and offer suggestions to make Schoology a productive tool to learn about what students are learning, and not merely a system to check grades.