2022 LYNBROOK HIGH SCHOOL FOCUS ON LEARNING SELF-STUDY

April 3-6, 2022

LYNBROOK HIGH SCHOOL
FOCUS ON LEARNING SELF-STUDY

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Fremont Union High School District

April 3-6, 2022

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Western Association of Schools and Colleges

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TABLE OF CONTENTS

Preface

Explain the school self-study process used to accomplish the outcomes of the self-study, i.e., timeline, stakeholder involvement, any modifications from the model self-study process. By addressing these outcomes of the self-study, the school will have accomplished:

1. **The involvement and collaboration of all staff and other stakeholders to equitably support high-quality student achievement**
2. **The clarification and measurement of what all students should know, understand, and be able to do through schoolwide learner outcomes/graduate profile and academic standards**
3. **The analysis of the California Dashboard indicators and additional data about students and student achievement**
4. **The assessment of the entire school program and its impact on learning for all students in relation to the schoolwide learner outcomes/graduate profile, academic standards, and ACS WASC/CDE criteria**
5. **The alignment of a schoolwide action plan/SPSA to the LCAP and the school's areas of need; the capacity to implement and monitor the accomplishment of the schoolwide action plan/SPSA goals.**

1. Overview of Process

The 2021-22 WASC Self-Study process was highly unconventional because of the ever-changing environment and challenges due to the COVID-19 Pandemic. Despite this, Lynbrook High School has completed a thorough and authentic self-study process. While the typical Self Study process begins in the fall of the year before submitting the report and hosting a visitation, Lynbrook could not begin the process until the Spring of 2021 with the majority of the work happening in Fall 2021.

The challenges we faced with meeting times were mainly due to limited school resources because many resources were allocated to transitioning staff into and out of a remote learning environment instead of always being in-person school. For example, when Lynbrook was starting to ramp up for the self-study process, FUHSD announced in the Spring of 2021 that the schools would be reopening in a hybrid (in-person/online) learning model.

As expected, faculty, classified and administrative staff needed substantial time to plan and transition to the Hybrid model of instruction, which resulted in shifting our focus away from WASC. Once the school returned to entirely in-person instruction in the Fall of 2021, the staff and community could devote more time to self-study and complete the process unimpeded.

Timeline

Date	Event
Fall 2020	Coordinators and Focus Group Leaders are Established
February 10, 2021	WASC Kickoff to staff via Zoom. Focus Group Leaders were introduced with an overview of the focus group sections. Staff were directed to meet in home groups and identify their preferred focus groups ensuring equal representation of home groups in the focus

Date	Event
	groups
May 5, 2021	Chapter 1 was presented to the staff and staff provided feedback on the chapter via collaborative google docs.
May 5, 2021	Focus Groups were announced
May 25, 2021	First Focus Group Meetings were held via Zoom with the goal of identifying questions the group would like to ask on the Focus on Learning Survey in the fall
Summer 2021	Coordinators wrote Focus on Learning Survey Draft based on Focus Group discussions in May.
August 13, 2021	Coordinators and Focus Group Leaders met to discuss timeline and goals for the self-study process as well as review Survey question
August 2021	Coordinators compiled final Focus on Learning Survey using Survey Monkey
August - December 2021	Focus Groups and Home Groups met on alternating Fridays during the staff collaboration time for the first semester. During this time the Focus Groups evaluated the school's effectiveness in the areas outlined in their respective focus groups and collected evidence as necessary.
August - December 2021	Coordinators met weekly on Mondays from 11:50 -1:05 to discuss progress and next steps
September 16, 2021	Coordinators met with Focus Group Leaders to get an update on progress and share upcoming meeting agendas as well as seek feedback on ways leadership could support Focus Group Leaders
September 2021	Focus on Learning Surveys were given to all stakeholders
September 2021	Parents and Students were invited and selected to be a part of Focus Groups
October 1, 2021	Parents and students attended their first focus groups
October 28, 2021	Coordinators met with Focus Group Leaders to get an update on progress and share upcoming meeting agendas as well as seek feedback on ways leadership could support Focus Group Leaders
December 10, 2021	Focus Groups met for the last time of the semester to finalize their sections of Chapter 4
December 2021	Principal presented Chapter 1 (updated with feedback from spring 2021 presentation) and Chapter 2 to the staff. Staff provided input into Chapter 2.
January 10, 2022	Coordinators and Focus Group Leaders met to identify the critical areas of growth across all Focus Groups
January 18, 2022	Coordinators met with Visiting Committee Chair
January 19, 2022	Coordinators met with Focus Group Leaders via Zoom to refine Chapter 4 sections
January 28, 2022	Coordinators presented Chapter 4 to the staff and solicited input and

Date	Event
	feedback as well as ideas for action steps to address the Student Learner Needs via Padlet
February 1, 2022	Principal presented to a WASC update to the PTSA and asked for feedback on findings
February 7, 2022	Coordinators met to finalize the prioritized areas of need, Chapter 4 and write goals for chapter 5
February 8, 2022	Principal presented revised Chapter 1 and 2 to staff at staff meeting
February 10, 2022	Coordinators met to create action plan
February 11, 2022	Leadership team presented Chapter 5 to the staff to solicit input
February 18, 2022	Final Self Study report is submitted to WASC and emailed out to staff

Involvement of Stakeholders

Lynbrook included many stakeholders in the WASC Self-Study process. The school was first divided into home groups as noted below. Home groups met to divide their membership equally among the 5 focus groups to ensure balance. Once staff was divided into focus groups, parents and students were invited to join the WASC process and indicated which focus groups they were most interested in being a part of. The WASC leadership team worked to assign parents and students to the focus groups with all members joining either their 1st or 2nd choice group. In addition to involving parents and students through focus groups, the principal shared WASC progress and solicited feedback from existing groups such as PTSA, School Site Council, and the Student Voice Group.

The Principal and Assistant Principal sent an email to staff that explained the roles and responsibilities for Focus Group leaders, and asked for volunteers: As a result, we were able to solidify the leadership team.

WASC Leadership Team

Name	Campus Position	WASC Leadership Role
Dave Erwin	Assistant Principal	Coordinator
Andrea Badger	Business Teacher	Coordinator
Nikki Dang	Guidance Counselor	Focus Group Leader – Organization
Nieke Rynders-Taylor	LMT Voyager	Focus Group Leader – Curriculum
Miguel Alderete	Special Education Teacher	Focus Group Leader – Learning and Teaching
Amy Ashworth	Library Media Teacher	Focus Group Leader – Assessment
Josh Miller	English Teacher	Focus Group Leader – School Culture
Megan Miller	Living Skills and Special Education Techer	Focus Group Leader – School Culture

After the leadership team was determined, the WASC Coordinators worked on creating a spreadsheet to help balance the members of Focus Groups and Home Groups. Home Groups met to equally divide their membership across the 5 Focus Groups. Below is a table of our Home Groups and Focus Groups

Focus Groups

| Category A: Organization	Category B: Curriculum	Category C: Learning and Teaching
Leader	**Leader**	**Leader**
Nikki Dang (Guidance)	Nieke Ryders-Taylor (SPED)	Miguel Alderete (SPED)
Administrator	**Administrator**	**Administrator**
Maria Jackson (Principal)	David Erwin (AP)	Eric Wong (AP)
Staff Members	**Staff Members**	**Staff Members**
Maya Baba (S&S Support)	Yamini Aluru (SPED)	Bob Blaschke (Math)
Andrea Badger (CTE/Elect)	Jeff Bale (Social Studies)	Jessica Chan (SPED)
Joanna Chan (English)	Lauren Blazek (PE)	Jasmine Chen (World Lang)
Allen Chan (S&S Support)	Jessica Dunlap (English)	Kenny Delp (SPED)
David Clarke (English)	Evy Ene (English)	Liz Driscoll (SPED)
Davis Dao (SPED)	Carol Fong (Science)	Brad Fulk (CTE/Elect)
Edgar Duenas (Admin)	Malissa Goldstein (Guidance)	Dave Herz (SPED)
Jeremy Dybdahl (Math)	Dani Howard (VAPA)	Crystal Isola (VAPA)
Jennifer Griffin (PE)	Kyle Howden (Social Studies)	Anna Kirsh (English)
John Hott (S&S Support)	Pat Kitson (SPED)	Rita Korsunsky (Math)
Steven Hsu (Social Studies)	Liz Louie (World Language)	Sarah Kraemer (Math)
Kenny Iams (Math)	Manisha Mangala (SPED)	Meghan Metcalfe (SPED)
Tim Jeung (SPED)	Miko Otoshi (S&S Support)	Thanh Nguyen (Science)
Jen Larson (SPED)	Michele Quindipan (Math)	Isaac Pallone (Science)
Jason Lee (Science)	Johnny Roberson (SPED)	Jackie Perez (S&S Support)
Lester Leung (Science)	Leslie Robledo (CTE/Elect)	Mariela Reyes (SPED)
Jessica Lu (Science)	Seema Saxena (SPED)	Denise Schang (World Lang)
Nate Martell (Social Studies)	Judy Schulze (VAPA)	Esther Shin (S&S Support)
Michael Pakaluk (VAPA)	Elizabeth Slaughter (Math)	Luca Signore (Social Studies)
Wakako Pang (SPED)	Tim Wehner (SPED)	Mike Williams (Social Studies)
An Phuong (SPED)	Connie Willson (English)	Tania Yang (SPED)
Kim Revilla (World Lang.)	Marianne Zizzo (SPED)	
LB Richards (SPED)		
Andy Seike (English)		
Barb Takahashi (Guidance)		
Cinthya Tamayo (SPED)		
Melissa Tao (S&S Support)		
Parents and Students	**Parents and Students**	**Parents and Students**
Mark Waring (Parent)	Saroja Challagolia (Parent)	Ji Zhou (Parent)
Daniel Wang (Student)	Aaditya Mahajan (Student)	Eva Pang (Parent)

Category D: Assessment and Accountability	Category E: School Culture and Support
Leader	**Leader**
Amy Ashworth (S&S Support)	Josh Miller (English)
	Megan Miller (SPED & CTE)
Administrator	**Administrator**
Susan Rocha (AP)	Yukari Salazar (AP)
Staff Members	**Staff Members**
Anshul Agarwal (Science)	Bev Baller (SPED)
Lalitha Balasubramanian (SPED)	Chris Baugh (Math)
Ruth Brevnov (World Language)	Judy Boehm (S&S Support)
Daniel Bulone (English)	Amy Chan (S&S Support)
Vivian Frazita (Math)	Nicole Della Santina (Science)
Yerime Graciano (SPED)	Michael Esquivel (World Lang)
Anne Greene (SPED)	Tom Fernandez (Admin)
Shana Howden (Guidance)	Terri Fill (English)
Charlotte Kruk (VAPA)	Jane Gilmore (English)
Mark Kwong (CTE/Elective)	Fernando Gonzalez (SPED)
Erin Levin (English)	Jeremy Kitchen (World Lang)
Susan Lucas (S&S Support)	James Lohmeier (SPED)
Marc Madrid (SPED)	Kathleen Loia (Science)
Marina Malimban (SPED)	Jack Neudorf (SPED)
Martha Martinez (SPED)	Nhat Nguyen (Social Studies)
Julie Morelos (World Language)	Toan Phuong (S&S Support)
Ranjani Narasimhan (SPED)	Dave Pugh (Social Studies)
Thao Nguyen (S&S Support)	Matthew Reynolds (VAPA)
Steven Roy (Social Studies)	Linnea Romander (Math)
Debbie Schmalz (Science)	Kristina Savvateeva (SPED)
Brian Sullivan (PE)	Jenna Starnes (Guidance)
Dave Taylor (Science)	Brittany Stevens (SPED)
Nicole Tseng (SPED)	Karen Saustegui (SPED)
Maggie Welsh (English)	Kathy Tang (Guidance)
	Ray Wright (PE)
Parents and Students	**Parents and Students**
Yi Xiao (Parent)	Srividhya Venkat (Parent)
Leo Mu (Student)	Samantha Leong (Student)
	Adriana Hillman (Student)

Home Groups

Administration	Math	Special Education
CTE/Elective	PE	Student and Staff Support
English	Science	Visual and Performing Arts
Guidance	Social Studies	World Languages

CHAPTER I

Progress Report
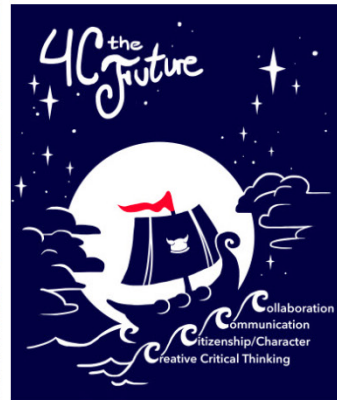
Chapter 1: Progress Report

Introduction

Lynbrook's last Focus on Learning Self-study was conducted in 2016. In late February 2016, the current principal was moved from another school to Lynbrook just two weeks before the visit. The Focus Group leaders with the new Principal updated the Action Plan submitted in June 2016. Since that time, the administrative team has had the consistent leadership of the same Principal, but there have been one or more changes on the administrative team every year since 2016. The dedicated staff led by the administrative team navigated through the unforeseen troubled waters of a global pandemic while continuing to work toward the goals set in 2016.

This progress report describes the diligent efforts taken to reach the Action Plan goals and explains how that school goal is connected to the district LCAP work. There are links to specific data provided in the text. All data collected during the 2016-2021 WASC Action Plan implementation is available online.

1.   Significant Developments

2016-ongoing: Construction and modernization projects transform the campus. Construction is a welcome but disruptive process. The most recent project, the new theater lobby, was completed in April 2022. In June 2022, the old administration building will be razed and replaced with a new two-story science building.

2016-17: A panel of staff, students, and parents define the essential 21st-century skills that all students will learn. These skills are referred to as Lynbrook's 4C's- Collaboration, Communication, Citizenship/Character, and Creative Critical thinking.

2016-2021: Key veteran teachers retired, and Administrative Assistant Principal staff experienced turnover. Few new teachers were hired. Teachers transferred to Lynbrook from other FUHSD campuses.

2016-ongoing: The Citizen's Advisory Committee was created to address the issue of declining enrollment in the Lynbrook attendance area. This group developed the Lynbrook Supplemental School Assignment Plan, and the FUHSD Board approved the program. The LSSAP allows for a limited number of voluntary transfers to Lynbrook. Since 2016, over 400 students have attended Lynbrook from outside the immediate neighborhood. Though Lynbrook had years of modest growth with the LSSAP in place, it has recently dropped to 2016 levels. Four of the five high schools in the district are facing declining enrollment.

2018-ongoing: Homeroom is instituted at Lynbrook to foster relationships, promote school connection, and help students manage stress.

2019: Though Lynbrook has a low suspension rate, an increase of 7 students in the 2019 suspension rate caused a .4% increase and moved Lynbrook into the [Orange level for Suspension Rate](#) on the California Dashboard. This increase kept Lynbrook from receiving a California Distinguished School designation in 2020.

March 2020- June 2021: School goes into remote online setting due to COVID-19 pandemic. Small cohorts were allowed on campus starting in January 2021. This significant event shifted the focus to providing technical support for staff and students, implementing a new Learning Management System, Schoology, and integrating online tools for virtual classes.

April 2021: School reopens with social distancing and masking required. Many students opt to remain in remote learning, while 390 students return to campus. Instruction was given in a hybrid format with some students in person and other at home accessing class remotely.

August 2021: When school reopens, all schools in the district meet in-person and follow the same block schedule. Lynbrook previously had a modified block schedule with 3 seven-period days and 2 block days.

2.   Critical Areas for Follow Up

The Visiting Committee in 2016 highlighted the following Critical Areas for Follow Up. Three of the five were incorporated into the Action Plan. Two were addressed separately.

Critical Area for Follow Up #1
Critical Area for Follow Up #1 is addressed with Goal #2

A. Instructional Staff must increase student engagement and expand the frequency and methods used to check for authentic student understanding for all students. Instruction should be keyed to 21st Century skill development (create, collaborate, communicate, and critically think) and taught through real-world, hands-on application while responding to diverse learning styles.

B. Lynbrook's academic departments must fully implement core curriculum and instructional practices aligned with CCSS in the ELA/ELD framework, Mathematical Practices, and NGSS

Critical Area for Follow-up #3
 Critical Area for Follow Up #3 is addressed with Goal #1.

The school community (staff, students, parents, and community members) will translate the SLOs into measurable, indefinable student outcomes, incorporate these across the curriculum and throughout the grades, gather data from common practices regarding student achievement, and apply the resulting information to enhance student learning for all students.

Critical Area for Follow Up - #4
Critical Area of Follow Up #4 is addressed with Goal #3.

Staff, students, parents, and the Lynbrook community need to implement strategies to reduce stress, address mental health and wellbeing, and reduce academic bullying.

Critical Areas for Follow up #2 and #5 designated by the 2016 Visiting Committee are below. They were not included in the Action Plan, but as noted in the Mid-cycle report, were resolved. There is more information in Section 5 of this chapter.

Critical Area for Follow Up #2
Administration and leadership team need to develop and implement a multi-year, written Professional Development Plan that is inclusive of both district and site needs and is founded in Lynbrook High School Critical Areas of Needs and Action Plan and tied to the standards, SLOs, and schoolwide vision/mission.

Critical Area for Follow Up #5
Site Leadership, administration, and staff need to work on effectively communicating goals, deadlines, and district expectations while also addressing site-level concerns.

3. Process for Implementing and Monitoring the Schoolwide Action Plan
Link to Multi-Year Action Plan

June: Leadership Team meets annually in June to review the year's progress on the Action Plan Goals. The team recommends the focus for Professional Development sessions and sets a tentative calendar for whole-staff sessions.

August: Principal and site leadership draft the Annual School Plan outline and ensure that it incorporates district LCAP goals.

Early September: Annual School Plan Outline is reviewed and approved by School Site Council

Mid-September: Principal presents the Annual School Plan outline to the FUHSD Board of Trustees and FUHSD cabinet.

Late September: Annual School Plan outline is discussed at a Whole-staff meeting, PTSA Executive Meeting, PTSA Association Meeting, and Principal's Coffee.

February: Annual School Plans are submitted by all district schools to the FUHSD Board of Trustees.

February-May: Principal and Assistant Principals discuss the Annual School Plan Mid-year Update and school's progress on the Action Plan with the FUHSD Board of Trustees and the FUHSD Cabinet. Highlights of the progress of our goals are shared.

Annually- Summary of Progress is presented to the staff at a Staff Meeting or Professional Development Morning.

4. Action Plan Goals and Summary of Progress

ACTION PLAN GOAL #1: All Lynbrook High School students will achieve high levels of learning and performance.

Corresponds with District LCAP Goal
FUHSD LCAP Goal # 1: Sustain generally high student performance while ensuring high levels of learning for every student

SUB-CATEGORIES Identified in the 2016 Self-study
  A. Targeting students from low-socioeconomic and/or limited-educational backgrounds
  B. Improving a-g completion rates for every social and socioeconomic subgroup of students
  C. Connecting students' classroom experience to the SLOs (21st Century Skills)

Critical Area for Follow-up #3
The school community (staff, students, parents, and community members) will translate the SLOs into measurable, indefinable student outcomes, incorporate these across the curriculum and throughout the grades, gather data from common practices regarding student achievement, and apply the resulting information to enhance student learning for all students.

In 2016-17, a group of teachers, students, parents, and administrators worked together to identify and define the 21st Century Skills to be integrated across the curriculum. This work was done to address the findings of the 2016 WASC Visiting Committee. Since 2016, professional development has focused on connecting classroom experience to 21st-century student learning outcomes that we refer to at the 4Cs (Collaboration, Communication, Citizenship/Character, Creative-Critical Thinking).

Review of Site Targets to Measure Progress toward Action Plan Goal #1

- **Reduce the % of students earning one or more Ds and Fs to 5% of total enrollment.**
- **Decrease the number of students with D's and Fs from the first semester to the second semester.**

Year	1st Semester Enrollment	# D, F, I students	% Of 1st Semester D, F, I	2nd Semester Enrollment	# D, F, I students	% Of 2nd Semester D, F, I
2020-21	1912	118	6.17%	1919	124	6.4%
2019-20	1940	120	6.2%	1940	61 (No Credit)	3.2%
2018-19	1854	115	6.2%	1854	109	5.9%
2017-18	1835	112	6.1%	1835	129	6.8%
2016-17	1741	127	7.2%	1741	136	7.8%

- **Improve the a-g Completion Rates of All Subgroups**

Maintain if the group is 92% or higher and improve by 3% for other subgroups
(*subgroup number too small to report)

Subgroup	Class of 2016	Class of 2017	Class of 2018	Class of 2019	Class of 2020	Class of 2021
African American	*	*	*	*	*	*
Asian	*94.7% (342/361)*	*93.8% (346/349)*	95.8% (353/368)	95.1% (313/329)	94.6% (356/376)	94% (422/448)
Hispanic/Latino	*30.8% (4/13)*	*21.4% (3/14)*	33.3% (3/9)	27.3% (3/11)	30% (4/13)	42% (5/12)
Filipino	*	*	*	*	*	*
White	*79.2% (42/53)*	60.0% (27/45)	59.1% (26/44)	62.1% (18/29)	73% (19/26)	62% (21/34)
Two or more Races		85.2% (23/27)	89% (16/18)	83% (10/12)	84% (20/24)	Not available
Socioeconomically Disadvantaged	*60.9% (14/23)*	63.6% (14/22)	68.9% (31/45)	60.8% (14/23)	65.6% (19/29)	57% (17/30)
Students with Disabilities		*35.5% (11/31)*	22% (5/23)	37.5% (9/25)	33% (7/21)	Not available
English Learners	*55.6% (5/9)*	65.5% (19/29)	71.4% (15/21)	69.2% (9/13)	50% (5/10)	20% (2/10)
Overall Cohort	*87.4%*	*88%*	90.1%	91.8%	91.9%	92.53%

* Due to changes in how cohort data are collected and reported, data from 2015-16 and before cannot be compared with data from 2016-17 or later

2020 Graduation Rate by Student Group

Student Group	Number of Students in the Graduation Rate	Number of Graduates	Number of Fifth Year Graduates	Graduation Rate
All Students	444	431	1	97.1%
English Learners	29	27	0	93.1%
Socioeconomically Disadvantaged	48	43	1	89.6%
Students with Disabilities	32	22	1	68.8%
Asian	377	372	0	98.7%
Filipino	1	*	0	*
Hispanic	18	13	1	72.2%
White	27	25	0	92.6%
Two or More Races	20	19	0	95.0%

This chart displays the students in a 4-year cohort who graduated in four years or less with either a traditional high school diploma, an adult education high school diploma, or have passed the California High School Proficiency Exam (CHSPE). Students who pass the General Education Development (GED) test, complete requirements necessary to obtain a special education certificate of completion or remain enrolled in the 9-12 instructional system without a high school diploma are not considered cohort graduates or dropouts. Instead, they are considered cohort non-graduate completers or students who are still enrolled. Thus, the cohort graduation rate and the cohort dropout rate will not always sum to 100%.

Summary of Progress Action Plan Goal #1

Grade and a-g completion data were used to measure progress for Action Plan Goal #1. Lynbrook continues to sustain high graduation and a-g completion rates. Last year 92.53% of graduates were UC/CSU eligible. Data is disaggregated to focus on subgroup support and performance. When subgroups are not statistically significant or exceedingly small, the performance of one or two students impacts the percentage. For this reason, using percentages to monitor improvement

can be misleading. This reality did not stop our efforts because good practices support all students.

The intentional focus on struggling students is an essential component of an ALL means ALL philosophy to student success. Though we did not see success in every area, we have embedded this practice into our school culture.

Summary of Data Targets
Improvement of a-g completion of all students since 2016
- The percentage of UC/CSU eligible graduates in a cohort increases from 87.4% to 92.53%.
- The percentage of UC/CSU eligible students in the Hispanic/Latino subgroup improves and reached the 3% growth target, but cohort is small
- The percentage of UC/CSU eligible students in the White subgroup drops from 79.2% to 62%. The enrollment in this cohort also decreases.
- As the number of students in the English Learner cohort grew, so did the percentage of UC/CSU students in that group. After a modest increase of EL students enrolled at Lynbrook, the numbers fall to 2016 levels.

Sustaining graduation rates and a-g eligibility
We did well in this area. Lynbrook students graduate over 86% are UC/CSU eligible.

- The target of 5% or fewer students earning one or more D's and Fs was not met, but the number of students earning D's and Fs did decline. This this goal was ambitious though we did not make our target every year. This goal has raised our awareness to examine if there is a pattern of courses that pose a challenge for students. Most Ds & Fs are in the math and science departments.
- The only years when the number of D's and F's fell from the first semester to the second semester were 2018-19 and 2019-20.
- Overall graduation rates have remained above 96%.

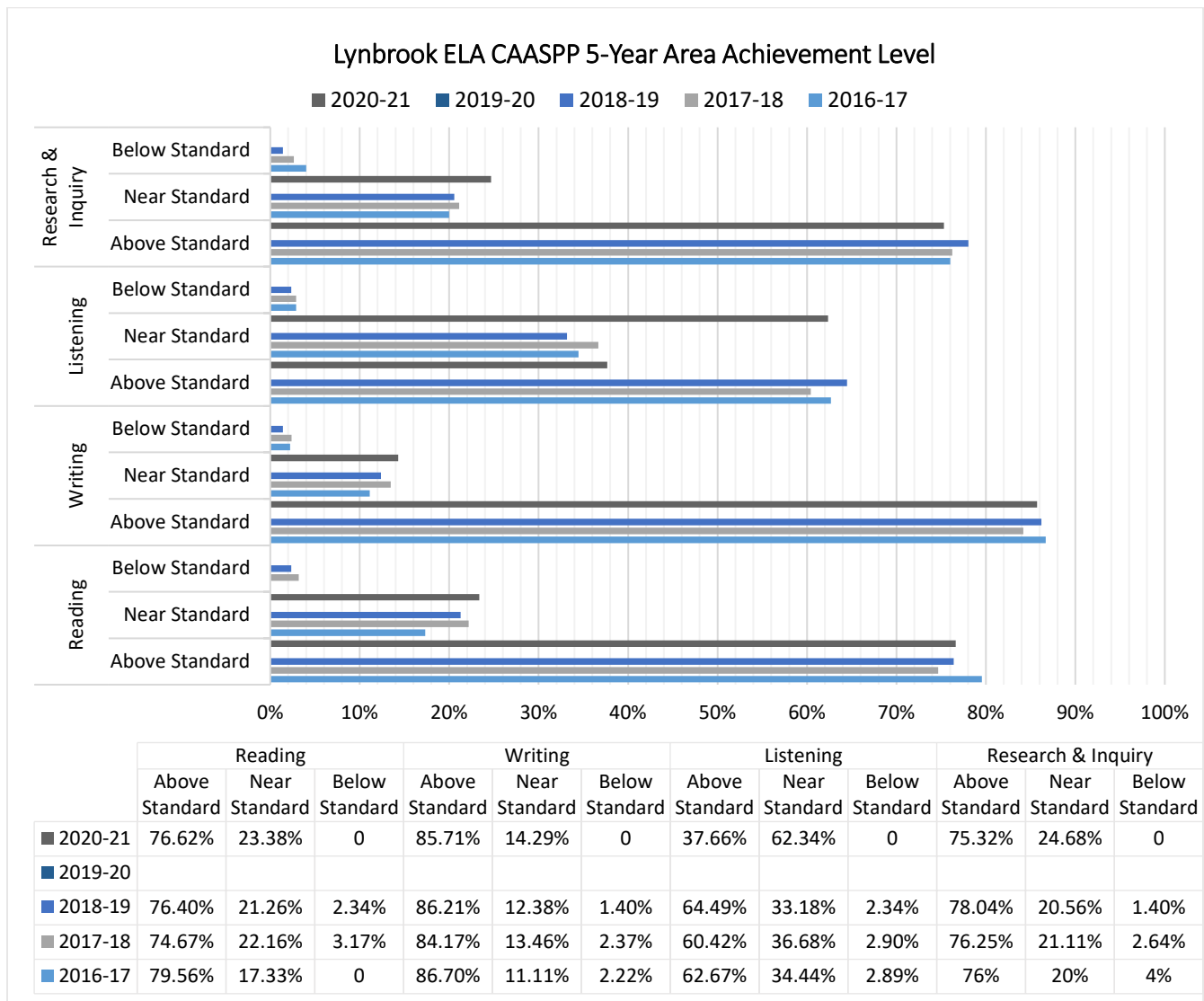***Action Plan Goal #1 with Critical Area for Follow-up #3***

Schoolwide Learner Outcomes Progress with 21st-Century Skills and the 4Cs
Also included in Chapter 2: School Profile Section C. Schoolwide Learner Outcomes

The schoolwide learner outcomes are referred to at the 4Cs. Students learn 21st-century skills infused within the course content. Lynbrook students will demonstrate the skills of collaboration, communication, creative-critical thinking, and citizenship (character). The goal is to prepare students for life beyond Lynbrook.

CAASPP results are indicative of student proficiency with communication and creative-critical thinking. Though there is anecdotal data of collaboration skills, we have not developed a method of measuring this beyond survey data, classroom experiences, and student campus involvement. Citizenship requires critical thinking and the ability to analyze information, and there is data from the CAASP to monitor student performance. Anecdotal information gleaned from surveys is also
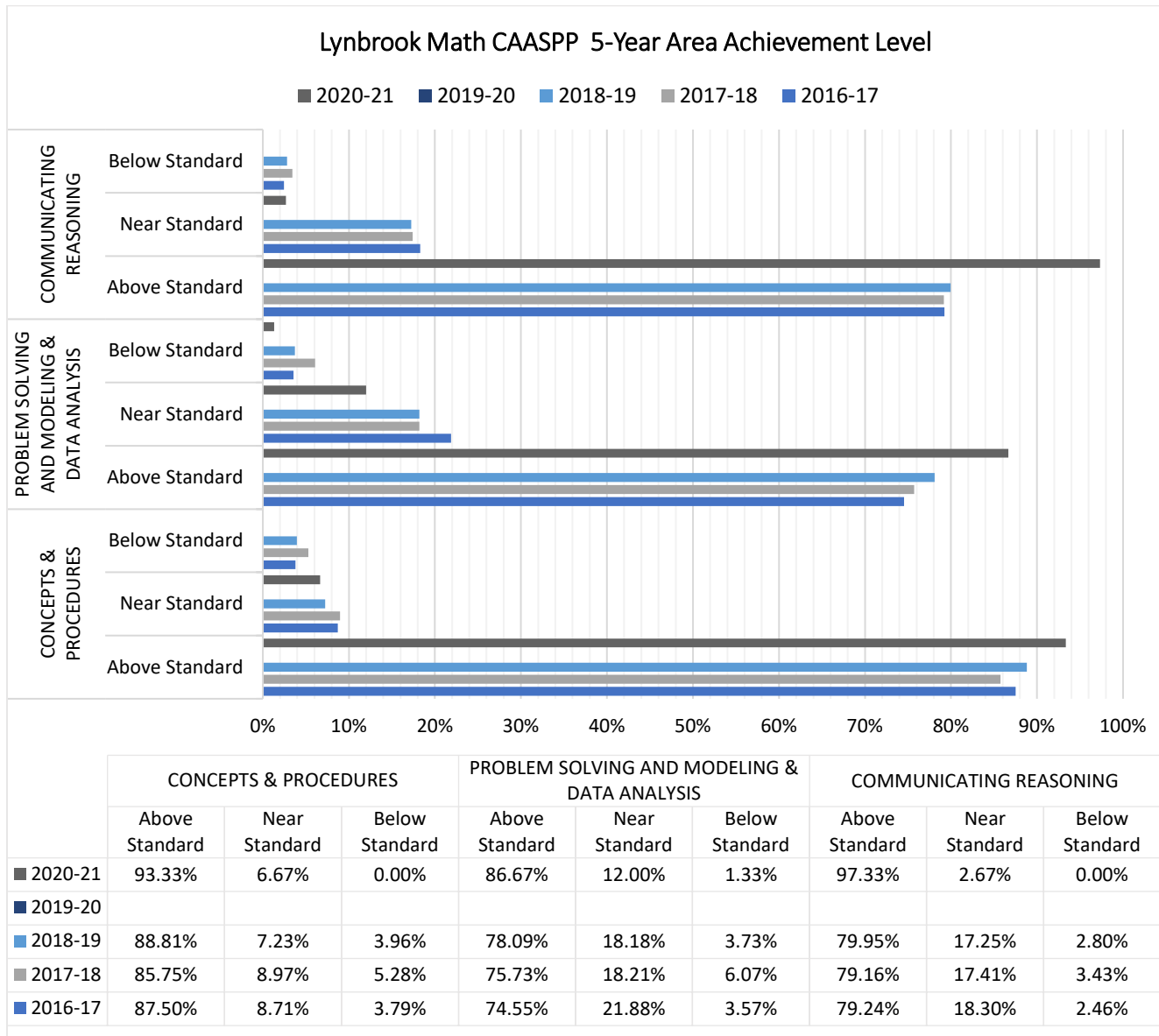
used to track progress with 4C skills. The California Dashboard provides data on school climate which can be used to monitor Citizenship/Character.

Lynbrook ELA CAASPP 5-Year Area Achievement Level

■ 2020-21 ■ 2019-20 ■ 2018-19 ■ 2017-18 ■ 2016-17

	Reading			Writing			Listening			Research & Inquiry		
	Above Standard	Near Standard	Below Standard	Above Standard	Near Standard	Below Standard	Above Standard	Near Standard	Below Standard	Above Standard	Near Standard	Below Standard
■ 2020-21	76.62%	23.38%	0	85.71%	14.29%	0	37.66%	62.34%	0	75.32%	24.68%	0
■ 2019-20												
■ 2018-19	76.40%	21.26%	2.34%	86.21%	12.38%	1.40%	64.49%	33.18%	2.34%	78.04%	20.56%	1.40%
■ 2017-18	74.67%	22.16%	3.17%	84.17%	13.46%	2.37%	60.42%	36.68%	2.90%	76.25%	21.11%	2.64%
■ 2016-17	79.56%	17.33%	0	86.70%	11.11%	2.22%	62.67%	34.44%	2.89%	76%	20%	4%

By March of their junior year, few students are performing Below Standard ELA assessment. Given the need to shift to distance learning for a year and a half, the Class of 2021 performed as previous years with a notable drop in Listening scores. In 2021, only 77 of the eligible 466 students chose to come to campus and take the CAASPP ELA assessment. Though participation was low, distance learning may not help students develop listening skills as well as when in-person.

The five years of scores indicate that by March of their junior year Lynbrook students have strong communication and creative-critical thinking skills. The ELA performance assessment indicates that 84% of Lynbrook students demonstrate a thorough ability to produce well-organized, developed, and supported writing (e.g., narrative, informational, explanatory, and argumentative) for different purposes and audiences. Creative-critical thinking skills are measured with the ELA

Research/Inquiry performance assessment. The last five years of scores show that over 75% of Lynbrook juniors demonstrate a thorough ability to engage in research and inquiry to investigate topics, and to analyze, integrate, and present information. The number of students who perform below standard is very low and it has been decreasing over the years from 4% in 2016-17 to 0% in 2020-21.
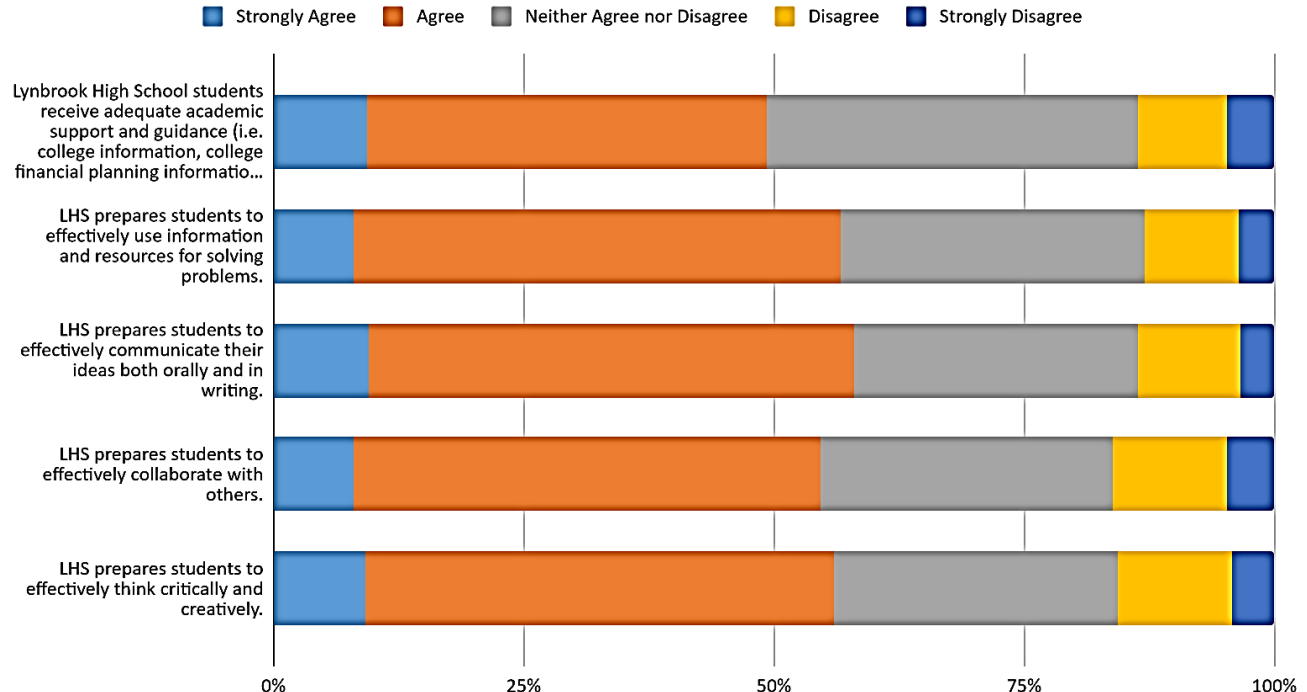
Lynbrook Math CAASPP 5-Year Area Achievement Level

Legend: 2020-21, 2019-20, 2018-19, 2017-18, 2016-17

	CONCEPTS & PROCEDURES			PROBLEM SOLVING AND MODELING & DATA ANALYSIS			COMMUNICATING REASONING		
	Above Standard	Near Standard	Below Standard	Above Standard	Near Standard	Below Standard	Above Standard	Near Standard	Below Standard
2020-21	93.33%	6.67%	0.00%	86.67%	12.00%	1.33%	97.33%	2.67%	0.00%
2019-20									
2018-19	88.81%	7.23%	3.96%	78.09%	18.18%	3.73%	79.95%	17.25%	2.80%
2017-18	85.75%	8.97%	5.28%	75.73%	18.21%	6.07%	79.16%	17.41%	3.43%
2016-17	87.50%	8.71%	3.79%	74.55%	21.88%	3.57%	79.24%	18.30%	2.46%

Area Achievement Level Descriptors provide a more detailed look at students' performance on the overall assessment. Critical thinking and communication are measured on the math assessment and the performance indicator is the Communicating Reasoning area where the ability to support mathematical conclusions is assessed. Since 2017, over 79% of Lynbrook 11th-graders have performed Above Standard. In 2020 when the school was in remote learning, a striking 97.33% performed Above Standard, but it must be mentioned that only 75 of 466 students were tested. In previous years that number exceeded 90%. Lynbrook students

demonstrate a thorough ability to clearly and precisely put together valid arguments to support mathematical thinking or to critique the reasoning of others. Few students perform Below Standard. Over the years it has consistently been 3.5% or fewer. In 2021 no students performed Below Standard. The Problem Solving/Modeling and Data Analysis assessment measures how well students use appropriate tools and strategies to solve real world and mathematical problems. This is another area that measures students' Creative-critical thinking skills. With each year the performance improves.

Collaboration is not assessed with state performance assessments. To measure improvement in this area, teachers worked together to create a rubric of the qualities and expectations of effective collaboration. The criteria are as follows: COOPERATION in diverse groups; RESPECT for the Process; Responsible PARTICIPATION; Effective COMMUNICATION; and REFLECTION on the Process. There was momentum to evaluate all students with this rubric, but the need to focus on mental health issues and then the pandemic derailed the collection of data on this learner outcome from classroom teachers.

In December 2018, 1,457 students completed a voluntary survey. A total of 1,268 students responded. Students were not required to answer all questions. The data indicates that over 50% of the students surveyed agreed or strongly agreed that they were learning 21st-century skills (4Cs).
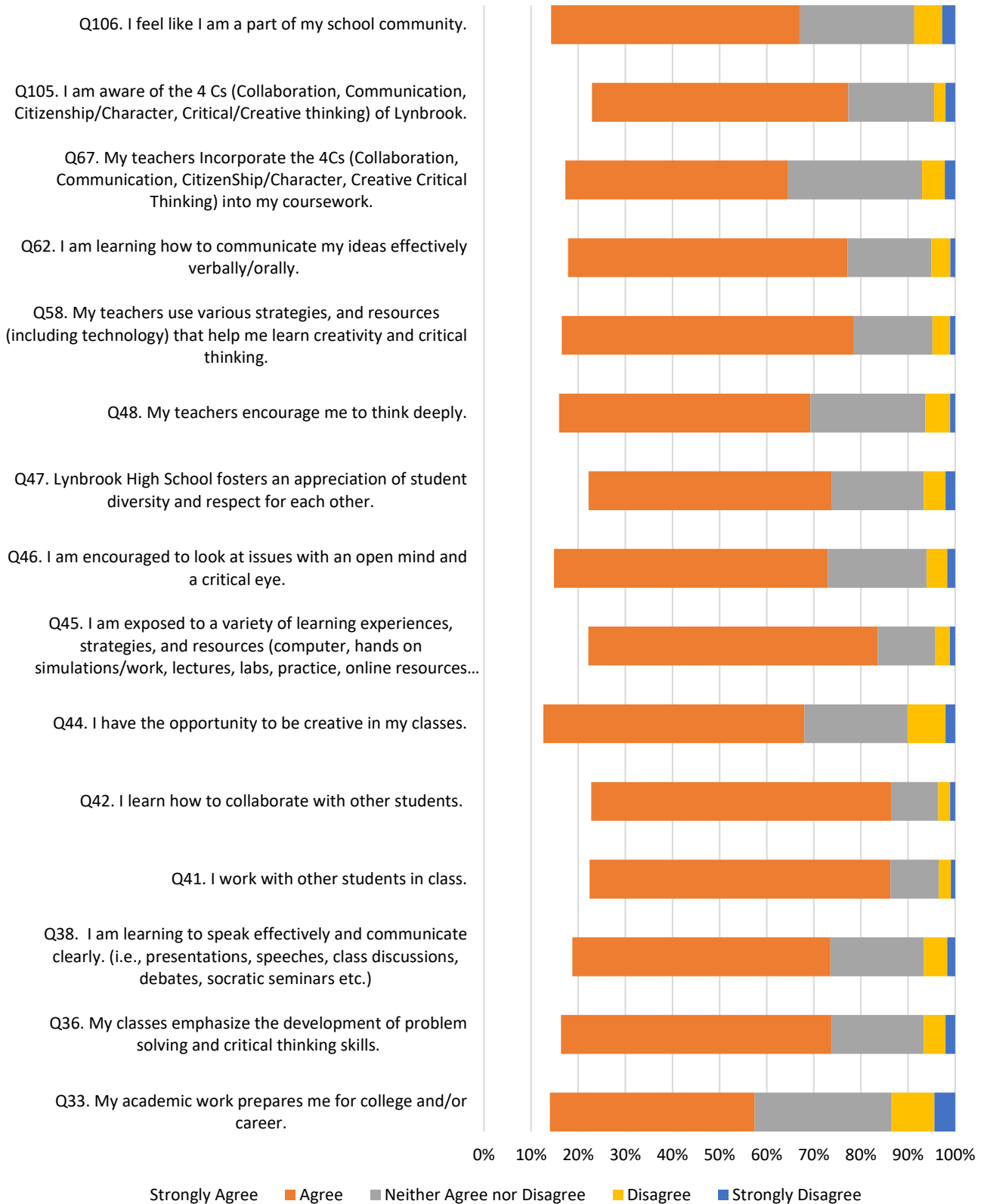
Impact of 4C's (WASC Mid-cycle Survey- Dec 12. 2018) 1268 responses

Impact of 4C's (WASC Mid-cycle Survey- Dec 12. 2018) 1268 responses	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
Lynbrook High School students receive adequate academic support and guidance (i.e., college information, college financial planning information, career center services).	9.31%	39.98%	37.07%	8.91%	4.73%
LHS prepares students to effectively use information and resources for solving problems.	7.97%	48.66%	30.44%	9.38%	3.55%
LHS prepares students to effectively communicate their ideas both orally and in writing.	9.46%	48.50%	28.47%	10.09%	3.47%
LHS prepares students to effectively collaborate with others.	7.97%	46.77%	29.18%	11.44%	4.65%
LHS prepares students to effectively think critically and creatively.	9.23%	46.85%	28.31%	11.36%	4.26%

The most recent Focus on Learning Survey data affirms that students are learning the 21st-century skills. The survey data indicated that the overall number of students who agreed and strongly agreed to questions asked about learning 21st-centry skills, the 4Cs has increased.

4Cs Questions Student Survey Focus on Learning 2021

Q106. I feel like I am a part of my school community.

Q105. I am aware of the 4 Cs (Collaboration, Communication, Citizenship/Character, Critical/Creative thinking) of Lynbrook.

Q67. My teachers Incorporate the 4Cs (Collaboration, Communication, CitizenShip/Character, Creative Critical Thinking) into my coursework.

Q62. I am learning how to communicate my ideas effectively verbally/orally.

Q58. My teachers use various strategies, and resources (including technology) that help me learn creativity and critical thinking.

Q48. My teachers encourage me to think deeply.

Q47. Lynbrook High School fosters an appreciation of student diversity and respect for each other.

Q46. I am encouraged to look at issues with an open mind and a critical eye.

Q45. I am exposed to a variety of learning experiences, strategies, and resources (computer, hands on simulations/work, lectures, labs, practice, online resources…

Q44. I have the opportunity to be creative in my classes.

Q42. I learn how to collaborate with other students.

Q41. I work with other students in class.

Q38. I am learning to speak effectively and communicate clearly. (i.e., presentations, speeches, class discussions, debates, socratic seminars etc.)

Q36. My classes emphasize the development of problem solving and critical thinking skills.

Q33. My academic work prepares me for college and/or career.

0% 10% 20% 30% 40% 50% 60% 70% 80% 90% 100%

Strongly Agree ■ Agree ■ Neither Agree nor Disagree ■ Disagree ■ Strongly Disagree

Questions Focusing on the 4Cs from the Focus on Learning Survey	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
Q33. My academic work prepares me for college and/or career.	13.98%	43.47%	29.07%	9.08%	4.40%
Q36. My classes emphasize the development of problem solving and critical thinking skills.	16.36%	57.48%	19.51%	4.62%	2.03%
Q38. I am learning to speak effectively and communicate clearly. (i.e., presentations, speeches, class discussions, debates, Socratic seminars etc.)	18.73%	54.79%	19.85%	4.96%	1.67%
Q41. I work with other students in class.	22.38%	63.85%	10.28%	2.59%	0.90%
Q42. I learn how to collaborate with other students.	22.75%	63.76%	9.90%	2.53%	1.06%
Q44. I have the opportunity to be creative in my classes.	12.61%	55.36%	21.93%	8.06%	2.04%
Q45. I am exposed to a variety of learning experiences, strategies, and resources (computer, hands on simulations/work, lectures, labs, practice, online resources, and tools, etc.)	22.14%	61.46%	12.19%	3.08%	1.13%
Q46. I am encouraged to look at issues with an open mind and a critical eye.	14.83%	58.19%	20.94%	4.36%	1.68%
Q47. Lynbrook High School fosters an appreciation of student diversity and respect for each other.	22.19%	51.53%	19.61%	4.64%	2.03%
Q48. My teachers encourage me to think deeply.	15.95%	53.29%	24.48%	5.22%	1.06%
Q58. My teachers use various strategies, and resources (including technology) that help me learn creativity and critical thinking.	16.50%	62.00%	16.71%	3.73%	1.06%
Q62. I am learning how to communicate my ideas effectively verbally/orally.	17.81%	59.37%	17.74%	4.08%	1.00%
Q67. My teachers Incorporate the 4Cs (Collaboration, Communication, Citizenship/Character, Creative Critical Thinking) into my coursework.	17.29%	47.27%	28.42%	4.82%	2.20%
Q105. I am aware of the 4 Cs (Collaboration, Communication, Citizenship/Character, Critical/Creative thinking) of Lynbrook.	22.89%	54.45%	18.22%	2.41%	2.03%
Q106. I feel like I am a part of my school community.	14.25%	52.84%	24.24%	5.90%	2.77%

Efforts to Achieve Action Plan Goal#1
The following practices are in place at Lynbrook to increase the number of students in each sub-group meeting a-g requirements by the time they graduate.

Long-standing Practices

Early identification of students not on track for completion of a-g requirements.

- Counselors and Assistant Principals review the D, F & I report at each grading period.
- Counselors and teachers direct students earning Ds & Fs to targeted (e.g., Engage, Homework center, tutorial support, etc.).
- D, F & I notifications are sent by email (or US mail if no parent email is on file) on the day grades are posted. There is a note letting parents know who to contact if they have questions.
- Data analysis at Department Lead meetings on grading/DFI reports at the end of each grading period. This information keeps leadership aware of campus trends.
- Assistant Principals audit the transcripts of the seniors in their alpha group in the summer before school starts. They check credit calculations, a-g progress, and progress toward graduation. If needed, they work with the guidance counselor to adjust schedules or review the credit recovery plans. Students who may be at risk of not graduating are monitored closely.

Established Efforts for Reducing Dropout Rates

- Early identification of Grade 9 students at risk of becoming credit deficient. These students are invited to the Engage program.
- SAT (Student Assistance Team) is highly functioning and meets regularly to create plans for students in need of interventions and extensions and social-emotional supports
- To ensure elevated levels of learning and access for all students, the "Athlete's Hour" was established. This program was created because athletes could not access the Homework Center immediately after school. This one-hour evening drop-in center lasted only one year because it was not well attended.

Equity Focus: Full Implementation of Efforts to Support ALL Students

- Assistant Principals and Guidance Counselors meet to discuss students on the D&F list and plan interventions.
- Guidance Nights and newsletters to students and parents targeted by grade level. Hundreds of parents and students attend these sessions. The evening events are now via Zoom. This format has opened access to many parents who cannot attend events in person.
- Examine DFI data for students with IEPs, 504 Plans, and EL designations. Their case managers, 504 coordinators, guidance counselors, ELD, and sheltered classes teachers will monitor students closely. Notes on academic interventions will be kept in Infinite Campus.
- Teachers review the students earning Ds and Fs in the Course-alike PLCs to share best practices for supporting students and plan specific interventions.
- Guidance counselors visit classrooms to present information targeted by grade level. These sessions also occur via Zoom and via videos viewed during Homeroom.
- Guidance counselors meet each student who earns a DFI at each grading period.
- Guidance counselors conduct transcript reviews each semester. These reviews examine a-g eligibility and graduation requirements. Assistant principals review the transcripts of all seniors in their alpha group in August.

- Homework Center use is monitored. Students in the STTAR tutor program are cross-referenced with the DFI list to see if students who may need support are accessing it. Guidance counselors are following up with students.
- National Honor Society student tutors support the Homework Center.
- The academic success of Engage students is monitored each semester.
- Students with three or more D&Fs are brought to Student Assistant Team (SAT) for review and appropriate academic or social emotional supports are put in place.
- Testing Center is staffed two days a week so students can have a quiet place to take a test outside of the school day.
- The 21st Century Skills (The 4C's) are integrated across the curriculum. This work aims to connect classroom experience to our 21st-century student learning outcomes.
- **Lynbrook Equity Task Force**: In 2020-21, an Assistant Principal created a team of staff members, students, and parents to collect and examine data and school practices through an equity lens. They will share their findings with the staff. In 2021-22, this group had coalesced and is meeting with clear objectives.

Remote Learning Support for All Students
- 1:1 Support: The Library Media Teacher meets with students 1:1 on Zoom to help resolve technical issues. For example, some students have not turned in any work, claiming they cannot submit work in Schoology or Turn-It-in. She records the session and shares the recording with the student so the student can refer to it later.
- Whole-school Schoology Training: All students completed Schoology training modules during the first week of school.

Translate SLOs to Identifiable and Measurable Outcomes
- Team of teachers, students, parents, and administrators worked together to identify and clarify the 21st-century learner student outcomes.
- Student created a logo and poster to communicate the 4Cs across the school to increase student awareness of the student learner outcomes.
- During Professional Development sessions teachers define the characteristics of the 4Cs so they can explicitly imbed the skills in the content.
- Some teachers more explicitly identify and assess the 4Cs.
- Establish Homeroom to build community and foster relationships to improve student & teacher connections, and survey them to see if they are feeling more connected to school and to adults on campus (Citizenship).
- During Wednesday morning PD sessions, teachers create a rubric to evaluate Collaboration skills.
- Communication and Creative-Critical Thinking skills of 11th graders are measured using the CAASP state assessment.
- Collaboration is measured within content areas but not data was collected to measure growth.
- Citizenship/Character skills are measured by the CA Dashboard. Lynbrook has low suspension rates and a safe campus.
- In survey data, students acknowledge the Academic Integrity policy. There were fewer academic honesty infractions last year, but we were in remote learning. Data should be collected and compared over 5 years.

ACTION PLAN GOAL #2<u>:</u> All Lynbrook High School students will develop and apply skills appropriate for college and careers in the 21st century.

Corresponds with District LCAP Goal
FUHSD LCAP Goal #2: All students will have access to a guaranteed and viable curriculum to help them pursue their passions and interests while preparing them for college and careers.

Sub-categories
   A. Lynbrook will foster a culture of interdisciplinary teaching and learning
   B. Students will engage in a rigorous, guaranteed, and viable curriculum

Site Targets
▪ 100% of Curriculum/Course-Alike teams will submit a Projected Curriculum Team Plan reviewed and monitored by a site administrator. Plans need to focus on student outcomes and implementing the Common Core, NGSS, ELD, and CTE standards.
▪ A rubric to assess Collaboration Skills is developed. Teachers will submit sample projects used to evaluate these skills. 80% of students will have their collaboration skills assessed this school year.

Critical Area for Follow-up - #1
   A. Instructional Staff must increase student engagement and expand the frequency and methods used to check for authentic student understanding for all students. Instruction should be keyed to 21st Century skill development (create, collaborate, communicate, and critically think) and taught through real-world, hands-on application while responding to diverse learning styles.
   B. Lynbrook's academic departments must fully implement core curriculum and instructional practices aligned with CCSS in the ELA/ELD framework, Mathematical Practices, and NGSS

Summary of Progress Action Plan Goal #2
Work to achieve the school goal "All Lynbrook High School students will develop and apply skills appropriate for college and career in the 21st century," in conjunction with the district LCAP Goal, "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," helped Lynbrook address the Critical Area for Follow-up highlighted by the 2016 Visiting Committee.

Each year in June, the Leadership Team meets to review the action plan's progress and define the focus for the next school year. The team plans the calendars for the year ([2021-22](#), [2020-21](#), [2019-20](#), [2018-19](#), [2017-18](#), [2016-17](#)). The calendars must include whole-staff sessions to support work toward our goals and days for PLCs to meet. Before 2018-19, the bell schedule dedicated every Wednesday from 7:35 AM- 9:05 AM for 90-minute professional development sessions. [The bell schedule in 2018](#) dedicated time for PLCs to meet on Mondays from 7:45 AM- 8:25 AM (50 minutes). Wednesdays from 7:45 AM- 8:50 AM (65 minutes) are planned to be either whole-staff sessions, more PLC time, or time for departments to meet to align curriculum to Common Core Standards and plan ways to teach and evaluate 21st-century skills (4C's). The [bell schedule during remote learning](#) provided lots of time for teachers to collaborate. Teachers

had a block of time during Asynchronous Wednesday to schedule meetings. The [current bell schedule](#) has time for collaboration on Tuesdays and Fridays.

Professional Development at the district and site levels was essential to implementing 21st-century skill development and content area standards. Lynbrook's close partnership with the PTSA connected the school with companies across the area. Hundreds of students had "real world" experiences in various careers through Job Shadow Day. This program ceased in 2020 when the school went online, and COVID-19 protocols make accessing businesses impossible at this time.

Strategies presented in Professional Development sessions become part of Lynbrook's teaching practices. PLC Course-alike teams are collaborative and implement school and district initiatives. Members are accountable to one another. The administration supports the PLC Team Leads. Working to provide a guaranteed and viable curriculum is challenging. Agreeing on essential learning, grading standards, homework loads, assessments, and curriculum pacing takes time and dedication. Lynbrook teachers respect and enjoy one another but coming to agreements that all team members will follow is not always achieved. Lynbrook is committed to growth in this area. Staff continues to support the Collaboration goal (4C's)- [PLCs were given guidelines to help provide a framework for a guaranteed and viable curriculum](#). During professional conferences that take place before October 1 of each school year, administrators provided teachers with resources that contained a variety of [formative assessments](#) strategies and [checking for understanding techniques](#).

Though there is evidence of extensive work on Goal #2, the data to evaluate progress was not gathered as planned. PCL Course-alike teams provide their goals, meeting norms, and access to their meeting agendas at the beginning of the year. Administrators are assigned to specific departments, and they visit meetings, discuss team goals and dynamics with the team leads and department leads. Teachers depend on PLC time for curriculum development, unit pacing, and skills assessments. Teachers value their teams. There are some teachers who do not teach courses in common with others. They form teams with teachers from other schools. These teams meet via online video conferencing.

Areas to continue working toward Goal #2

- Explore ways to integrate career exploration and awareness into classrooms.
- More cross-disciplinary communication and connections are needed and wanted by teachers. In the action plan, it notes to increase cross-disciplinary connections. By reworking the SLOs to the 4C's 21st-century skills, staff worked in cross-disciplinary groups.
- Teachers want Professional Development sessions to balance whole-school initiatives with course-like PLC work. Teachers want professional development with technology, and it is a challenge to find time in the PD calendar to support this request.
- To continue to make headway in providing students with a guaranteed and viable curriculum, course-alike PLCs need to continue to have crucial conversations about the role of homework, the timing of exams, and consistency with grading across courses.

- Lynbrook needs to develop a process to capture and review the meaningful work of PLCs to celebrate successes and learn where teams need support.

Evidence of Progress Toward Goal #2

Efforts Supported by Professional Development
Districtwide Professional Development
- Lynbrook staff participated in the following Districtwide PD sessions to promote the implementation of Common Core, NGSS, ELD, and CTE standards and Equity.
  - Academic Language Production
  - Algebra, Algebra 2/Trig & Geometry, DESMOS PD (all math teachers),
  - Biology
  - Biology Instructional Sequence
  - Chemistry - ESS Content & SEP
  - Collaborative Analysis of Student Work
  - Courageous Leaders
  - EL release days
  - English Research
  - Equity in Action
  - Listening & Speaking in English
  - Math PD - Algebra 1
  - Math PD - Algebra 2
  - Math PD - Geometry
  - Math PD – Pre-Calculus
  - Physics - ESS Content & SEP
  - Skillful Teacher
  - Social Studies (and speaker event)
  - Teaching with Technology
- Lynbrook hosted an NGSS training for all district science teachers.
- Work building CTE pathways to postsecondary programs/institutions (Art, Business, Culinary Arts)

Site Professional Development
- Professional Development Plan is a living, strategic document guided by the Action Plan & student need.
- [Professional Development Sessions](#)
  - 2016-17 Focus Areas: Development of 4C's, Empathy
  - 2017-18 Focus Areas: Collaboration Skills, Refresher of Empathic Listening Skills
  - 2018-19 Focus Areas: Character/ Citizenship, Fostering Relationships & Connection
  - 2019-20 Focus Areas: Critical Thinking Skills, Collaboration Rubric & Conflict Resolution Skills, Introduction to Schoology—SCHOOL CLOSED March 2019, and all PD focused on Schoology and Online Teaching and Learning
  - 2020-21 Focus Areas (School is in Remote Learning until moving to hybrid in April 2021) Equity, Mental Health, Consistency, Building Online Communities, Interventions

- Collaborative curriculum development and articulation: Course Alike Teams (CAT/PLC) meet to develop agreements on essential learnings to create common formative and summative assessments. Some teams have protocols for reviewing student work. Teams review assessment data to see where reteaching is needed.
- To promote a guaranteed & viable curriculum during remote learning, teachers meet on Zoom with their course-alike PLCs twice a week. Teams reviewed course curriculum and essential learnings, learning expectations, and best practices for online teaching and learning.
- Staff access funding for professional development opportunities for content-specific Conferences. [The conferences are tracked yearly.](#)

Efforts Promoting "real-world" Experiences for Students to Pursue Their Passions and Interests While Preparing Them for College and Careers

Curriculum Development & New Opportunities
- Site and district leadership are working together to define Business, Art, and Culinary Arts Pathways.
- New courses offered in 2017-18 to support CTE Pathways in Digital Media, Computer Science, and Business. Photography, AP Computer Science Principles, and Marketing.
- Access to Virtual Job Shadow. The guidance department expands their implementation of the online Virtual Job Shadow subscription with the aim to "empower individuals to discover, plan and pursue their dreams with the unique video-based career planning platform. Interactive tools help students and job seekers develop career paths based on choice." A 3-year license was purchased.
- Classes were added to provide opportunities for students interested in the humanities. Partnerships with community colleges increase access to courses for students. The following community college classes are offered at Lynbrook: MATH 4B: Differential Equations, MATH 4C: Linear Algebra, HUMI 1 Creative Minds, PSYC 1 General Psychology.
- Students may choose to skip levels in math (except for Geometry, as it is a required course for UC/CSU).

Guidance and College & Career Preparation
- Guidance Counselors schedule individual appointments with each junior and the junior's parents to discuss post-high school options and opportunities.
- The College and Career Center sponsors an Opportunity Fair each March.
- The College and Career Center continues the "First Impressions" workshop to instruct students social and interview skills. Students learn the expectations of the college reps, how to ask thoughtful questions, and develop skills to engage in conversation. Attendance is expected before students attend college representative visits.
- Guidance materials on the college selection/process are posted online, and students and parents attend Guidance Nights and meetings at lunch to learn how to access information.
- To facilitate and support students with the college application process, guidance counselors host a Senior Kick-off to College event for seniors and their guardians in August, two weeks before the start of school.

Campus Promotion and Messaging
- ASB leadership implemented messaging strategies to promote awareness of 4C's. The goal was to help students recognize ways they are learning collaboration, communication, character, and critical/ creative thinking skills –both in classes and with extracurricular participation.
- In 2018, classroom posters of 4c's (Collaboration, Communication, Character/Citizenship, Critical/Creative Thinking) were displayed to reinforce connections of classwork to 21st-century skills and make the and 4'cs explicit.
- Students focus on building soft skills through clubs and homecoming class activities. There are over 80 active clubs on campus.
- During the pandemic, club Involvement to improve 21st-century soft skills went virtual. Clubs created introductory videos to recruit new members.

Efforts to Increase Student Engagement and Expand the Frequency and Methods Used to Check for Authentic Student Understanding

- During annual professional conferences, teachers received resources that provided a variety of formative assessments and checking for understanding techniques.
- Professional Development sessions on formative assessment strategies for in-person and remote learning.
- Online tools are available for formative assessments: Kahoot, Edpuzzle

ACTION PLAN GOAL #3: All Lynbrook High School students will effectively manage stress and build resilience.

Corresponding District LCAP Goal
FUHSD Goal #3: Every student will feel safe, cared about, and both academically and socially engaged in school.

Sub-categories
A. Fostering a culture of balance and healthy choices among Lynbrook's students and parents
B. Fostering institutional practices, in both instruction and the extracurricular program, that are sensitive to the emotional needs of our students.

Site Targets
The % of students who respond positively on targeted areas will improve by 5% or higher.
The most recent data on our progress is below.

Student Connection Benchmarks
- My teachers care about my wellbeing beyond the classroom. 67.9 % (1049/1543) Strongly Agree & Agree UP 14.4% (Target Met)
- Teachers care about my emotional wellbeing- A great deal & A lot & A moderate amount 76.4% (1180/1543) UP 9.3% (Target Met)
- There is at least one adult on campus that I could go to if I had a problem- 77.6% (1198/1543) YES UP 6.2% (Target Met)

- I like going to school at Lynbrook- 83.2% (1284/1543) responded A great deal & A lot & A moderate amount --UP 10.9% (Target Met)

Student Wellbeing Benchmarks
- My level of stress is manageable. 56.5% (873/1543) Strongly Agree & Agree UP 4. % (Target NOT Met)

Student Engagement Benchmarks
- My classes at Lynbrook are enjoyable most of the time—54.1% (835/1543) Strongly Agree & Agree UP 6.4% (Target Met)
- My classes at Lynbrook are interesting most of the time—42.1% (804/1543) Strongly Agree & Agree UP 7.5% (Target Met)
- My teachers care about whether or not I am learning the material—70.8% (1093/1543) Strongly Agree & Agree UP 11.8% (Target Met)
- I feel comfortable asking my teachers questions in class in front of others. 43 % Strongly Agree & Agree) UP 2% (Target NOT Met)
- I feel comfortable asking my teachers questions in class (in private). 83.3% (1286/1543) Strongly Agree & Agree UP 6.9% (Target Met)

Student Class Experience Benchmarks
- Too much time spent on homework (Target 5% decrease) 51.5% Strongly Agree & Agree DOWN 4.5% (Target NOT Met)
- The course load I have chosen to take is manageable. (Target 5% increase) 78% (1204/1543) Strongly Agree & Agree UP 5.2% (Target Met)
- Lynbrook High School teachers assign reasonable amounts of homework that support classroom instruction. (5% increase) 46.3% (714/1543) Strongly Agree & Agree UP 5.3% (Target Met)
- Lynbrook High School teachers avoid giving too many exams and quizzes on the same day. (Target 5% increase) 32.7% (498/1543) Disagree & Strongly Disagree UP 14.62% (Target NOT Met)
- I spend X amount of time on homework a night: 0= .8%   1-2 Hours=24.4%   3-4 Hours=58.3%   5+Hours=16.2 %

Summary of Progress Action Plan Goal #3

At Lynbrook, students strive for academic perfection and have their sights set on attending high-profile universities. These factors can fuel a culture of competitiveness. Some students struggle with anxiety and unmanageable stress. There is nothing wrong with students pursuing academic excellence or desiring to attend prestigious colleges, but these ambitions must be buoyed by resilience when one fails, empathy for others, and ethical behavior. The staff recognizes that students need help coping with disappointment, celebrating the successes of others, and disavowing an "ends justify the means" mentality.

This is the second WASC cycle that has included this goal. We have had difficulty finding a comprehensive approach to address it. Efforts in the past have been limited and unsustainable. We had the YES program teach a two-week yoga and breathing unit to all 9th graders in PE classes for six years. At the end of each two-week course, the students responded positively to the experience; however, they did not continue using the techniques they learned, and there was no follow-up process to sustain the program. Teachers were sent to the YES program training sessions to learn how to lead our own program, but the requirements and commitment required by the YES program were too burdensome and expensive for the staff to continue. We suspended our participation in the YES program in the 2016-17 school year.

Lynbrook has also hosted [Challenge Day](#) events. Until 2016-17 there was a .2 student advocate on staff to support our involvement in this program. It had become increasingly difficult to get students and staff to volunteer to attend the one-day event. The same students and adults were being tapped to get involved. The good work and experiences on those days did not last or influence the school climate.

In 2016-17, the administration, the mental health team, and the guidance counselors started investigating resources and options to improve student wellness and campus climate. Considering the limited and unsustainable efforts of the past, we want to develop a schoolwide, sustainable strategy to help our students.

In 2018-19, Lynbrook piloted a Homeroom program. Though this was championed by teacher leaders and started with the best of intentions, the early survey data from December 2018 ([Homeroom Survey (combined staff and student responses)](#) [Student WASC Mid-cycle Survey](#)), indicated that 31.6% (461 students) when asked "How much do you enjoy homeroom?" responded "Not at all." Teachers expressed concerns with the structure of Homeroom as well. The students and staff were surveyed in the spring of 2019. Feedback from that survey informed organizational changes to Homeroom for 2019-20. For the first semester of 2019-20, Homeroom was growing into a meaningful experience for staff and students. During the pandemic, Homeroom was a vital link to students during remote learning. Currently, Homeroom meets on Tuesdays before brunch for 35 minutes. This time is used for whole-school messaging, site-based initiatives to support mental health, and districtwide school climate presentations on Sexual Harassment and Title IX, Antiracism Education, Mental Health, and Suicide Prevention. When time allows, students can use Homeroom study and complete homework. Homeroom has mixed reviews. Some teachers do not feel comfortable teaching the districtwide lessons since they are not explicitly attached to their content area. This makes the implementation of Homeroom inconsistent across campus. Homeroom, if it continues, will need to have clear parameters that teachers are comfortable with. A new strategy to teach students strategies to support their wellbeing may be necessary.

The challenge with a school culture goal is that it is difficult to measure. How does one measure if "All Lynbrook High School students will effectively manage stress and build resilience"? To monitor progress, students were surveyed. Over the last six years, students, staff, and parents have been surveyed. There were site-specific surveys to understand the students' perspective on life at Lynbrook. The students, staff, and parents were asked to participate in districtwide surveys.

The staff from across the district examined the information, and as a result, all schools used a standard schedule, reviewed homework loads and the course pacing and content.

All stakeholders are invested in the process of changing school culture. Staff members try new things and responsive to student and staff survey input. They have reduced homework loads, do community building activities. ASB leadership has made changes to the structure of Homecoming to encourage camaraderie and fun between classes. Students are encouraged to cheer for one another and the competitive focus of "winning" has been minimized. The guidance department places an emphasis redefining "success" for students and parents. The PTSA is a valued partner in the school's outreach and education for parents. They have hosted and paid for special speakers to address family issues and underlying school culture issues.

In the last six years, Lynbrook has sought the assistance of outside professionals and acquired a curriculum, but the most important and lasting work has come from within and is spearheaded by staff. Lynbrook's Mental Health team, a school-based therapist, and two school psychologists have committed time and expertise to create presentations for students and professional development sessions to train and support staff. These staff members are key leaders on campus.

The upheaval and trauma of a global pandemic have profoundly impacted everyone. Teachers were experiencing trauma simultaneously with their students. Lynbrook staff is to be commended for their dedication to the education and wellbeing of their students, all while facing difficulties of their own. All plans shifted to rise to the challenge of a lifetime. When students were off campus learning in the isolation of their homes, teachers connected with them, and survey data indicate that students in 2021 feel more connected to adults on campus than they did in 2016. When asked about their stress load, 56.5% (873/1543) of students surveyed agreed or strongly agreed with the statement, "My level of stress is manageable." Approximately 15% of students disagreed or strongly disagreed. Lynbrook has seen improvement in school climate survey data since 2016. Half of Lynbrook students say they spend too much time on homework. This percentage has improved, but it is still high.

What follows, is a brief description of Lynbrook's efforts to build connections with students, to help them build resilience, manage stress, and engage in their coursework.

Student engagement
- Students were surveyed for input regarding course offerings they would be interested in adding. A Digital Photography and Design class was added to the curriculum.
- Students create Challenge Success groups to promote healthy academic life. This has had some success. Students participate in Stress-less Week and are learning skill to cope with challenges. The Student Therapist is a vital and utilized resource for students. Students seem to be more comfortable acknowledging that they are struggling, but they say the competitive nature of their peers is an underlying source of stress.
- Remote learning can be isolating for students and staff. Lynbrook worked to build a community and make time for school climate and mental health support. During remote

learning, Homeroom, every Wednesday at 9 AM. Homeroom was the only class on asynchronous Wednesdays. It would have been an easy class to skip, but Lynbrook students had a low absence rate for Homeroom.

▪ During Remote Learning, the Professional Development sessions on Wednesdays and weekly drop-in sessions with the PD coordinators are designed to support teachers with Schoology and the other online tools used with students. Principles of a Great Online Class was presented in direct response to staff requesting practical best practices to improve distance learning. These sessions were effective as teachers who needed extra support submitted grades and uploaded many EdPuzzles, used Zoom with their classes in both remote and hybrid learning.

Manage stress and build resilience

▪ Guidance Counselors promote Student Health 101 and Virtual Job Shadow to provide students, teachers, and parents with news, articles, and other resources to address overall student wellness. There was little use of Student Health 101, and the cost increased, so it was discontinued in 2019-20.

▪ Parent Education Nights: Mindset and Internet Safety & Responsibility

▪ Mindfulness training and implementation with Roni Habib. Teachers did implement some of the strategies, but the high cost of continuing the relationship was prohibitive and teachers did not all respond well to the speaker's presentation style.

▪ In 2018-February 2020, Lynbrook partners UpLevel Works to present six times to students during Homeroom.

▪ The goal for students: This series is designed to teach the skills and practice to be More Aware of what is going on with one's mental wellness and understand what one can do to Improve Mental Wellness. Students were not always "into" the presentations, but survey data showed that they understood the concepts and a common understanding and language to discuss mental wellness was established.
   o Introduction to the course- Mindfulness and Stress Physiology
      o Overview of Stressors
      o The Stress Response: What happens in your body when you feel stressed
      o Managing your stress response with Mindfulness
      o Mindful Breathing Exercise
      o The Power of Choice
      o Take advantage of Stress: Alternative Stress Responses
      o Your Superpower for Managing Stress

This program provided a common language to discuss mental wellness, but students did not give the speaker or videos positive reviews.

▪ AP of Activities and Athletic Director have formed a partnership with Positive Coaching Alliance through 2019-20. The pandemic interrupted the relationship with Positive Coaching Alliance. This relationship was interrupted due to the pandemic.

▪ Implement the Health 101 subscription to provide students, teachers, and staff with current articles and practical tips to promote health and wellness. This is a quality resource, but few students and parents read the articles. It was discontinued due to lack of use and increasing subscription fees.

- Wellness strategies are taught to all students through Homeroom. The Mental Health PLC creates video lessons with discussion topics. Each session has a feedback form to allow students to ask questions and reach out for assistance.

Promoting Positive School Climate
- Unity Day (Bully Prevention) Activities- Month-long outreach in 2017 included schoolwide and classroom activities. This was a one-off activity and though many participated.
- Closed tutorials were planned once a semester to implement schoolwide initiatives regarding mental health, wellness, and coping methods for stress. When three tutorials were placed on the bell schedule, Lynbrook decided to use one for Homeroom, and these closed tutorials are currently a weekly occurrence.
- In 2018, the Homeroom pilot program was implemented. Students meet 20 times over the school year in grade-level groups with the same teacher all year. The vision- "Homeroom is a community where every person is known and valued."
- GOAL: As a community, we will discuss issues important to students and create space to connect.
- In 2019, the Homeroom pilot program was revised. Students meet every Wednesday during tutorial time with their 5th-period class and teacher.
- VISION- "Homeroom is a community where every person is known and valued."
- GOAL: As a community, we will spend time discussing issues important to students and creating space to study and connect with others.
- The principal forms the Student Voice group. These students, four from each grade level who stay involved for all their time at Lynbrook, meet once a month for lunch. The "take-aways" from these conversations help inform and guide the work on Goal #3.
- School Safety Plan is updated annually (Run, Hide, And Defend Drill)
- Positive Coaching Alliance training for all coaches, athletic teams, and marching band members. This program teaches the importance of teamwork, character and curbs bullying. An Assistant Principal works with the Athletic Director and plans to form a Captain's Council to build community and foster positive leadership. This partnership ceased when athletics were suspended during remote learning. It has not resumed with the reopening of in-person school.
- PTSA collaborates with the school to sponsor 2 Parent Education nights a year. For example:
    - Communicating with Teens with Mary Eschen
    - Help kids be Safe & Smart in the Online World
    - Suicide Prevention Education
    - Roni Habib Positive Parenting
    - Clearing the Air About Vaping
- San Jose Police speak to every 9th grade PE class about cyber-safety and appropriate online behavior to curb bullying.
- Special Assembly for all students on the dangers of vaping. The parents also had the speaker address them later that evening.
- Schoolwide discussion/debrief of Suicide Prevention Education assemblies in all Homerooms on the Friday following the assemblies. The school-based therapist did the

follow-up sessions. A group session for general follow-up was planned at lunch with the El Camino Hospital staff.

- During professional conferences, teachers are given homework guidelines to encourage them to meet in their Course-alike Team to calibrate the amount of homework assigned.
- NAMI presentation about Mental Health in all 9th grade PE classes. The intent is to teach suicide prevention and to destigmatize mental illness.
- Athletic Director surveys student-athletes to get feedback on the athletic program and sports culture.
- The AD collaborated with Inside Out Initiative, assisted in building an education-based athletic program.
- The Equity Task Force includes students, parents, and staff, and they work to understand the needs of marginalized students and promote and antiracist behavior and equitable school practices.
- The English Department meets with a student group, Diversify Our Narrative, to add the voices of minorities into the curriculum.
- The Social Studies Department works with teachers across the district to ensure a full and accurate understanding of history from various perspectives included in all social studies classes.

5. Critical Areas for Follow-up not currently in the Schoolwide Action Plan

Two critical areas for follow-up designated by the 2016 Visiting Committee were not included in the Action Plan, but as noted in the Mid-cycle report, the issues have been resolved.

Critical Area for Follow Up #2
Administration and leadership team need to develop and implement a multi-year, written Professional Development Plan that is inclusive of both district and site needs and is founded in Lynbrook High School Critical Areas of Needs and Action Plan and tied to the standards, SLOs, and schoolwide vision/mission.

As noted in the Mid-cycle Visit Visiting Committee Report, "Lynbrook High School's leadership team and administration have created a comprehensive professional development plan for the 2016 through 2019 school years. The target audience for this plan is certificated and classified staff, with the goal of promoting high student achievement. The plan is aligned with the school goals: 1) All Lynbrook students will achieve high levels of learning and performance; 2) All Lynbrook High School students will develop and apply skills appropriate for college and career in the 21st century; and 3) All Lynbrook High School students will effectively manage stress and build resilience. The professional development plan includes Essential Learnings and outlines those responsible for its implementation. The professional development plan is a working document and is updated as is necessary."

Critical Area for Follow Up-#5
Site Leadership, administration, and staff need to work on effectively communicating goals, deadlines, and district expectations while also addressing site-level concerns.

Lynbrook has adequately addressed the communication issues. As noted in the Mid-cycle Visit Visiting Committee Report, "Lynbrook High School has met this critical area for follow-up. Staff has multiple venues through which they receive communication. This includes the school's website, a shared PLC team drive, email correspondence from the principal, surveys, and advisory council meetings. The principal and assistant principals regularly share information. The school also keeps its families appraised of school happenings through weekly preview newsletters."

Chapter II
Student/Community Profile

Chapter II: Student/Community Profile and Supporting Data and Findings

Tell the story of your school using data and information. This thorough examination of the school includes:

- **The history and background of the school**
- **A description of the school programs**
- *California School Dashboard Performance Overview* **and other local measures**
- **Examination of perceptual data, such as surveys**
- **Provide findings, noting trends, irregular patterns, or anomalies for the data, including longitudinal and disaggregated data (see profile guide)**
- **Provide a brief summary that includes:**
  - **Implications of the data**
  - **Identification of 2–3 preliminary major student learner needs (at this stage of analysis)**
  - **Important questions to be discussed in the Focus Groups.**
- **Include related profile materials in the appendices at the end of the report.**

A. General Background and History

1. *Community*

a. Brief description of the community

Lynbrook High School is a four-year, comprehensive public high school that serves approximately 1800 students primarily from a suburban attendance area that encompasses part of West San Jose and a portion of northern Saratoga. The school's vision is to create a dynamic environment of respect and achievement where all can learn deeply, apply their knowledge, and contribute purposefully.

Organized on a modified block schedule, Lynbrook offers a well-rounded educational program that includes extensive offerings in the core academic disciplines (English, social studies, and the STEM fields), modern languages, business/vocational fields, physical education, and the visual and performing arts. Curricular offerings are supplemented by a robust co-curricular program of athletics and campus clubs.

Now more than 50 years old, Lynbrook's campus is undergoing a **complete renovation**. The first phase consisted of library renovations and a new two-story weight room and dance studio. A new cafeteria, redesigned quad, gymnasium lobby, and guidance and student services building have been completed in the last three years. A construction bond approved in November 2018 will fund renovations for all the standard classrooms and new facilities for science and robotics, and a two-story building that will house chemistry and physics classes.

b. Family and community trends

Declining enrollment in the attendance area is the most significant and ongoing issue that Lynbrook High School has experienced for the past six years. Declining enrollment is becoming

problematic across the entire district. FUHSD studies have shown that families with school-aged children are moving out of the FUHSD boundaries. We suspect that families are moving because of the high cost of living in the FUHSD attendance area. This uncertainty is especially unsettling to staff whose jobs rely on enrollment.

The Fremont Union High School District (FUHSD) Board of Trustees created a Citizens Advisory Committee (CAC) on enrollment to study the issue and propose a solution to keep the enrollment of all five high schools balanced. On November 15, 2016, the FUHSD Board of Trustees voted to accept the recommendation of the Citizens Advisory Committee (CAC) regarding the stabilization of enrollment at Lynbrook High School by approving the Lynbrook Supplemental School Assignment Plan (LSSAP). The LSSAP allows for students who reside in the FUHSD boundary to qualify for admission to Lynbrook High School if one of the following criteria is met: (1) the student is currently in the 8th Grade attending Miller Middle School on an intra-district transfer (this means the student is attending Miller Middle School but lives outside the Miller Middle School attendance area), (2) the student is currently in the 8th Grade attending Christa McAuliffe School, (3) The student is currently in the 8th Grade and lives within the CUSD Hyde Attendance boundary area, which is the Cupertino High School Attendance area East of Wolfe Rd./Miller Ave., excluding Vallco Parkway. This plan was put in place to last for five years while the CAC continued to study the issue. The FUHSD approved an extension of the LSSAP for the 2022-2023 school year.

More information about CAC: Citizens Advisory Committee on Enrollment is published online at the Fremont Union High School District website.

c.   Parent/community organizations

Parents have many opportunities for involvement in the life of Lynbrook High School:

The School Site Council is a decision-making body composed of parents, students, and staff. The parent members are elected each year during Back-to-School Night. The group provides guidance and oversight to our strategic plan, SIP budget, and provide input into campus initiatives.

Parents, students, teachers, and support staff are encouraged to join the Lynbrook Parent Teacher Student Association (PTSA), whose support for the school manifests itself in multiple ways: Donations, Job Shadow Event, Parent Education Seminars, Student Activities, Volunteers in Public Schools (VIPS), Student Recognition Awards, Senior Scholarships/Awards, Staff Appreciation, PTA Reflections Art Program, and Night on the Quad.

Principal's Coffees (Which are now Virtual Chats) are quarterly informal gatherings hosted by the principal. Sponsored by the PTSA, they are open to the public and represent a more intimate and informal opportunity for parents and community members to receive updates on the school's trends, upcoming events, and institutional goals. The parents have an opportunity to ask questions, celebrate the school's achievements, and express concerns.

The Lynbrook Bilingual Committee supports our English Learners' families and bilingual parents. The committee informs bilingual and English Learner (EL) parents about school culture and procedures and facilitates communication between bilingual families and the school. Members of the Committee function as resources and mentors, helping parents new to Lynbrook to understand and navigate the school's organization and procedures. A sub-committee of the Bilingual Committee is the English Learners Advisory Council (ELAC), whose leadership works at the District level to advise FUHSD about the educational needs of the EL population.

Parents are also active in booster organizations focused on specific activities. Lynbrook Instrumental Music Boosters (LIMB) is a key part of the support structure of the Lynbrook music program, serving Lynbrook's robust array of instrumental and field performing groups: the orchestra, string ensembles, jazz band, marching band, color guard, wind ensemble, symphonic band, concert band, winter guard, winter percussion, and percussion ensemble.

Another active parent organization is the Lynbrook Athletic Boosters, which supports Lynbrook's extensive interscholastic sports program. The boosters manage concession stands at sports events and coordinate other fundraisers, working directly with the athletic directors and coaches to support Viking athletes in the 22 interscholastic sports (10 each for boys and girls) for which Lynbrook fields teams.

In addition, community involvement is crucial to the success of ASB-sponsored clubs such as Robotics and co-curricular programs such as the popular Speech and Debate team.

d. Community foundation programs

Lynbrook also benefits from The Foundation, an outreach program by which FUHSD uses funds acquired through direct, voluntary donations from FUHSD parents and community members to support services across the district. The Foundation serves FUHSD schools in a wide variety of ways, including the provision of supplies for the schools' programs in theater, STEM, and athletics and the purchase and maintenance of Schoology (the district's communication learning management system) and Naviance (an online portal for college and career planning).

An impactful parent/community support organization at LHS is Lynbrook Excellence in Education (LEXE), which was established in 2011-12. Over the last ten years, Lynbrook Excellence has raised approximately one million dollars for the support of the school. Its goals are ambitious and wide-ranging. They enhance the infrastructure, technology integration, and classroom support. LEXE has enhanced Lynbrook's technology infrastructure in ways that benefit the school instructional program and its management of the new technology-driven, state-mandated assessments. Lynbrook's parents give generously to both The Foundation and Lynbrook Excellence in Education. Lynbrook parents, though from the smallest school in the district, donate the most money to The Foundation, whose mission is to serve all five FUHSD schools.

e. School/business relationships.

Silicon Valley Chinese School, Tzu Chi Chinese School, and Peak Swimming have a long history of hosting their programs on the Lynbrook campus after hours and on the weekends. These partnerships are beneficial to the greater community, as families from across the district and in neighboring cities participate in these programs. The rental fees collected are used for additional facility maintenance and required custodial support. Many of Lynbrook students studied Chinese with this group before continuing their studies at Lynbrook.

Business provides support to Lynbrook with matching donations to LEXE, which is its own IRS-approved 501(c)(3) public charity. Google has offered a 10X Design Thinking workshop and tour to interested teachers. The 10X Design Thinking strategies were reinforced for all staff at Staff Development sessions and teachers have used the strategy with students to promote creative thinking.

Local businesses (list to the right) seek the employment of Lynbrook students. The following list of companies has participated in the Job & Opportunity Fair that takes place in the spring of each year. The Job Shadow program provides students with an opportunity for real-world application of their 4C skills and the importance of content expertise.

AArrow Sign Spinners
AFS, American Field Service
Amigos de las Americas
Asian Liver Center at Stanford University
BlueStamp Engineering
California's Great America
Catapult Ideas
Children's Discovery Museum of San Jose
Chipotle
City of Campbell Recreation Department
City of Cupertino
City of Cupertino Recreation & Community Services
City of Saratoga
De Anza College
DeAnza Cupertino Aquatics 'DACA"
Discover Hope Behavioral Solutions

Exploring - Learning for Life -Boy Scouts of America
Foothill College/SLI
Interlochen Center for the Arts
Juvenile probation peer court
KAMAN'S ART SHOPPES
Kaman's Art Shoppes
Kidz Love Soccer
Learning for Life-Exploring
Los Gatos-Saratoga Recreation
Mangowin
Nosh Cafe
Office of Assemblymember Evan Low
PACE Supply Corp.
Pioneer Academics
Quarter Zero
Rancho Rinconada
Recreation and Park District
Reading Partners
Rustic Pathways
Safeway
San Jose City College

San Jose Giants
San Jose Public Library
Santa Clara County Democratic Party
Santa Cruz County Outdoor Science School
Saratoga Star Aquatics
SCC Peer Court
Skyhawks Sports Academy
Stanford Sports Medicine
Summer Camp
Steve and Kate's Camp
Sunday Friends
TechSmart Academy
The Melt
U.S. Army
United States Naval Academy Office of Admissions
US Air Force
US Army
Via Services, Via West
West Valley College
YMCA Camp Campbell

2. **Staff description:** *(Data tables 2015-2019)*
   The last time the state published certificated staff statistics was in the 2018-19 school year. The staff has experienced changes due to retirements and transfers. In 2018-19 Lynbrook's certificated staff consisted of 94 employees, 66% with master's degrees and 4% with doctorates. The strong qualifications and ample average experience (11 years) of Lynbrook's staff reflect, in part, the low turnover rate for certificated staff. Every teacher is fully credentialed, and all are teaching within their major subject area. Most of the certificated faculty is White, though the number of Asian certificated staff members has increased. The average class size is 32.5 students, but when special education classes are factored into the teacher-to-student ratio, the number falls to 19.7. The Lynbrook Guidance Program is served by three full-time school counselors and two part-time College and Career Advisors. Together, they 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. The student-to-counselor ratio is approximately 600:1. The school has one full-time school-based therapist and two school psychologists. The guidance counselors and the team of three additional mental-health professionals support students' academic and social-emotional needs.

3. School purpose and ACS WASC accreditation history for school

In 1965, Lynbrook was a brand-new school, and following review, was granted a 2-year term. In March 1970 and in March 1975, Lynbrook received 5-year terms. Since 1980, Lynbrook has received full accreditation with 6-year terms. In 2016, LHS received a 6-year term with a mid-cycle progress report and a one-day visit. The Mid-Cycle Progress Report was submitted in January 2019, and the visit was in March 2019. The two-person visiting committee provided a report that validated Lynbrook's progress on the Action Plan.

Lynbrook High School's vision is to create a dynamic environment of respect and achievement where all can learn deeply, apply their knowledge, and contribute purposefully.

This vision will be achieved through:

Personal Growth in a caring, supportive community that values

- Honesty and integrity;
- Respect and empathy.
- Personal responsibility;
- Creativity and innovation;
- Balance; and
- Physical and emotional wellbeing.

Learning in a vibrant, positive environment that values

- Knowledge and skills;
- Critical thinking;
- Problem-solving;
- Learning process and meta-cognition; and
- Technology tools.

Teaming in a collaborative culture that values

- Quality work;
- Personal commitment;
- Reflection and self-evaluation;
- Leadership and service; and
- Community and world connections.

This vision will result in an extraordinary community of learning leaders making individual and collective contributions toward a better world.
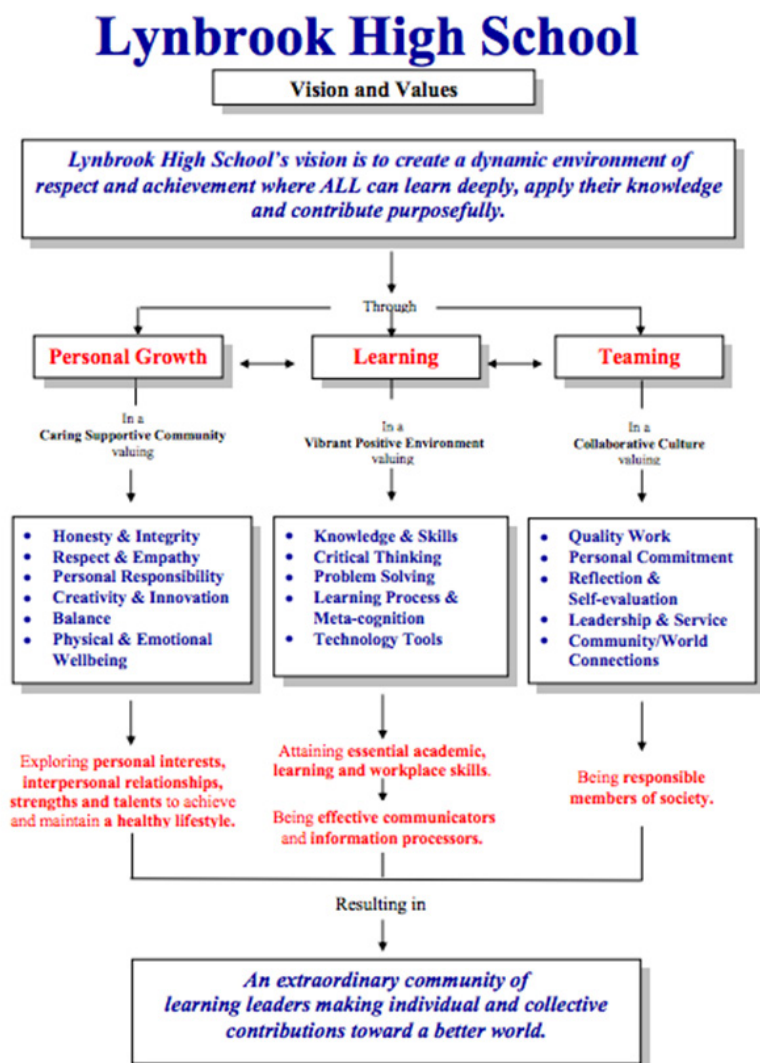
Lynbrook's learner outcomes are referred to as the 4C's: Collaboration, Communication, Citizenship/ Character, and Creative/Critical Thinking. These learner outcomes are the 21st-century skills that the staff has identified as foundational for student success beyond high school. These skills are taught through the content areas and embedded in school culture.

The process to define the 21st-century skills that became The 4C's was completed in the spring of 2017. A team that included staff and students reviewed educational research on 21st century standards for students and worked together to create our 4C's emphasis. In February 2018, the whole staff reviewed the focus team's work, and the following descriptors for the SLO's were established.

4. **LCAP identified needs and description of goals, actions, and services that apply to the school:**

a. Describe how the parents and community gave input to the process

	Communication	Collaboration	Creative Critical Thinking	Citizenship/ Character
DEFINITION	Effectively receiving and sharing ideas	Effectively working with others toward a common goal	Using analytical and innovative approaches to arrive at an outcome	Developing personal qualities that lead to a purposeful contribution to the community (society).
DESCRIPTORS	• Active listening • Convey Ideas • Methods • Purpose	• Cooperation in diverse teams • Respect (Valuing Individuals) • Specific roles (Responsibility & Accountability) • Effective communication • Participate • Understanding that collaboration is an ongoing process	• Analysis (processing information) • Working collaboratively to come up with ideas • Use a wide range of techniques to generate ideas • Judgement • Coming up with a solution/outcome • Effectively evaluate evidence, arguments, and claims (from slide). • Originality versus proven theory	• Curiosity • Mindfulness • Courage • Resilience • Ethics • Meaningful Contributor (Leadership)

At the district level, there is a group with representatives from every school that worked with district leaders to draft the FUHSD LCAP goals. A district representative, every spring, visits each school. At Lynbrook he meets with PTSA members, School Site Council and the ELAC-Bilingual Committee. Information received from our school inform the overall LCAP process.

In a community survey conducted in May 2020, 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.

Each year in September the principal presents the progress of the action plan and the school goals for the year to School Site Council. The goals and general plan are approved by Site Council and then presented to the FUHSD Board. This annual action plan incorporates the District LCAP goals and the site WASC Action Plan goals.

b. State the identified needs and goals taken from the district LCAP that apply to the school and the metrics that will measure progress and goals

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

State Priorities:

- Priority 4: Pupil Achievement (Pupil Outcomes)
- Priority 5: Pupil Engagement (Engagement)
- Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Districtwide Metric/Indicators

- By student group, increase to 100% the number of students who meet A-G requirements by the time they graduate.
- PIR Indicator 3b Increase to 95% the number of students with disabilities who participate in the California Assessment of Student Performance and Progress (CAASPP).
- By student group, increase to 100% the number of students deemed "ready for college" as measured on CAASPP (Early Assessment Program (EAP)).
- By student group, increase to 100% the number of students who graduate.
- Increase to 100% the portion of English Learners in the US for more than one year who score proficient on the English.
- Increase English Learner reclassification rate to 100%.

FUHSD LCAP 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.

State Priorities:

- Priority 1: Basic (Conditions of Learning)
- Priority 2: State Standards (Conditions of Learning)
- Priority 4: Pupil Achievement (Pupil Outcomes)
- Priority 7: Course Access (Conditions of Learning)

Metric/Indicators:

- 100% of the site and district level course-alike or professional learning teams will establish and work towards annual goals for curriculum implementation aligned to new state standards (Common Core, NGSS, ELD, and CTE) as reported to school and district administrators. (Educator Effectiveness Funds)
- Increase the percentage of students who have passed an AP exam with a "3" or higher.
- 100% of teachers will be highly qualified to teach the courses to which they are assigned.
- 100% of students will have access to standards-aligned instructional materials/ texts or digital curriculum resources.

- PIR Indicator 5a-c Increase participation in the least restrictive environment for students with disabilities to state targets.
- FUHSD LCAP 3: Every student will feel safe, cared about, and both academically and socially engaged in school.

State Priorities:

- Priority 1: Basic (Conditions of Learning)
- Priority 5: Pupil Engagement (Engagement)
- Priority 6: School Climate (Engagement)

Metric/Indicators:

- Increase the portion of students who respond positively when asked about the level of engagement in the work they do at school as measured by student surveys.
- Increase the portion of students who respond positively when asked about their wellbeing (safe, cared about, and not overly stressed).
- PIR Indicator 4a Maintain a low suspension rate and monitor that no student groups are overrepresented among suspended students.
- Maintain or increase student positive attendance and decrease chronic absenteeism (change in wording based on feedback from SCCOE).
- Maintain a record of safe facilities as measured by the number of Williams Complaints re: facilities.
- Monitor postsecondary program success as indicated by college entrance and persistence data.

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.

State Priorities:

- Priority 3: Parental Involvement (Engagement)

Metric/Indicators:

- Increase the % of parents, students, and staff who engage in providing the district with feedback.
- 100% of topic/program-specific advisory groups include parent and staff representation.
- Maintain a presence in local and social media as well as on FUHSD and school site websites.
- Increase the number of opportunities for community organizations to partner with the FUHSD (CTE; mental health; behavior interventions).
- 100% of parents have an active account to monitor their student's progress via Schoology or Infinite Campus portal.

B. School Program Data — Description of Programs

1. ***Briefly describe the general education program of study that all students experience.***

Lynbrook High School offers an educational experience designed to meet the needs of all students. Most of Lynbrook's classes (those designated with a "P," "H," or "AP" after the course number) satisfy the UC/CSU college admission requirements. More than 80% of Lynbrook students matriculate from LHS to a four-year university or college. Most graduates meet or exceed the requirements for UC/CSU admission. Lynbrook, as district policy, guarantees six classes in a student's schedule. Many 9th and 10th-grade students request (and approximately 1/3 receive) seven classes. Most students taking seven classes are enrolled in an art, music, or drama, or other elective course. With a few exceptions, Journalism in the English Department and Computer Science in the Math Department, students are not permitted to take two classes in the same department.

Lynbrook offers 15 Advanced Placement courses. In 2020-21 during a remote-learning pandemic year, 1065 Lynbrook students took 2,687 AP exams with a 91% pass rate of 3 or higher, and 48% of AP scores were 5. There are 2282 course-takes this current year, and our enrollment is 1798. Lynbrook also offers several honors-level courses in math, science, world language, and drama. Some departments have offered diagnostic tests to help students make informed choices during course selection. These tests are non-binding; their purpose is strictly advisory. The mathematics department allows students to skip levels. This practice is not encouraged, but it is permitted. There are several students who accelerate coursework to reach AP Calculus BC as soon as possible. In the past, there was a challenge test administered in the summer. Students who did poorly on the challenge test would override and take the higher math course anyway. The math and guidance departments reviewed the grades of the students who overrode based on their challenge test scores and discovered that the students earned mostly B's and A's in the math class they challenged into. What is not known is at what cost to the student and parent were the grades earned. Guidance counselors have interactions with these students. Some students share their feelings of overwhelm and describe the hours they need to complete homework and study. Parents with the means and access sometimes hire private tutors. The Math Placement Policy is posted on the school website with information for incoming 9th grade students to address frequently asked questions. Feeder Schools provide MDTP (CSU/UC Mathematics Diagnostic Testing Project) results to the FUHSD, who shares that with Guidance Counselors to cross-reference placement suggestions with student math course selection; however, students have unrestricted access to their math course selection. When the University of California system required that applicants complete a Geometry course, the registrar will note that a Geometry course was completed before high school. Students are not allowed to skip Geometry. Another class students choose against the advice of their teachers and guidance counselors is Chemistry Honors.

FUHSD offers a Summer Academy for students who are off-track for graduation. Core graduation requirements in English, social studies, math, physical education, and science are offered through Summer Academy. Some students recover credits by completing online courses that are supported by FUHSD teachers. Odysseyware (OWL), was the online system used until 2021. In 2021-22, Edgenuity became the online environment for classes. At Lynbrook, approximately 12 students per

year take part in the program, primarily in Special Education. The protocol is that students enroll in a non-credit course called GATEWAY and have a designated class period to work online. Students can work at their own pace, guided by the GATEWAY instructor who monitors progress, grades lessons, and attempts to keep students on track toward completing their required coursework before the end of the school year or term.

2. ***Preparing students for college and careers is a major goal of education in California. Provide a succinct summary of the programs you offer students, some of which may be generic to the overall school program, and address the areas listed below for each program as applicable. Examples may include IB Diploma Program, college- and career-readiness programs and/or courses, school/college partnerships, AVID, partnership academies, CTE Pathways, and independent study and concurrent enrollment programs.***

At Lynbrook, we offer CTE Pathways in Business, Living Skills, and Art. In Business, students begin with Principals of Business, then can move into Accounting 1, then advance to Accounting 2 or Virtual Enterprise as a capstone course. In Art, students start in Art 1, or 3D Sculpture and Design, then can take Art 2, Art 3, Photography and Design, 3D Sculpture, and Design 2 or 3D Sculpture and Design 3, then go into Studio Art as a capstone course. Students can take Introduction to Culinary Arts with Food Science as a capstone in the Living Skills Pathway. Lynbrook piloted using Food Handler and then revved up to ServSafe for Food Science. This year we are using the Food Safety program within Rouxbe. Students take the food handling exam after completing the course and if passed they can note the certification on job applications. Last year, 67 students completed the Food Handler and 92 completed Food Safety within the Rouxbe program.

The Fremont Union High School District also offers a variety of Career Technical Education (CTE) courses in several industry sectors, including engineering and design, business and finance, automotive technology, culinary careers, and others. [List of District CTE courses.](#) These courses allow students to learn content knowledge and skills specific to a career or industry, with real-world application and practice opportunities. The CTE courses are open to all students on campus and, when scheduling allows, students from other FUHSD campuses may enroll at classes at Lynbrook. All CTE courses meet the District's Applied Academics requirement for graduation. Few Lynbrook students enroll in off-campus CTE classes.

The Fremont Union District also partners with local Community Colleges to offer dual enrollment so that our students can gain access to a variety of CTE course offerings. For example, Administration of Justice was a long-running class at one of our schools in FUHSD, the course is now aligned with AJ1 at De Anza, and the students will receive high school and college credit. It is a year-long course taught on the campus of Homestead High School. Introduction to Automotive Principles (AUTO 50A) is a selective study of the automobile's engine systems. Knowledge and skills that are necessary for basic repair, maintenance, and troubleshooting of today's engine systems. This course may be used to fulfill the prerequisite to the Automotive Technology Program. It is considered a Dual Enrollment course that was first offered in the Fall 2020 through De Anza College that met on Tuesdays and Thursdays from 1:55-3:55 p.m. (7th block) for four units (48 hours of instruction).

When students select a district CTE course or Dual enrollment course through one of our community partners, the scheduling assistant principal and guidance counselors work closely with their counterparts at the other schools to enroll students into these classes. This was a more complex issue when the schools across the district had different bell schedules. Schools in the district are on the same bell schedule for the school year 2021-2022.

Though few students enroll in off-campus CTE classes, many students have enrolled in online high school, summer high school, or community college classes. Since September of 2018, students have requested approval to take 1786 outside courses. Of those, 1,111 have been community college classes.

Reported Courses taken outside of Lynbrook 2018-2021

Class Setting	9	10	11	12	Total
Community College	34	220	333	524	1111
High School Level (Outside LHS or Online)	49	162	221	243	675
	83	**382**	**554**	**767**	**1786**

The Fremont Union High School District offers programs for students desiring alternative routes to a diploma: College Now, Middle College, and Educational Options where students have a Customized Learning Plan (CLP's). Students enrolled in College Now, and Middle College (which allow a select group of Lynbrook seniors to cross-matriculate at De Anza College) receive Lynbrook diplomas at the end of the 12th Grade and are counted in Lynbrook's enrollment statistics. As of January 2022, there are five Lynbrook students enrolled in the Education Options program.

Middle College and College Now students from Lynbrook have strong GPA's, which is to be expected, as they enter the program via an application process designed to ensure that they have independence and basic skills to succeed in a more "collegiate" learning environment. In the 2021-22 school year, three Lynbrook seniors and five Lynbrook juniors are enrolled in Middle College and five seniors are enrolled in College Now.

3. ***Provide a succinct summary of the support programs, actions, and services funded with supplemental and concentration funds, federal Title 1, Title II, and Title III, and other federal funds. Describe how the district LCAP and the schoolwide action plan/SPSA are aligned for high need students: English Learner, low income, and foster youth students.***

   a. English Learners
      Lynbrook has an EL Coordinator who oversees the EL program, a Program Assistant, and an Assistant Principal designated to support students and families. For example, the coordinator has annual articulation meetings with the feeder schools to learn more about student needs and help place students in EL courses. The EL program assistant tests new students who are designated ELL and existing EL students to help determine proper placement. Most significant is that Lynbrook does not offer EL 1; however, we support our students by partnering with other schools in the district (Cupertino High School; Homestead High School). The partnership includes offering placement of EL 2 or EL 3 levels at Lynbrook High School, who may have been assigned to Cupertino High School. We hold ELAC meetings and Bilingual Parent

meetings in the evenings to support parents who are unfamiliar with the American educational system. The Bilingual Committee meets six times a year and has ten parent mentors to support four language groups (Chinese, Korean, French, and Japanese). This PTSA committee also hosts an International Day for students during lunch in April to celebrate diversity and promote cultural awareness. Our Sheltered classroom teachers have attended district conferences where they have learned how to better use SDAIE teaching strategies, such as focusing on academic language, teaching students how to use graphic organization tools, and demonstrating and modeling language use. We use Title III funds to purchase sections that are not allocated so that we can have smaller class size averages for EL students.

b. Low income/socioeconomically disadvantaged students
Before 2007, Lynbrook offered a class in the Advancement Via Individual Determination (AVID) program. Surveys of Lynbrook AVID students revealed that their needs were different from the characteristics of the AVID student profile. In general, Lynbrook AVID students were not first-generation college hopefuls that the AVID program is designed to serve. They needed support with academic motivation and math, writing, and study skills. The AVID program did not. In response, Lynbrook created the Engage class. Students enroll in Engage by choice after being invited. Invitations are sent to incoming 9th graders who meet some of the following criteria:
  ▪ Students who are recommended for the program by teachers and counselors from their feeder middle school.
  ▪ Current 9th graders who struggle in their courses at Lynbrook.

Nearly all students who enroll in the Engage course graduate on time with the rest of their class. Most Engage Students have a higher than 2.0 GPA, and many carry GPAs above 3.0. Students enrolled in Engage are invited based on factors that suggest they are more likely than their peers to struggle with their coursework; it is not surprising, then, that Engage students would earn generally lower grades than other non-Engage peers.

c. Foster Youth – describe the coordinated actions and services provided to foster youth.

Lynbrook has few foster youths (1-2 students, some years zero). These students are supported by a specific guidance counselor and are supported by the school therapist. These students get free AP, SAT tests, free meals, ASB cards, and costs associated with school events are waived.

d. Describe other local support programs, e.g., Migrant Education, Homeless education, and Indian education.

Like foster youth, McKinney Vento and migrant, and students are supported by a specific guidance counselor and the school therapist. These students get free AP, SAT tests, free meals, ASB cards, and costs associated with school events are waived.

e. Programs and services are available for students designated with special learning needs.
Lynbrook has several programs in place to support students with special needs.
  ▪ Voyager: A therapeutic learning center, designed to provide intense therapeutic, behavior, and academic support on a comprehensive high school campus, serves all

schools across FUHSD. Most Voyager students are enrolled in special day classes, and some take mainstream electives.

- ▪ Academic Community Transition (ACT) level I and level II: This District-administered program targets students with moderate/severe cognitive disabilities. It is a non-diploma-track special-day program that transitions students to District postsecondary programs.
- ▪ Academic Communication (AC): This is a diploma-track program targeting higher-functioning students with social/cognitive disabilities. AC was developed and piloted at Lynbrook in 2008. (Note: AC students are included in the RSP numbers in the table below.) Some AC students overlap with Voyager.
- ▪ Specialized Academic Instruction (SAI – formerly known as the Resource program). This program targets Special Education mainstreamed students who need the resource of a class that assists them with work from their mainstream courses.

Number of Students in Special Programs at Lynbrook 2018-2021

Programs	18-19	19-20	20-21
Voyager	35	35	28
Engage	21	15	22
College Now	5	4	11
Middle College	7	7	7
ACT	27	19	21
AC	19	15	18
504	33	35	43
Ed Ops	3	7	9
Home Teaching	1	1	0
Home Teaching Only	2	4	4

*Home Teaching = at least 1 class at LHS   *Home Teaching Only = 0 class at LHS

C. Schoolwide Learner Outcomes/Graduate Profile

Using data generated in this profile and other sources comment on the degree to which the students are achieving all the identified schoolwide learner outcomes. Note: Additional data may be added after the work of the Home and Focus Groups is completed.
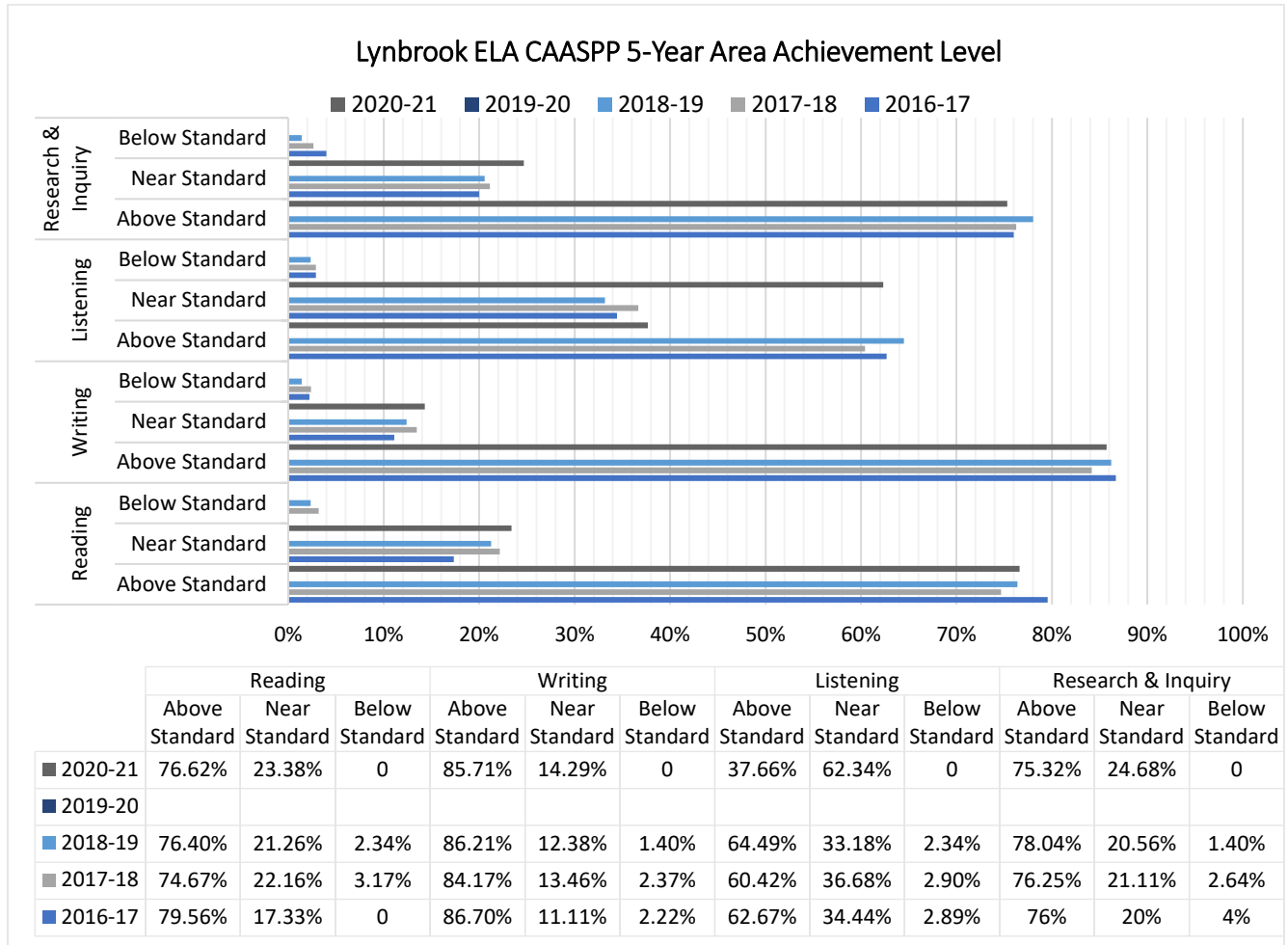
Schoolwide Learner Outcomes

The schoolwide learner outcomes are referred to as the 4Cs. Students learn 21st-century skills infused within the course content. Lynbrook students will demonstrate the skills of collaboration, communication, creative-critical thinking, and citizenship (character). Lynbrook students develop the skills to "4C the future." Our goal is to prepare students for life beyond Lynbrook.

CAASPP results are indicative of student proficiency with communication and creative-critical thinking. Though there is anecdotal data of collaboration skills, we have not developed a method of measuring this beyond survey data, classroom experiences, and student campus involvement. Citizenship requires critical thinking and the ability to analyze information, and there is data from the CAASP to monitor this, as well as the anecdotal information gleaned

from surveys. The California Dashboard provides clear data on school climate which is an indicator as well. There are very few suspensions and a high attendance rate at Lynbrook. These are indicators of our student's excellent citizenship and commitment to their education.
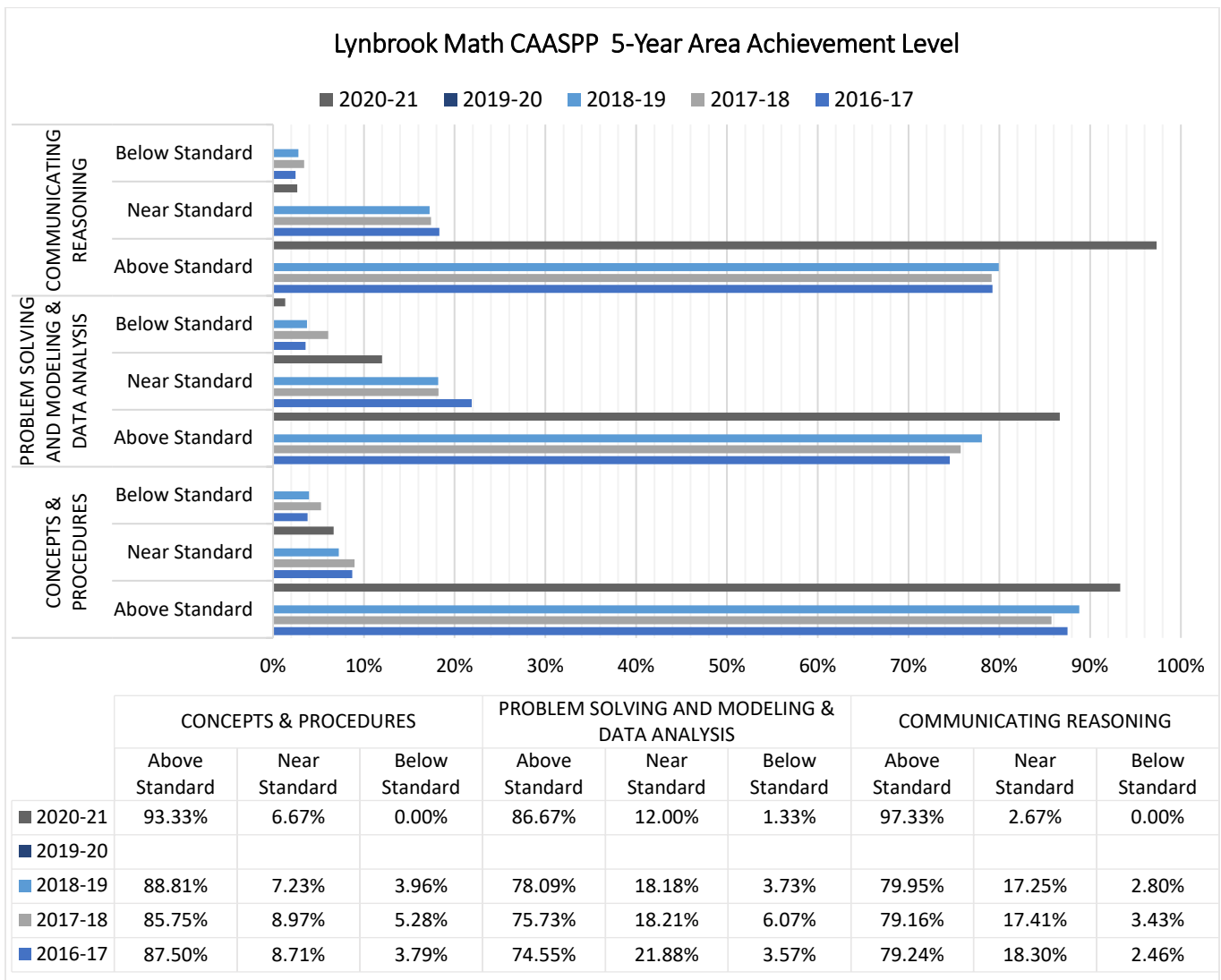
CAASPP Results ELA

Lynbrook ELA CAASPP 5-Year Area Achievement Level

Legend: ■ 2020-21 ■ 2019-20 ■ 2018-19 ■ 2017-18 ■ 2016-17

	Reading			Writing			Listening			Research & Inquiry		
	Above Standard	Near Standard	Below Standard	Above Standard	Near Standard	Below Standard	Above Standard	Near Standard	Below Standard	Above Standard	Near Standard	Below Standard
■ 2020-21	76.62%	23.38%	0	85.71%	14.29%	0	37.66%	62.34%	0	75.32%	24.68%	0
■ 2019-20												
■ 2018-19	76.40%	21.26%	2.34%	86.21%	12.38%	1.40%	64.49%	33.18%	2.34%	78.04%	20.56%	1.40%
■ 2017-18	74.67%	22.16%	3.17%	84.17%	13.46%	2.37%	60.42%	36.68%	2.90%	76.25%	21.11%	2.64%
■ 2016-17	79.56%	17.33%	0	86.70%	11.11%	2.22%	62.67%	34.44%	2.89%	76%	20%	4%

By March of junior year, few students are performing Below Standard ELA assessment. Given the need to shift to distance learning for a year and a half, the Class of 2021 performed as previous years with a notable drop in Listening scores. In 2021, only 77 of the eligible 466 students chose to come to campus and take the CAASPP ELA assessment. One could surmise that distance learning did not help students develop listening skills as well as students who were in-person for their educational experience.

The five years of scores indicate that by March of their junior year Lynbrook students are developing strong the 4C skills of communication and creative-critical thinking. The performance assessment indicates that 84% of Lynbrook students demonstrate a thorough ability to produce well-organized, developed, and supported writing (e.g., narrative, informational, explanatory, and argumentative) for different purposes and audiences.

Creative-critical thinking skills are measured with the Research/Inquiry performance assessment. The last five years of scores show that over 75% of Lynbrook juniors demonstrate a thorough ability to engage in research and inquiry to investigate topics, and to analyze, integrate, and present information. The number of students who perform below standard is very low and it has been decreasing over the years from 4% in 2016-17 to 0% in 2020-21.

CAASPP Results Mathematics

Lynbrook Math CAASPP 5-Year Area Achievement Level

	CONCEPTS & PROCEDURES			PROBLEM SOLVING AND MODELING & DATA ANALYSIS			COMMUNICATING REASONING		
	Above Standard	Near Standard	Below Standard	Above Standard	Near Standard	Below Standard	Above Standard	Near Standard	Below Standard
2020-21	93.33%	6.67%	0.00%	86.67%	12.00%	1.33%	97.33%	2.67%	0.00%
2019-20									
2018-19	88.81%	7.23%	3.96%	78.09%	18.18%	3.73%	79.95%	17.25%	2.80%
2017-18	85.75%	8.97%	5.28%	75.73%	18.21%	6.07%	79.16%	17.41%	3.43%
2016-17	87.50%	8.71%	3.79%	74.55%	21.88%	3.57%	79.24%	18.30%	2.46%

Area Achievement Level Descriptors provide a more detailed look at students' performance on the overall assessment, especially where they line up with measures the 4Cs. Critical thinking and communication are measured on this assessment and the performance indicator is the Communicating Reasoning area where the ability to support mathematical conclusions is assessed. Since 2017, over 79% of Lynbrook 11th-graders have performed Above Standard. In 2020 when the school was in remote learning, a striking 97.33% performed Above Standard, but it must be mentioned that only 75 of 466 students were tested. In

previous years that number exceeded 90%. Lynbrook students demonstrate a thorough ability to clearly and precisely put together valid arguments to support mathematical thinking or to critique the reasoning of others. Few students perform Below Standard, over the years it has consistently been 3.5% or fewer. In 2021 no students performed Below Standard. The Problem Solving/Modeling and Data Analysis assessment measures how well students use appropriate tools and strategies to solve real world and mathematical problems. This is another area that measures students' Creative-critical thinking skills. With each year the performance has improved.

Collaboration is not assessed with state performance assessments. To measure improvement in this area, teachers worked together to create a rubric of the qualities and expectations of effective collaboration. The criteria are as follows: COOPERATION in diverse groups; RESPECT for the Process; Responsible PARTICIPATION; Effective COMMUNICATION; and REFLECTION on the Process. There was momentum to evaluate all students with this rubric, the need to focus on mental health issues and then the pandemic derailed progress toward the collection of data on this learner outcome from classroom teachers.

In the recent Focus on Learning Survey data launched in September 2021, students affirmed that they were being taught and are learning 21st-century skills student learner outcomes.

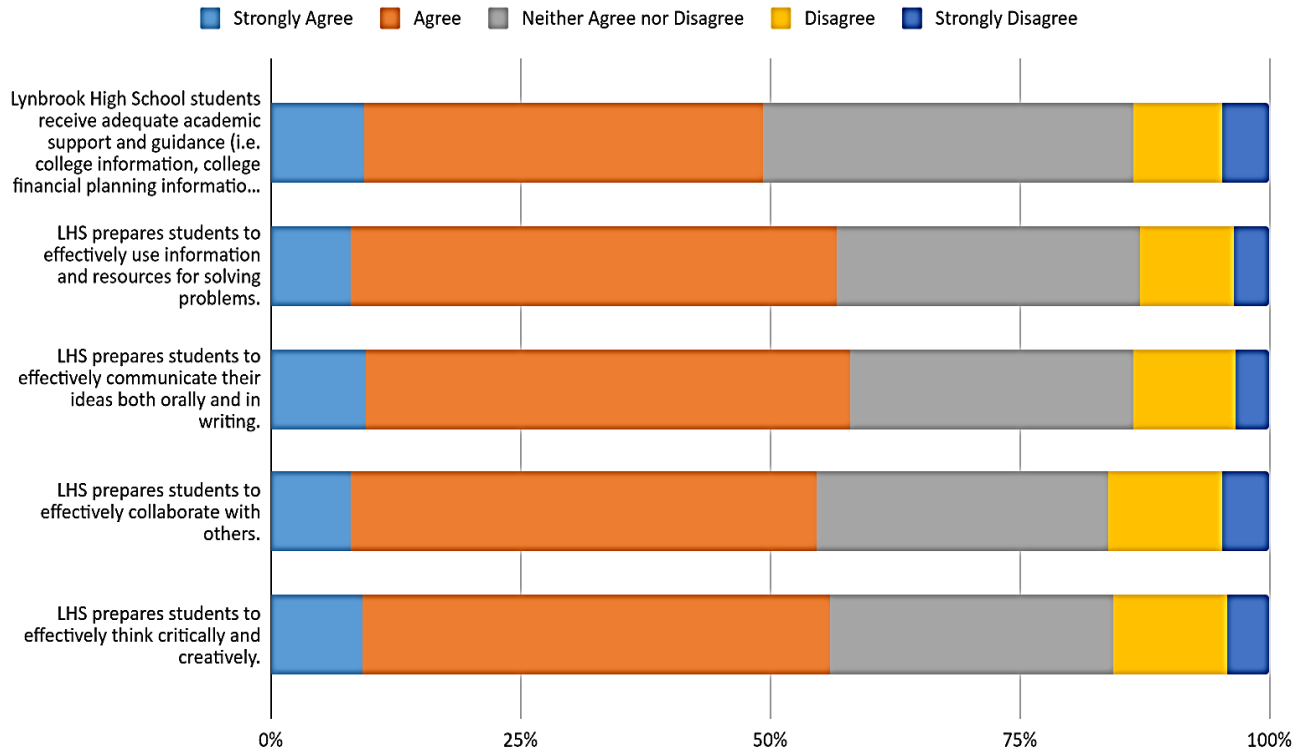| Impact of 4C's (WASC Self-study Student Survey	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
Q33. My academic work prepares me for college and/or career.	13.98%	43.47%	29.07%	9.08%	4.40%
Q36. My classes emphasize the development of problem solving and critical thinking skills.	16.36%	57.48%	19.51%	4.62%	2.03%
Q38. I am learning to speak effectively and communicate clearly. (i.e., presentations, speeches, class discussions, debates, Socratic seminars etc.)	18.73%	54.79%	19.85%	4.96%	1.68%
Q41. I work with other students in class.	22.38%	63.85%	10.28%	2.59%	0.91%
Q42. I learn how to collaborate with other students.	22.75%	63.76%	9.9%	2.53%	1.05%
Q44. I have the opportunity to be creative in my classes.	12.61%	55.36%	21.93%	8.06%	2.03%
Q45. I am exposed to a variety of learning experiences, strategies, and resources (computer, hands on simulations/work, lectures, labs, practice, online resources, and tools, etc.)	22.14%	61.46%	12.19%	3.08%	1.12%
Q46. I am encouraged to look at issues with an open mind and a critical eye.	14.83%	58.19%	20.94%	4.36%	1.69%
Q47. Lynbrook High School fosters an appreciation of student diversity and respect for each other.	22.91%	50.53%	19.61%	4.64%	2.32%
Q48. My teachers encourage me to think deeply.	15.95%	52.29%	24.48%	5.48%	1.8%
Q58. My teachers use various strategies, and resources (including technology) that help me learn creativity and critical thinking.	16.5%	61.55%	16.71%	3.73%	1.51%
Q62. I am learning how to communicate my ideas effectively verbally/orally.	17.81%	59.37%	17.74%	4.08%	1.0%

Impact of 4C's (WASC Self-study Student Survey	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
Q67. My teachers Incorporate the 4Cs (Collaboration, Communication, Citizenship/Character, Creative Critical Thinking) into my coursework.	17.29%	47.27%	28.42%	4.82%	2.2%
Q105. I am aware of the 4 Cs (Collaboration, Communication, Citizenship/Character, Critical/Creative thinking) of Lynbrook.	22.89%	54.45%	18.22%	2.41%	2.04%
Q106. I feel like I am a part of my school community.	14.07%	52.84%	24.42%	5.9%	2.77%

4Cs Questions Student Survey Focus on Learning 2021 *(1542 responses)*

Q106. I feel like I am a part of my school community.

Q105. I am aware of the 4 Cs (Collaboration, Communication, Citizenship/Character, Critical/Creative thinking) of Lynbrook.

Q67. My teachers Incorporate the 4Cs (Collaboration, Communication, CitizenShip/Character, Creative Critical…

Q62. I am learning how to communicate my ideas effectively verbally/orally.

Q58. My teachers use various strategies, and resources (including technology) that help me learn creativity and…

Q48. My teachers encourage me to think deeply.

Q47. Lynbrook High School fosters an appreciation of student diversity and respect for each other.

Q46. I am encouraged to look at issues with an open mind and a critical eye.

Q45. I am exposed to a variety of learning experiences, strategies, and resources (computer, hands on…

Q44. I have the opportunity to be creative in my classes.

Q42. I learn how to collaborate with other students.

Q41. I work with other students in class.

Q38. I am learning to speak effectively and communicate clearly. (i.e., presentations, speeches, class discussions,…

Q36. My classes emphasize the development of problem solving and critical thinking skills.

Q33. My academic work prepares me for college and/or career.

■ Strongly Agree   ■ Agree   ■ Neither Agree nor Disagree   ■ Disagree   ■ Strongly Disagree

The summary of survey data from similar questions from the 2018 Mid-cycle Focus on Learning Student Survey is as follows.

Impact of 4C's (WASC Mid-cycle Survey- Dec 12. 2018) 1268 responses

Impact of 4C's (WASC Mid-cycle Survey- Dec 12. 2018) 1268 responses	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
Lynbrook High School students receive adequate academic support and guidance (i.e., college information, college financial planning information, career center services).	9.31%	39.98%	37.07%	8.91%	4.73%
LHS prepares students to effectively use information and resources for solving problems.	7.97%	48.66%	30.44%	9.38%	3.55%
LHS prepares students to effectively communicate their ideas both orally and in writing.	9.46%	48.50%	28.47%	10.09%	3.47%
LHS prepares students to effectively collaborate with others.	7.97%	46.77%	29.18%	11.44%	4.65%
LHS prepares students to effectively think critically and creatively.	9.23%	46.85%	28.31%	11.36%	4.26%

The survey data indicated that the overall number of students who agreed or strongly agreed to questions asked about learning 21st-century skills, the 4Cs, has increased since 2018.

Postsecondary Enrollment Persistence, Graduation

Postsecondary program data is made available to us through several different sources, including the National Student Clearinghouse (NSC). For this resource, LHS 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.

Scholastic Achievement Test (SAT) Results

	Lynbrook			FUHSD			Nation		
	2018	*2019*	*2020*	*2018*	*2019*	*2020*	*2018*	*2019*	*2020*
Number of students	302	265	350	1,073	1,723	1,822	2,140,000	2,220,087	2,198,460
Math Average	735	736	740	658	700	697	531	528	523
Evidence-based Reading	685	685	694	618	655	657	536	531	528

Beginning in 2016-17, College Board's new SAT updated the "Critical Reading" section and replaced it with "Evidence-based Reading and Writing." A separate "Writing" section is now optional and not included in the reported cohort

Advanced Placement (AP) Results

AP TESTS	2017-2018	2018-2019	2019-2020
# of AP Test Takers	842	803	1,054
Total # of Exams Taken	1,998	2,130	2,713
% of Scores 3 or greater	93%	94%	95%

Many students take exams in more than one subject. The average at this school for the 2018-19 school year was 3.02 exams per student. Data from The College Board AP Reports

Students Entering Postsecondary Institutions Immediately after High School
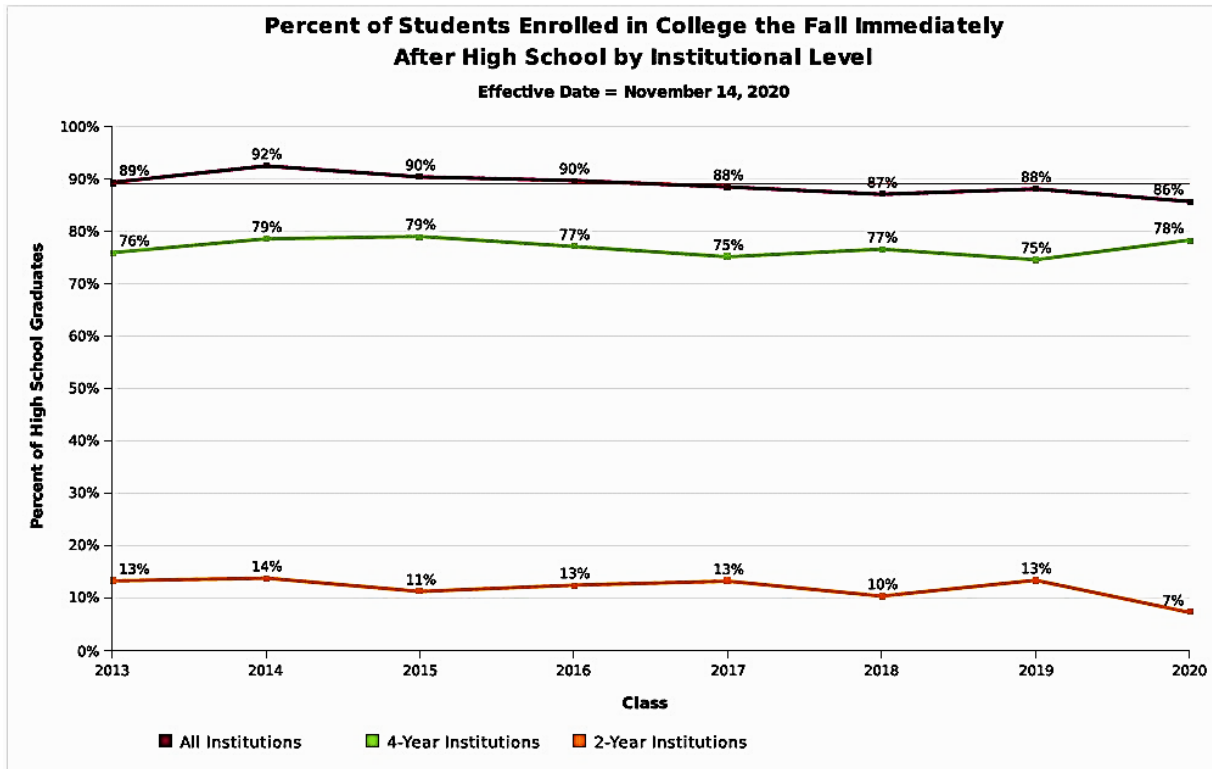
Students Entering Postsecondary Institutions within 1 Year after High School
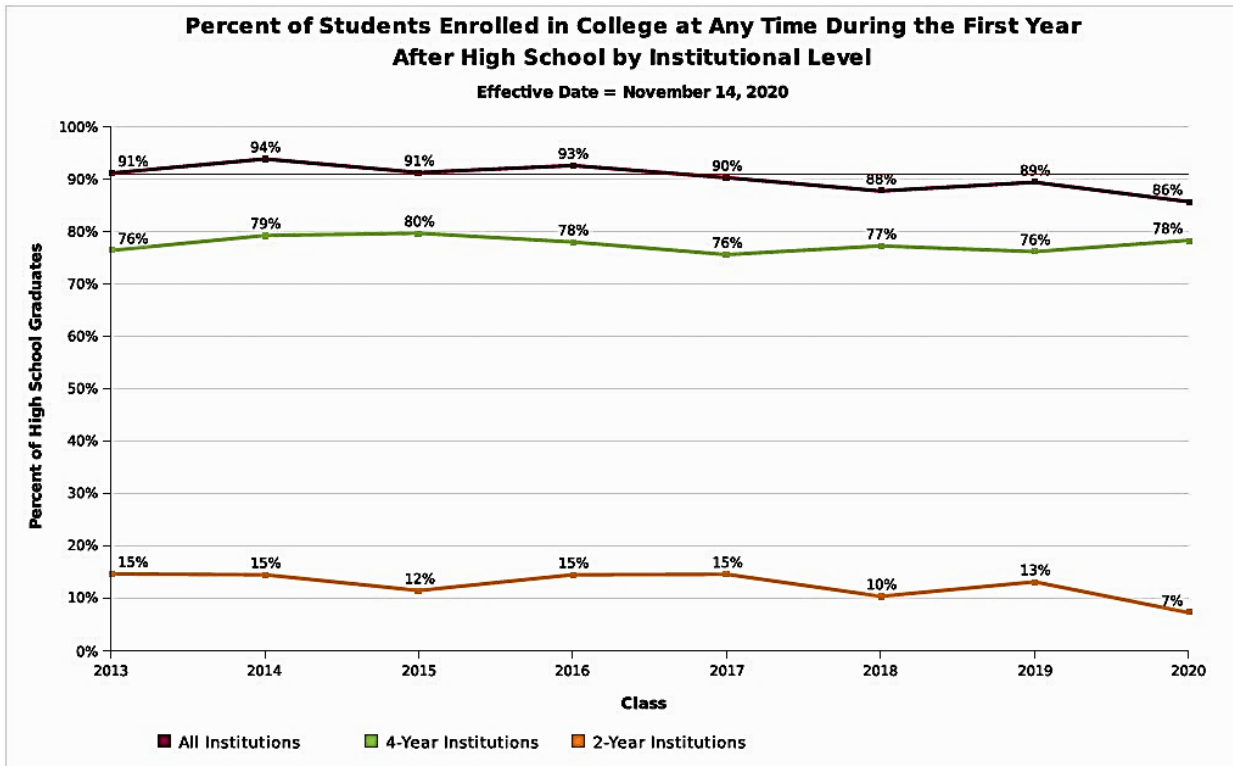
Students Enrolled in College the First Year Who Returned for a Second Year (Freshman to Sophomore Persistence)

Percent of Students Enrolled in College the First Year After High School Who Returned for a Second Year (Freshman to Sophomore Persistence) by Institutional Level

Effective Date = November 14, 2020
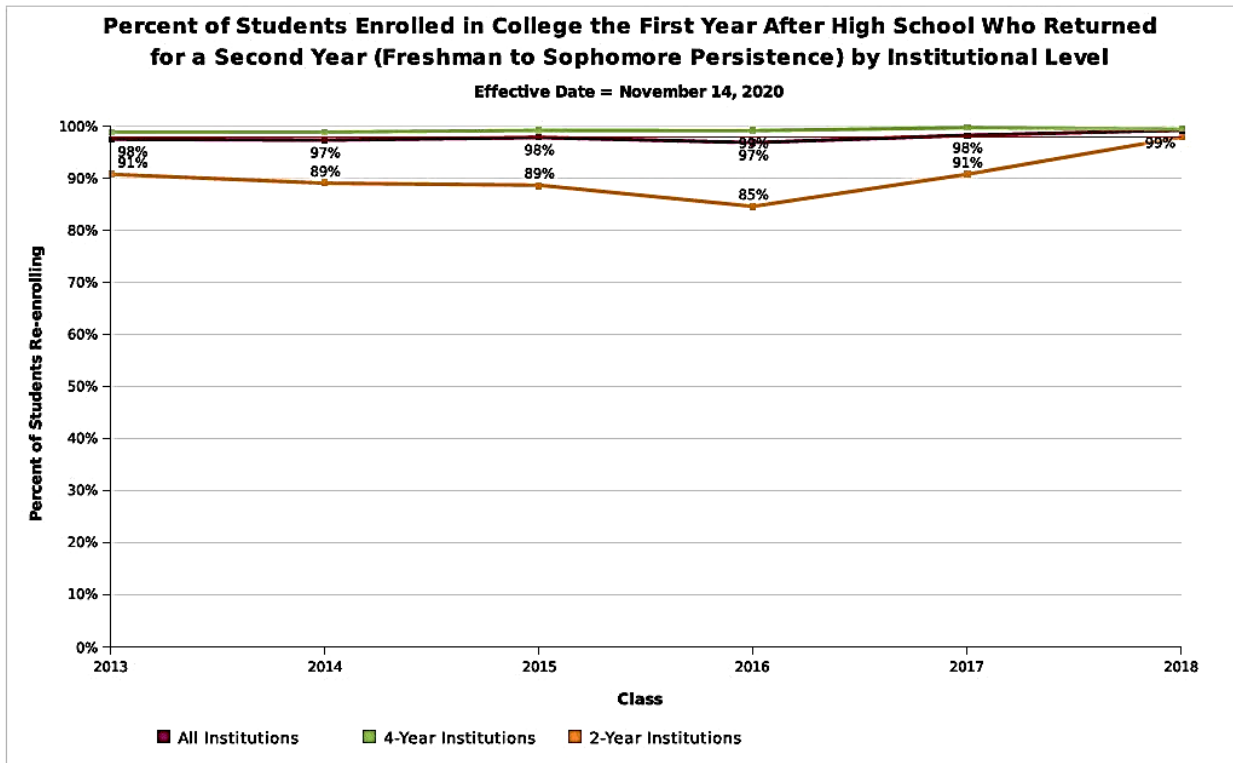
Postsecondary Enrollment and Graduation by Cohort
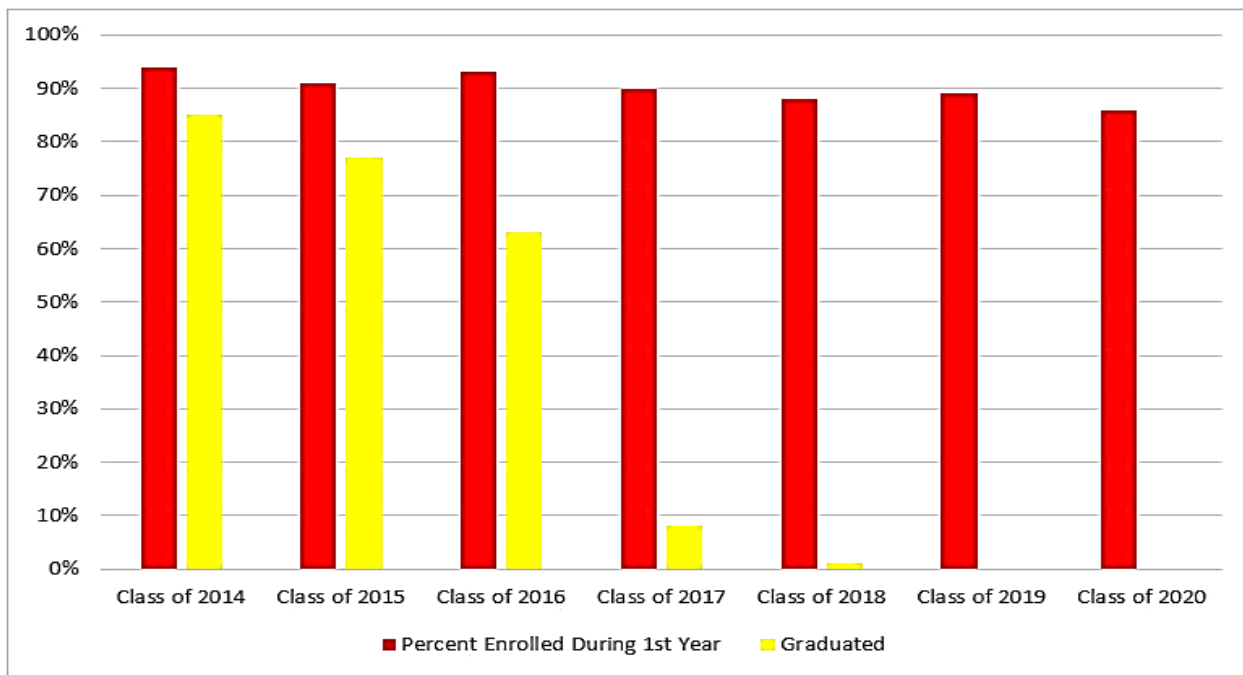
Lynbrook	Class of 2014	Class of 2015	Class of 2016	Class of 2017	Class of 2018	Class of 2019	Class of 2020
# in Cohort	439	458	446	443	449	378	434
Percent Enrolled During 1st Year	94%	91%	93%	90%	88%	89%	86%
Graduated from College	85%	77%	63%	8%	1%	--	--

The National Student Clearinghouse reports graduation data for 6 years post-high school. "Graduation" is defined as attainment of a degree or certificate.

D. Demographic Data:

1. *Socioeconomic status of community*

Zip Code 95129 INCOME IN THE PAST 12 MONTHS (IN 2019 INFLATION-ADJUSTED DOLLARS)				
Column1	Households	Families	Married-couple families	Nonfamily households
Total	13,910	10,524	8,990	3,386
Less than $10,000	5.0%	2.8%	1.0%	14.0%
$10,000 to $14,999	1.5%	0.3%	0.3%	5.3%
$15,000 to $24,999	3.2%	1.8%	1.7%	7.5%
$25,000 to $34,999	2.8%	1.9%	1.5%	5.6%
$35,000 to $49,999	5.4%	4.2%	2.9%	8.8%
$50,000 to $74,999	9.6%	8.3%	6.9%	13.2%
$75,000 to $99,999	8.5%	7.9%	7.4%	10.7%
$100,000 to $149,999	14.4%	14.5%	14.7%	13.2%
$150,000 to $199,999	14.3%	15.8%	16.3%	10.3%
$200,000 or more	35.2%	42.4%	47.3%	11.4%
Median income (dollars)	148,068	173,938	190,160	64,056
Mean income (dollars)	180,475	204,306	N	99,178
PERCENT ALLOCATED				
Household income in the past 12 months	27.8%	(X)	(X)	(X)
Family income in the past 12 months	(X)	26.9%	(X)	(X)
Nonfamily income in the past 12 months	(X)	(X)	(X)	30.2%

https://data.census.gov/cedsci/table?t=Income%20%28Households,%20Families,%20Individuals%29%3AIncome%20and%20Poverty&g=860XX00US95129&tid=ACSST5Y2019.S1901

2. *Student Enrollment*

a. 2021-22 Total Enrollment 1770
- Grade level (Grade 9 = 405; Grade 10 = 442; Grade 11 = 457; Grade 12 = 466)
- Gender (Females = 834; Males = 937)

b. Ethnicity

Academic Year	Total	African American	American Indian or Alaska Native	Asian	Filipino	Hispanic or Latino	Pacific Islander	White	Two or More Races	Not Reported
2020-21	**1,958**	0.4%	0.3%	80.8%	0.4%	3.0%	0.3%	7.5%	4.1%	3.2%
2019-20	**1,963**	0.3%	0.1%	81.8%	0.4%	3.2%	0.2%	7.3%	5.1%	1.6%
2018-19	**1,854**	0.6%	0.3%	84.0%	0.3%	3.1%	0.2%	6.8%	3.9%	0.8%
2017-18	**1,848**	0.3%	0.1%	84.3%	0.4%	3.0%	0.1%	7.9%	3.9%	0.0%
2016-17	**1,766**	0.2%	0.1%	82.6%	0.8%	3.5%	0.1%	8.4%	4.4%	0.0%
2015-16	**1,788**	0.6%	0.1%	80.5%	0.7%	3.6%	0.1%	10.4%	4.0%	0.0%
2014-15	**1,853**	0.4%	0.1%	80.1%	0.8%	3.1%	0.1%	11.5%	3.8%	0.0%

c. Predominate primary languages other than English (e.g., Spanish, Hmong)

Top 5 Most Common Primary Languages at Lynbrook 2018-2021

18-19	19-20	20-21
Mandarin 630 (33.9%)	English 774 (39%)	English 821 (42%)
English 613 (33%)	Mandarin 594 (30%)	Mandarin 540 (28%)
Korean 80 (4.3%)	Hindi 71 (3.6%)	Tamil 77 (3.9%)
Hindi 78 (4.2%)	Korean 70 (3.5%)	Telugu 74 (3.7%)
Tamil 77 (4.1%)	Tamil 68 (3.4%)	Hindi 62 (3.1%)
Telugu 77 (4.1%)	Telugu 67 (3.4%)	Korean 62 (3.1%)

d. Special needs and other focused programs (e.g., online instruction, college- and career-readiness, IB, AP, Honors, AVID, GATE).

AP Course Enrollment by Student Group: 2020-21

SUBJECT AREA	AMERICAN INDIAN OR ALASKA NATIVE		ASIAN		FILIPINO		HISPANIC OR LATINO		AFRICAN AMERICAN	
	#	%	#	%	#	%	#	%	#	%
AP English	0	0.0%	357	95.7	0	0.0%	6	1.6%	0	0.0%
AP Math	1	0.1%	734	95.1%	0	0.0%	7	0.9%	2	0.3%
AP Other	0	0.0%	226	93.8%	1	0.4%	3	1.2%	0	0.0%
AP Science	1	0.2%	432	96.2%	0	0.0%	1	0.2%	0	0.0%
AP Soc Science	1	0.2%	398	94.8%	1	0.2%	5	1.2%	1	0.2%
AP World Lang	1	0.4%	239	96.0%	0	0.0%	3	1.2%	0	0.0%
Total	**4**	**0.2%**	**2386**	**95.3%**	**2**	**0.1%**	**25**	**1.0%**	**3**	**0.1%**

 # and % indicates student group as the portion of total AP course takers per content area. Includes duplicates (e.g., student taking multiple APcourses. "AP Other" includes Music Theory, Studio Art, and Computer Science courses

SUBJECT AREA	WHITE		TWO OR MORE RACES		SPED		ENGLISH LEARNERS		SOCIOECONOMIC DISADVANTAGED	
	#	%	#	%	#	%	#	%	#	%
AP English	10	2.7%	0	0.0%	2	0.5%	0	0.0%	12	3.2%
AP Math	27	3.5%	0	0.0%	7	0.9%	11	1.4%	30	3.9%
AP Other	10	4.2%	0	0.0%	2	0.8%	5	2.1%	4	1.7%
AP Science	15	3.3%	0	0.0%	4	0.9%	5	1.1%	16	3.6%
AP Soc Science	14	3.3%	0	0.0%	3	0.7%	2	0.5%	13	3.1%
AP World Lang	6	2.4%	0	0.0%	1	0.4%	4	1.6%	5	2.0%
Total	82	3.3%	0	0.0%	19	0.8%	27	1.1%	80	3.2%

 # and % indicates student group as the portion of total AP course takers per content area. Includes duplicates (e.g., student taking multiple APcourses. "AP Other" includes Music Theory, Studio Art, and Computer Science courses

Total Number of Students

AP ENGLISH	AP MATH	AP OTHER	AP SCIENCE	AP SOC SCIENCE	AP WORLD LANG	TOTAL
373	772	241	449	420	259	2504

 # and % indicates student group as the portion of total AP course takers per content area. Includes duplicates (e.g., student taking multiple AP courses. "AP Other" includes Music Theory, Studio Art, and Computer Science course

AP Course Enrollment by Student Group (multiple years)

SUBJECT	ASIAN	AM INDIAN/ PACIFIC ISL	FILIPINO	HISPANIC/ LATINO	AFRICAN AM	WHITE	TWO OR MORE RACES	SPED	ENGLISH	SOCIOECONOMIC DISADVANTAGED
2018-19	96%		0%	0%		3%		0%	1%	2%
2019-20	96%		-	1%		3%		0%	1%	3%
2020-21	95%		0%	1%		3%		1%	1%	3%

 # and % indicates student group as the portion of total AP course takers per content area. Includes duplicates (e.g., students taking multiple AP courses. "AP Other" includes Music Theory, Studio Art, and Computer Science courses

e. Title I – Lynbrook High School and FUHSD is not a Title I School District

Lynbrook is not a Title I school; furthermore, all the other schools in the district are not Title I schools; therefore, Lynbrook does not participate in the Title I school program and does not receive any Title 1 funds.

Enrollment by Subgroup 2015-16 through 2019-20

Subgroup	2015-16	2016-17	2017-18	2018-19	2019-20
English Learners	4.1% (73)	4.4% (78)	4.1% (75)	3.7 % (70)	3.4% (67)
Foster Youth	0.0%	0.0%	0.01% (2)	0.005% (1)	0.005% (1)
Homeless Youth	0.1% (1)	0.0%	0.0%	0.0%	0.0%
Migrant Education	0.0%	0.0%	0.0%	0.0%	0.0%
Students with Disabilities	8.6% (153)	8.7% (153)	7.8% (145)	8.1% (153)	7.7% (149)
Socioeconomically Disadvantaged	5.3% (95)	4.6% (82)	7.4% (136)	6.4% (120)	6.4 % (125)
All Students	**1,788**	**1,766**	**1,848**	**1,880**	**1,944**

https://data1.cde.ca.gov/dataquest/dqcensus/EnrCharterSub.aspx?cds=43694684334421&agglevel=school&year=2017-18&ro=y

3. Language Proficiency Numbers

English Language Arts Data Comparisons: English Learners

Additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in English Language Arts.

Current English Learners	Reclassified English Learners	English Only
44.8 points above standard	93.4 points above standard	147 points above standard
No Data	Increased 31.6 Points ⊙	Increased 16.8 Points ⊙
Number of Students: 12	Number of Students: 15	Number of Students: 137
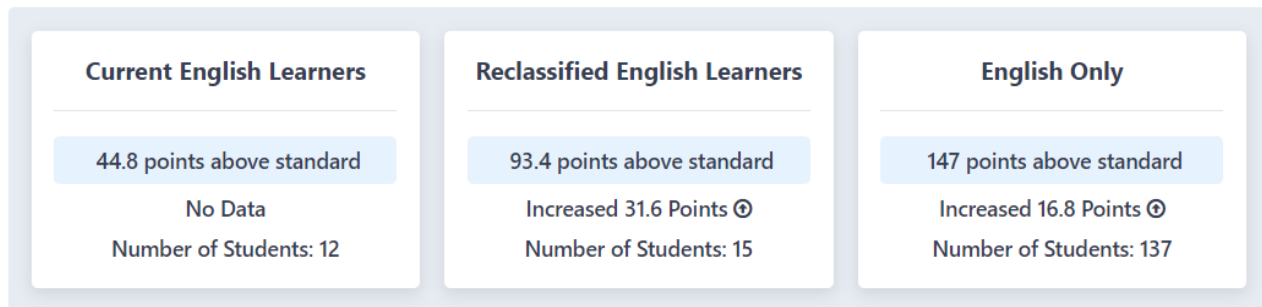
E. Data on Addressing the Eight State Priorities:

Provide information from the LCFF California School Dashboard state and local indicators. Also include any additional local indicators the district uses for any of the state priorities.

Due to the COVID-19 pandemic, state law has suspended the reporting of state indicators on the 2021 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at COVID-19 and Data Reporting and the COVID-19 Accountability FAQs.

The data used for this report is from 2019 since it is the most recent information available.

1. *LCFF Priority 1 (Basics Teachers, Instructional Materials, Facilities)*

   This measure addresses the percentage of appropriately assigned teachers; students' access to curriculum-aligned instructional materials; and safe, clean, and functional school facilities.

   As applicable, 100% of all school sites promptly address any complaints or other deficiencies identified throughout the academic year and provide information annually on progress meeting this standard to the local governing board at a regularly scheduled meeting and reports to stakeholders and the public through the Dashboard.

   - Mis-Assignments (0 EL) Of Teachers Of English Learners 0 / 0%
   - Percent Of Students Without Access To Their Own Copies Of Standards-Aligned Instructional Materials For Use At School And At Home 0 /0%
   - Instances Where Facilities Do Not Meet The "Good Repair" Standard (Including Deficiencies And Extreme Deficiencies) 0
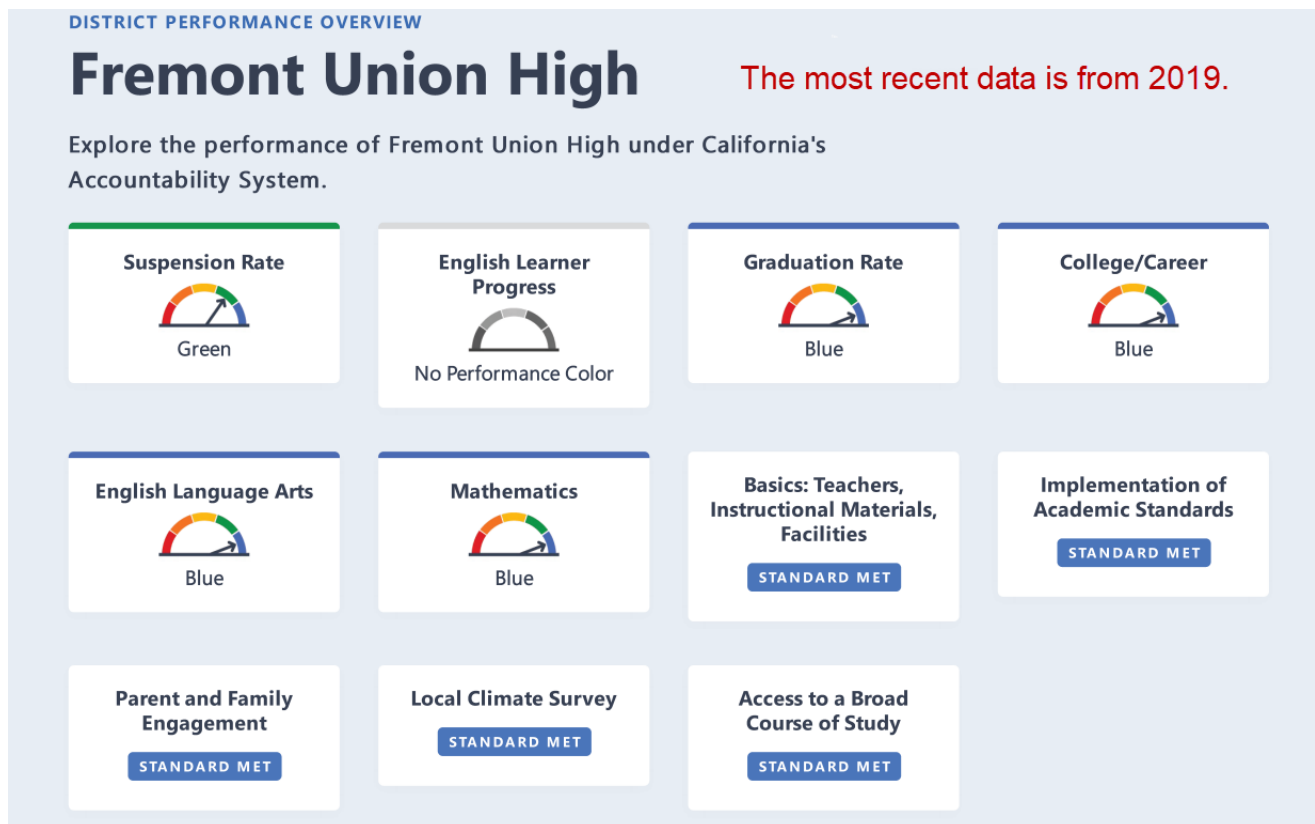
2. *LCFF Priority 2 Implementation of Academic Standards*
   This measure covers the implementation of state academic standards.

   Narrative Summary

   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. In support of this effort there are over 130 collaborative or course-alike teams composed of school site

or cross-district colleagues. Activities include aligning units of study; agreeing on essential units of study; extending the number of common formative and summative assessments; examining student work to identify areas of focus for instruction; and developing rubrics for various modes of writing.

Lynbrook teachers participate in one or more PLC (Professional Learning Communities) that center on the courses they teach. Teachers are active participants in one or more of 47 course-alike PLCs at Lynbrook.

FUHSD invests heavily in professional development of teachers and provides a range of opportunities for teacher learning. Teacher curriculum leads in English-Language Arts, Mathematics, Science, and History-Social Science have release periods to help coordinate and plan the District's course-alike work and professional development to develop content expertise, instructional practices, and leadership skills:

-Math: Several workshops held furthering the implementation of common core standards. This year, particular attention was devoted to using Discourse and Statistics in all levels.

-English: Continued workshops on Promoting Effective Research Practices and introduced a new workshop on Listening and Speaking.

-Science: Chemistry and Physics a focus this year, with six workshops on how to incorporate the Next Generation Science Standards (NGSS) Earth and Space Standards.

-Social Studies: Two workshops addressing the skills of Synthesis and Analysis, rooted in 10th grade World History topics of Imperialism in the Fall, and Feminist movements in Europe in the Spring.

Lynbrook teachers have participated in the district lead staff development opportunities.

With respect to English Language Learners, all new staff participate in an Academic Language Production workshop, and our English Language Development (ELD) teachers meet regularly to continue to develop and align curriculum. Additionally, the Coordinator of Curriculum and Teacher Leadership along with the Curriculum Leads offer a district-wide workshop for all teachers of Sheltered Classes designed to increase the language rigor in these content classes.

Career Technical Education teachers in industry pathways are collaborating across the district.

Health Education Content Standards are delivered to students during their freshman year through Biology and Physical Education.

Physical Education Model Content Standards are supported through collaborative efforts of teachers at their sites and department leads across the district.

Visual and Performing Arts teachers are collaborating to extend student learning and professional development in instrumental and choral music and drama.

World Language teacher collaboration includes curriculum development, performance task design, and calibration of scope and expectations for rigor.

3. **LCFF Priority 3 Parent Engagement**
   The summary of progress is required to be based on either information collected through surveys of parents/guardians or other local measures and includes a description of why the district chose the selected measures, including whether progress on the selected measure is related to goals it has established for other Local Control Funding Formula (LCFF) priorities in its Local Control and Accountability Plan (LCAP).

   1. Rate the LEA's progress in developing the capacity of staff (i.e., administrators, teachers, and classified staff) to build trusting and respectful relationships with families.

   Initial Implementation

   2. Rate the LEA's progress in creating welcoming environments for all families in the community.

   Beginning Development

   3. Rate the LEA's progress in supporting staff to learn about each family's strengths, cultures, languages, and goals for their children.

   Full Implementation

   4. Rate the LEA's progress in developing multiple opportunities for the LEA and school sites to engage in 2-way communication between families and educators using language that is understandable and accessible to families.

   Full Implementation

   Engagement of underrepresented families

   FUHSD implements professional learning and support to teachers and principals to improve our school's capacity to partner with families and provide them with information and resources to support student learning and development in the home. Information about student learning is offered through venues such as the Math Advisory Council and Science Engagement Nights. Families are invited to events such as a parent panel on post-high school options, financial aid, and guidance presentations. Offerings include an 8-week course on Strengthening Families through the Foothill Family Engagement Institute and a one-evening course on substance abuse in both Spanish and English. Through partnership with El Camino Health, the District provides presentations on mental health related topics for students, staff, and parents. Partnerships are also in place with community organizations and local city governments regarding vaping.

   Our PTSAs provide presentations for families in the areas of college planning and parenting supports. The FUHS Foundation is beginning a Parent Resource Network. The purpose is to have a centrally located list of resources and an organized series of parent education offerings, to improve effectiveness and efficiency in parent education delivery and address equity across the district.

The District is in its second year of a partnership with Santa Clara County Behavioral Health to implement School Linked Services. This resource has been helpful in providing support to our underrepresented students and their families. Funding was provided to purchase books related to parent education to create lending libraries.

School Linked Services and information about District complaint procedures have provided support to families to understand and exercise their legal rights and advocate for their own students and all students. The District is committed to transparency and community input to make sure it is serving as a good neighbor and an involved community partner. The District believes that the quality of the education program can improve through listening to complaints, considering differences of opinion, and resolving disagreements through an established, objective process. Parents, students, and community members are encouraged to report problems, share concerns, or offer suggestions to the District.

The District is increasing avenues for teachers to meet with families and students to discuss student progress and ways to work together to support improved student outcomes. Efforts include researching a Learning Management System, emphasizing the importance of direct communication from teacher to parent, Student Study Team, and Student Attendance Review Team.

A focus area for improvement is further implementation of partnerships with families and to strengthen outreach to and input from families of Hispanic background, families and students who may be homeless and students who are foster youth.

5. Rate the LEA's progress in providing professional learning and support to teachers and principals to improve a school's capacity to partner with families.

Initial Implementation

6. Rate the LEA's progress in providing families with information and resources to support student learning and development in the home.

Initial Implementation

7. Rate the LEA's progress in implementing policies or programs for teachers to meet with families and students to discuss student progress and ways to work together to support improved student outcomes.

Initial Implementation

8. Rate the LEA's progress in supporting families to understand and exercise their legal rights and advocate for their own students and all students.

Initial Implementation

Work to improve the engagement of underrepresented families

In a community survey conducted in the summer of 2019, the FUHSD was viewed favorably and rated positively by most, and the high schools' quality education and reputation are the District's top attributes. Each school site has incorporated parent engagement goals into their WASC Action Plans and increased efforts to reach out to communities that have traditionally been less engaged.

Each school site and program continue to make progress in developing the capacity of staff (i.e., administrators, teachers, and classified staff) to build trusting and respectful relationships with families. This includes the importance of maintaining communication and providing professional development that focuses on building and maintaining positive relationships.

In support of creating welcoming environments for all families in the community, schools offer parent orientation programs and Back to School Night activities, including a specific orientation for parents of newcomer English Learners. Outreach to students and families also occurs through Los Padres, Korean Parent Association, and Latino mentor programs. Efforts to reach out to communities that have traditionally been less engaged include scheduling events on weekends or in neighborhoods farther from campus.

Students and families who are homeless receive support coordinated by District Office administration with a connection to each school site/program. Supports for students who are foster youth are coordinated by the Educational Options Guidance Counselor who communicates with site staff.

The District is exploring ways to support staff to learn about each family's strengths, cultures, languages, and goals for their children. Programs and practices continue to be viewed through an equity framework that was designed through stakeholder input. Aspects of the framework in support of equity and excellence are inclusivity, action for growth, rigor, development and wellness, and empowerment and agency.

FUHSD continues to develop multiple opportunities for 2-way communication between families and educators. This includes an effort to reduce education-ese from communication as well as to provide translation of school documents and expanding languages used. Each site has staff members in place to support verbal and written translation of materials and presentations. A range of events are held for students and families who are new to the District, in particular for those who are new to the U.S. educational system. School guidance presentations to parents regarding including course selection and college planning are held in multiple languages as needs are identified.

A focus area for improvement is to expand opportunities for staff to learn about each family's strengths, cultures, languages, and goals for their children and to strengthen outreach to and input from families of Hispanic background, families and students who may be homeless and students who are foster youth.

9. Rate the LEA's progress in building the capacity of and supporting principals and staff to effectively engage families in advisory groups and with decision-making.

Full Implementation and Sustainability

10. Rate the LEA's progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision-making.

Full Implementation and Sustainability

11. Rate the LEA's progress in providing all families with opportunities to provide input on policies and programs and implementing strategies to reach and seek input from any underrepresented groups in the school community.

Beginning Development

12. Rate the LEA's progress in providing opportunities to have families, teachers, principals, and district administrators work together to plan, design, implement and evaluate family engagement activities at school and district levels.

Initial Implementation

Briefly describe the LEA's current strengths and progress in this area and identify a focus area for improvement, including how the LEA will improve the engagement of underrepresented families.

FUHSD LCAP Goal 4 states that 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. The District has developed a strength in building the capacity of and supporting principals and staff to effectively engage families in advisory groups and with decision-making in coordination with supporting family members to effectively engage in advisory groups and decision-making. Parents and the community are engaged through various opportunities including Principal coffees, Parent Teacher associations (PTA, PTSA, Los Padres, and Korean Parent Association), school and District English Language Advisory Committees (ELAC), School Site Council, and booster clubs. District committees including the Community Advisory Committee on Enrollment, the Math Advisory Council, the District Wellness Council, and the Community Oversight Committee for Bond Programs are additional ways that parents contribute to District-level discussions and decisions. Parents of students with disabilities are provided opportunities for input and learning through the Special Education Local Plan Area Community Advisory Committee.

Since Spring 2017, the Board of Trustees has held Board Office Hours at school sites on a rotating basis to reach further into the community and provide a more informal setting for parents and community members to speak with them. They are regularly present at school and community events such as Tournament of Bands, Sunnyvale State of the City and Cupertino Fall Festival.

The District is making progress in providing all families with opportunities to provide input on policies and programs and implementing strategies to reach and seek input from any underrepresented groups in the school community. Examples include the Community Advisory Committee on Enrollment making biannual recommendations to the Board of Trustees and the District Wellness Council receiving continued updates on the implementation of the bell schedules that came from a Wellness Taskforce review of student sleep deprivation.

The District Family Engagement Committee is comprised of parents and staff representatives from all five school sites and several District administrators. Formed in the 2016-17 school year, this committee was responsible for designing and helping administer the November 2017 Parent Engagement Survey. They also act as the District's LCAP Advisory Committee, and review and support growth and development of parent education offerings provided by PTSAs, the District, and other community-based entities.

A focus area for improvement is to continue opportunities for input on policies and programs including efforts to seek input from families of Hispanic background, families and students who may be homeless and students who are foster youth.

4. ***LCFF Priority 4 Performance on Standardized Tests***
    a. California Assessment of Student Performance and Progress

    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 are also used as an indicator of college readiness (see College Readiness section, Early Assessment Program). As a result of COVID-19 related school closures, the CAASPP test was one of many assessments that experienced a decline in student participation during spring of 2021.

    In 2020-21, Lynbrook HS made the test available to students. Only 77 out of 476 students chose to participate in the exam administration. Due to remote learning because of COVID-19, most students opted to not take the assessment and the results of the assessment don't reflect the student demographics from Lynbrook HS.

Lynbrook ELA CAASPP 5-Year Area Achievement Level

■ 2020-21 ■ 2019-20 ■ 2018-19 ■ 2017-18 ■ 2016-17

	Reading			Writing			Listening			Research & Inquiry		
	Above Standard	Near Standard	Below Standard	Above Standard	Near Standard	Below Standard	Above Standard	Near Standard	Below Standard	Above Standard	Near Standard	Below Standard
■ 2020-21	76.62%	23.38%	0	85.71%	14.29%	0	37.66%	62.34%	0	75.32%	24.68%	0
■ 2019-20												
■ 2018-19	76.40%	21.26%	2.34%	86.21%	12.38%	1.40%	64.49%	33.18%	2.34%	78.04%	20.56%	1.40%
■ 2017-18	74.67%	22.16%	3.17%	84.17%	13.46%	2.37%	60.42%	36.68%	2.90%	76.25%	21.11%	2.64%
■ 2016-17	79.56%	17.33%	0	86.70%	11.11%	2.22%	62.67%	34.44%	2.89%	76%	20%	4%

Lynbrook Math CAASPP 5-Year Area Achievement Level

	CONCEPTS & PROCEDURES			PROBLEM SOLVING AND MODELING & DATA ANALYSIS			COMMUNICATING REASONING		
	Above Standard	Near Standard	Below Standard	Above Standard	Near Standard	Below Standard	Above Standard	Near Standard	Below Standard
2020-21	93.33%	6.67%	0.00%	86.67%	12.00%	1.33%	97.33%	2.67%	0.00%
2019-20									
2018-19	88.81%	7.23%	3.96%	78.09%	18.18%	3.73%	79.95%	17.25%	2.80%
2017-18	85.75%	8.97%	5.28%	75.73%	18.21%	6.07%	79.16%	17.41%	3.43%
2016-17	87.50%	8.71%	3.79%	74.55%	21.88%	3.57%	79.24%	18.30%	2.46%

Subgroup Performance Levels from 2019

Explore Groups By Performance Level

Red 0   Orange 0   Yellow 0   Green 0   Blue 1   No Performance Color 7

English Learners

Student Group | State

No Performance Color

---

72 points above standard

Increased 34.7 Points ⊕

Number of Students: 27

Filipino

Student Group | State

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 1

Hispanic

Student Group | State

No Performance Color

41.5 points above standard

Increased 20.9 Points ⊕

Number of Students: 12

Two or More Races

Student Group | State

No Performance Color

160.9 points above standard

Increased 24.7 Points ⊕

Number of Students: 21

Socioeconomically Disadvantaged

Student Group | State

No Performance Color

81.3 points above standard

Maintained 2.5 Points

Number of Students: 28

Students with Disabilities

Student Group | State

No Performance Color

20.9 points above standard

Increased 36.2 Points ⊕

Number of Students: 21

White

Student Group | State

No Performance Color

147.8 points above standard

Increased 80.9 Points ⊕

Number of Students: 20

b. College and Career Indicator Levels

Number and Percent of Prepared Students In the Cohort by Race/Ethnicity and Program Participation 2019

Student Group - Prepared	Percent Prepared	# Students Prepared
All Prepared Students	100.0%	351
African American	*	*
American Indian or Alaska Native	--	--
Asian	88.6%	311
Filipino	*	*
Hispanic	1.4%	5
Two or More Races	2.8%	10
Native Hawaiian or Pacific Islander	*	*
White	5.4%	19
English Learners	4.3%	15
Socioeconomically Disadvantaged	6.3%	22
Students with Disabilities	2.8%	10
Foster Youth	--	--
Homeless	*	*

Students in the Combined Cohort or DASS Graduation Rate by Student Group

	All Students	African American	American Indian	Asian	Filipino	Hispanic	Pacific Islander	White	Two or More Races	English Learners	Socio-economic Disadvantaged	Students with Disabilities	Foster Students	Homeless Students
Totals	395	2	--	330	2	14	1	31	13	28	37	39	--	1

Percentage of Students by CCI Level for each Student Group

CCI Level	All Students	African American	American Indian	Asian	Filipino	Hispanic	Pacific Islander	White	Two or More Races	English Learners	Socio-economic Disadvantaged	Students with Disabilities	Foster Students	Homeless Students
% Prepared	88.9	*	--	94.	*	35.	*	61.	76.9	53.6	59.5	25.6	--	*
%Approaching Prepared	3.3	*	--	2.4	*	0	*	9.7	15.4	17.9	8.1	5.1	--	*
% Not Prepared	7.8	*	--	3.3	*	64.3	*	29	7.7	28.6	32.4	69.2	--	*

The combined cohort and/or DASS graduation rate is used as the denominator to calculate the percentages.

c. College Scholastic Assessment Test (SAT)

Scholastic Achievement Test (SAT) Results

	LHS			FUHSD			Nation		
	2019	**2020**	**2021**	**2019**	**2020**	**2021**	**2019**	**2020**	**2021**
Number of students tested	265	350	338	1,723	1,822	1,434	2,220,087	2,198,460	1,509,133
Math Average	736	740	739	700	697	724	528	523	528
Evidence-based Reading and Writing Average	685	694	690	655	657	675	531	528	533

d. Advanced Placement tests

AP Tests	**2018-2019**	**2019-20**	**2020-21**
# of AP Test Takers	803	1,054	1,064
Total # of Exams Taken	2,130	2,713	2,688
% of Scores 3 or greater	94%	95%	91%

AP Course Enrollment by Student Group: 2021-22

	Race / Ethnicity								
	Asian		Hispanic		White		Two or More Races		Total # Stu
Subject area	**#**	**%**	**#**	**%**	**#**	**%**	**#**	**%**	
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**

	SpEd		LEP		SED	
Subject area	**#**	**%**	**#**	**%**	**#**	**%**
English	2	0.54%		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%**

Student Group	Total in Cohort	by AP Exams	by a-g	by CTE	by Seal of Biliteracy	Students Completed 1 Sem/2 Quarters of College	Students Completing 2 Sem/3 Quarters of College
Asian	456	84%	93%	9%	72%	0%	0%
Hispanic/Latino	13	15%	39%	0%	23%	0%	0%
White	40	40%	55%	5%	23%	0%	0%
Two or More Races	17	47%	88%	12%	65%	0%	0%
Students w/Disabilities	40	13%	20%	3%	15%	0%	0%
English Learners	18	44%	50%	6%	22%	0%	0%
Socio-econ Dis	49	37%	55%	4%	33%	0%	0%
LHS Total	**531**	**77%**	**89%**	**9%**	**67%**	**0%**	**0%**

e. English Learner Proficiency

Students who are designated English Learners and have not yet been reclassified take the Summative English Language Proficiency Assessments for California (ELPAC) annually as one measure of their English language development. The Summative ELPAC measures how well English learners are progressing toward English language proficiency. This assessment became operational in Spring 2018 and replaces the California English Language Development Test (CELDT). The assessment is designed to measure student progress toward meeting California's current ELD standards in the four domains: Reading, Writing, Listening, and Speaking. Overall results are reported in four achievement levels, and domain results are reported as three levels.

Reclassification of English Learners
In 2014-15 school year, FUHSD revised its reclassification criteria due to the elimination of the CST for English-Language Arts. After analysis of student results and trends in reclassification rates across the district, new assessment criteria were identified for district-approved tests. These assessment criteria are aligned with grade level performance standards and reflect higher expectations for rigor and student ability under the Common Core. Currently, English Learner students are reclassified based on objective criteria including annual ELPAC scores, course grades and progress toward graduation, and performance on district-approved reading assessments including the Gates-McGinities, Renaissance, STAR, and a district designed argumentative writing task.

The 2020–21 Annual Census Day Enrollment has lower English Learner (EL), Initially-Fluent English Proficient (IFEP), and Reclassified Fluent English Proficient (RFEP) student enrollment counts due to difficulties experienced by local educational agencies (LEAs) while transitioning to remote administration of the initial and summative English Language Proficiency Assessments for California (ELPAC) during "distance-learning" resulting from the COVID-19 pandemic. For the same reason, 2020–21 Annual Census Day Enrollment has a higher count of students with an English Language Acquisition Status (ELAS) of "To Be Determined" or TBD.

Lynbrook High School	Enrollment	Students Redesignated (FEP)	English Learners	FUHSD RFEP
2018-19	1,880	20.0% (15)	70	13%
2019-20	1,944	15.7% (11)	67	8%
2020-21	1,942	11.9% (8)	51	8%

English Learner Reclassification Rate (%)
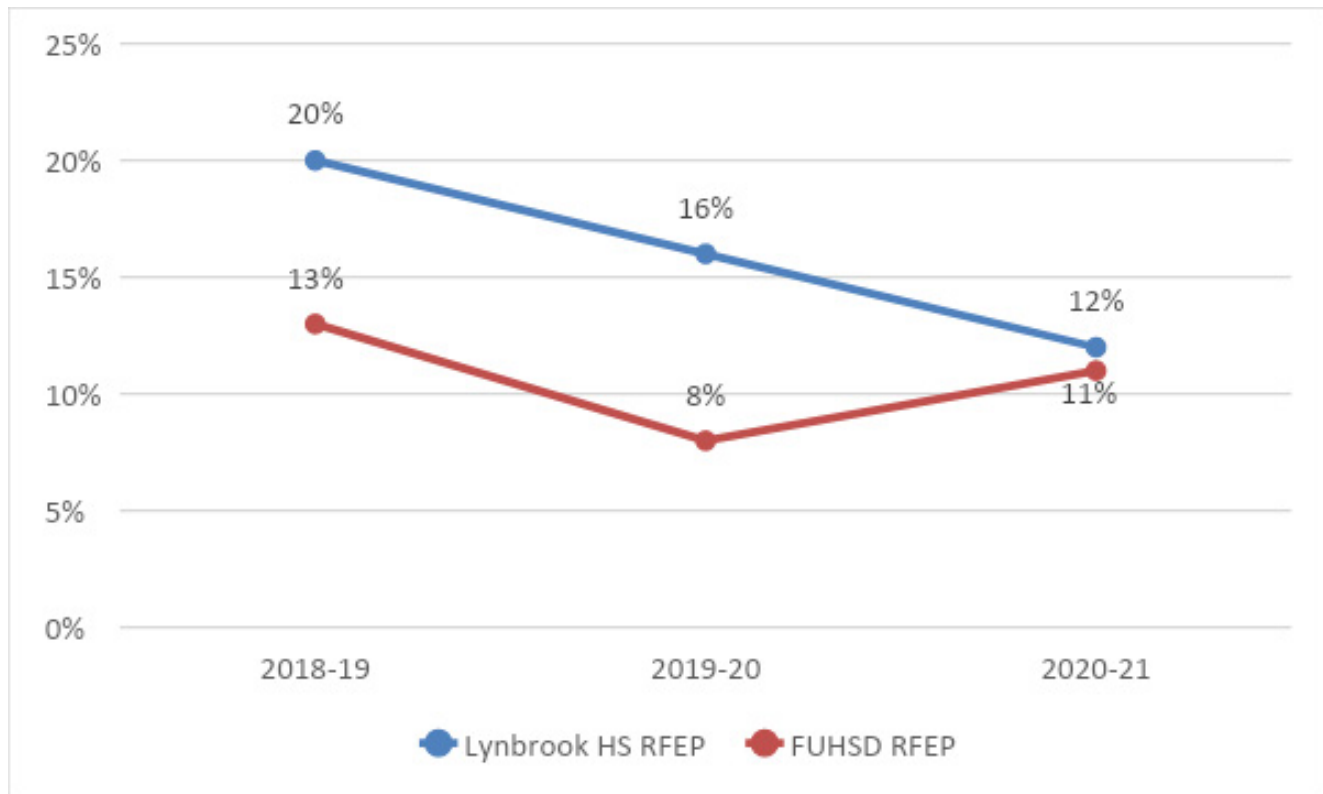
English Learner Progress (CA School Dashboard)

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 thresholds from SY 2018-19 have since changed in the ELPI levels so data can't be used for comparison purposes. Due to COVID-related school closures, this progress indicator for SY 2019-20 wasn't reported on the CA School Dashboard. Therefore, performance indicators below are based on SY 2020-21 only due to limited data.

English Language Performance Indicator (ELPI)

Level 1 indicates that a student's English language development is "minimally developed". Level 2 indicates that a student's English language development is "somewhat developed". Level 3

indicates that a student's English language development is "moderately developed". Level 4 indicates that a student's English language development is "well developed".

Grade	Total Enrolled	Total # w/Scores	Level 1 %	Level 2 %	Level 3 %	Level 4 %
9	10	8	*	*	*	*
10	12	12	9%	0%	18%	73%
11	14	14	7%	14%	7%	71%
12	10	10	*	*	*	*
Total	46	44	12%	14%	17%	57%

*To protect student privacy, an asterisk (*) will be displayed instead of a number on test results where 10 or fewer students had tested.

f. Other Assessments & Data

3-Year Academic Grade Term 1 Distribution by Percent

Grades noted below are a percentage of all grades earned (e.g., what percent of all grades earned were "x" grade)
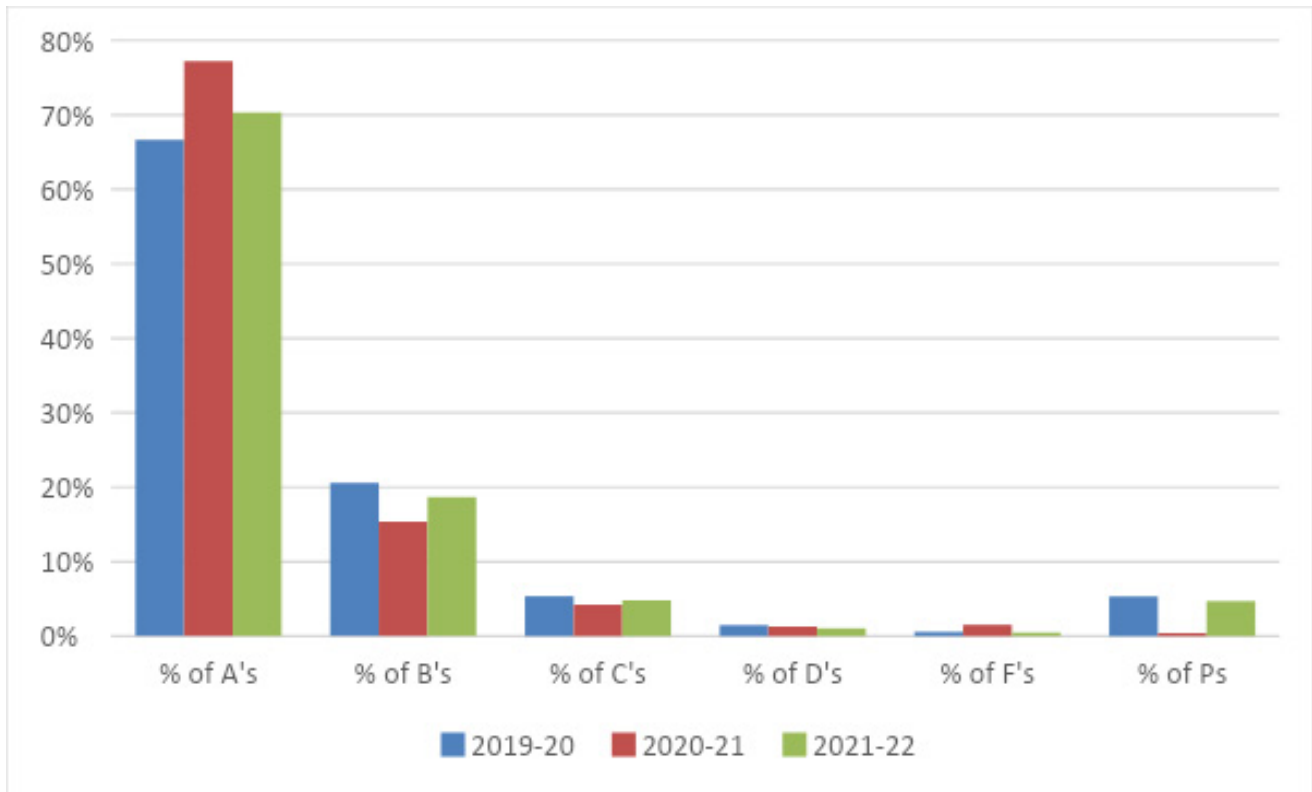
School Year	% of A's	% of B's	% of C's	% of D's	% of F's	% of Ps
2019-20	67%	21%	5%	1%	1%	5%
2020-21	77%	15%	4%	1%	2%	0%
2021-22	70%	19%	5%	1%	1%	5%

5. *LCFF Priority 5 Pupil Engagement*

a. 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.

Lynbrook HS	Class of 2019		Class of 2020		Class of 2021	
Student Group	% Graduated	# in Cohort	% Graduated	# in Cohort	% Graduated	# in Cohort
Asian	98%	330	99%	377	99%	456
Hispanic or Latino	57%	14	71%	17	85%	13
White	90%	31	93%	27	85%	40
Two or More Races	92%	13	95%	20	100%	17
English Learners	82%	28	93%	29	94%	18
Students w/ Disabilities	64%	39	68%	31	73%	40
Socioecon Disadv	81%	37	89%	47	92%	49
All Students	**96%**	**395**	**97%**	**443**	**97%**	**531**
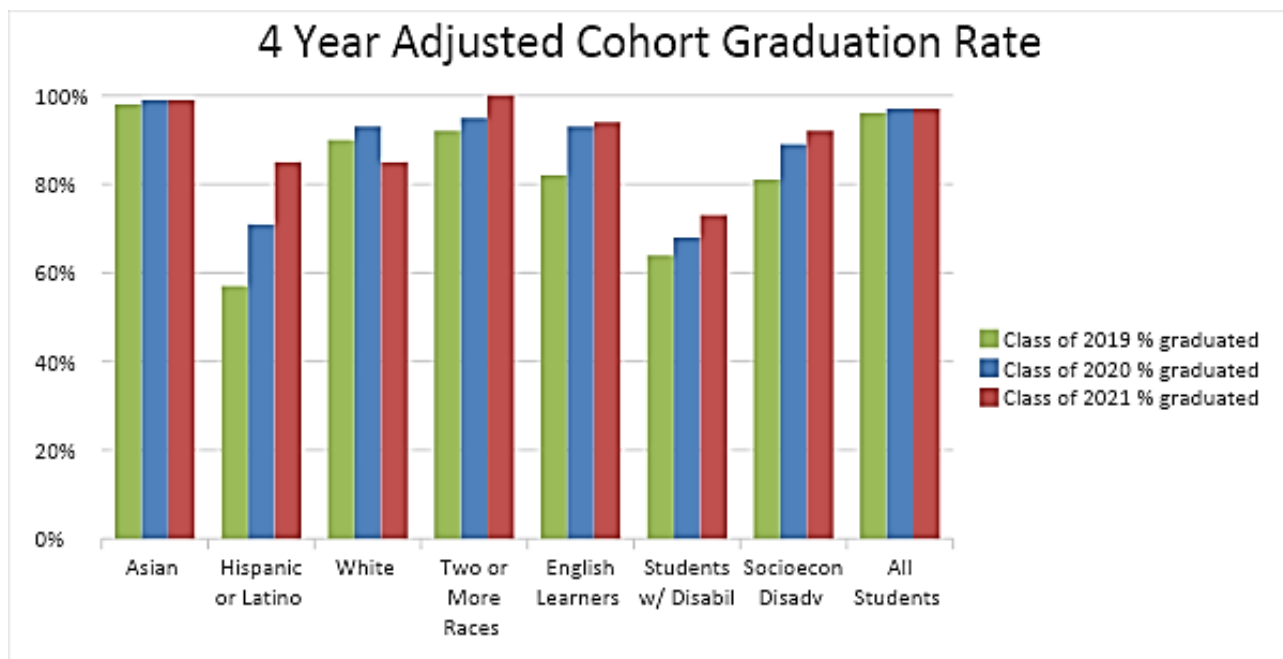
b. Chronic Absenteeism

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

Due to COVID-related closures for SY 2019-21, the California Department of Education deemed the chronic absenteeism data unreliable and didn't report the associated percentages for subgroup absenteeism.

In Spring 2019, FUHSD administered a district-wide survey to grades 9, 10, 11, and 12. The survey was administered during class time, and 89% (9,768 students) of the student population responded. The survey covered a range of topics related to school climate, including student wellness, study habits and homework, participation in extracurricular activities, and student perceptions of school culture and climate. As a result of COVID-19 related school closures, the survey was not administered by the district during the 2020-21 school year.

Chronic Absenteeism Rate by Student Group

Student Group	# in Cohort	Chronic Absentee Rate 2018-19	# in Cohort	Chronic Absentee Rate 2019-20	# in Cohort	Chronic Absentee Rate 2020-21
Asian	1,579	2%	*	*	1,558	1%
Hispanic/ Latino	67	33%	*	*	58	24%
White	142	10%	*	*	142	10%
Two or More Races	81	9%	*	*	96	2%
Students w/Disabilities	165	23%	*	*	149	18%
English Learners	75	8%	*	*	53	8%
Socio-econ Dis	147	14%	*	*	126	10%
LHS Total	**1,902**	**4%**	*	*	**1,946**	**2%**

*The CDE has determined the CAI data from 19-20 to be unreliable due to COVID-19 school related closures.

Chronically Absent Students: Student Group (multiple years)

Legend:
- Chronic Absentee Rate 2018-19
- Chronic Absentee Rate 2019-20
- Chronic Absentee Rate 2020-21
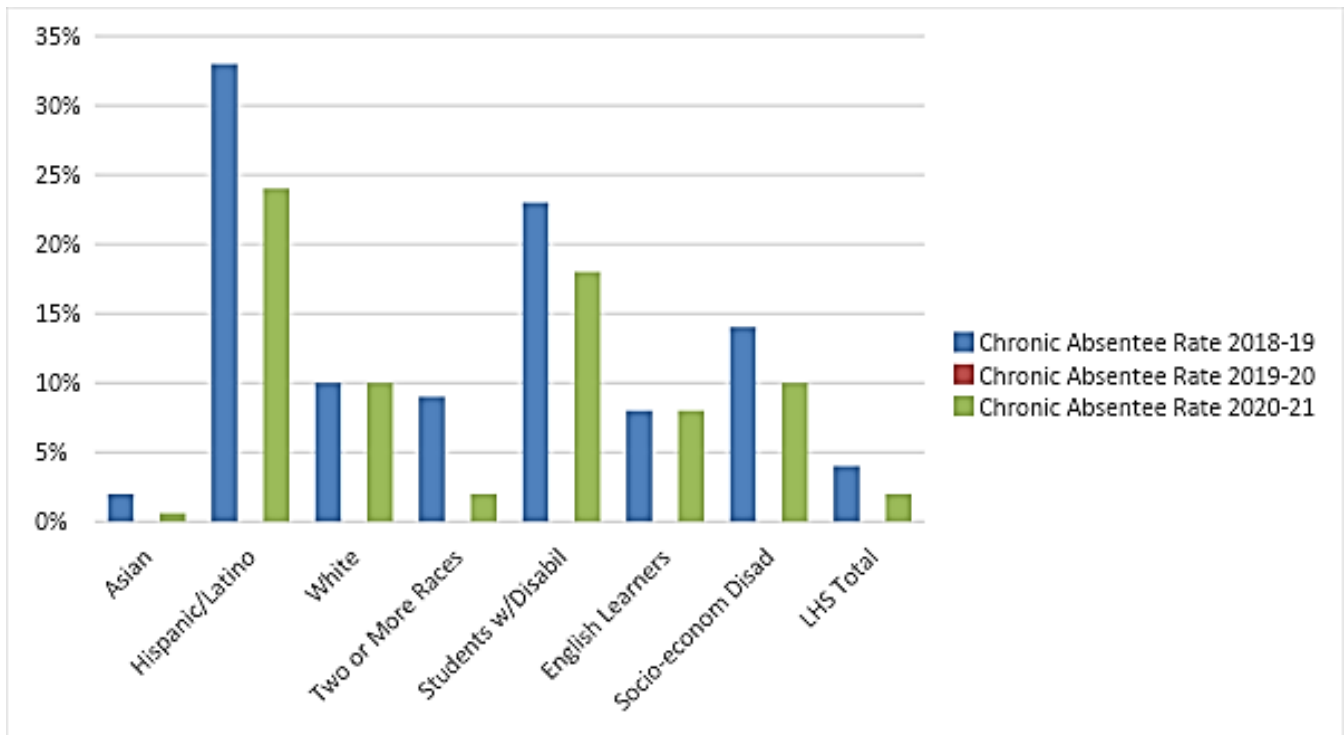
6. **LCFF Priority 6 School Climate**

a. Suspensions

Suspension and Expulsions (multiple years)

School Year	Incidents Involving Suspension				Incidents Involving Expulsions		
	Cumulative Enrollment	Count of Incidents	Count of Unduplicated Students	Rate of Suspension	Count of Incidents	Count of Unduplicated Students	Rate of Expulsion
2018-19	1,909	33	28	1.50%	1	1	0.05%
2019-20	1,966	52	36	1.80%	1	1	0.05%
2020-21	1,959	0	0	0.00%	0	0	0.00%

3 YEAR SUSPENSION DATA BY CATEGORY
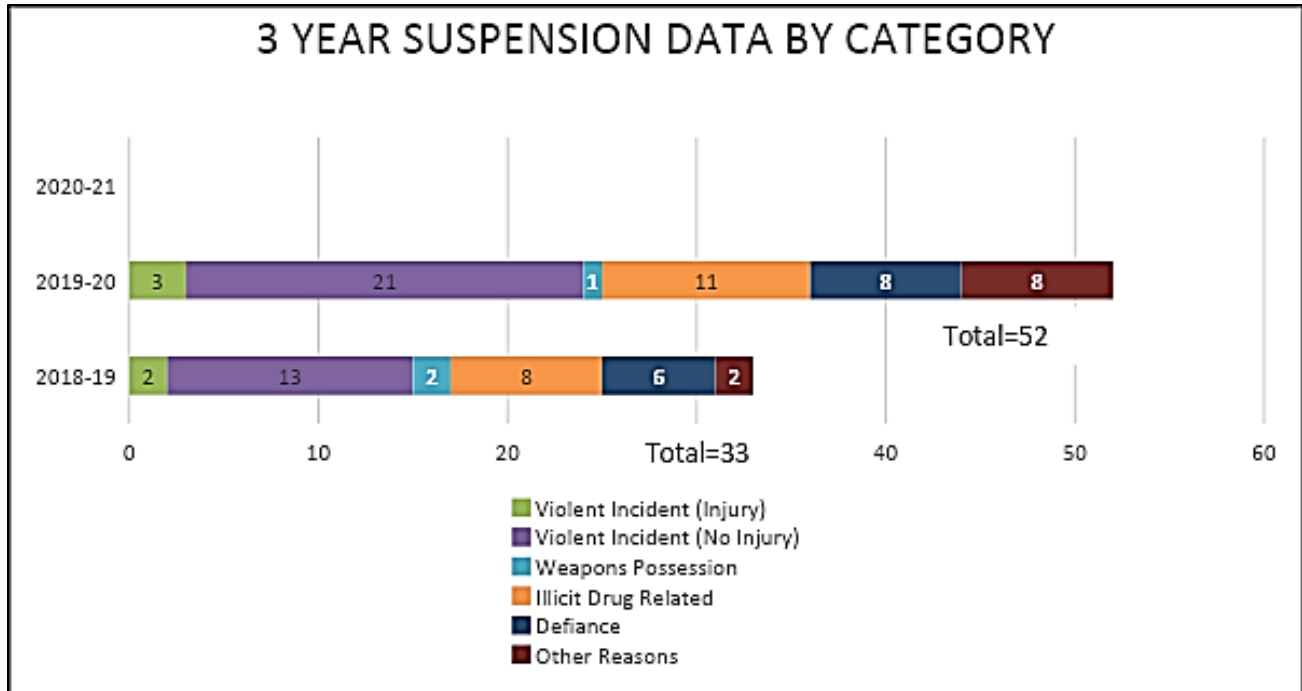
Student Receiving One or More Suspensions (multiple years)

LHS Rate of Suspension

Data Reflects % of Students Suspended at Least One Time Per Year,
in Parantheses Reflects Unduplicated Student Count
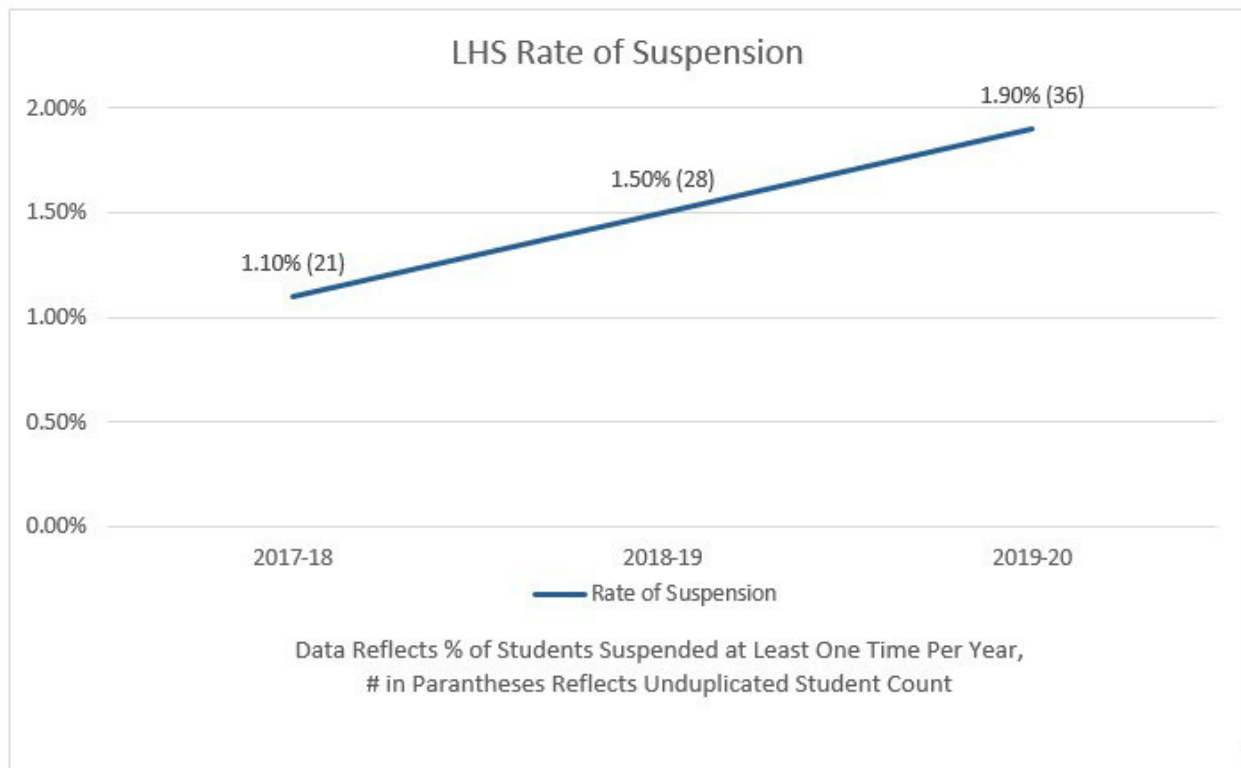
Data provided by the FUHSD Data Team.

Expulsions (multiple years)

Student Group	2017-18			2018-19			2019-20		
	# Students	%	# Total Cohort	# Students	%	# Total Cohort	# Students	%	# Total Cohort
All Students (School)	1,882	.05%	1	1,909	.05%	1	1,944	.05%	1
All Students (FUHSD)	11,332	0.18%	20	11,255	0.11%	12	11,017	0.05%	5

7. *LCFF Priority 7 Access to Broad Course of Study*

Graduates Meeting UC/CSU A-G Course Requirements

Lynbrook High School	Class of 2019		Class of 2020		Class of 2021	
Student Group	# in Cohort	% UC/CSU Met	# in Cohort	% UC/CSU Met	# in Cohort	% UC/CSU Met
Asian	330	96%	377	95%	456	95%
Hispanic or Latino	14	38%	17	33%	13	46%
White	31	64%	27	76%	40	65%
Two or More Races	13	83%	20	84%	17	88%
English Learners	28	78%	29	70%	18	53%
Students w/Disabilities	39	36%	31	33%	40	28%
Socioecon Disadv	37	80%	47	74%	49	60%
LHS All Students	**395**	**92%**	**443**	**92%**	**531**	**91%**

LHS UC/CSU Eligibility Met
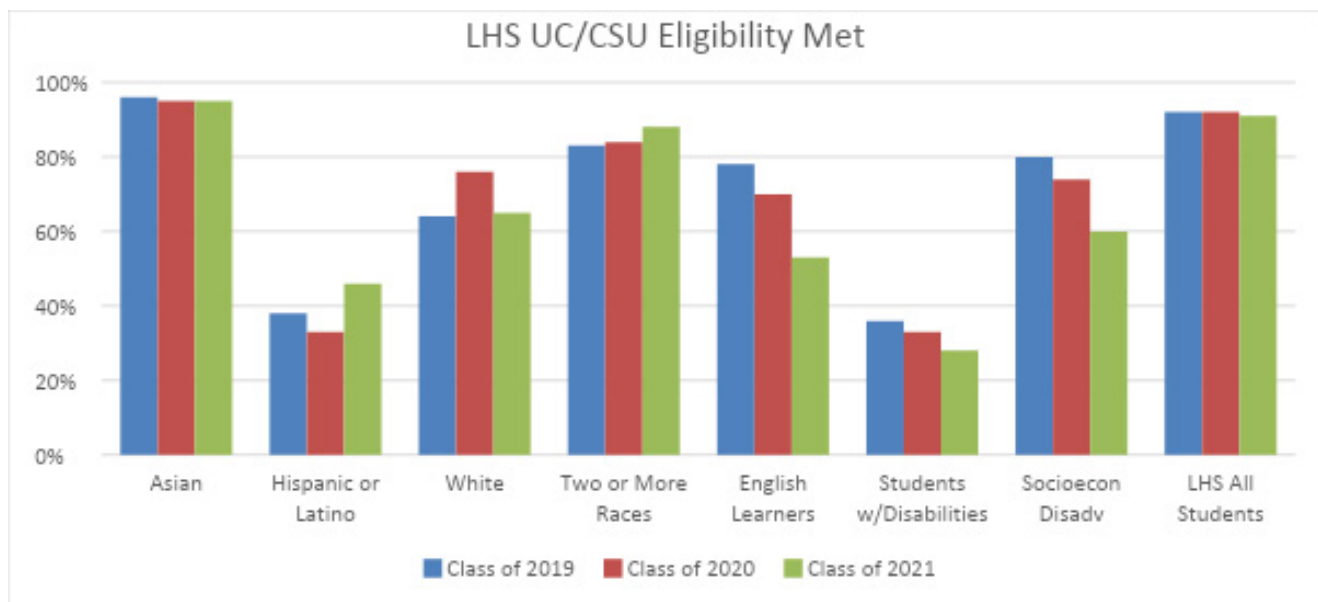
Early Assessment Program (EAP) Results

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. EAP college readiness status is reported as part of the CAASPP Smarter Balanced assessments. Students who are designated "Ready for College" may be exempt from English and math placement tests at participating colleges and universities in California and many other state university systems. Due to COVID-related school closures, the Class of 2021 data aren't available for EAP due to the suspension of the Smarter Balanced CAASPP exam.

F. Perception Data

Results of interviews, surveys, etc., about how stakeholders view the school (students, parents, staff, community).

Lynbrook administered three surveys in the fall of 2021 (Focus on Learning Parent Survey 2021-2022 *(click to access the results),* Focus On Learning Staff Survey 2021 – 2022 *(click link to access the results),* Focus on Learning Student Survey 2021-2022 *(click link to access the results).* The surveys were designed by the WASC Coordinators, Principal, and Focus Group leaders and vetted by the Focus Group members to gain insight into their respective areas. When each survey was developed, some questions were similar across each survey to find correlations. Overall, students, parents, and teachers responded positively about the school in general. Some results revealed differences between what teachers thought and what parents and students thought on the same question. For example, students' perception of their classroom experiences with respect to assessment, grading, and assignment of classwork and homework differed from what teachers perceived.

Notable observations

- Students reported learning the 4 C's Skills but may not explicitly state what the 4 C's are.
- Junior students and junior parents disagreed or strongly disagreed at higher percentages compared to the rest of the students in general. This indicates that juniors are having a challenging time at Lynbrook.
- There was a strong correlation between what teaching staff reported and non-teaching staff reported regarding curriculum, learning and teaching, and assessment.
- Only 51% of the surveyed students agreed that teachers updated grades regularly; however, no teacher disagreed with the statement, "I update grades on Schoology regularly so my students can see how they are doing in my course."
- 24% of surveyed students disagreed that teachers noticed if they were having trouble learning; however, no teacher disagreed with this statement. 3% of non-teaching staff did disagree with the statement.
- 21% of surveyed students disagree that teachers assign appropriate amounts of work to support student learning; however, no teacher disagrees. 19% of non-teaching staff disagreed.

- Over half of our surveyed students feel they have actively contributed to Lynbrook and their community.
- 29% of the surveyed students disagreed that Lynbrook encourages students to maintain a healthy balance.
- 90% of the surveyed students reported that they were enrolled in their requested courses. This indicates that most students are receiving the courses they requested.

G. Summary of Profile

1. ***What are the implications of the data with respect to student performance?***
The CAASPP results provide data that indicates students are excelling in the areas of Communication and Creative-Critical Thinking. If there is one area of improvement, it would be in Listening Skills.

Student academic performance data on the California Dashboard and SAT and AP scores indicate that Lynbrook students demonstrate high levels of learning in both language arts and mathematics.

English Learners at Lynbrook, though a small population, have high levels of language acquisition, with 68% demonstrating progress.

Lynbrook graduates who attend college, approximately 86% of graduates, continue in higher education, and the majority earn a degree.

[Students with Disabilities](#) – In 2020, 68.8% of Special Education Students graduated (32 students in cohort). This group of students includes our special education students who earn a Certificate of Completion and not a High School Diploma. Given that the cohort is typically small and that students who are not working toward a diploma are included, it will be difficult to raise the percentage of graduates significantly. This group of students has historically higher English Language Arts scores than Mathematics scores.

Socioeconomically Disadvantaged – In 2020, 89.6% of the students in the cohort graduated (48 in group). In 2019, this groups performed 78.5 points above standard in Mathematics and 81.3 points above standard in English Language Arts.

Students in the Hispanic and Students with Disabilities cohorts performed below the standard in Mathematics on the 2019 Smarter Balanced Assessment for college readiness. In 2019 on the English Language Arts assessment, these students perform above the standard to be on track for college and career readiness at their grade level.

2. ***Select two to three major preliminary student learner needs based on the data.***
Students need to develop skills to manage stress and build resilience. Because the students cycle through school every four years, this work is never complete.

Students who struggle need targeted academic supports. Reevaluate interventions and the processes to support students receiving Ds and Fs and performing below standard and not on track for college and career readiness in their junior year.

Students need consistency in classroom learning and assessment experiences schoolwide and in like-courses.

Students and parents expressed a need for more timely feedback on student academic progress. This feedback does not have to equal grade reports, though consistent listing of assignments in the students learning management system is helpful to students and parents.

3. ***List important questions that have been raised by the analysis of student performance, demographics, and perception data.***

Are Lynbrook's processes and interventions in place meeting the needs of struggling students?

How can Lynbrook support the social and emotional formation of students? What sustainable systems can be put in place to embed this work into the fabric of Lynbrook?

What changes can be made to foster a learning environment that celebrates growth after struggle and not merely academic perfection? Are grading policies responsive to student improvement?

What specific learner needs are revealed in the Smarter Balanced Math assessment? Where can these skills be reinforced before grade 11?

CHAPTER III
Self-Study Findings
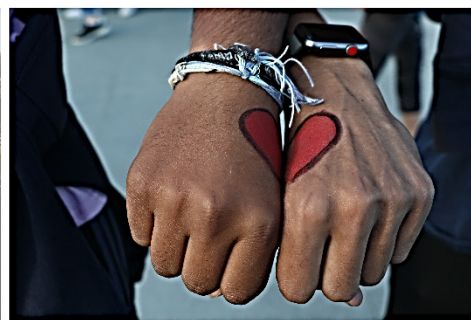
Category A: Organization: Vision and Purpose, Governance, Leadership, Staff, and Resources

A1. Vision and Purpose Criterion

The school has a clearly stated vision and mission (purpose) based on its student needs, current educational research, including equity, diversity, and inclusion, the district Local Control and Accountability Plan (LCAP), and the belief that all students can achieve at high academic levels. Supported by the governing board and the district LCAP, the school's purpose is defined further by schoolwide learner outcomes and the academic standards.

Indicators
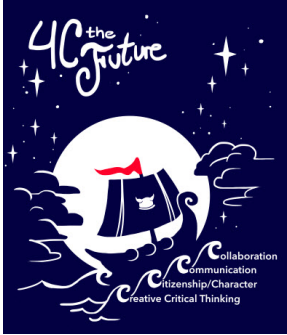
A1.1. Vision – Mission – Schoolwide Learner Outcomes – Profile: The school has established a clear, coherent vision and mission (purpose) of what students should know and demonstrate; it is based upon high-quality standards and is congruent with research, practices, the student/community profile data, a belief that all students can learn and be college and career ready and aligned with district goals for students.

A1.2. Development/Refinement of Vision, Mission, Schoolwide Learner Outcomes: There are effective processes in place to ensure involvement of all stakeholders in the *development and periodic refinement of the vision, mission, and schoolwide learner outcomes.*

A1.3. Understanding of Vision, Mission, Schoolwide Learner Outcomes, District LCAP: Students, parents, and other stakeholders of the school and business community demonstrate understanding of and commitment to the vision, mission, the schoolwide learner outcomes, and the district LCAP.

A1. Prompt: *Evaluate the school's effectiveness in addressing the criterion and each of the above indicators; include supporting evidence.*

Findings	Supporting Evidence

A1.1. Vision – Mission – Schoolwide Learner Outcomes – Profile: *The school has established a clear, coherent vision and mission (purpose) of what students should know and demonstrate; it is based upon high-quality standards and is congruent with research, practices, the student/community profile data, a belief that all students can learn and be college and career ready and aligned with district goals for students.*
 	
Lynbrook High School the Vision and Values Statement drafted in 2010 counties to function as the foundational document. The 2016 WASC Visiting Committee noted that 21st-century learner outcomes need to be more explicitly communicated and defined. A group of staff members, parents, and students met to help establish the 4C's. The ESLRs were redefined into 4C's that reflect the 21st century skills all students will acquire by graduation.
 	
    ● The goals of the FUHSD Local Control Accountability Plan (LCAP) are embedded in Lynbrook's annual goals.
    ● The 4 C's (Collaboration, Communication,
	A1.1. Evidence:
	FUHSD Local Control Accountability Plan
	
	Lynbrook Annual School Plans
	
	Lynbrook Vision & Values
	
	Lynbrook's 4C's (21st Century skills)

Findings	Supporting Evidence
Citizenship/Character, and Creative Critical Thinking) articulate the vision for Lynbrook High School. ● Students, staff, and the community believe they can achieve at high levels. ● Since 2016, Professional Development activities focused on methods and best practices for teaching the 4C's. ● Beginning in the 2018-2019 school year, Homeroom became a space for Lynbrook to support student well-being, teach character and citizenship, and address current issues in our school climate. ● There is a clear sense of the 4 C's embedded into the classroom instruction and school culture. ● Teachers plan rigorous lessons/projects that encourage students to learn, exercise, and adopt the 4C's in their daily lives. ● The Guidance Department (Counselors and College/Career Advisors) offer opportunities for students to explore careers and pathways using Naviance, Virtual Job Shadow, and a curated list of opportunities via the school website. During guidance evenings workshops, various post-secondary options are presented to both students and families.	 Homeroom lessons 　　2018-19 　　2020-21 　　2021-22 Professional Development Lynbrook Action Plan Rigorous Lesson Plans 　　World History End of Year Group Project (Remote Learning) - Student Projects by S. Roy 　　Collaboration Mid-project check-in (google form) and Final Reflection (google form) used with background research webquest project/presentation project in Lit/Writing by T. Fill Career Presentation
A1.2. Development/Refinement of Vision, Mission, Schoolwide Learner Outcomes: *There are effective processes in place to ensure involvement of all stakeholders in the development and periodic refinement of the vision, mission, and schoolwide learner outcomes.* Lynbrook has effective processes in place to support the refinement of the vision, mission, and schoolwide learner outcomes. However, there is room for growth. There are multiple opportunities for stakeholders to provide feedback and input in our school's vision and purpose. This stakeholder input focuses on school processes and activities and holds Lynbrook accountable in our efforts to	**A1.2. Evidence:** School Site Council PTSA Principal's Coffee Padlet The Week Ahead Newsletter Staff Survey (Fall 2021) Focus on Learning Parent Survey (Fall 2021) (Q: 6, 7,

Findings	Supporting Evidence
achieve our vision and values, and schoolwide learner outcomes. ● School Site Council and PTSA are formal groups that meet regularly to support stakeholder input and address stakeholder concerns. ● Since 2016, Principal's Coffee is an evening meeting that takes place 4-6 times a year to discuss current issues at Lynbrook, share achievement data, and allow parents to share any concerns. Due to the pandemic, this regular meeting was operated via Zoom and continues to be held virtually to encourage participation. ● Lynbrook regularly surveys students, staff, and parents to elicit feedback regarding school decision making and schoolwide learner outcomes. Although the process of issuing surveys can be effective, there exist specific survey questions that can be refined, while others proved to be ineffective and can be removed from future surveys.	8)
A1.3. Understanding of Vision, Mission, Schoolwide Learner Outcomes, District LCAP: *Students, parents, and other stakeholders of the school and business community demonstrate understanding of and commitment to the vision, mission, the schoolwide learner outcomes, and the district LCAP.* Lynbrook's effectiveness in ensuring students, parents, and other stakeholders of our school understand and are committed to the vision, mission, school wide learning outcomes and district LCAP is emerging. Although every student/parent/stakeholder may not be able to recite the 4C's explicitly, individuals are able to provide abundant examples of how the students are learning 21st century skills of collaboration, communication, citizenship/character, and creative critical thinking. ● The vision and mission are embedded into the learning process, learning activities, and school culture. ● Staff members at Lynbrook understand the school vision and values. They demonstrate understanding and commitment to the schoolwide learner outcomes through lesson plans, assignments, assessments, and communication with students. ● Stakeholders of the Lynbrook community understand the school vision and values. ● Communication of the district LCAP to students and parents is limited to publishing the reports on the school website. There are limited opportunities to share information about the school LCAP, as students, parents, and stakeholders are focused on student learner outcomes and more immediate student needs.	**A1.3. Evidence:** School website 4Cs are built into rubric which was shown in BTSN video Tech agreement (citizenship) Collaboration Rubric Sample Lesson Plans collaboration by D. Clarke Focus on Learning Staff Survey (Fall 2021) (Q:30,31, 33) Focus on Learning Parent Survey (Fall 2021) (Q: 2,3)

A2. Governance Criterion

The governing board (a) has policies and bylaws and the school's purpose is aligned with them to support the achievement of the schoolwide learner outcomes, academic standards, and college- and career-readiness standards based on data-driven instructional decisions for the school; (b) delegates implementation of these policies to the professional staff; and (c) monitors results regularly and approves the single schoolwide action plan/SPSA and its relationship to the Local Control and Accountability Plan (LCAP).

Indicators

A2.1. Understanding the Role of the Governing Board and District Administration: The school community understands the governing authority's role, including how stakeholders can be involved.

A2.2. Relationship between Governing Board and School: The school's stakeholders understand the relationship between the governing board's decisions, expectations, and initiatives that guide the work of the school.

A2.3. Uniform Complaint Procedures: The school leadership understands and utilizes the Uniform Complaint Procedures from the district.

A2. Prompt: *Evaluate the school's effectiveness in addressing the criterion and each of the above indicators; include supporting evidence.*

Findings	Supporting Evidence
A2.1. Understanding the Role of the Governing Board and District Administration: *The school community understands the governing authority's role, including how stakeholders can be involved.* Lynbrook has effective processes in place to support the refinement of the vision, mission, and schoolwide learner outcomes. There are multiple opportunities for stakeholders to provide feedback and input in our school's vision and purpose. Stakeholder input focuses on process and activities and holds Lynbrook accountable in our efforts to achieve the vision, values, and schoolwide learner outcomes. • School Board meetings are held twice a month and open to the public. Since the pandemic, the board meetings are held virtually via a Zoom webinar format. • Beginning in the 2018-19 school year, "Week Ahead" emails have been sent to families on Fridays. Access to board meetings and agendas are provided in the 'quick links' section in the "Week Ahead" emails. • In May 2017, the FUHSD Board of Trustees began an Office Hours program to promote communication, transparency, and accessibility. The Board recognizes that no more than two Board Members can be present at any given Office Hours session and that no decisions will be made by the Board Members in attendance. • Every year a student is selected to sit on the FUHSD Board of	**A2.1. Evidence:** School Board meetings Board meeting dates, agendas, and minutes School Board office hours

Findings	Supporting Evidence
Trustees. A Lynbrook student sat on the board in 2018-19. ● Parent representation exists on all district task forces. This demonstrates that Lynbrook is very effective in communicating processes for parents to remain involved and have a voice in decision making that affects the school community. ● The FUHSD Communications Director sends relevant and timely emails to all the students, families, and staff from all schools.	
A2.2. Relationship between Governing Board and School **Findings:** *Lynbrook stakeholders recognize the FUHSD Board of Trustees as a decision-making body for the FUHSD. Lynbrook High School implements and supports district wide initiatives.* Lynbrook is effective in addressing the relationship between the Fremont Union High School Board and Lynbrook High School. The FUHSD is committed to excellence and equity and in the success of all students. Our district belief statements outline the areas all district schools are focusing on. Professional Development at the district level provides teachers learning opportunities that correlate with our FUHSD belief statements and our action plan. Lynbrook embodies these beliefs in all we do. ● Teachers are involved in district-wide professional development in their content areas. Such professional development has been effective in calibrating the level of rigor in each subject area. ● PLATE- Members from each school site in the district participate in Professional Learning Communities. The has been effective in supporting teacher growth and encouraging teachers to continually revise their plans to meet student learning needs. ● Teachers at each school spend several hours each month working in small teams to study the impact of their teaching on student learning and make collective commitments to adjusting their instruction to improve learning outcomes. ● The district wide Mental Health Task Force was established to help identify mental health needs and create support structures for students. The Mental Health Task Force has been effective in communicating the seriousness of student mental health needs, especially following the return to school after the Covid-19 pandemic. ● An Equity Task Force at each school site was established to examine individual schools' policies and procedures to address any inequitable practices. As the Equity Task Force has not yet demonstrated its effectiveness, as it is only still in	**A2.2. Evidence:** FUHSD Equity Graphic FUHSD Belief Statements Annual School Plans FUHSD Professional Learning Site FUHSD Mental Health LHS Equity Task Force Folders FUHSD Covid Task Force

Findings	Supporting Evidence
the stage of collecting and evaluating data. ● Beginning in 2020, a district Ethnic Studies course initiative began. In 2021, a new state law mandates all CA public high school students complete an Ethnic Studies course as a graduation requirement. High schools are required to implement this course beginning in 2025-26. There are two Lynbrook staff members on this committee. The effectiveness of this initiative is to be determined. ● The Covid-19 Task Force was created in 2020 to address needs of students and ever-changing recommendations provided by the CDC and County Public Health Department. Lynbrook is represented by two parents, two students, an administrator, and a teacher on this panel. ● Decisions made due to the Covid-19 pandemic were communicated via email to all stakeholders. The FUHSD Cabinet and Board of Trustees provided guidance and Covid-19 protocols.	
A2.3. Uniform Complaint Procedures: *The school leadership understands and utilizes the Uniform Complaint Procedures from the district.* The Lynbrook Administrators understand and follow the FUHSD Uniform Complaint Procedures outlined by the district. The school leadership is highly effective at handling concerns at the site level before stakeholders exercise the use of the Uniform Complaint Procedures. Most concerns and complaints are made at the site level and are handled by Lynbrook administrators. When a complainant is not satisfied with an outcome, they are informed of their right to submit a Uniform Complaint at the district level. ● The FUHSD School Board encourages complainants to resolve problems early and informally whenever possible. Issues/complaints should start by contacting an Administrator at the school. Lynbrook leadership ensures that students, families, and staff members are open to hearing concerns through email or in person meetings. If a problem remains unresolved, the individual should submit a formal complaint on Exhibit 1312, General Complaint Form, as early as possible. ● Lynbrook Administrators follow the policies and procedures outlined by the FUHSD Title IX Coordinators ● The Uniform Complaint Procedures are posted in all classrooms and on the school website.	**A2.3. Evidence:** Uniform Complaint Procedures Uniform Complaint Procedures on the LHS website General Complaint Form Title IX and Gender Equality

A3. Leadership: Data-Informed Decision-Making and Continuous School Improvement Criterion

Based on multiple sources of data, the school leadership, parent/community, and staff make decisions and initiate activities that focus on all students achieving the schoolwide learner outcomes, academic standards, and college- and career-readiness standards. The school leadership and staff annually monitor and refine the schoolwide action plan/SPSA and make recommendations to modify the LCAP as needed.

Indicators

A3.1. Broad-Based, Inclusive, and Collaborative: The school's broad-based, inclusive, collaborative planning process is a continuous improvement cycle that a) assesses data to determine student needs, b) collaboratively determines and implements strategies and actions and c) monitors results and impact on student success.

A3.2. School Action Plan/SPSA Correlated to Student Learning: The school's schoolwide action plan/SPSA is directly correlated to and driven by the analysis of student achievement data and other data and aligned with district LCAP.

A3.3. Collective Accountability to Support Learning: The school leadership and staff demonstrate shared decision-making, responsibility, and self-reflection on actions and accountability for implementing practices, programs, actions, and services that support student learning.

A3.4. Internal Communication and Planning: The school has effective existing structures for internal communication, planning, and resolving differences.

A3. Prompt: *Evaluate the school's effectiveness in addressing the criterion and each of the above indicators; include supporting evidence.*

Findings	Supporting Evidence

A3.1. Broad-Based, Inclusive, and Collaborative: *The school's broad-based, inclusive, collaborative planning process is a continuous improvement cycle that a) assesses data to determine student needs, b) collaboratively determines and implements strategies and actions and c) monitors results and impact on student success.*
 	
The school's effectiveness in collaborative planning has room for growth. The Lynbrook WASC action plan helps guide all goal setting and has an effective and collaborative process to monitor progress. The School Action Plan is reviewed annually in June. The leadership team reviews progress and sets the course for the coming year. The recommendations from the leadership team as they relate to the action plan become the annual school plan goals. The data is collected and analyzed to help determine student needs to constructively implement action plans, and monitor results. Though much data is collected and used to guide improvement, Lynbrook students would benefit from an analysis of the effectiveness of intervention programs.
	A3.1. Evidence:
	Focus on Learning Staff Survey (Fall 2021)
	
	Focus on Learning Parent Survey (Fall 2021)
	
	Focus on Learning Student Survey (Fall 2021
	
	DF&I data- summary
	
	Guidance Survey results
	
	    Senior Resource Feedback
	
	    Senior Exit Survey 2020
	
	SAT Meetings (Calendar)

Findings	Supporting Evidence
- Lynbrook continually elicits feedback from students, parents, and staff through surveys. Data from survey results are analyzed to determine student needs as well as make decisions for implementing plans to address those needs. School leadership use of survey data is effective in creating adjustments at the school site to support student learning and wellness. - Data for students who have earned at least one progress and/or semester D, F, or Incomplete grade are collected regularly and are shared with staff and discussed in PLC's, and between guidance counselors and administrators. Guidance counselors meet with students who earn and D, F, or I, and are effective in supporting students to reduce the number of DFI grades earned at the semester in comparison the number of students earning a D, F, or I at the end of a grading period. - The Guidance department at Lynbrook regularly collects feedback from students and parents, both after guidance information evenings and at the end of each school year. Data from these surveys is used to determine changes in the guidance program in following years. - The Student Assistance Team (SAT) meets regularly to collaborate and determine the best ways to support identified students in need. Data regarding student performance and progress is collected from teachers to support this collaborative effort. The SAT is very effective in implementing interventions for students who are most in need of academic support. - Annual leadership team meetings are held in June to review the progress in action plan areas. At this leadership meeting, plans are established to support professional development the following year. - Use of the Homework Center is tracked. - A system to evaluate the effectiveness of intervention programs would support the continuation and or iteration of interventions for students.	Leadership team meetings
A3.2. School Action Plan/SPSA Correlated to Student Learning: *The school's schoolwide action plan/SPSA is directly correlated to and driven by the analysis of student achievement data and other data and aligned with district LCAP.* **Findings:** Annual School Plans are written and submitted yearly to the Superintendent and the FUHSD School Board. It is systematically connected to the school's WASC self-study and FUHSD LCAP. The school is effective in connecting school wide plans and student	**A3.2. Evidence:** Western Association of Schools and Colleges (WASC) Report LHS Multi-year WASC Action Plan Annual School Plan

Findings	Supporting Evidence

learning.
● The School Accountability Report Card (SARC) contains information about the condition and performance of Lynbrook High School.
● Accountability data is posted on the school website to demonstrate transparency to any stakeholder.
● The School Profile contains enrollment, college matriculation, and a description of the school's programs. It accompanies all application documents sent to colleges and universities. The school profile has been effective in communicating Lynbrook High School to its stakeholders, including colleges and universities.
● The self-study process helps a school identify and implement school improvement needs and supports accountability. The Focus on Learning Self-study for Lynbrook is posted for public access. This process has been effective in identifying the most pressing needs of the school community.
● Based on the findings from the self-study, Lynbrook has implemented a wide variety of student stress reduction efforts. Stress reduction efforts have been moderately effective. These efforts include, but are not limited to:
  ○ Homeroom activities beginning in the 2018-19 school year.
  ○ PLCs modifying curriculum to maintain student achievement while reducing stress
  ○ Innovative uses of technology in the classroom
● The Equity Task Force created in the 20-21 school year to help identify and address inequities or inequitable practices that might exist at Lynbrook. This group has been effective in examining survey data and will be proposing recommendations to Lynbrook leadership in spring 2022.
● The decision to return to in-person learning with a 1-1 device plan for students has been effective in supporting student learning and increasing access for students. This access has been effective in reducing stress for students without personal devices. In addition, there has been a decline in the number of D, F, and I's students have earned as compared to the number earned during remote learning.
	LHS web page
	
	School Accountability Report Card (SARC)
	
	School Profile
	
	Homeroom activities
	
	Equity Task Force folders
	
	CAASPP Achievement Data (2018-19)
	
	Disaggregated DFI data (2020-21 sample)
	
	Focus on learning Student Survey (Fall 2021) (Q:80-88)
	
	Tech Survey

A3.3. Collective Accountability to Support Learning: *The school leadership and staff demonstrate shared decision-making, responsibility, and self-reflection on actions and accountability for implementing practices, programs, actions, and services that support student learning.* **Findings:** The administrators, school leadership team, and all staff work	**A3.3. Evidence:** PLC Leads (PLC Agendas can be accessed through this document) Department Lead Agenda minutes Department meeting notes

Findings	Supporting Evidence
together to make decisions in the best interest of students and their learning. Regular scheduled meetings support the decision-making bodies that directly address student needs. All staff meet 8 times per year for professional development led by two teacher leaders and one administrator. Professional Development is followed up through monthly department meetings. Further refinement happens through weekly PLC meetings. ● Professional development at Lynbrook remains student centered and responds to student needs. Targeted professional development has focused on student collaboration, homework policies, testing calendars, and effective use of online learning management systems. This practice has been effective in ensuring teachers are supporting classroom needs. ● Department Leads meet monthly to reflect, collaborate, and make decisions to meet the student learning needs. ● Professional Learning Communities (PLCs) meet regularly to discuss practices that support student learning. Teachers regularly modify classroom plans based on student performance, student feedback, and the general pulse on student progress. PLC's have been an effective use of collaborative time that allows for teachers to address specific subject area needs. ● The FEA (Fremont Educators Association) Representative Council meets monthly to have an active role in decision making. The FEA site president meets with the principal to review and discuss local school issues, practices, and budget. The Faculty Advisory Committee plays an active role in the development and revision of site practices.	(English sample) (Science) (Math) World Language Advisory Council minutes
A3.4. Internal Communication and Planning: *The school has effective existing structures for internal communication, planning, and resolving differences.* Lynbrook has effective existing structures for internal communication, planning, and resolving differences. ● Staff meetings are held monthly to inform both certificated and classified staff members of updates, celebrations, and address any pressing needs. During emergency remote learning and the 2020-21 SY, staff meetings were held remotely. On 1-2 occasions, in lieu of synchronous meetings, videos were recorded, or emails were sent to all staff members. ● Administrators regularly email all staff with pertinent information, expectations, and updates. ● Schoolwide/guidance calendars communicate important dates and deadlines to staff members ● Advisory Council is a space where both certificated and classified staff members can raise concerns, discuss, and	**A3.4 Evidence:** Staff Calendar (Includes staff meeting dates) January 2021 Asynchronous Staff Meeting Video Advisory Council minutes Schoology Portal Naviance Portal

Findings	Supporting Evidence
resolve issues and or conflicts. ● Beginning in the 20-21 school year, Lynbrook adopted Schoology and transitioned to using a unified, single platform for grades and curriculum. ● For at least 10 years, Lynbrook has been unified in using Naviance, a single platform for college applications/research/electronic document processing.	

A4. Staff: Qualified and Professional Development Criterion

Qualified staff and leadership facilitate achievement of the student academic standards and the schoolwide learner outcomes through a system of preparation, induction, and ongoing professional development. There is a systematic approach to continuous improvement through professional development based on student performance data, student needs, and research.

Indicators

A4.1. Qualifications and Preparation of Staff: The school has confidence in district and school procedures to ensure that leadership and staff are qualified based on staff background, training, and preparation. The processes to assign staff members and provide appropriate orientation for all assignments maximizes the expertise of the staff members in relation to impact on quality student learning.

A4.2. Professional Development and Learning: The school effectively supports professional development/learning with time, personnel, material, and fiscal resources to facilitate all students achieving the academic, college- and career-readiness standards, and the schoolwide learner outcomes.

A4.3. Measurable Effect of Professional Development on Student Learning: There are effective processes in place to assess the measurable effect of professional development on teacher practice and the impact it has on student performance.

A4.4. Supervision and Evaluation: The school implements effective supervision and evaluation procedures in order to promote professional growth of staff.

A4.5. Communication and Understanding of School Policies and Procedures: The school implements a clear system to communicate administrator and faculty written policies, procedures, and handbooks that define responsibilities, operational practices, decision-making processes, and relationships of leadership and staff.

A4. Prompt: *Evaluate the school's effectiveness in addressing the criterion and each of the above indicators; include supporting evidence.*

Findings	Supporting Evidence
A4.1. Qualifications and Preparation of Staff: *The school has confidence in district and school procedures to ensure that leadership and staff are qualified based on staff background, training, and preparation. The processes to assign staff members and provide appropriate orientation for all assignments maximizes the expertise of the staff members in relation to impact on quality student learning.*	**A4.1. Evidence:** New Teacher Welcome email sample New staff lunch calendar & meeting notes PLC Notes/calendar

Findings	Supporting Evidence
As our evidence shows, Lynbrook is confident in the FUHSD processes and procedures to ensure staff members are qualified based on background, training, and preparation. The district recruits staff members at recruitment fairs and through an electronic job posting and applicant tracking program. Certificated applicants are subject to multiple rounds of interviews prior to being offered a position. - All teachers at Lynbrook are properly assigned to their teaching positions. - All teachers, new or not, are part of at least one PLC that meets and collaborates regularly. These regularly held meetings serve as a time for veteran and new teachers to meet, and for PLCs to support new teachers in planning curriculum. - Each month, staff members new to Lynbrook are invited to a lunch to be informed about pertinent information, school protocols, and share timely school culture norms. - FUHSD provides all teachers new to the district a new teacher induction program and training. The district also ensures that all new teachers have a teacher mentor. - The Lynbrook Staff Association is organized by staff members. Nearly monthly, events are held for staff members to eat and bond together. LSA also celebrates retirees at the end of the year. - SchoolLoop was a learning platform used between 2016 and 2020 - Google Drive and Schoology (adopted in 2020) have served as platforms for teachers and staff members to collaborate and share curriculum. Both platforms have proven to be effective mediums for teachers to share curriculum.	(PLC notes for Chemistry) Focus on Learning Staff Survey (Fall 2021)Q33. New Teacher Induction Program - Fremont Union High School District
A4.2. Professional Development and Learning: *The school effectively supports professional development/learning with time, personnel, material, and fiscal resources to facilitate all students achieving the academic, college- and career-readiness standards, and the schoolwide learner outcomes.* **Findings:** Lynbrook values the professional development of all its staff members. Funds and time are set aside annually to support professional development for its teachers and staff to facilitate student achievement and teaching of the 4C's. Our school is highly effective in supporting professional development. As most learning experiences, there is always room for growth.	**A4.2. Evidence:** - Conference Request Form - List of Conferences 2016-21 - LHS PD Calendar - PLC Notes/calendar (PLC notes for chemistry) - Schoology PD course - Focus on Learning Staff Survey (Fall 2021) Q22,

Findings	Supporting Evidence

Time for Professional Development:
● Teachers may submit grant requests to school site council for professional development opportunities including:
  ○ Release days from teaching to collaborate with other teachers both at Lynbrook, or with our partner high schools.
  ○ Professional conferences. Teachers can request conference fees be paid for through various grants/department funding.
● Whole Staff Professional development days, including certificated and classified staff members, are planned along with the annual calendaring plans.
● The bell schedule is created and voted on with planned time for teacher collaboration. Time for teacher collaboration has proven to be effective in creating small changes that support student needs.
 	
Personnel and Funding to Support Professional Development
● Professional Development coordinators, Professional Learning Community team leads, and Department Leads receive an annual stipend for their additional time and work in this role.
● Teachers can be compensated for developing curriculum over the summer.
● Each summer, there is a Leadership Retreat that all staff members are invited and paid to attend.
● Teachers may complete conference request forms for professional development conference expenses.
 	
Materials and Resources to Support Professional Development
● Since FUHSD adopted the unified learning management system, Schoology, in 2020, teachers could receive additional support/Schoology Training. Lynbrook has a Schoology representative who can provide teachers/departments with individual support. This training is necessary to ensure that students have access to curriculum and learning materials that are both timely, and attainable. Although Schoology is a uniform platform, some features of this learning platform prove to be ineffective and or require more teacher training to maximize its utility.
● Teachers may submit grant requests to the school site council and Lynbrook Excellence in Education (foundation) for supplemental classroom materials and or technology. This process has been extremely effective in maximizing the professional learning opportunities for staff members.
	22, 29,33.
	
	● [Focus on Learning Parent Survey (Fall 2021)](#) Q1
	
	● [Bell Schedule](#)
	
	● [DFI list](#)

Findings	Supporting Evidence
A4.3. Measurable Effect of Professional Development on Student Learning: *There are effective processes in place to assess the measurable effect of professional development on teacher practice and the impact it has on student performance.*	**A4.3. Evidence:** School Profile
	DFI list
Findings:	PD notes
The Lynbrook process to assess the measurable effects of professional development on teacher practice and the impact it has on student performance are moderately effective.	Discussion 9/16 Discussion 11/4
Student Data:	Collaboration Rubric and presentation slides
• Lynbrook graduation and college admissions rates remain consistently high, with 86% of graduates attending 4-year colleges.	Elements of Collab Rubric
• Lists of students earning D, F, or I's are analyzed every grading period, and policies are reviewed to support students who are academically struggling.	Focus on learning Student Survey (Fall 2021) (Q:50-53)
• Survey data is used to evaluate the effectiveness of Homeroom and other school practices. As evidenced by the Focus on Learning Student Survey, students express they are learning relevant content through rigorous curriculum.	Focus on Learning Staff Survey (Fall 2021) #29 Focus on Learning Parent Survey (Fall 2021) #1-3
Teacher Practice:	Homeroom (21-22) slides, scripts, Q&A, video
• Since the adoption of Schoology, discussion of best practices among the whole staff are documented on Schoology discussion boards.	
• According to the "Focus on Learning" surveys, both parents and staff believe Schoology is an effective platform that supports student learning. Professional development to support teacher use of Schoology has proven to be effective.	
• As a whole staff, a collaboration rubric was created to support teachers in assessing student collaboration skills	
Although graduation rates remain consistently high, our school would benefit from more ways to measure the effects of professional development.	
A4.4. Supervision and Evaluation: *The school implements effective supervision and evaluation procedures in order to promote professional growth of staff.*	**A4.4. Evidence:** Certificated Annual conference forms template completed during evaluation meetings
Findings	DL meeting notes
Lynbrook has effective evaluation procedures to promote professional growth of all staff members. The items outlined below demonstrate Lynbrook's effective components of the evaluation process.	PLC meeting notes
For Certificated Staff:	Sample Classified Annual conference forms completed

Findings	Supporting Evidence
● Within the first two years of their teaching service at Lynbrook, teachers are evaluated biannually. Teachers set goals with administrators and are evaluated on their teaching practices to attain said goals. ● Teachers are evaluated on the implementation of their teaching goals annually during their 3rd-5th year of service; every other year during their 5th-10th year of service, and every 5 years after their 10th year of service. ● Department leaders supervise the completion of department goals. They facilitate department meetings and discuss current goals, as well as monitor the progress of department goals. Department leads work to meet the needs of their department members as it applies to teaching. ● PLCs support teachers in meeting their teaching goals & implementing state content standards. ● District curriculum leaders develop curriculum and support the implementation of curricular goals. Curriculum leaders also develop district wide professional development opportunities for course-alike teams/subject areas. For Classified Staff: ● Classified staff meet with administrators to determine personal goals and are evaluated biannually. ● District wide meetings are held by each department to support classified staff members in completing their duties in support of students. These inter school meetings allow staff members to confer and determine, if any, needs.	during evaluation meetings. Dept. Meeting notes
A4.5. Communication and Understanding of School Policies and Procedures: *The school implements a clear system to communicate administrator and faculty written policies, procedures, and handbooks that define responsibilities, operational practices, decision-making processes, and relationships of leadership and staff.* **Findings:** Lynbrook is effective in its communication and understanding of school policies and procedures. However, there are still a small number of parents who have expressed a lack of communication. As a result, although Lynbrook is most effective at this, there is still a small margin for growth. The following components demonstrate how Lynbrook communicates school policies. ● A published staff handbook exists and includes staff expectations and guidelines.	**A4.5. Evidence** Staff Handbook August Nuts & Bolts Presentation Daily Announcements (sample) New Staff Lunches Admin Responsibilities 2021-22 Focus on Learning Parent Survey (Fall 2021) #1-3

Findings	Supporting Evidence
- Daily Bulletin and Weekly emails are sent to inform staff and students about school policies and procedures. - Department Leads communicate information shared by Administrators with respective departments. - PLCs communicate policies, content, and processes - New Staff Lunches are held monthly to describe school policies and procedures to new staff members. New staff lunches have been effective at supporting staff who are newer to Lynbrook about long standing policies and agreements. - Administrators' roles and responsibilities are shared at the beginning of each school year with all staff members. These roles and responsibilities are not constant and have changed and shifted over the last cycle. This document holds administrators accountable and allows for staff members to direct their questions to appropriate members of leadership. - Staff meetings communicating larger messages have been effective and efficient. - Schoology has been widely adopted beginning in the 20-21 SY by teachers and parents recognize it as a central resource for communication from teachers. - Parents feel well informed regarding Covid Policies and updates - Only 60-67% of parents say that the school keeps them informed about school programs (music, athletics, drama, clubs) and student/staff accomplishments (Q2). This is where Lynbrook can improve its communication practices.	

A5. Resources Criterion

The human, material, physical, and financial resources are sufficient and utilized effectively and appropriately in accordance with the legal intent of the program(s) and LCAP to support students in accomplishing the schoolwide learner outcomes, academic standards, and college- and career-readiness standards.

Indicators

A5.1. Resource Allocation Decisions: The school leadership and staff are involved in the resource allocation decisions. There is a relationship between the decisions about resource allocations, the district's LCAP and the school schoolwide action plan/SPSA, the school's vision, mission, the schoolwide learner outcomes, major student learner needs, academic standards, and college- and career-readiness standards.

A5.2. Practices: There are district processes and practices in place for developing an annual budget, conducting an annual audit, and at all times conducting quality business and accounting practices.

A5.3. Facilities Conducive to Learning: The school's facilities are safe, functional, well-maintained, and adequate to meet the students' learning needs and support the educational program (i.e., accomplish

the vision, mission, and the schoolwide learner outcomes).

A5.4. Instructional Materials and Equipment: The policies and procedures for acquiring and maintaining adequate instructional materials and equipment, such as textbooks, other printed materials, instructional technology, manipulatives, and laboratory materials are effective.

A5.5. Resources for Personnel: Resources are available and used to enable the hiring, nurturing, and ongoing professional development of a well-qualified personnel for all programs.

A5. Prompt: *Evaluate the school's effectiveness in addressing the criterion and each of the above indicators; include supporting evidence.*

Findings	Supporting Evidence
A5.1. Resource Allocation Decisions *The school leadership and staff are involved in the resource allocation decisions. There is a relationship between the decisions about resource allocations, the district's LCAP and the school schoolwide action plan/SPSA, the school's vision, mission, the schoolwide learner outcomes, major student learner needs, academic standards, and college- and career-readiness standards.* **Findings:** Lynbrook has effective practices for making decisions regarding resource allocation. The school leadership and staff are involved in the resource allocation decisions. These discussions begin in the Spring of the previous school year. After recurring costs are accounted for, the principal meets with Department Leads to plan for their department needs for the coming school year. In June, the Leadership Team reviews whole-school needs and funding is allocated to meet the needs they present. The principal will forecast funding for special projects and initiatives. Forecasting funding, as well as meeting with departments to predict resource needs are effective practices for resource allocation.	**A 5.1. Evidence:** LHS Budget Process presented to Site Council, parents, PTSA, FUHSD Board, Lynbrook Excellence, and the staff. LHS Master Budget Tracking Monthly Budgets for DL's Instructional Materials Budget Tracking Site Council Budget Department Lead meetings with the Principal in the spring to discuss department needs for fall

Findings	Supporting Evidence
ESTABLISH PRIORITIES IN SPRING	
A5.2. Practices *There are district processes and practices in place for developing an annual budget, conducting an annual audit, and at all times conducting quality business and accounting practices.* There is an established criteria at the district level that allocates funds to sites based on enrollment and the site's particular needs for English Learners, and Special Education students. Once the budget is set, departments can use their funding to support their programs and capital equipment needs. This practice is effective as it is a proactive approach toward budgeting. During the school year, if a department or program finds they would like additional equipment, technology, speakers, instructional materials or to access off-site professional development opportunities, grant requests can be submitted. The Principal reviews the request and forwards them on to the appropriate funding source for approval, (PTSA, Lynbrook Excellence, School Site Council, or the general site budget). Such grant requests are effective ways in which departments can obtain further funding to meet the needs of all students.	**A 5.2. Evidence:** 2021-22 LCAP Funding Expanded Learning Opportunities Grant Plan Funding Formula for all sites Yearly Budget for LHS LHS Grant Request Form
A5.3. Facilities Conducive to Learning *The school's facilities are safe, functional, well-maintained, and adequate to meet the students' learning needs and support the educational program (i.e., accomplish the vision, mission, and the schoolwide learner outcomes).*	**A 5.3. Evidence:** Bond measures to fund construction projects

Findings	Supporting Evidence
Findings: Lynbrook is highly effective at ensuring that facilities are conducive to student learning. As evidenced in the Focus on Learning Surveys parent and staff surveys, facilities at Lynbrook are clean, well-maintained, and comfortable spaces for students to learn. New construction and modernization are underway, and the design process includes input from the community. There are areas of campus currently under construction and they are secured for the safety of staff, students, and community. - New environments for students (GSS, Quad, Cafeteria, etc.) and maintaining current facilities (repairing HVAC units) - Facilities put hand sanitizer in all the classrooms, upgrading filtration (for Covid mitigation purposes) - According to the most recent Focus on Learning survey, 97% of parents feel that our facilities are safe, clean, and well maintained - According to the most recent Focus on Learning survey, 88% of staff feel that our facilities are safe, clean, and well maintained - Owner/Architect/Contractor (OAC) meetings occur weekly for all projects. The Facilities Manager and the Principal attend these meetings to ensure the site needs are being addressed.	Purchasing Documents Conversations between teachers and architects when designing new buildings to support learning Facilities maintenance request form via Facilities Manager Focus on Learning Parent Survey (Fall 2021) Q #4 Focus on Learning Staff Survey (Fall 2021) Q #32
A5.4. Instructional Materials and Equipment *The policies and procedures for acquiring and maintaining adequate instructional materials and equipment, such as textbooks, other printed materials, instructional technology, manipulatives, and laboratory materials are effective.* **Findings:** Lynbrook follows an established and effective process for acquiring and maintaining instructional materials for students. Lynbrook students learn in a technology rich environment. Teachers have the tools they need to provide engaging lessons with varied assessment strategies. - The Board of Trustees desires that district instructional materials present a broad spectrum of knowledge and viewpoints, reflect society's diversity, and enhance the use of multiple teaching strategies and technologies. - The Board shall adopt instructional materials based on a determination that such materials are an effective learning resource to help students achieve grade-level competency and that the materials meet criteria specified in law. - Textbooks, technology-based materials, and other educational materials shall be aligned with academic	**A 5.4. Evidence:** FUHSD Board Policy 6061.1 Instructional Materials Budgets Maintenance Request Employee Request to Correct Safety Hazard

Findings	Supporting Evidence
content standards and the district's curriculum to ensure that they effectively support the district's adopted courses of study. ● All new textbooks must be aligned to the Common Core State Standards, Next Generation Science Standards and Advanced Placement curriculum guidelines. The current Biology book used in the district needs to be updated. The district leadership has yet to procure a NGSS and Common Core aligned text. This is an area where Lynbrook can improve. ● There are enough copies of large texts for students to keep one at home and there are class sets on campus. ● In the 2021-22 school year, the entire district can assign a Chromebook to each student as needed. This has increased the equity for student learning. ● Students can temporarily check out a device or charger for the day if they left theirs at home. ● Online tools and resources are paid for by the site or are covered by district site license. ● Teachers have access to many online tools to keep students engaged and to provide formative assessments and enhance online and classroom learning. ● All teachers have a laptop, and all teachers were provided a webcam, an external monitor and a microphone as needed for the remote learning environment. ● Many teachers have document cameras, one or two digital projectors in their classrooms. ● There are three computer labs on campus to support Computer Science, Business, Music and Photography classes. All labs contain Mac computers.	
A5.5. Resources for Personnel *Resources are available and used to enable the hiring, nurturing, and ongoing professional development of a well-qualified personnel for all programs.* **Findings:** Lynbrook, supported by the district, has ample resources for the hiring, nurturing, and ongoing professional development of the staff. Recruiting efforts stem from FUHSD practices and have proven to be effective for Lynbrook. In addition, the following are practices in place that support the onboarding and ongoing professional development of new staff and staff new to our school. ● Online application process and Zoom interviews to hire qualified staff locally and out of state. This has increased opportunities for well qualified candidates who live out of the area. ● All beginning teachers are assigned to the New Teacher	**A 5.5. Evidence:** [Instructional Materials Budgets](#) [Online Resources](#) from the Lynbrook Library Online Tools to support learning Screencast-O-Matic Pro Zoom (purchased by district) Swank Streaming for access to full length films EdPuzzle Nearpod Peardeck EL Department

Findings	Supporting Evidence
Mentor for support in completing the teacher induction process. ● All teachers new to Lynbrook, regardless of teaching experience, are offered the services of the teacher mentor to help them get acclimated to the school and district. ● The Fremont Union High School District and the Fremont Education Association agree that the principal objective of evaluation is to maintain or improve the quality of education in the District and provide for the performance accountability of unit members. The evaluation process is provided in the Collective Bargaining Agreement on page 59. ● District Curriculum Leads serve in the coaching of site Team Leads and prepare professional development activities and develop resources that are shared across sites. Funding for these positions shall be from Prop 30/55 for the duration of this CBA. ● Lynbrook funds two stipends for site Professional Development Coordinators. These teacher leaders work to implement a site professional development plan that targets the Focus on Learning WASC Action Plan and student needs. ● Staff members, certificated and classified, may submit grant requests to attend off-site professional development opportunities. These requests must support the school goals and action plan. Requests are submitted to the principal who then forwards the conference information to the Site Council or Lynbrook Excellence in Education (LExE) for funding. ● Lynbrook has a defined Professional Development Plan that is updated through 20	Listenwise Science Gizmos Inst & Choral Music Sight Reading Factory Soundtrap Smart Music Lynbrook Technology Plan District Professional Learning Opportunities Site Collective Bargaining Agreement for Fremont Union High School District Foundation Grant Application Lynbrook Grant Application Lynbrook Professional Development Plan

ACS WASC Category A. Organization: Vision and Purpose, Governance, Leadership, Staff, and Resources:
Synthesize Strengths and Growth Needs

Prioritize and list the strengths and growth areas for the criteria and indicators in Category A.*

Areas of Strength
1. Communication: Communication among school leadership and staff is effective and efficient. There are numerous outlets for input, feedback, and dialogue amongst stakeholders. (Advisory Council, email, in-person meetings, Uniform Complaint procedures, etc.)
2. Representation: Lynbrook is well represented by staff, parents/guardians, and students on district panels and the school board.
3. Budgeting: Lynbrook budgeting has a transparent process that meets the needs of its students

and staff. Students have access to technology and instructional materials. When teachers express a need, school leadership works diligently to find funding.

4. Supporting New Staff: New staff to Lynbrook are supported through multiple channels including mentoring, professional learning communities, and new teacher meetings.
5. Organized: Lynbrook leadership and staff are organized and can provide evidence of their effectiveness.

Areas of Growth

1. Surveys: Lynbrook can be more consistent and specific with its survey development. It would be beneficial for surveys to be administered consistently during various times throughout the school year and distributed to all stakeholders.
2. Intervention Data**:** There exist various interventions at Lynbrook. Our school would benefit from collecting evidence on the effectiveness of these interventions to inform our practice.
3. Homeroom: The structure of Homeroom, teacher training for Homeroom, and explicit lessons taught in Homeroom can all be improved.

Category B: Curriculum

B1. Rigorous and Relevant Standards-Based Curriculum Criterion

All students participate in a rigorous, relevant, and coherent standards-based curriculum that supports the achievement of the schoolwide learner outcomes, academic standards, and the college- and career-readiness standards in order to meet graduation requirements.

Indicators

B1.1. Current Educational Research and Thinking: The school provides an effective, rigorous, relevant and coherent curriculum based on current educational research and thinking that supports the academic standards.

B1.2. Academic and College- and Career-Readiness Standards: The school has defined academic standards and college- and career-readiness indicators or standards for each subject area, course, and/or program that meet or exceed graduation requirements.

B1.3. Congruence with Student Learner Outcomes and Standards: There is congruence between the actual concepts and skills taught, the schoolwide learner outcomes, academic standards, and the college- and career-readiness indicators or standards.

B1.4. Integration Among Disciplines: There is integration and alignment among academic and career technical disciplines at the school.

B1.5. Community Resources and Articulation and Follow-up Studies: The school engages with community partners and resources, articulates regularly with feeder schools, local colleges and universities, and technical schools. The school uses follow-up studies of graduates and others to learn about the effectiveness of the curricular program.

B1. Prompt: *Evaluate the school's effectiveness in addressing the criterion and each of the above indicators; include supporting evidence.*

Findings	Supporting Evidence
B1.1. Current Educational Research and Thinking Teachers at Lynbrook effectively use current educational research, professional developments, and common core standards to develop rigorous and relevant curriculum across all disciplines. Course alike teams meet schoolwide and district wide to develop and align curriculum to standards. In addition, PLC teams work to define essential learning objectives, develop assessments, and review student data to ensure that teaching is effective and coherent. Departments participate in district PD opportunities to review standards and define what is relevant and rigorous curriculum.	**B1.1 Evidence** District Professional Learning Opportunities Site Literature & Writing Syllabus English Course Sequence Chart Stanford World Language Project World Language uses ACTFL and California World Language Math MARP

Findings	Supporting Evidence
They use common core standards as well as subject specific standards to create curriculum. There is no school wide consensus as to what defines rigor. Individual teachers, departments, and PLC's have varied definitions of what constitutes rigor. This is an area that Lynbrook could grow. Teachers regularly attend subject-specific conferences to gain new insight and apply research findings into their curriculum. Lynbrook participates in the AP program to offer rigorous and relevant courses to students. AP Courses follow objectives defined by the College Board. Teachers in the Visual and Performing Arts programs pursue additional education and engage in community-wide opportunities to keep curriculum relevant SPED teachers effectively collaborate with their Gen. Ed. counterparts to modify and adapt curriculum to meet student needs. This appears to be working well for students. Student and Parent responses to survey indicate that the curriculum is challenging and relevant (Student Q30&31; parent Q47,48, & 49)	Math Essential Learning Table Math District PD: Struggle PLC Goals & Expectations AP Course Authorizations 2D Art English Literature AP French Standards Science curriculum aligned to NGSS Music Subject specific conferences VAPA Continuing Education Guidance ELO's AP World Language Curriculum Standards
B1.2. Academic and College- and Career-Readiness Standards Lynbrook offers a variety of college-preparatory, advanced, and modified courses, which effectively ensures that students graduate prepared for college and career opportunities. ● Lynbrook students regularly exceed graduation and college-eligibility requirements ● Special education programs and courses for both mild/moderate and moderate/severe students are very effective at preparing students to continue on to either community college or other post-secondary programs. ● Teachers create lessons that teach students how to effectively use 21st century skills including communication, collaboration, creative critical thinking, and citizenship. Based on the survey results, this seems to be working but we need to do a better job assessing students in this area.	B1.2. Evidence School Profile Career presentations Co-teaching for math Art Department Course Sequencing Course Selection PPT for 9th A-G chart for 10th ACT Green Sheet Learning Skills Green Sheet

Findings	Supporting Evidence
• Teachers also create heavily utilized opportunities outside of the classroom which help students foster 21st century skills including communication, collaboration, creative critical thinking, citizenship. Survey results show that students are effectively accessing this curriculum. • Departments teach specific job/life readiness skills based on subject matter and students report using these skills. • Counselors review transcripts for A-G eligibility and provide individual counseling to help students meet their academic goals. This has been effective in making sure students graduate college eligible.	TFT Green Sheet Budget Project Sheet AP Course Authorizations Tentative Course List Focus on Learning Parent Survey (Fall 2021) (Q: 36, 37, 40, 41, 43, 58, 59, 63;) Focus on Learning Student Survey (Fall 2021 (Q. 36, 38, 42, 44, 46, 58, 62, 63, 67) Sample Department Rubrics: Art; PE
B1.3. Congruence with Student Learner Outcomes and Standards The 4C's along with college and career readiness standards are effectively embedded into curriculum school wide, across all departments and subjects. • Curriculum developed to meet state and common core standards • PLC teams meet to define subject-specific essential learnings and to incorporate the 4Cs into practice • PLC teams also meet to review student work as part of the cycle of inquiry to determine the effectiveness of the curriculum and revise it according to the needs of the students. • Regular articulation with middle school and/or teams from others schools to develop vertical alignment of courses is effective • Standardized test scores (AP, SAT, ACT, and CAASPP) indicate that students meet or exceed college and career readiness standards • College and Career Advisors develop and present workshops to prepare students for college and career readiness • Surveys of current Students and Parents, indicates that the curriculum prepares them for college and career readiness (Student Q33; ParentQ53). However more follow up with	**B1.3 Evidence** Department incorporation of 4Cs • Working in a Team! • 2.4 Rates of Change AP Scores District ELOs for guidance AC Green Sheet First Impressions Workshop Photo & Design Course Proposal

Findings	Supporting Evidence
graduates would be a better indicator on the effectiveness of these programs. ***B1.4. Integration Among Disciplines*** A deliberate effort is made to integrate career technical disciplines with academic classes across departments to a small degree of effectiveness, and to provide students with opportunities to have career experiences that correspond with their interests after high school in some subject areas. - School and district Career technical education (CTE) pathways allow students to explore career opportunities - Lynbrook offers the fewest CTE pathways of the 5 schools in our district - Students do have access to other campuses to pursue CTE pathways and classes, but many find transportation to be major obstacle and as such, very few students are able to access classes on other campuses - Special Education partners with Department of Rehab and takes students on virtual, as well as in-person tours of technical schools, community colleges, and other post-secondary options - Special Education also partners with many local businesses to consistently employ a significant number of our special education students through the Workability program. This program gave many Special Education students exposure to a variety of jobs. - Departments collaborate to provide cross-curricular learning opportunities for students (World Language with Culinary Program, Guidance with Business and Special Education for Virtual Job Shadow, Social Studies and Business) which has allowed many students to make connections between their learning across courses. - Elective offerings and clubs provide students with opportunities to apply skills within potential careers and many students take advantage of these opportunities - Districtwide dual and concurrent enrollment opportunities for students to explore programs not offered within the district. Due to travel constraints though, not many students take advantage of these opportunities.	**B1.4 Evidence** Art Courses and Pathways Student Publications Club List (page 2 flowchart) Clubs | Lynbrook ASB Concurrent Enrollment FUHSD CTE Website Culinary/Science Integration Example Lesson and Results CTE Pathways Lynbrook

Findings	Supporting Evidence
B1.5. Community Resources and Articulation and Follow-up Studies Lynbrook students participate in events out in the community and host events that encourage community participation. Additionally, there is an effective amount of collaboration with our feeder schools. - Many departments and clubs collaborate with feeder schools to create opportunities for students to participate in events together in the community and in the school setting. This has provided a more seamless transition from Middle School to High School. - Guidance meets with middle school counselors and teachers to identify at-risk students and proactively offer interventions, as well as course offerings and selections. This has been effective at providing effective support to struggling students as early as possible. - ELD and SPED departments meet with middle schools to help assess students, advise on program offerings at Lynbrook, and help with placement. This has been effective at ensuring students are placed into programs and courses appropriately. - Programs and clubs coordinate and participate in community events. This has been effective at giving the community a glimpse into programs at Lynbrook and identifying ways in which they can help. - Various departments and clubs across campus invite guest speakers and college representatives from the community to share information with students and families. This has been effective at exposing students to less accessible information about the college and career transition process.	**B1.5 Evidence** Annual Holiday Assembly at Meyerholz Elementary Band LHS and Miller Middle School Band Performance Lynbrook Community Performance FUHSD district art show--article in Mercury News 2017 quotes Charlotte Kruk. Math Silicon Valley Fall Festival (charitable event) showcases student work from LHS art, music, and robotics students SPED Kiwanis Games FBLA Course Selection & Elective Night Information Engage Class Invitation College Representative Calendar French Mardi Gras Announcement + Art Contest open to Miller MS Spanish AP Final Project - workshop directions & offerings for Miller MS

B2.   Equity and Access to Curriculum Criterion

All students have equal access to the school's entire program and are provided assistance with a personal learning plan to meet the requirements of graduation and are prepared for the pursuit of their academic, personal, and career goals.

Indicators

B2.1. Variety of Programs — Full Range of Choices: All students are able to make appropriate choices and pursue a full range of realistic college and career and/or other educational options. The school provides for career exploration, preparation for postsecondary education, and pre-technical training for all students.

B2.2. Accessibility of All Students to Curriculum, including Real World Experiences: A rigorous, relevant, and coherent curriculum that includes real world applications is accessible to all students through all courses/programs offered. Course enrollment patterns reflect the diversity of the school's students.

B2.3. Student-Parent-Staff Collaboration: Parents, students, and staff collaborate in developing and monitoring a student's personal learning plan, including college and career and/or other educational goals.

B2.4. Post High School Transitions: The school implements strategies and programs to facilitate transitions to college, career, and other postsecondary high school options and regularly evaluates their effectiveness.

B2. Prompt: *Evaluate the school's effectiveness in addressing the criterion and each of the above indicators; include supporting evidence.*

Findings	Supporting Evidence
B2.1. Variety of Programs — Full Range of Choices Lynbrook is very effective at making sure that students have access to a variety of courses at Lynbrook, which are available to everyone. Students participate in multiple career interest assessments over their four years at Lynbrook, which help them to plan for their college and career choices after high school. - Lynbrook offers a variety of courses, including honors and AP courses, to prepare them to meet their post-high school goals. AP courses are open-access, available to all students who meet the grade-level requirement. This is effective at allowing students to study what they feel interested in studying. - Students have multiple avenues to pursue career exploration which has been effective in helping them make decisions about their future. - Students receive individual recommendations from teachers and counselors when selecting courses which has been effective in helping students make good choices. - In sequential programs (math/world language) students are able to enter AP courses regardless of the level they begin which has helped student push themselves to levels they feel appropriate for themselves. - Guidance fosters a relationship with West Valley College to offer concurrent enrollment classes on the Lynbrook	**B2.1 Evidence** PTSA Job Shadow Virtual Job Shadow Naviance TPP/ Workability Virtual College/Career Center Science & Math Advising Course Selection Website

Findings	Supporting Evidence
campus in math, business, and humanities. This has been effective at expanding course offerings for students to new areas of study. ● College and Career Advisors maintain a website with a range of opportunities that students can explore. Many students use this website to find summer programs and resources for college planning. **B2.2. Accessibility of All Students to Curriculum, including Real World Experiences** All general education and AP programs and classes offered at Lynbrook are open to all students. ● Many programs provide real-world experiences to prepare students for life after high school. This has been effective at supporting students in the exploration of career options after high school. ● Lynbrook has open access to the curriculum and teachers/counselors provide individual recommendations to ensure that students are considering all options. Enrollment in all courses does not necessarily reflect the diversity of the population on campus. There are not many SPED students in AP courses for example. ● Lynbrook developed a new course - AP Computer Science Principles, to broaden CS opportunities – which it has. Our CS program in general has been recognized by the College Board for having a high number of females enrolled. ● Curriculum incorporates lessons that support the development of the Lynbrook 4Cs (Communication, Collaboration, Citizenship, and Creative Critical Thinking) to prepare students for the real-world. ● Lynbrook implemented an Equity Task Force last year with student, parent, and staff representatives to help identify policy or practices where there may be inequities, inform the administration of findings and make recommendations to make improvements. As the Task Force is only in it's 2nd year it has yet to make a recommendation. Although, it is taking a close look at the grading system through an equity lens, which has also been identified as an area of growth by our WASC findings. ● Parent survey indicates that students have access to AP courses (Q60) which supports our open enrollment policy.	**B2.2 Evidence** Course Selection Website Sample Math Lesson Equity Task Force College Board recognition for Computer Science. Sample World Language Research Project: Global Challenges - the environment Focus on Learning Parent Survey (Fall 2021) (Q: 36, 37, 40, 41, 43, 58, 59, 63;) Focus on Learning Student Survey (Fall 2021 (Q. 36, 38, 42, 44, 46, 58, 62, 63, 67)

Findings	Supporting Evidence
B2.3. Student-Parent-Staff Collaboration Parents and students work effectively in partnership with the staff to create learning plans that are rigorous, relevant, coherent, and reflect the needs and desires of the students. Parents and students monitor progress through a learning management system and regular progress reports. • Guidance counselors offer multiple meetings, individual and large presentations, during the year to help parents and students plan for high school and beyond • Current teachers will make recommendations for classes next school year this is effective at helping students make good choices, although some students do not follow the recommendations because they have a choice to take general education or AP any class offered. • Parents and students share input on types of courses they would like to see the school offer. This has been effective at new classes being offered including AP CS Principles. • IEPs and 504s are collaborative in effectively identifying accommodations to support students. • Counselors offer Mornings with the Counselors as a monthly service for Q&As with parents and students. This has been effective in collaborating with parents on course selection, time management, and stress management for students. • All parents and students have access to Schoology and Infinite Campus to monitor grades and assignments although grades are not updated as frequently as parents, students, and support staff would like.	**B2.3 Evidence** 9th grade 4-year plan Guidance night (for Juniors) Science & Math Advising Principles Coffee School Site Council Junior Planning Counselor Meeting Calendar of Guidance Events APLC vs Am Lit
B2.4. Post High School Transitions There are a variety of transition programs that help prepare students for college and careers, but we have little data from our students once they graduate that let us know if they are effective for the students. • College Career Advisors and guidance counselors develop curriculum and presentations for students to plan for post high school careers. As noted, we are not sure on the effectiveness of the programs once the students leave Lynbrook. There is a high percentage of students who go on to college which indicates some effectiveness in helping students prepare for that process.	**B2.4 Evidence** Senior exit survey Exploring Options Beyond High School TPP/Workability SPED Transition Handbook

Findings	Supporting Evidence
- Transition Partnership Program provides Special Education students work skills and has been effective in helping these students secure employment post high school. - District Post-Secondary Options for students with IEPs. This is effective at providing extended support to Lynbrook's Special Education students who require more transition training after their 4 years at Lynbrook. - There are post-graduation surveys and follow-up phone calls to students with IEPs, especially the ones who participate in TPP and these follow up indicate that the resources they were given at Lynbrook were effective. - Lynbrook does not currently have a survey that goes out to our post-graduation students, but would definitely benefit from one	

ACS WASC Category B. Curriculum Summary, Strengths, and Growth Needs

Prioritize and list the strengths and growth areas for the criteria and indicators in Category B.*****

For each of your area of strength and areas of growth refer back to your findings to say where these areas of strength and growth were located in your findings. Just put ( ) after each of your strength and growth areas and insert the section (e.g. (A1.3)).

Areas of Strength
1. PLCs and departments work collaboratively to create standards-based curriculum that meets A-G and AP requirements while also addressing the necessary skills that 21st century learners need to be successful after high school.
2. Many opportunities to participate in PD are offered by the district office, school site PD Coordinators, and outside organizations, leading to more collaboration between teachers and school sites.
3. Strong community connections, including collaborations with feeder schools and other schools in the district.
4. Excellent individualized college and career guidance for all students to help them pursue their post-secondary goals.

Areas of Growth
1. Improve accessibility to CTE and dual enrollment programs and expand career exploration opportunities for all students.
2. Improve the system to get feedback from Alumni about college and career readiness and use their feedback to inform our practices, especially those who did not attend college.
3. Improve how we define and clarify school wide learner outcomes (i.e., rigor, how outcomes are measured, how we use current educational research to inform teacher practices).

Category C: Learning and Teaching

C1. Student Engagement in Challenging and Relevant Learning Criterion

To achieve the schoolwide learner outcomes, academic standards, and college- and career-readiness standards, all students are involved in challenging and relevant learning experiences in an equity-centered learning environment.

Indicators

C1.1. Results of Student Observations and Examining Work: All students are involved in challenging and relevant work as evidenced by observations of students working and the examination of student work.

C1.2. Student Understanding of Learning Expectations: All students understand the standards/expected performance levels for each area of study in order to demonstrate learning and college and career readiness.

C1. Prompt: *Evaluate the school's effectiveness in addressing the criterion and each of the above indicators; include supporting evidence.*

Findings	Supporting Evidence
C1. Student Engagement in Challenging and Relevant Learning Criterion Overall, the school is effective and does well to ensure students are involved with challenging and relevant work. There is a much emphasis on being college prepared and connecting work to careers requiring a college path. The school does a good job communicating with students about expectations and connections to college and career. However, as effective as we are with communicating expectations about college and career, the school does need to improve in how we communicate expectations about college and career to all other stakeholder groups.	
C1.1. Results of Student Observations and Examining Work **Findings** All students are involved in challenging and relevant work as evidenced by observations of students working, the examination of student work, and the actions of staff. Teachers align their courses with state common core standards, next generation science standards, and other state content standards through their department PLCs. All teachers are in at least one district or site PLC. Many teachers are in more than one PLC. These PLCs take on the work of ensuring that courses are rigorous and equitable. Additionally, Lynbrook and Fremont Union High School District have provided PD opportunities for whole staff, departments, and individuals for staff to collaborate/plan/develop	C1.1 • [Syllabus/Green Sheet](#) • [Schoology](#) • Tutorial • [Guidance Workshops](#) • Naviance • Classroom Observations • IEPs • HMH Central - Read 180

Findings	Supporting Evidence
materials, pedagogy, and strategies to ensure all students learn the material. Staff reports that there is very little cross-curricular sharing outside of these large PD sessions. Additionally, only a few departments/PLC teams are considering mental health in their teaching while also ensuring that students have a rigorous and challenging learning experience. It is usually the individual teacher making these decisions; therefore, the school needs to do more with systemically aligning all teachers to address how ensuring that all students have a rigorous and challenging learning experience while considering student physical and mental well-being across all departments.	online • Renaissance STAR Diagnostic Test • Classroom Assignments • Student Work • Teacher Lesson Plans/Calendars • Rubrics • PLC Agendas • PD Agendas • Course Catalog
To ensure students have multiple learning experiences and recovery opportunities, many departments/classes are offering test/quiz retakes that involve students meeting with teachers beforehand (usually during tutorial) to discuss questions/concepts missed then are allowed to retake test/quiz. Generally, teachers are seeing an improvement in scores via this system. There remain questions as to whether some students do not do well on an assessment for a variety of reasons such as a student having multiple tests happening at same time, or a student being generally unprepared prior to the assessment thus only using the retake opportunity. The DFI list supports that for some students these efforts are improving grades; however, it is inconsistent.	
Many departments use small-group-instruction to support students who need extra assistance/guidance. Teachers also use Google docs so students can share a document and work on it together in their group. This is easier to do now that we have gone to 1-1 devices (students required to bring laptops). Also use google docs to have students upload their work more easily to Schoology. It has helped students with identifying a staff member they can talk with, reduced the number of lost or misplaced assignments, and improved scores of students who take advantage of small group setting. The DFI list supports that these efforts are improving grades.	
Teachers are reporting that they are having more difficulty assisting students during Tutorial time than they did during online office hours when we were in a remote learning setting. It was easier to work with a group or whole class (everyone can hear	

Findings	Supporting Evidence
questions, see shared screens, and hear teacher response) vs small group or individual focus in a tutorial (not everyone can hear questions, see work being done, or hear teacher responses). PD training sessions for best practices and tip/tricks improving tutorial participation and engagement would be helpful in improving how teachers use tutorial to support individual students or reteach information to small groups of students who are struggling. For example, teachers could team-teach during tutorial time. This approach might support more students as not all teachers have large student attendance in their rooms for tutorial. Some students report that they do not have enough time during class to review material they learned or might have more questions about what they learned because they do not have enough time. We are finding that most time is spent on learning and teaching new information. Students also say it is difficult to see teachers during Tutorial because only one or a few students can typically be helped at time. PLC teams should look at pacing and remediation opportunities beyond retakes in their teacher practices. Some highlights of departments or individual courses with actions they feel best help students: Computer Science adjusted their Essential Learnings document to focus on core learnings goals and objectives and reduce student workload without reducing rigor. There was a corresponding adjustment to grading category weight to reflect new focuses. They felt the first go around cut too much and students were not prepared for assessments. The second adjustment saw a rise in scores on assessments. The ELA department focused on having writing conferences, providing rewrite opportunities, and common writing rubrics with occasional group grading by teachers. They think individualized assistance met the students where they are and improved writing mastery and writing grades. The EL department continues to focus on differentiation, using diverse readings, and being available at Tutorial to meet student	

Findings	Supporting Evidence
needs, make courses accessible to all and their interests. They believe this is the best system to meet students where they are and improve language skills. World Languages department uses a variety of tech tools to differentiate based on need and give the students a more immersive approach to another language. They also provide Tutorial time to review and analyze tests for error analysis. The department feels that the system has been able to help students be more engaged, get a better grasp of the language and usage instead of just grades. Math department really strove to keep courses equitable across grading, workload, and lesson presentation while still allowing room for differentiation and a variety of techniques to teach material. Some teachers use mini whiteboards for quick problem solving and peer review. They have incorporated new tech tools to provide opportunity and real-world examples such as Desmos explorations, The Moving Lab, 3D Modeling, The Slingshot Lab. These actions have worked well to improve student preparation for the next levels of math and collaboration. The Culinary Arts program has added student cooking demonstrations and part of instruction to increase student interest and participation. Students are more involved when they are the ones putting on the demonstrations instead of the teacher. Special Education department, at the beginning of the year, informs gen ed teachers about student needs, goals, and accommodations. These are updated when amendments, annuals, and triennials are held. They also perform writing and reading diagnostics formally through Read 180 Online and Renaissance STAR diagnostic and informally through reading and writing samples to create differentiated learning goals with students. To reduce stress in the classroom the Special Education department added: ACT sensory room, Voyager option list, student store, independent study room, Learning Skills Incorporating Mindfulness into course, AC program has Monday Mindfulness where they do mindfulness activities or Yoga. Teachers report they like the current system of notification of students with IEPs better than the old paper system as they can	

Findings	Supporting Evidence
make their own spreadsheets or lists with data. Students self-reported they like the mindfulness activities and it helps them relax. Yearbook students present the various roles, responsibilities, duties, they perform for the course to inform new students who have not taken the class, or present to students new to a position in yearbook. These presentations work well because it was needed when the yearbook program moved from being a club only to an actual class in the schedule. The Guidance Department organizes workshops for each grade level to review course planning for graduation and college readiness. They also provide monthly newsletters by grade level via email and Schoology. Students also take interest surveys in Naviance which provides a list of possible careers and training/education paths. Parents reported that they feel the Lynbrook guidance team provides the best information and communication in the district. Surveys support the statement that parents like the support and communication from the guidance team. ***C1.2. Student Understanding of Learning Expectations*** Lynbrook teachers effectively works to ensure students understand the standards and expected performance levels for each area of study to demonstrate learning and college and career readiness. Teachers do this by providing a green sheet (aka course syllabi), assignment sheets, instructions, rubrics for presentations, projects, labs, assignments, and writing activities. Lynbrook had a school year of a PD that focused on creating and using rubrics prior to pandemic to set clear and equitable expectations across courses. Some teachers provide unit or semester calendars and work samples as models. Many departments offer retakes and corrections to achieve mastery. Many teachers are posting materials created during remote teaching which gives students an extra opportunity for material to be presented to them. Survey data and some individual parent and student input support that these are areas the school does well.	C1.2 • Syllabus/Green Sheet • Rubrics • Assignment/Project Instructions/Directions • Guest Speakers • Lesson Plans • Student Work • Schoology • Google Drive • IEPs/504 Plans

Findings	Supporting Evidence
Schoology (Learning Management System) was first rolled out district wide in the fall of 2020. This system was primarily used during remote teaching, and teachers felt less prepared to use the system on the level they were required to use it. It is important to understand this challenge because many teachers struggled with how to effectively use Schoology and would benefit from more professional development. For example, students and parents have a different view of what they see compared to teachers or other staff members, thus making it more challenging for all stakeholders to see the same information. A person needs to click several buttons in Schoology that take them to such items as grades, assignments, materials, etc.... We found that several students use a 3rd party browser extension, Schoology+ because it is easier to customize and see information in one place. Students reported that they were unable to download Schoology+ on school owned devices starting in December because the district blocked it. Student calendars often do not list all assignments that need to be done. Additionally, if a student needs to correct/redo an assignment in part or whole, a teacher needs to manually un-submit the assignment. Parents have reported that they are often unsure of what is being taught, or what the expectation is for the grade earned by their student. Teachers needs to improve in using Schoology to communicate course expectations, grades, and what students are learning. Continued school wide PD and training will help individual teachers make improvements. Also, PD and trainings would benefit PLC's as they develop and refine best practices for using Schoology as a team. Each of these growth areas will help teachers improve communication to support student learning.	• [Behavior Support Plans](#) • [PLC Agendas](#) • [PD Agendas](#) • Classroom Observations
Some highlights of individual departments/courses with actions they feel best help students:	
The Computer Science team created a new rubric to be clear with students regarding work expectations and how work would be evaluated. They adjusted expectations of student-centered work by placing more responsibility on students to follow directions and ask clarifying questions. Students knew they would be evaluated on those tasks as well as comp sci assignments. The team also used Runestone to create the ability for the course to be a bit more interactive and self-paced. After multiple adjustments, the	

Findings	Supporting Evidence
CS team is seeing a rise in scores which makes this an effective strategy. The Science department's physics team created a Science Engineering Practice emphasis for each unit to connect units to careers and application of skills. The chemistry team reorganized teaching practices around a theme of modeling to firmly establish expectations in each unit. Survey data shows students see connections to college and careers through courses. This seems to be effective. The math department's Calculus and Precalculus PLCs added daily quizzes (check ins for formative assessment) through Schoology and EdPuzzles. The whole department utilizes small group instruction to support those who need extra assistance/guidance. The Algebra team has both live and recorded lectures so students can access lectures at any time for reference, remediation, and studying. This seems to be effective. Special Education creates rubrics tied to IEP goals. Learning Skills (SpEd) and Engage (Gen Ed) provide teachers, para-educators, and student tutors to work with students to make sure requirements and expectations of courses are understood and work submitted in a timely manner. The LS and Engage team also work with teachers to notify them of student needs, accommodations, behavior supports, and strategies to support all students. The SpEd department also does an annual Accommodations for All presentation to staff. The LS teachers use online resources for college and career exploration. Teachers report the notifications help them work with students right at the beginning. The Accommodations for All have encouraged teachers to try new things with all students to support teaching and learning. Some teachers with students on IEPs have been able to suggest accommodations in IEP meetings that are working in their class for other teachers to try. Students and parents both say the additional online experiences have helped focus and open new paths for college and career readiness in IEP meetings. This seems to be effective. The World Language department uses extensive online resources	

Findings	Supporting Evidence
and technology to provide real life differentiated experience with world language, culture, and listening. During pandemic teachers use masks that allow the mouth to be seen for proper pronunciation. Teachers also recorded themselves speaking and pronouncing vocabulary as models for students. They used Flipgrid so students could do the same and interact with students in France to exchange cultural information and practice both languages. To meet all student needs, teachers provide multi-modal ways of practicing and engaging their language skills as well as collaborative projects. The department also created a system for students to turn in late work and make up/correct tests in Tutorial with analysis of mistakes with an Honor Society student tutor or staff member. The teachers in the department attend many professional conferences and one of our French teachers is the Vice President of the American Association of the Teacher of French for North California. The teacher organizes events such as a poetry contest and annual teacher's conference. The team feels they did very well teaching language through the pandemic verbally and orally. They saw some difficulty with writing when students went back in person and are working to remediate writing. The social studies department reworked and adjusted their essential learnings to clarify core content students need to learn. They created a new assignment rubric to make it clear to students how their work will be evaluated and provided work samples of different gradations. They also adjusted their How to Write Like A Historian presentation to instruct historical writing in a common way. This is a new assignment created to address a need that will be first given in the spring. It is too preliminary to fully understand the effectiveness at this time.	

C2. Student-Centered Instruction through a Variety of Strategies and Resources Criterion

All teachers use a variety of strategies and resources to create an equity-centered learning environment, including technology and experiences beyond the textbook and the classroom, to actively engage students and emphasize creative and critical thinking skills and applications.

Indicators

C2.1. Teachers as Facilitators of Learning: Teachers facilitate learning as coaches and are current in the instructional content taught and research-based instructional methodologies including differentiation

and the integrated use of technology.

C2.2. Creative and Critical Thinking: All students demonstrate creative and critical thinking within a variety of instructional settings, using a variety of materials, resources, and technology beyond the textbook.

C2.3. Application of Learning: All students demonstrate that they can apply acquired knowledge and skills at higher levels and depths of knowledge to extend learning opportunities.

C2.4. Career Preparedness and Real-World Experiences: All students have access to and are engaged in career preparation activities.

C2. Prompt: *Evaluate the school's effectiveness in addressing the criterion and each of the above indicators; include supporting evidence.*

Findings	Supporting Evidence
C2. Student-Centered Instruction through a Variety of Strategies and Resources Criterion Lynbrook spent a substantial amount of PD time creating the 4Cs, finding new ways to teach 4C's skills, and created rubrics that were specifically designed to assess student collaboration and communication (verbal and written) skills. There has been a school wide campaign to foster citizenship and character through "This Day in History," academic honesty discussions and lessons, and codes of conduct. Teachers have used PLC and PD time to nurture creative and critical thinking through open-ended, student driven, and differentiated assignments. We feel we are making a fair amount of progress in all these areas. During remote teaching many departments used technology tools to increase engagement. These departments continue to use many of these tools for in person instruction which increases the differentiation and student support opportunities. We also learned new strategies, developed extra resources, and found new tools to use during remote teaching that we continue to use when we returned to in-person learning. These strategies, resources, and tools continue to support students struggling students and have also found that these additions provide additional enrichment opportunities for all students. We feel that we are effective in this area. ***C2.1. Teachers as Facilitators of Learning*** Lynbrook and Fremont Union High School District provide many opportunities for professional development to keep teachers and staff informed of new educational trends and pedagogy so that all staff can more effective teachers who can support or coach each	 C2.1 ● Syllabus/Green Sheet ● Teacher Lesson Plans/Calendars

Findings	Supporting Evidence
other. The district offers PD sessions for all core areas each semester. Lynbrook provides whole staff PD with a focus on incorporating the Four Cs in the classroom. PD has been used to analyze and enhance the ways we utilize the new LMS, Schoology and incorporate new technology tools. As effective as we are, there is still a need to have even more training, especially focused on how PLC's operate. For example, many departments have members who use Schoology at various levels of expertise and help provide tips and tricks. Teachers need to learn methods to better communicate what is happening in their classes through the LMS. They also need training on differentiating within the system to meet the needs of all students. Some PLCs have begun creating systems that work for their teams. For example, one of the chemistry teams has spent PLC time working together to align course work in Schoology. As PLCs and departments learn to better use Schoology, they can better inform or share best practices during whole staff PD sessions. Most staff attend off site or online conferences each year. All staff are on at least one PLC team. We feel these are effective programs for change, growth, and student support. Survey data shows this to be true. Some highlights of individual departments/courses with actions they feel best help students: The Science department flipped the classroom during remote teaching. Physics and Chemistry reworked lab experiments to be more inquiry based, claim-evidence-reasoning lab reports. Biology retooled lessons to make them more engaging for remote learning and sent home Bio Bags filled with lab equipment and manipulatives to provide hands-on experiences. They also used tech tools to diversify instruction and maintain/increase student engagement starting with remote teaching and have kept the tools when we returned to in person teaching. Many teachers attended the NSTA NGSS STEM Expo 2019 to learn best practices and applications for new content standards. Students have anecdotally stated they enjoy having extra resources to learn and are presented with material at their convenience which seems to be effective. The Social Studies department attends many PD sessions both inside school/district and outside conferences covering topics	● [Seminars/Training](#) ● [PLC Agendas](#) ● [PD Agendas](#) ● Schoology ● Classroom Observations ● Student Work

Findings	Supporting Evidence
such as specific historical periods/times, historical research, close reading, and writing skills. The department also spent PLC time focusing on essential learnings to reduce overall workload of students and adjust course pacing and structure without losing rigor. The World History group changed course structure and pacing to meet the needs of all students. They adjusted the essential learning document to clarify learning goals and objectives for each unit of study. The US History team created an open-ended research project to analyze a historical event and its ramifications to the present which will be first implemented this spring. Many social studies teachers retained Screencast and EdPuzzles from remote teaching and now provide them as enrichment and review. Anecdotally, students are reporting that these online resources help supplement notes and studying; therefore, we feel we are effective in this area. The computer science department increased their collaboration time to alter lessons or develop new ones to maximize remote teaching. They added other methods of delivering content such as screencasts, educational media, new primary and secondary sources, and current print and film media. They also added an AP Computer Science Principles course which led to AP training and revamping intro courses to increase student access and diversify offerings to reach students who were not previously accessing CS. The process was effective at reducing the gender gap in courses. The math department has increased the use of technology to support students as extra resources and providing differentiated materials. Many students have access to recorded lectures, Desmos and/or EdPuzzles outside of class to review as needed. The department incorporated Delta Math for extra support for students with practice problems and supplemental videos. They also meet to vertically align courses and identify areas of need/review as students' progress through courses. Since these changes occurred over the last two school years survey data has not captured the efficacy of the system. However, some students have stated that they are able to review lessons and see practice problems as they are being worked on; therefore, it has helped students learn and reinforce the material at their own pace. During remote teaching the Algebra teachers joined the SpEd	

Findings	Supporting Evidence
online office hours to be able to support more students at once with assistance from Para-Educators and SpEd teachers. We found this to be a very effective method of supporting student's needs. We currently have students visit teachers and para-educators' sub-groups during tutorial to provide more personalized assistance. The department has attended AP workshops, district PD, U Cubed, and NCTM. The ELA department switched the senior lit class from Euro Lit to Story and Style in response to the need to increase student engagement and relevance. 2021-2022 is the first year of Story and Style and survey data has yet to come. They do diagnostics in each course to start small and scale up to make sure they know the basics heading into each school year and provide assistance if remediation is needed. They provide writing conferences and rewrites. These practices have improved writing based on rubric grading data. The department teachers attend many training sessions including AP workshops, research PD, Teaching for Equity and Social Justice PD, Courageous Leaders, CABE for ELD, speaking and listening PD, ASILOMAR, SPICE, and *Letting Go of Whiteness*. The VAPA (Visual and Performing Arts) department added the Music Genesis and Photography courses in 2019 as A-G courses to provide more art opportunities for all students and potential career options with current technology. In 2020 the Photography was redesigned to become part of a CTE pathway, and it is now called Photography and Design. These courses have been well accepted by students. We have seen an increase in course requests for each of these classes, enough that Photo and Design has two sections. We feel that these additions to VAPA have been effective in meeting students' needs for Art and extending the Art CTE pathway. Special Education added their own PLC for Learning Skills in 2018-2019 to assist special education students with the increased tech demand in classes and this new hidden curriculum. In March 2020 as school went to remote teaching, the teacher for the Gen Ed Engage program was added to the PLC. We created lessons for using Schoology, to track and turn in assignments, and to communicate with teachers remotely. Students reported that	

Findings	Supporting Evidence
these lessons helped them navigate the remote learning world better; therefore, we feel this has been effective. The ACT program worked on finding multiple ways to engage students in remote learning by using online apps and interactive activities. They also looked at providing vocational development for focusing on tasks students could do at home. The special education department attends many conferences and trainings each year to better support all students such as Safety Care, Dyslexia training, Mindfulness Stress Reduction, Diagnostic Center goal setting, SCCASP and SCCOE trainings.	
C2.2. Creative and Critical Thinking Students have access to and use a variety of resources and technology to demonstrate creative and critical thinking. Whole staff PD sessions cover tech use in the classroom. A self-paced video series was created for the transition to the new LMS, Schoology, which went live at the beginning of the 2020-21 school year and office hours were set up for drop in Schoology help. Some teachers would have liked ongoing tech sessions as they experienced new scenarios and cross-curricular discussions to see how others are using tech in the classrooms. Ongoing emails detailing information for Schoology helped some teachers. All students use a school issued Chromebook or their own device for use in class and use Schoology, Infinite Campus, Naviance, and the Google suite. Lynbrook is a 1:1 tech device school. It is too soon to know how effective the 1:1 student device program is. Some highlights of individual departments/courses with actions they feel best help students: Science reworked labs to be more inquiry based and started using some online labs. These labs were adjusted to meet NGSS and their effectiveness is continually being evaluated in PLC and student work. They also used flipped classrooms during remote teaching and still use videos to supplement student learning. This is the first year using these videos created in addition to in person teaching. Thus, the effectiveness of this resource is still being evaluated. World Languages are required cover the six themes for AP and	C2.2 ● Google Drive/Suite ● Guest Speakers ● Syllabus/Green Sheet ● PLC Agendas ● PD Agendas ● Teacher Lesson Plans/Calendars ● Schoology ● Classroom Observations ● Student Work Music Genesis Atlas Collider Project-student compose music on a computer to accompany a video clip ● Naviance ● Infinite Campus

Findings	Supporting Evidence
are incorporated into all levels to increase cultural and geopolitical awareness by listening to current news researching global issues, and historical issues. For example, in Spanish - Why do people from Spanish speaking countries immigrate without documentation. Or, in Japanese, the Japanese Internment camps are discussed, and in French there are lessons about immigration and colonialism. All languages research Global Climate Change, impact on the environment, and becoming a responsible global citizen. All languages also plan trips using authentic sites to book hotels, check tourist sites and local restaurants. Some of these assignments are group work which necessitate communication and problem-solving skills while doing it in a World Language. French and Japanese students learn to do professional presentations and letters of motivation for internships. French has many guest speakers who are native French speakers to present a variety of topics. Students who take four years of language and earn at least a B in each course will receive a Certificate of Biliteracy. Staff feels these actions give students a better and contextual learning experience. It works well to help students learn a new language in context. [Brochure here](#) The Business department is working to make lessons more collaborative. They have also incorporated the jointly created in Schoolwide PD rubric for collaboration to use with team projects. Due to close nature to business clubs, staff feels building collaborative skills better prepares students for competition and career options. This process works well. Math Department has developed their lessons to incorporate math exploration with proofs and solving problems to create extra areas for critical thinking. They offer opportunities for error analysis and to work collaboratively. In AP Statistics they learn to apply math into areas beyond math and science and potential careers. These programs are doing well to tie courses to college and career options. Social Studies collaborated more often to alter or develop lessons for remote teaching and learning. They also sync pacing of content delivery and added to existing means of delivering content more suited to distance learning but have been incorporated back to in person instruction. This has been newly	

Findings	Supporting Evidence
added to the 2021-2022 school year, so far grade data is showing students are doing well. Clubs have guest speakers come to present in person or virtually. Some utilize Lynbrook alumni to come and speak about what they are doing now. Clubs work well to help students find specific interest area connections that may not be provided in courses. ***C2.3. Application of Learning*** Lynbrook provides many opportunities for students to apply knowledge learned at higher levels. Many departments have moved to open ended projects or learning opportunities. Many departments spiral lessons so students can see connections from previous learnings. Students report they need more time for questions and relearning. They feel the time in class is focused on new material and tutorial time is hard to get questions answered because tutorial with teacher might be appointment only, crowded, or teacher is working with different courses and levels in tutorial; therefore, this is an area where we can improve so we can become more effective. Some highlights of individual departments/courses with actions they feel best help students: Science reworked/adjusted their labs to be more open and inquiry based. They have the STEM class which coordinates students in Science Fair competitions. Inquiry based labs work well at Lynbrook so much so that there are usually multiple National Semi-Finalists and Finalists each year. Lynbrook has four *Regeneron STS Scholars* semi-finalists for 2022. Computer Science worked to vertically align their courses to make intro courses more connected to advanced courses and more diverse and engaging to students. The course develops skills beyond programming such as leadership and collaboration. As there are multiple code pathways to program students work collaboratively with team leads to tackle projects. The program has worked well. Courses have expanded size and the gender gap has decreased.	C2.3 ● Google Drive ● Syllabus/Green Sheet ● PLC Agendas ● PD Agendas ● Teacher Lesson Plans/Calendars ● Schoology ● Classroom Observations ● Student Work ● Tutorial ● Clubs ● Rubrics

Findings	Supporting Evidence
ELA has seniors work on college/personal essays that connect what they have been doing to their future. Students often have open ended or thematic essay prompts and can explore learning beyond texts being read or connected to real world issues. Grade data shows an improvement in writing with high numbers of students being accepted into college. VAPA performs cross-curricular theme concerts such as "The Songs America Voted By" and the Literature Concerts which connect music to the readings students do at Lynbrook. Choir students were given the opportunity to learn beginning piano and sight singing via online curriculum. Lynbrook hosts a concerto competition for instrumental music (solo performances.) All instrumental and choral students travel and participate in at least one adjudicated festival in the spring. Advanced groups usually participate in more than one competition. Upper-level students are encouraged to participate in auditioned honor groups. Music keeps all levels of learners challenged by bringing in music coaches to meet them at their level and to advance them. During remote teaching, "Little Mermaid, Jr." was performed virtually. These practices encourage students to take art courses as they connect to their core courses. The virtual performance utilized tech skills not usually used in the program and opened opportunities such as video editing, directing, and visual effects providing opportunities for students who want to pursue film or digital video careers. It was such a success that the program foresees adding a virtual show as part of teaching practice. Math hosts math competitions such as the CAML. The math competitions attract hundreds of students to participate and may advance to next levels each year. AP Statistics focuses on project-based learning with student choice which successfully connects students' college and career choice with applied quantitative analysis. Special Education uses current events across the academic classes to discuss and connect events of the world and nation to course and peers. SAI senior Lit has a career unit where students use written and verbal communication skills for interviews, applications, and career research. Students report it has helped them feel more relaxed when interviewing for jobs. The	VAPA evidence

Findings	Supporting Evidence
department also holds Student Led IEPs where students lead all or a portion of their IEPs. Students report they feel more a part of the process when they can explain their IEP in the meeting. **C2.4. Career Preparedness and Real-World Experiences** Lynbrook's Guidance Counselors and a College and Career Advisor work efficiently and in a robust manner to ensure students are college and/or career prepared. For example, they provide Guidance Nights and workshops to review course planning for graduation, college readiness, and career readiness. They teach students how to use Naviance for career interest inventories, resume building, and college searches. Guidance counselors go into the classroom to present information, they provide newsletters in Schoology, and provide lessons for Homeroom teachers to use which now also includes SEL. The college and career center brings in college reps to discuss career and college opportunities. Students and parents attend almost all the events. Prior to the pandemic the auditorium was near capacity for each presentation. The annual Job Shadow program allows students to explore careers in person and virtually with people in the profession. Pre-pandemic, more than 25% of the student population participated in job shadow. The campus also has a multitude of clubs that provide guest speakers and/or are career oriented. Clubs work well to help students find specific interest area connections that may not be provided in courses. Many students are active in more than one club. We feel we are very effective in this area. Some highlights of individual departments/courses with actions they feel best help students: Computer Science did outreach to decrease the gender gap as well as adjust courses to be more diverse. They also connected curriculum to career opportunities. It has been working well. The AP CS Principles class was brand new when the process started, and the class has maintained about a 50/50 split in the gender category. In the past, APCS A was approximately 25% - 30% female; however, in the 2021-22 school year we have 37% female and 63% male, and the Java class is 34% female and 66% male which is a significant increase of female students which indicates we are doing well in this area.	C2.4 ● Google Drive ● Guest Speakers ● Syllabus/Green Sheet ● PLC Agendas ● PD Agendas ● Teacher Lesson Plans/Calendars ● Schoology ● Classroom Observations ● Student Work ● Clubs ● Guidance Workshops ● Lynbrook Job Shadow ● Virtual Job Shadow ● CA Career Zone ● Nepris ● Student Naviance

Findings	Supporting Evidence
The Math Department recommends and writes letters of recommendations for Summer Internships and Programs. The AP statistics team demonstrates career options in the field and the applications of statistics in careers. Many students get accepted to summer programs and internships. System works well to connect students with career paths and experience. ELA has seniors write college/personal essays. There is a journalism unit that covers pathways into journalism careers and beyond. All courses teach communication, writing, and presentation skills. We have seen high scores on tests reflecting doing well in these areas. Additionally, grade reports support success. VAPA has CTE pathways for photo and design and studio art. Studio Art and AP courses do field trips to SFMOMA. They host Admission Site Visits from private art schools. Students create sketchbooks/portfolios which have been helpful with students getting internships and accepted to art schools. The Modern Language the Japanese and French classes write letters of motivation to apply for internships/jobs and conduct interviews. In French classes, students create professional presentations and bring in guest speakers. Both of which have been helpful with students getting internships and summer opportunities. The Business department has developed lessons to prepare students for real world opportunities. The Economics and Virtual Enterprise class simulates running a business. Due to close nature to business clubs, staff feels building collaborative skills better prepares students for competition and career options. This process works well. The Culinary Arts program has a CTE pathway. Students provide cooking demonstrations for their peers. Guest speakers have come in and done presentations on careers in the industry. The process has been good for students who want to pursue careers in the culinary world either through apprentice, certificate, or	

Findings	Supporting Evidence
degree programs. Both the Journalism and Yearbook programs provide student opportunities for students to explore career options in media/journalism/publication and publish work. The programs have had positive outcomes for students wishing to pursue journalism or print media. It has also increased participation in the programs as demonstrated by the number of students in class and Yearbook went from a club to a course during this period.	

ACS WASC Category C. Learning and Teaching: Synthesize Strengths and Growth Needs

Prioritize and list the strengths and growth areas for the criteria and indicators in Category C.*****

Areas of Strength

1. There are plenty of professional development opportunities, PLCs are using time efficiently, and teachers have access to trainings on and off campus. PLCs design and collaborate on effective ways to teach, especially with the schedule changes, course redesigns, and teaching environment as referenced in C1.1 and C2.1.
2. There is a variety of teaching strategies and delivery methods tied to data, research, and student need as referenced in C2.1.
3. The school had the ability to pivot for different circumstances, emergencies, and schedules as shown in C1 and C2.
4. Use of technology: Schoology, Naviance, and programs in individual classrooms have enhanced students' overall experience as referenced in C1 and C2.

Areas of Growth

1. **Student Support** – administration, Department Leads, teachers, and support staff need to create space and time for questions and relearning during tutorial time and during class. We need to improve how we structure the use of the Tutorial period because many students feel they are not having their needs met or feel left out. Teachers say it is challenging to work with students because tutorial is used for 1:1 teacher-student instruction vs how they operated during virtual office hours. Students say it is difficult to see a teacher for extra help when some teachers ask students to make appointments thus limiting access to drop ins. It is also difficult to gain a teacher's attention during tutorial when a teacher is busy with too many other students from across all the courses the teacher teaches. Students need SEL (social emotional learning) time and space. Homeroom attempts to address the SEL need; however, some students use tutorial time to destress instead of seeking academic assistance. Teachers and PLCs directed by Admin and DLs need to address student workload, pressure from course loads, create a space for questions, reteaching, relearning, and individualized/group assistance in courses which will

support the structural mental health stressors. Reference C1.1 and C2.3

2. **Communication** – between parents, staff, and students: there are many questions that exist about what happens in a course. For example, how are we earning the grade we earned, what are we learning, what is the teacher trying to explain/teach, how do we maintain or recover, what are we doing in the classroom? Various stakeholders have different or a limited access /view of what can be seen in Schoology. Homework or classwork assignments are not always posted in Schoology. Some teachers continue to rely on verbally telling students what the homework is, when it's due, and when tests are. Many assignments are not posted and thus do not appear in Schoology until it after it is graded. Schoology has a limited view of case managers, counselors, or parents can see in terms of the actual assignment. Schoology+ has more data and students say it is easier to see things, but not everyone knew about it, and the district has blocked it. Students using school devices were blocked from using Schoology+. PLC's need to start the work under Admin direction to create a better and regular communication system using the current LMS system and tech tools so teachers' communication is improved. When a working plan is created in PLCs, the whole staff should be trained on the best practices and come to some shared school-wide agreements. Parents and students should be involved in the process of improving communication to ensure information is being transmitted as desired. Reference C1.1 and C2.3

3. **Cross-Curricular** – support each other beyond the New Teacher Program and PLC. Both programs are effective and robust; however, they remain insular. Whole staff could benefit from learning what is working and not working in PLCs and classes. The approach should be grassroots driven form teachers to encourage and facilitate buy in from all staff. The best practices should be then spread to the whole school via DL meetings and whole staff PD sessions. For example: How can we write better essays in Social Studies or Math and Science? Supports, Scaffolds, Differentiation training to help all students not just once a year SpEd presentation about accommodations and modifications. The PD team should work on whole staff cross-training for new circumstances such as remote teaching and new bell schedules. Reference C1.1

Category D: Assessment and Accountability

D1. Reporting and Accountability Process Criterion

The school leadership and instructional staff use effective and equitable assessment processes to collect, disaggregate, analyze, and report schoolwide student performance data to the school staff, students, parents, and other stakeholders. The analysis of data guides the school's programs and processes, the allocation and usage of resources, and forms the basis for the development of the schoolwide action plan/SPSA aligned with the LCAP.

Indicators

D1.1. Professionally Acceptable Assessment Process: The school leadership and instructional staff use effective and equitable assessment processes to collect, disaggregate, analyze, and report student performance data to all stakeholders.

D1.2. Basis for Determination of Performance Levels: The school leadership and instructional staff have agreed upon the basis for students' grades, growth, and performance levels to ensure consistency across and within grade levels and content areas.

D1.3. Monitoring of Student Growth: The school has an effective system to determine and monitor all students' growth and progress toward meeting the schoolwide learner outcomes/graduate profile, academic standards, and college- and career-readiness indicators or standards.

D1.4. Assessment of Program Areas: In partnership with district leadership, the school leadership and instructional staff periodically assess programs and expectations, including graduation requirements, credits, course completion, and homework and grading policies, to ensure student needs are met through a challenging, coherent, and relevant curriculum.

D1.5. Schoolwide Modifications Based on Assessment Results: The school uses assessment results to make changes in the school program, professional development activities, and resource allocations demonstrating a results-driven continuous school improvement process.

D1. Prompt: *Evaluate the school's effectiveness in addressing the criterion and each of the above indicators; include supporting evidence.*

Findings	Supporting Evidence
D1.1. Professionally Acceptable Assessment Process Lynbrook's leadership and instructional staff use effective assessment processes to a great extent. They do a moderately good job of reporting student performance data to stakeholders. The Professional Learning Community (PLC) plays an important role in building commonality around assessment practices at FUHSD schools. The model uses a circular approach (called a 'cycle of inquiry'): teachers agree on goals, produce content teaching to best engage students in learning, assess students' learning and examine the results for learning gaps. If there are learning gaps, the PLC's job is to develop and implement	**D1.1** Staff Calendars 2016 - Present Whole School PLC Agenda and Presentation PLC agenda samples CS PLC Screenshot of Team Drive

Findings	Supporting Evidence
strategies to close the gaps. All teaching staff belong to at least one site or district-wide PLC; many belong to more than one. Schoolwide PLC Team Leads meet at the beginning of the year to review PLC expectations and processes. PLC teams are expected to use collaboration time to "norm" essays, analyze assessment data across their subject areas, develop common content (including assessments), etc. PLC teams utilize collaborative tools to collect and analyze assessment results. This is where our staff shine the most in effective and common assessment processes. Many PLC teams excel at this process. All teams have embraced the use of collaborative team folders using cloud-based tools like Google's My Drive and Team Drive or Dropbox; our 2019 adoption of the learning management system Schoology allows teams to build common assessments using question banks and shared resource collections and folders. Many PLCs have embraced the practice of building common assessments; some PLCs are tentatively using the LMS to do so but understand the benefits of the process so use other means to assess, aggregate data and review for gaps or success; very few PLCs, if any, avoid or ignore the importance of common curriculum and assessments in teaching practice. Teachers use a variety of assessment tools to determine progress in subject areas. Examples include daily/weekly check ins, exit tickets, peer evaluation, personal reflection, administration of traditional quizzes with traditional response types, essays, games, in-person discussion (small and large-group Socratic seminars), various types of projects, demonstrations, portfolios, and presentations. This data is gathered and analyzed using traditional paper collection as well as digital means: collaborative Google documents and slides, Google or LMS digital exams and discussions, and online applications wherein teachers can capture student responses. Teachers use a variety of modalities to report student progress to students (oral critique, written critique, exhibition, rubric, comments, and corrections on assessments). The variety in assessments is effective at allowing all student an opportunity to demonstrate their learning although the variety is not always in the same course. The variety in the modalities to report progress can be confusing to parents.	Assessment samples Pre-Assessment samples that gauge learning loss ● Example of Am Lit Team Diagnostic Pre-assessment ● SPED Samples: Baseline and Pre-Assessments ● AmLit cold-read diagnostic assessment ● Story and Style Pre-Assessment Example of Schoology of Grade report (student view) DFI Data from the second semester of 2020-21 Focus on Learning Parent Survey (Fall 2021) (Q: 24, 25) Focus on Learning Student Survey (Fall 2021 (Q. 24,25) Annual School Plans CAASPP Results

Findings	Supporting Evidence
Teachers use pre-assessments to guide beginning-of-year or beginning-of-unit teaching and share data with students; administration and department leads have encouraged teachers to assess students to determine and address learning loss as a result of time away from school during COVID distance learning. These pre-assessments, more than ever, have informed curriculum and intervention this year. Teachers use the Schoology Learning Management System (LMS) to report subject area assessment information to students, parents, and support staff. Recent 2021 school climate surveys for students and parents show a high satisfaction with Schoology as a mode to report grades. While teachers at FUHSD are required to post grades every six weeks, teachers are encouraged to post assignments and grades more regularly to enable students and parents to form a better idea of work progress. Some teachers post grades more often than others, which reveals inconsistency in reporting habits. During our time in distance learning, we leaned heavily on the LMS to report to families and students; now that we are back to in-person learning, the expectation from families and students around reporting remains high but many teachers have simply reverted to pre-pandemic reporting practices. Based on family and student feedback, we need to reach a balance that moves us from being moderately successful to more globally successful at communicating performance regularly. Grades are also disaggregated and analyzed by administrators and teaching staff after progress reports are issued to isolate at-risk students. This "D-F-I" data promotes interventions to increase student success. LHS reports student performance data in various places on the school website (About Us, Portal News Pages, Home Page) and in news bulletins and weekly newsletters sent via email. FUHSD moved web services to Finalsite in order to streamline school and district websites and in order to facilitate user experience around finding essential information. In the **About Us** - **Accountability** section, stakeholders and the general population can access Annual School Plans, CAASPP data, School Profile, School Accountability Report Card (SARC) and WASC Accreditation information, in that order. The LHS Annual School Plan is	2021-22 School Profile SARC Reports LHS WASC Accreditation Week Ahead (Staff Portal) Week Ahead Sample Principal's Messages Homepage News example - Merit Scholar Awards

Findings	Supporting Evidence
compiled yearly and ties in closely with WASC School goals. As Lynbrook students apply to college, the School Profile forms part of the materials (along with transcripts and letters of recommendation) that are sent to support the students. While all the documents listed above provide schoolwide reports, stakeholders often require in-the-moment information. In response, LHS administrators utilize the posting and publicizing tools in the Finalsite application to promote news items. LHS celebrates student achievement in news columns on the homepage, parent, and student portals, and in "The Week Ahead" e-newsletters. The site administration also shares reports and further details about student achievement with the School Site Council. These communication methods appear to be effective based on survey data and perception data.	
D1.2. Basis for Determination of Performance Levels Lynbrook leadership and instructional staff are progressing well in developing agreements around common grading practices, measuring growth, and determining performance levels, but progress is uneven. Some instructional staff work very effectively in this area and make the most of the time allotted to their PLC course-alike teams while other teams work less effectively according to teaching staff reporting on their own PLCs and administrative staff assigned to PLCs. This may be due to a lack of effective collaboration within the PLC or with a lack of time allotment for working effectively through the cycle of enquiry. More work is needed to cement practices that promote equity in grading in course-alike PLCs In accordance with the FUHSD district-wide mission/vision to "support teachers, staff and school leaders who believe that all students can achieve at high levels, and who are committed to continuous improvement of their practice to ensure that students do so," LHS leadership and instructional staff utilize professional development-specific time (65 minutes, twice a week), time during Department Lead meetings (about once monthly), district-approved summer work time, district-led content-area training, and course time to discuss and enact consistency in course content and learning goals across grade levels. The combination of all pieces of professional development offerings provides	**D1.2** Department Lead Agendas Whole Staff PD around equitable homework practices (begin at slide 18) PLC Work Samples

Findings	Supporting Evidence
adequate time to promote progress in district-wide initiatives and work on whole-school goals; however, the continued rejiggering of the schedule around PLC time has had and may continue to have a negative effect on effective movement through the cycle of enquiry, depending on the PLC and its success as a collaborative team. That being said, PLC teams are where most of the collaborative work around grades and performance levels happen. Teams meet during teacher collaboration time (Tuesday and Friday morning during a regular year with our latest schedule). If there is only one teacher in a subject area (many elective courses), teachers band together in course-alike teams or in district-wide PLCs to do this work. During distance learning, the district adopted Zoom for teleconferencing and continues to use the tool to eliminate travel time between sites for these critical meetings. Staff have used the time in these smaller groups for meaningful work that promotes consistent, engaging, and in-depth learning. Many PLCs have developed course-alike grading scales and grade weights, rubrics, and common assessments, and they evaluate student results to determine performance levels through cycles of inquiry. Others "norm" student work so they can provide more equitable grades around expected learning. While small group work in PLCs shows positive results at the subject-area level, our staff recognizes the importance of working as a larger group to share best practices and improve consistency across subject-area boundaries. As a result, LHS reserves approximately one collaboration Friday (with 21-22 calendar) a month for Whole Staff professional Development. Some highlights of the work produced during this time: LHS 4 Cs - College and Career readiness skills that the entire staff developed together; Collaboration rubric that is utilized in whole or part in a variety of courses; Homework Guidelines to address stress and life balance for students. Staff may struggle to complete some of the heavier work during the allotted collaboration time; district-compensated summer work time allows PLCs who request it the space to promote teacher and student growth and consistency across subject-area courses. Products of summer work include course alignment for	LHS Homework Guidelines 4-Pt. Collaboration Rubric 11/15/2018 Green sheet & Essential Learning Guidelines samples 2020-2021 Remote Learning Green sheets Links

Findings	Supporting Evidence
cross-district teams, development of common syllabi, and "norming" of writing samples to encourage consistent grading. The outcomes from the summer work have been effective at really helping PLCs tackle heavier tasks that there is not enough time for during the school year. All teachers provide students with clear expectations around course standards and expected learner outcomes. This is accomplished at the beginning of the fall term in the form of green sheets. Green sheets relate course objectives, homework and grading policies, often outlining essential elements of expected learning outcomes. Teachers post their green sheets on Schoology; many require a parent signature to acknowledge receipt and review. Some teachers also begin the year with essential learning guidelines, in addition to green sheets, that they review with their students. Because of the learning loss expected as a result of our year spent in distance learning, teachers, and staff during the 21-22 return to in-person learning developed learning checks to determine student progress through a subject area, or lack thereof. This was done in the form of student surveys and other informal check-ins; the results were effective in helping the teachers determine which areas of study required more focused attention.	
D1.3. Monitoring of Student Growth: Lynbrook, to an excellent extent, has an effective system to determine and monitor all students' growth and progress toward meeting the schoolwide learner outcomes/graduate profile, academic standards, and college- and career-readiness indicators or standards. The following describes what we do effectively as well as points out some areas of concern. Lynbrook provides a broad spectrum of support mechanisms to monitor student growth. All FUHSD students receive progress reports every six weeks; these grades are posted online in the Schoology LMS as well as Infinite Campus (where teachers have the option to include comments on student progress, effort, and attitude), thus allowing parents, students, and teachers to communicate steps needed if student performance is poor. Another effective system to monitor and support students is the	**D1.3** Pre-learning checks samples (see D1.1) DFI Data from the second semester of 2020-21

Findings	Supporting Evidence
DFI list. Administrators report DFI lists to teachers and student support staff after each progress report; this list is used to monitor students who are not meeting learning standards in order to provide a means to get them back up to expected performance levels. Student counselors work closely with these students and their teachers to determine and implement the greatest assistance. The DFI list is particularly helpful for senior students at risk of failing a class required to graduate. Our number of students at risk for failing grades is low, but the number grew over the 2020-21 year in distance learning, especially for grades 9 and 10. As a result, teachers and support staff developed additional scaffolding measures and recovery policies for struggling learners. New and budding English language learners typically need more academic support, so our ELD Department has an additional "Struggling Students" document that teachers add to in order to monitor individual students and to record specific interventions. These method of tracking interventions is effective however we are usure as to the effectiveness of the interventions themselves. Regularly graded and recorded assignments and other formative assessments help teachers to determine where learning gaps need to be addressed. Examples of these include the following: prior knowledge reviews determine where to begin and expand on teaching; in-the-moment check ins like a simple show of hands, discussions, small and large group review, conferences, observations, entrance/exit tickets; regularly scheduled or unit-of-study check ins like progress trackers, short quizzes to assess learning, log sheets, daily writing prompts; making use of educational technology through online apps and other software to assess performance (some examples: *No Red Ink, Turnitin, DeltaMath, PearDeck/Nearpod, Kahoot!, Quizzizz, Flipgrid, Jamboard, Padlet*). These assessments and assignments are highly effective in helping teachers determine how students are progressing. Beyond daily and weekly measures to track student learning and college/career readiness, teachers and support staff apply ongoing, year-to-year support. Working through cycles of inquiry, teachers use post-assessment analysis and reteaching strategies like reviewing common formative and summative assessments in PLCs to determine areas where reteaching is necessary or	ELD Struggling Students Document Sample - Available Upon Request Progress Tracking Examples ● Java Programming - Runestone SW Student Progress Monitoring ● Physics Check for Understanding Homework Quiz ● Sample Daily Writing Prompt ● World Language Exit Ticket Sample ● Learning Skills Log Sheet Sample ● Algebra/Trig. Assignment Sheet progress Sample ● Orchestra Audition and Rubric Sample ● VAPA Portfolio Review ● Art School Visits ● English 9 Remediation Documents - "Shaving" ● ACT Typing Progress Report College & Career Center Home Guidance ● 4-year plan (9th grade) ● A-G completion chart (10th grade) assignment ● Junior Planning appointment letter ● Junior meeting checklist

Findings	Supporting Evidence
offering test corrections or rewrites among other grade recovery options. The results of these interventions show increased student performance and growth. Another effective means to monitor student growth happens in the Guidance department. Counselors complete a transcript review for 9-12 graders each year and schedule 1:1 meetings with students during course selections, using the LMS to create assignments for students to complete after the counselors do their course selection presentation. They gather information to assess if students understand graduation and college eligibility requirements. Paraprofessionals provide scaffolding to help students with 504 plans and IEPs navigate basic to more complex topics until the student feels adept and can work independently. During our year in distance learning, the SPED department quickly recognized the need for additional support for handicapped students. Paraprofessionals worked in 8th Block periods and offered evening office hours to lend academic support to students who needed to meet graduation requirements and to complete courses. This additional time proved an effective means to both monitor growth and promote success at a critical time when students needed access to school but couldn't be at school. Teachers may refer students to the Student Assistance (SAT) team, a committee made up of administrators, school therapists, school psychologists, and guidance counselors. The SAT team meets weekly to monitor and support these specific students. The SAT team intervenes at crucial points, effectively assisting students to get back on track in their studies and providing essential mental health support at the same time. The SPED team works on IEPs with case managers to create and then track IEP goals for struggling students requiring additional intervention. IXL assessments with standardized academic assignments are used to track and confirm individual students' growth or lack thereof. This work is scheduled every 6 weeks and reported to parents twice per year. The SPED team also uses Behavior Data tracking of ACT students' academic and social/living skills on a daily basis. In addition, a Linked Service-district provisioned social worker helps students access	SAT Agenda Sample - Available upon request IXL assessment samples Linked Service information Linked Service Referral Form Paraeducator Behavior Log samples Engage invitation to Miller Middle School students Engage Tutee Syllabus Engage Student Feedback ● Fall 2021 ● Spring 2021 ● Fall 2022 - 6-week grading period *Available upon request* Voyager Self-Evaluation

Findings	Supporting Evidence
community support. This employee is granted access to school and gives insight on grades and attendance without compromising basic needs for the students who receive these services. These combined monitoring measures ensure that students in the SPED program are provided with functional, constructive, and consistent support.	
If incoming freshmen exhibit a lack of time management, organization skills or study habits, they may be invited to join the Engage class, where students are taught these skills. Guidance counselors generate names of students to invite to apply for Engage from a wide array of sources. They email the students (and parents/guardians) with an invitation letter, including a description of the program, and then invite students to complete the application. Tutees usually agree to join Engage. Most are asked to fill out an interest form in the spring and explain why they think they may benefit from being in Engage. Tutors sign up and submit an application in the spring and are then interviewed by the Engage teacher and a guidance counselor. Tutors and the teacher monitor weekly goals and assignments with each student to monitor success. Feedback data show that Engage has been effective in helping students build academic resilience and skills to succeed.	
The Voyager program, a therapeutic learning center, provides intensive social and emotional therapy, behavior, and academic services to students with IEPs who need this level of support so they can access their education on a public-school campus. The program encourages students to self-evaluate their progress in each day's courses and adjust based on their personal assessments. The data has been very effective in helping our students become more effective at time management, tracking assignments, and completing homework in a timely manner. It has been somewhat effective at helping our students make a correlation between their mood and how that impacts their ability to learn and use appropriate coping skills.	
D1.4. Assessment of Program Areas In partnership with district leadership, Lynbrook leadership and instructional staff work hard to periodically assess programs and expectations, including graduation requirements, credits, course completion, and homework and grading policies. This has been	**D1.4**

Findings	Supporting Evidence
effective at ensuring student needs are being met through a challenging, coherent, and relevant curriculum. FUHSD implements several well-functioning and effective digital systems that allow administrative, guidance and instructional staff to assess programs and learner expectations. All staff are trained to perform tasks required within the systems and staff use them to the desired effect. The district-wide use of Infinite Campus allows staff to not only view grades and thereby determine program success or need for improvement; it also allows us to look more closely at student attendance, which has a direct correlation with student success, as well as schedule (same), credits earned towards graduation, and more importantly, serves as a means by which SPED, administrators and data team communicates information about students with 504, IEP or medical needs. Some of these features are utilized daily; grade reporting, as mentioned, occurs twice during the semester and at the end of each semester. These systems have been effective at streamlining communication of grades to stakeholders although parents and students have indicated they would appreciate communication more frequently. The district decided to adopt a new LMS because School Loop lacked measurement and collaboration tools integral to providing district and site staff, students, and families more insight into program functionality. FUHSD decided to use Schoology beginning in Spring 2020. Teachers relied heavily on Schoology during distance learning and continue to use it more than they ever used School Loop. Parents and Students especially appreciate the use of a single system that grants visibility into all courses, including course expectations, grading scales and other grading policies; staff appreciates the ability to collaborate with each other at the site and district level to promote equitable teaching practices around homework expectations, grading policies and assignments. Schoology has been very effective at increasing communication and transparency for families and providing a single platform for students to engage with. In the move away from School Loop, which served as both LMS and website, FUHSD elected to use Finalsite. Feedback from parents, students, staff, and the broader community showed that our website content around graduation requirements, course	[Schoology FAQ for FUHSD parents](#) [LHS Homepage](#) [FUHSD District Homepage](#) [Schoology Group Resource Folder Samples](#) [ELD District meeting agenda/notes](#) [SPED District meeting notes](#) [Skillful Teacher](#) Course Description 19-20 [Schoology Teacher Leader Intro Presentation August 2021](#) District or Site Level PLC Summer work ● [American Literature Summer meeting notes](#) ● [Physics work - NGSS Training Folder](#)

Findings	Supporting Evidence
completion, homework and grading policies was difficult to find and incongruous from site to site. The move to Finalsite streamlined the look and organized the content so that our stakeholders' have a better user experience around searching and finding relevant information; the School Profile completed by administrative staff yearly to assess programs is published for public display on each site's website under **About Us - Accountability**. Homework guidelines for Lynbrook posted on the school's website, also in the **About Us** section. The move to Finalsite has been effective at increasing access to information regarding performance data. Curricular and professional development staff at the district and site levels coordinate to assess programs and implement changes to programs that strengthen and enrich student success. Both SPED and ELD departments work closely with the district curricula and program leads to provide necessary support systems for at-risk learners. Institution of a district-wide tutorial period came in response to students' need for additional time to complete coursework during regular school hours. Thanks to district-led programs like Skillful Teacher, Academic Language, Teaching with Technology, Equity in Action, and new training by district-appointed staff in the role of Schoology Teacher Leaders, staff evaluate their practices to strengthen them and learn new strategies, thereby providing meaningful, rich learning experiences for students. PLCs at the site level and districtwide are granted paid time to collaborate to assess and improve grading and homework policies, to streamline assessment and to build equitable practices. At LHS, staff do this work in regular PLC and department meetings. Each year, these groups spend time evaluating green sheets and making changes so that grades are truly representative of the students' mastery of course objectives. While some PLC groups have made significant changes that reflect positively in the way students are performing in their classes, more work needs to be done to make the practice of using data and feedback for across-the-board equity in grading practices. Results of school climate surveys, informal teacher check ins, professional development student panels around homework, and	[FUHSD Guidance - "Key" Activities by Grade Level and Site March 2018](#) [GSS agenda](#) [Climate Survey & Data Presentations](#) Workload Check-in Samples ● [English Workload Check in Survey](#) ● [CS Check in Survey Responses](#) ● [Environmental Science Check in Survey](#) ● [Marking Period Biology Check in Survey](#) Guidance Counselor Transcript Review Sample - available upon request ● [Sample Guidance email to families](#) ● [Intervention options](#) ● [Junior Planning Mtg Checklist](#) SAT Team Agenda - Available upon request SPED Intervention Samples ● [ACSR](#) ● [Interventions letter and emails to families](#)

Findings	Supporting Evidence
data shared by the LHS Mental Health Team show that students' busy schedules are taking a toll on their wellness. As a result, LHS has tackled this problem in a variety of ways: many teachers regularly survey students to find the best time for assessments during the week and build assessment dates/times around student schedules; several teachers create class conflict calendars and solicit feedback to determine assessment timing. Coordination of testing schedules is gradually becoming more consistent with the use of user-friendly digital data collection tools like Google Forms and polls in Schoology, and teachers have begun to take advantage of new Schoology tools ("view as student," advisor dashboard and workload planning) to check individual calendars for best timing of assessments and to provide alternate dates for students with 504 plans or other accommodation needs in Schoology to determine the best time to assess students. However, more work is necessary to promote schoolwide, concentrated support of sensitive scheduling. LHS teaching staff works with administrators, counselors, SPED and other support staff to target and assist struggling students. General Education students are provided with a variety of means to complete work. Some examples include flexibility around due dates, alternate assignments, test corrections, Instructional staff provides ELD, SPED and 504 students in-person assessment modifications (extra time, individualized versions, taking tests with resource paraprofessionals) and use the LMS to create individualized online assessments for students who require additional time or modifications. Administrators distribute D-F-I lists internally (Lists are discussed and addressed in Dept./PLC meetings) to teachers and support staff (counselors, school psychologist) as a means to prevent students from failing courses and to allow teachers and counselors to reach out to students and parents about low or failing grades. The counseling staff perform transcript reviews each semester to support struggling students and identify interventions. Finally, our Student Assistance Team (SAT) looks at individual students and collects data on performance, then works collaboratively to find/create supports so students/families can be successful consistently. Our extremely high graduation levels and extremely low number of students who do not meet graduation requirements show that our programs and staff are very successful at supporting students, but the graduation rate is currently the only defined outcome that	● Interventions letter October 2021 Schoology Training: Seeing Whole Student Academics & Accommodations Options in Schoology Survey Samples ● Tech Team improvement Survey ● PD feedback survey sample ● CS AP A - Student Feedback Form During Distance Learning ● American Literature student survey Fremont Union High School District: Home

Findings	Supporting Evidence
we use to measure the effectiveness of these interventions. Stakeholders are surveyed periodically for feedback to improve programs. As mentioned above, we have implemented changes in response to climate surveys, student surveys in all subject areas, guidance surveys, AP evaluation surveys (completed by staff), PD improvement surveys, Tech team improvement surveys, Post-grad surveys to determine C&C readiness, among others. Staff assess survey results to determine the areas where changes need to be made. A heavy reliance on survey data results in survey fatigue. To combat this, many teachers glean feedback in more informal discussions; counselors invite parents to regularly scheduled, in-person meetings; administrators host webinars or other scheduled meetings where staff, parents and students ask questions and provide responses that often promote program improvements. We will continue to use surveys to collect data but find the combination of methods to collect feedback an effective means of avoiding survey fatigue. FUHSD and LHS invites outside assessors to evaluate our programs and expectations. In 2018, the district hosted Dr. Pedro Noguera, who visited each site to assess our work against the backdrop of equity. As mentioned above, we selected Finalsite to host our website; their assessment of our old website showed accessibility issues by current web standards, which meant that visually-impaired stakeholders would have trouble accessing information, including important content on homework policies, graduation requirements and other counseling. Thanks to Finalsite's administrative dashboard, the site's web team evaluates which pages are visited most often and whether the newsletters are opened. The data show that users are comfortable with the new system and use it effectively to locate information. These evaluations have been effective at bringing areas of need to light and thus influencing school practices.	
D1.5. Schoolwide Modifications Based on Assessment Results Lynbrook continues to develop means to use assessment results more effectively to make changes in the school program, professional development activities, and resource allocations demonstrating a results-driven continuous school improvement	**D1.5** Homework Guidelines 2013 Homework Guidelines -Current

Findings	Supporting Evidence
process. This is an area of ongoing growth as feedback regularly determines changes that are put into effect. Yearly district and site climate and wellness surveys given to staff, students and parents continue to show a high level of student stress (mental health, social and academic challenges). Additional feedback from students in informal discussions and surveys as well as feedback from student panels on homework provided the impetus for PLCs to work with each other and with other subject-area teams to implement changes in homework policies. Results of their efforts include essential learning documents that are used to help us refine expectations for students as well as redefinition of schoolwide homework policies; efforts in this area have shown positive results. Additional work during Whole Staff Professional Development days after our 2016 WASC cycle responded to Goal #2, "All Lynbrook High School students will develop and apply skills appropriate for college and career in the 21st century" by developing the 4 C's. The staff worked together to define each category of college/career readiness and ultimately created a collaboration rubric that could be used as is or edited for subject area use. Many teachers have adopted the rubric to great effect in their courses. The professional development team works closely with administration and school leadership staff to provide relevant and meaningful enrichment opportunities for staff to modify curriculum based on assessment results. Staff feedback sets the number of whole staff development days as well as the preferred modalities for PD. The professional development team coordinates engaging learning opportunities that function well to bring the community together, share best practices, and generate strategies to effect change. Resource allocations around provision of technology tools stem from this feedback. Continued, consistent collection of feedback shows encouraging responses from staff that our professional development efforts have a sustained positive impact on students Some changes in resource allocations are the result of course scheduling and interest. Photography, Music Genesis, and Computer Science courses require some of the latest technology tools available. Because Macs are the industry standard for	[Professional Development 4C work](#) [4-Pt. Collaboration Rubric 11/15/2018](#) [PD Feedback Survey Responses](#) [PD Site](#) [Staff Technology App Survey - Spring 2021](#) See Homework Policies and Green sheets samples in D1.2 [Homeroom Feedback](#) [Fall 2018 FUHSD Newsletter discussing late start](#) [SEL letter from Leila Lurie](#) [SEL work at LHS - Meeting minutes 11/5/21 and 11/18/21 - Equity in Action with LHS teacher Nieke Rynders-Taylor](#)

Findings	Supporting Evidence
graphic design and because Music Genesis uses a Mac-based media-rich application, it was important to have access to this type of equipment for these CTE courses. After polling CS students, CS teachers noticed that close to 80% of the user base comprises Mac and iOS users. There was also discussion of a potential move to the Swift curriculum from Apple for the APCS Principles course. The computer science team determined that we could not teach programming in Swift without Macs but moving to Macs would not create any limitations for the CS classes. Each of these courses now have access to Mac-specific lab spaces. These are highly regarded, engaging and sought-after courses, showing the positive impact of using student feedback to foment change.	2016 WASC Self-Study Homework Center Information Equity Task Force Meeting Minutes - 11-16-21
Managing student stress has been a focus at LHS and across the district for years, and feedback from school climate surveys and Mental Health team and Guidance check ins show continued need for support. Inasmuch as short-term efforts provided some student cohorts with strategies and skills, we recognize the change needs to happen globally, with the involvement of all shareholders. To promote systemic change, we have done the following: ● Homeroom - a work in progress, initially meant to build community among students and staff, gradually morphing into a place to share mindfulness lessons, district initiatives around hate speech, sexual harassment, as well as ASB and other school news. ● Late Start - District Level change starting in the 2018-19 school year ● Staff training in SEL strategies - Current work (21-22) at the district and site level to promote trauma sensitive teaching ● Homework Center - Three afternoons a week, students have access to student and staff tutors; additionally, the Homework Center staff operates test makeups with a staff proctor one of the afternoons. ● District-instituted Tutorial period that occurs twice weekly during regular school hours (for 21-22, this falls on Wednesday and Friday) allows students to access their teachers for additional instructional support. ● Equity Task Force - Implemented in fall of 2020 at the site level to examine and build an equitable learning environment	

D2. Using Student Assessment Strategies to Monitor and Modify Learning in the Classroom Criterion

Teachers employ a variety of appropriate formative and summative assessment strategies to evaluate student learning. Students and teachers use these findings to modify the learning/teaching practices to improve student learning.

Indicators

D2.1. Demonstration of Student Achievement: Teachers use the analysis of formative and summative assessments to guide, modify, and adjust curricular and instructional approaches.

D2.2. Teacher and Student Feedback: Teachers provide timely, specific, and descriptive feedback in order to support students in achieving learning goals, academic standards, college- and career-readiness standards, and schoolwide learner outcomes. Teachers also use student feedback and dialogue to monitor progress and learn about the degree to which learning experiences are understood and relevant in preparing students for college, career, and life.

D2.3. Prompt: *Evaluate the school's effectiveness in addressing the criterion and each of the above indicators; include supporting evidence.*

Findings	Supporting Evidence
D2.1. Demonstration of Student Achievement Teachers at Lynbrook proficiently analyze formative and summative assessments to guide, modify, and adjust curricular and instructional approaches. Below are some examples. Diagnostic test results for ELD, Advanced Placement courses and World Language courses are highly effective at helping students make informed decisions about their course selections; they are also examined to locate additional learning needs. Teachers in these subject areas recognize trends and make changes to their curriculum accordingly. For example, staff anticipated learning loss during the year of distance learning and adjusted their instruction to address this need. While data collected in the larger surveys helps us to implement changes schoolwide, teachers utilize course-specific data to drive their work forward. This data, as mentioned in D1.4, is collected as in-class discussions, pre-assessment check-ins, as well as subject-specific surveys or more formal assessments, whether done for a unique set of students or across course-alike sections. Results are very helpful in informing day-to-day and year-to-year teaching practices and policies around grading and homework. PLCs work continuously and effectively to improve student results; this data is often used to begin new cycles of inquiry. Teachers	**D2.1** Diagnostic Samples ● ELD 2 Writing Diagnostic Prompt ● ELD 3 Writing Diagnostic Prompt ● ELD Writing Rubric for Placement ● APUSH Diagnostic feedback ● APLAC Diagnostic feedback Baseline and Pre- Assessment Samples from variety of SPED courses Assessment Analysis and Subsequent Adjustments Samples

Findings	Supporting Evidence
understand and utilize the functionality of disaggregating and analyzing data for areas of weakness, whether in the assessment itself or because students exhibit low scores. Teachers use this information to go back and reteach, adjust speed, review more, all to fill gaps in learning. In some cases, student feedback is used beneficially to inform change in the direction of learning where this is possible. Because the essential learnings or state standards for specific courses allow content flexibility, teachers can elicit constructive ideas that promote student engagement. For example, Visual Arts students are surveyed to determine their favorite projects, tools, techniques, and experiences. Each year the prompts change with student interest and world events, and the teachers adjust their instructional approaches as a result. The European Literature Course changed to Story and Style in response to student survey feedback about diversifying the curriculum. In the fall 2021 semester, teachers have adjusted content around learning loss associated with distance and hybrid challenges between spring 2020 and the 20-21 school year.	
D2.2. Teacher and Student Feedback Teachers do well at providing timely, specific, and descriptive feedback in order to support students in achieving learning goals, academic standards, college- and career-readiness standards, and schoolwide learner outcomes. Teachers continue to develop in the area of using student feedback and dialogue to monitor progress and learn about the degree to which learning experiences are understood and relevant in preparing students for college, career, and life. Teachers in all subject areas, including SPED, use rubrics at LHS with excellent results. Because scores and grades on assessments and projects only provide a surface insight into performance, it is essential and expected that teachers give feedback frequently, with as much substance as possible in order to produce timely improvements. Rubrics have been effective at providing students with clear learning expectations and a standardized, equitable score. When students work toward the highest level of performance, the teacher is preemptively supporting high achievement.	**D2.2** [Teacher and Student Feedback Samples](#)

Findings	Supporting Evidence
Teachers who give feedback on student work deepen the impact of hand-written corrections by providing comments on areas where work is needed or areas of strength. Some teachers utilize a grading key to simplify the process for timelier feedback. This might be a list of common errors with their corresponding symbols, or Quick Comments (canned comments) utilized by teachers using Turnitin. While some subject-area teachers effectively employ regular written feedback on work, others provide written feedback on work that demonstrates a student's grasp of essential learnings. These methods have been effective at helping students be aware of their progress and informs how they can improve. Schoology allows teachers to give another type of useful digital feedback; when grading assignments using the LMS, teachers have the option to add comments in two places: with the grade and within the student's digitally submitted assignment. This proves helpful as recorded visual evidence available to students, parents, and teachers whereas past feedback attached to a student's assignment or assessment might be lost or not communicated. Teachers are using Schoology successfully to bridge this communication gap; however, there has been a decrease in the move to in-person learning as teachers revert to providing in-person, informal day-to-day feedback. The hope is that all teachers recognize and utilize the LMS for more feedback as we move out of our first year of using the LMS for in-person learning as this is something that students and parents have indicated they would like. Vocal or written observations provide in-the-moment feedback that successfully promotes understanding and improved performance results. Many teachers, in explaining expectations around projects, presentations, assignments or assessments, provide models to emulate or improve upon. This example has been effective at promoting learning similarly to a rubric. Other vocal/written observations take the form of constructive one-to-one conversations about work to assess the trajectory of outcomes demonstrated by the student, or the form of beneficial whole-class discussion of general performance on an assignment or assessment. They also take the form of critical performance review, whether the teacher is informally responding orally or through performance notes. Some teachers employ peer	

Findings	Supporting Evidence
observation and gallery walks for the purpose of providing students a means to see each other's work, thereby benefiting from the exposure by making changes to improve their own performance. In both teacher and peer critique, students glean valuable feedback that shapes current and future work, preparing them for life beyond high school. Sometimes teacher feedback is the recommendation for additional support. Teachers may invite students to visit during Tutorial for concentrated small group or 1-1 conferences. At times, especially during this 21-22 school year, teachers have provided more help during Tutorial than in a non-COVID year. Teachers may also refer students to tutors, to make appointments with counselors, or to make research appointments with the Teacher Librarian in order to help struggling students obtain more support or to direct students to the relevant resources. During our year of distance learning, the district adopted Zoom office hours and "enrichment" time during finals weeks to extend student access to academic aid; many students utilized this time to seek teacher feedback and support. In regular years, and in our current 21-22 year with students back on campus, teachers provide time and access to resources beyond the required teaching hours in order to make themselves and the resources available to students. In order to monitor student growth more effectively, we need to figure out a more functional way to gather feedback about the success of these supports. While all of these supports appear to be helping students, we do not have specific data assessing their effectiveness.	

ACS WASC Category D. Assessment and Accountability: Synthesize Strengths and Growth Needs

Prioritize and list the strengths and growth areas for the criteria and indicators in Category D.*****

Areas of Strength

1. Our staff, student and parent survey responses to assessment/accountability-related questions show low "disagree" responses; the larger numbers fall into the "agree" section, pointing to stakeholders' satisfaction with the school's assessment/accountability methods.
2. Teachers utilize a wide variety of formative and summative assessments to determine student learning, at critical times in the learning process. PLC teams are conducting pre-assessments as well as post-assessments to ensure learning gaps are addressed and are discussing results/making necessary shifts to address learning gaps.

3. The adoption of our new learning management system and broad teacher use of the LMS brings a higher level of visibility and accountability around grades and feedback.
4. Staff identify and support individual students/groups of students, providing a variety of means to succeed in their courses: extra time to complete assessments, retakes, corrections, modifications, scaffolding and other interventions.

Areas of Strength

1. **Focus on Learning, Not Grades -** Teachers in our focus group are concerned about student attitudes towards grades. While the LMS increases accountability, it also can reinforce an unhealthy fixation on letter grades and total points earned as opposed to progress in learning. We need to look at practices that emphasize learning over grades. How do we get students to move beyond grades to learning for the sake of self-education?

2. **Creating more consistent and equitable grading practices** - Teachers are still struggling to find balance around the worth of certain assignments. Why are assignments (in tests, projects, other grading categories) worth as much as they are worth? Do all assignments need points? Are assignments worth different points for different teachers? Are they weighted differently from teacher to teacher? Why do they have X number of questions/criteria? How often should they be given? Feedback from students is helping to shape practices and helping teachers to work more proactively with those who reflect substandard learning, but more needs to be done in this area.

3. **Continue Work in Assessing 4C's** - We built a collaboration rubric as a whole staff, but don't have an effective schoolwide system to assess, monitor and report our 4C growth (communication, creative/critical thinking, character/citizenship) in all courses. For example, although the teaching staff utilizes a variety of assessment methods, teachers in our focus group are concerned about poor oral presentation quality (poor articulation, reading from slides, general lack of preparation). Subject area teachers are finding that they must teach oral communication skills alongside subject matter.

Category E: School Culture and Support for Student Personal, Social-Emotional, and Academic Growth

E1. Parent and Community Engagement Criterion

The school leadership employs a wide range of culturally sensitive strategies to encourage family and community involvement, especially with the learning/teaching process.

Indicator

E1.1. Parent Engagement: The school implements strategies and processes for the regular involvement of all stakeholder support groups in the learning and teaching process for all students.

E1. Prompt: Evaluate the school's effectiveness in addressing the criterion and each of the above indicators; include supporting evidence.

Findings	Supporting Evidence
E1.1. Parent Engagement While parents were not directly surveyed regarding each of the aspects addressed in the findings below, survey questions on the topic of parent engagement reveal that, on average, over 75% of parent responses 'agree' or 'strongly agree' to questions posed in this area. These results support our belief that Lynbrook effectively implements strategies and processes for the regular involvement of all stakeholder support groups in the learning and teaching process for all students. The following paragraphs detail the processes and systems we have identified to support this claim. If identified areas of growth are present, a statement indicating this has been included within the finding. Lynbrook High School employs multiple strategies to facilitate communication with the community it serves. Lynbrook is transparent about essential aspects of its operation. The school website is very complete, using a standard template for FUHSD schools. It includes dropdown menus for School Information (About Us), Academics, Guidance and Counseling, and Student Life, with further links above leading to student, parent, staff, and district resources relevant to their needs. These include pages for Athletics, the PTSA, School Site Council, English Learner Community resources, LIMB (instrumental music boosters), and Alumni and a page containing links to useful information about School and Internet, and COVID-19 Safety.	[Focus on Learning Parent Survey (Fall 2021)](#) Q#2, Q#3, Q#8, Q#24, Q#35, Q#46, Q#50, Q#55, Q#65, Q#70, Q#71 [Lynbrook High School Home](#) [Focus on Learning Parent Survey (Fall 2021)](#) Q#1, Q#2, Q#3, Q#24 [Description of Online Tools](#) [Orientation Document](#) [Parent Viking Days](#)

Schoology (Learning Management System) and Infinite Campus (School Data Hub) are the main engines for communication with parents. Schoology serves important instructional functions for all teachers; it is the venue where teachers post instructional calendars and coursework assignments, the platform from which teachers send out blast communications to students and parents, and the main tracking method of work completion and grades for individual assignments. All Lynbrook staff have received training/onboarding for the LMS. While in distance learning for the 2020/2021 school year, parents, school support staff, case managers, guidance counselors, etc., were able to readily track student progress as all forms of assignments were digital and the main mode of communication between teacher and student was through Schoology assignment postings. With a return to in-person learning full time for the 2021/2022 school year, we have identified a need for more consistent/transparent use of the LMS for the aforementioned groups to maintain that ease of tracking. Through Infinite Campus, the district tracks student attendance. It is also the database for contact information, demographic information, IEP, 504 related documentation, state testing history, EL status, student transcripts, schedules for students and staff, emergency and medical information, and cafeteria and other student accounts. These systems are linked, allowing grades to be pulled automatically for 3 official grading report periods per semester. Parents have the opportunity to register with these tools at orientations and the well-attended Back-to-School Night. Email communication is easy and accessible. There is a standard district template for all staff email addresses (firstname_lastname@fuhsd.org), and staff email contacts are linked throughout student and parent Schoology portals. Lynbrook teachers welcome email communication and are generally readily responsive to parental inquiries.	
In addition, Lynbrook publications keep stakeholders informed about school events and issues. The principal publishes a regular newsletter, and our student publications; The Epic newspaper, Vertigo literary magazine, Aletheia student outreach publication, and Valhalla yearbook, cover campus events, local and national news, and providing outlets for student opinion.	Student Publications
Lynbrook Excellence in Education (LEXE) is an important	Lynbrook Excellence

community organization, an IRS-approved public charity. Established in 2011 by Lynbrook parents, LEXE raises money for the school to support its educational needs. LEXE has funded grant requests totaling hundreds of thousands of dollars, greatly enhancing Lynbrook's infrastructure. Representative examples of LEXE grants include science/tech equipment, a new sound system for the auditorium, the conversion of the drama classroom into a black box theater, and hundreds of Chromebooks for instructional use campus-wide. The grant process is transparent. The applications must demonstrate clearly how the requested equipment will serve the school's educational mission and are subject to oversight by the school administration. The FUHSD Foundation is another community group whose mission serves to raise funds and develop resources to support educational programs that benefit every student. They support many on-campus groups with grants for projects and initiatives.	FUHS Foundation LHS Grant Request Form
The Lynbrook Parent Teacher Student Association (PTSA) is well supported. PTSA annually donates thousands of dollars to teachers (who apply through a mini-grant process) to spend on classroom supplies, and it gives scholarship awards to seniors each spring. PTSA also sponsors yearly recognition awards for teachers to validate student effort, kindness, improvement, and contributions to school/classroom culture. Parents also provide essential input through the Lynbrook Site Council, which meets monthly to review and/or authorize policies or initiatives of importance to the school's operation.	PTSA Website
Red, White & Blue Awards are an annual celebration of student achievement in which teachers recognize one student from each course offering. Parents, students, and staff are invited to attend the recognition ceremony in which students are unaware of which course they are being honored in. Parents, students, and staff then have an opportunity to mingle and chat during a reception following the ceremony.	2021 Online Red, White, & Blue awards
Many of the school's standard procedures build in parental involvement. The School Site Council, required by law to have parental representation, oversees the school budget and reviews, and approves school LCAP plans. The IEP and 504 processes for students requiring additional supports include	Annual School Plans School Site Council Bilingual & ELAC Committee

direct parental participation. Registration of incoming ninth-graders includes meetings with parents. The school solicits (and amply receives) parental input/participation at events such as Guidance Nights, booster clubs in sports, music, and the performing arts, monthly ELAC meetings, surveys (Mental Health/Wellness and the WASC Campus Climate survey), PTSA, the Graduation Committee, LEXE, Back to School Night), Night on the Quad (a campus fundraiser that showcases LHS performing arts programs), senior ad pages in the yearbook, and support for campus clubs.	PTSA LIMB Athletics Back to School Night Links
The Guidance Department reaches out constantly to parents through its regular registration and consultation processes and through well-attended special presentations, sometimes organized in conjunction with the PTSA. The annual Electives Night, for example, attracts hundreds of parents each school year. In addition, the Guidance Department organizes and presents nine nights over the year to inform students and parents on course selection, the college application process, financial aid, and postsecondary options. The College and Career Center offers the ability for parents to attend college planning appointments with their students and provides a college "tips of the month" newsletter. All of these counselors know our individual students remarkably well, and teachers frequently and successfully turn to them for advice and assistance concerning how to best support their students.	Guidance Website 2022 Course Selection Information Course Selection Video Link Course Description Guide
Parent support is crucial for the health of Lynbrook's robust extracurricular programs. There are large and active booster groups for Athletics, Band, Speech and Debate, Robotics, Spirit Leaders, and the Valkyries (the competitive dance team). Our survey data also reflects that parents overwhelmingly feel that there are many extracurricular opportunities available to their student(s).	Robotics Valkyries dance team Athletic Boosters Q #72; Q #73; Q#74
Students with special needs are well-served by the Special Education department, which maintains ample protocols for interaction with parents. Parents are involved with the formation and monitoring of IEP's (and 504 Plans for non-SPED students who require accommodations). The school's specific special-needs programs – Voyager, Academic Community Transition (ACT), Academic Communication (AC), and Specialized	JDI Invitation

Academic Instruction (SAI) – all rely on constant collaboration with the parents or guardians of the students served.	
Lynbrook values and solicits the input of its non-English-speaking parents. The English Learners Advisory Committee (ELAC) serves parents who have children in our EL program, and the Bilingual Committee helps parents for whom English is not their first language. The Guidance Department sponsors two separate events, Bilingual Welcome Night and Bilingual Guidance Night, to provide information about Lynbrook in Cantonese, Japanese, Korean, Mandarin, Spanish, and Russian. Bilingual teachers and staff members sometimes act as translators for parent/teacher meetings and IEP meetings, and the Guidance Department often goes to great lengths to keep parents informed.	[Bilingual & ELAC Committee](#) [FUHSD ELD Landing page](#)
Lynbrook makes ample use of the generosity of its community. An important feature of the school culture is an annual Job Shadow Day (virtual in 2020/2021) that typically involves hundreds of Lynbrook students whom local businesses welcome into the workplace. Community members representing area business clubs and service organizations are instrumental to the success of many campus clubs & groups, including Robotics, Mock Trial, Key Club, Amnesty International, Red Cross, Interact, the annual ELD Speech Competition, Drama and Speech, and Debate. Experts from the community serve as coaches and judges. The College and Career Center brings in speakers for presentations about possible careers. Finally, the school newspaper and yearbook depend on advertising support from community members, who benefit reciprocally from publicity.	[ASB Clubs Site](#) [College & Career Center](#) [LHS Job shadow Website](#) [Article about ELD Speech Competition](#)
Many Lynbrook students participate in summer programs that would not be available without the cooperation of local businesses and charities. These include internships in Silicon Valley companies and community service opportunities at churches, hospitals, and other charitable organizations. In some cases, Lynbrook students enter into formal relationships with community agencies.	
Lynbrook also collaborates with local middle schools	

	AP Spanish Collaboration
(particularly Miller middle school) to allow students to collaborate and teach one another in events hosted by the AP Spanish students, Japanese Honor Society, AP Japanese students, and French Club and French Club Honor Society. Local organizations rent Lynbrook's classrooms as venues for instruction (to children ranging in age from first grade through middle school) in Chinese language and culture. The fees augment the school budget, but more crucially, the arrangement enriches the relationship between the school and the larger community.	

E2. School Culture and Environment Criterion

The school leadership focuses on continuous school improvement by providing a safe, clean, and orderly place that nurtures learning and developing a culture that is characterized by trust, professionalism, equity, and high expectations for all students.

Indicators

E2.1. Safe, Clean, and Orderly Environment: The school has existing policies and regulations and uses its resources to ensure a safe, clean, and orderly place that nurtures learning, including internet safety and Uniform Complaint Procedures.

E2.2. High Expectations/Concern for All Students: The school culture demonstrates caring, concern, and high expectations for all students in an environment that honors individual differences, social-emotional needs and is conducive to learning.

E2.3. Atmosphere of Trust, Respect, and Professionalism: The entire school community has an atmosphere of trust, respect, equity, and professionalism.

E2. Prompt: Evaluate the school's effectiveness in addressing the criterion and each of the above indicators; include supporting evidence.

Findings	Supporting Evidence
E2.1. Safe, Clean, and Orderly Environment Survey results reveal that well over 80% of staff, students, and parents answered 'strongly agree' or 'agree' to the statement that Lynbrook's facilities are safe, clean, and well-maintained. These results lead us to believe that Lybrook is highly effective in creating an environment seen as safe, clean, and well maintained. The following paragraphs outline the actions and procedures that contribute to this culture in more specific detail. Lynbrook High School is clean, safe, orderly, and well-	Facilities Use Procedures

maintained. Supervision for all school events is provided by staff, and staff members, in general, strive to make themselves accessible to students, contributing to the sense of security that students feel on campus. An administrative staff consisting of the principal, an executive assistant, and four assistant principals, is a visible campus presence before school, during brunch, lunch, tutorial, and extracurricular events. During the high-traffic periods just before school, administrative and classified staff assist with traffic direction and as crossing guards.

The school is proactive about fostering a safe physical environment. The maintenance staff is constantly vigilant about real or potential safety problems and takes the initiative to address them. The custodians are a valued part of the school community and take pride in the upkeep of the campus. When staff members have complaints or concerns about some aspect of the physical workspace, they can use email, telephone, or a digital form to notify the Maintenance Department. Part of the routine maintenance protocol is a year-end form that teachers fill out in June. Teachers have the opportunity to list problems they have noticed in the classroom, and these are addressed over the summer.

Lynbrook and FUHSD take issues of campus security very seriously. Every classroom is equipped with a clipboard detailing procedures to follow in an emergency – fire, earthquake, medical emergencies, or campus intruders. The school conducts fire and earthquake drills several times a year and an annual Run, Hide, and Defend drill (formerly called Code Red) in which the entire school practices routines and protocols for dealing with an armed intruder on campus. Students and teachers build barricades in the classrooms, turn off lights, close blinds, and block doorway spaces. The drills are supervised and evaluated by the San Jose Police Department. With schools nationwide, Lynbrook has moved to a Run-Hide-Defend model for responding to this type of emergency, and the SJPD trains all staff and students.

AED machines are in several designated spots on the campus and the school has a team of staff members trained in CPR and the use of defibrillators. All staff is mandated to complete training through the Keenan Safe Schools database on Youth Suicide:

Staff Supervision Procedures

Focus on Learning Parent Survey (Fall 2021) Q #4
Focus on Learning Student Survey (Fall 2021) Q #4
Focus on Learning Staff Survey (Fall 2021) Q #32

Facilities Request Form

Emergency Drills Email

Awareness, Prevention, and Postvention, IPM for Teachers and Office Staff, Mandated Reporter: Child Abuse and Neglect, Sexual Harassment Prevention, Cal/OSHA COVID-19 Protection Plan Training. Upon our return to campus in April of 2021, all classrooms were equipped with hand sanitizer dispensers, desk cleaning materials, and masks for student and staff use. Currently, weekly COVID-19 testing is offered for staff, students, and family members on designated days at each of the 5 school sites. This has been an effective step in identifying COVID-19 infections within our school community. All district classrooms were also inspected and upgraded to ensure the safe working quality of classroom air filters.

As of August 2021, Lynbrook is considered a 1:1 technology campus. All students and parents are required to sign district policy forms about acceptable Internet use. The school can disable logins for students who misuse technology. The Academics dropdown menu on the Lynbrook website includes a Cyber Safety section that provides links to a wide range of issues related to safe online use. We also have a new Technology Tips for Students and Parents guide to help address some of these issues at home and on campus.

All students attend a yearly School Climate presentation, and parents sign a Zero Tolerance policy indicating their understanding that the students will not bring weapons or controlled substances onto campus. Administrators reinforce this message in classroom visits every fall. Under the Student tab of the Lynbrook home page is a "Get Help Here" column which features a bright red "Report an Incident" button, along with numerous other resources to support student safety.

E2.2 High Expectations/Concern for All Students:

Survey results indicate differing levels of effectiveness between the parent, staff, and student responses concerning indicator: the school culture demonstrates caring, concern, and high expectations for all students in an environment that honors individual differences, social-emotional needs and is conducive to learning. Roughly 70% of parents indicated 'agree' or 'strongly agree,' roughly 60% of students indicated 'agree' or 'strongly agree.' Roughly 85% of staff indicated 'agree' or 'strongly agree' to the questions addressing this area. The following paragraphs

Keenan Safe Schools
Staff Email about modules

1:1 Device Program Overview
FUHSD Responsible Use Policy
Technology Tips for Students & Parents

School Climate Presentation

provide a more in-depth look at the systems and practices that the LHS campus community has in place to uphold these expectations.

The entire Lynbrook community contributes to a culture of caring and concern. The school's Guidance Department maintains an open-door policy. The school supports a cohesive staff of mental health professionals, with three full-time school counselors, two full-time mental health specialists (a school-based therapist and a psychologist), a third specialist who divides his time between Special Education and psychological counseling, and a campus conduct specialist. The Mental Health Specialists are available to provide crisis and short-term counseling, assessment, and parent consultation and education, along with referrals to additional professional services. All of the Guidance Department members maintain full schedules, constantly meet with students, and work closely with the rest of the staff to address student needs. The Guidance Department meets individually with every student at least once a year to develop and monitor personal learning plans, and the department maintains and communicates its open-door policy. Our survey data also reflects that most parents are aware of the social/emotional support we offer for students, especially guidance counselor support. In addition, 77% of staff have referred students to our school therapist, and 71% have referred students to guidance counselors for additional support or check-ins.

In addition to the Guidance team, the school has a Student Assistance Team (SAT) comprised of guidance personnel, teachers, and administrators. Staff members or parents who have concerns about a student's academic performance or emotional/physical health can complete a SAT referral form that initiates a process which researches the student's situation and then plans a strategy for addressing it. The SAT deals with referral cases one by one over time, checking back and monitoring students' progress in successive meetings. This is a multi-tiered system of support.

Open enrollment allows students to sign up for any advanced classes they wish to challenge themselves. There is no tracking system keeping students from taking advanced. While this fact vouches for Lynbrook's dedication to equity, we have recently

Focus on Learning Parent Survey (Fall 2021) Q#44, Q#50, Q#71, Q#75, Q#82, Q#83, Q#84, Q#85, Q#88, Q#95

Focus on Learning Student Survey (Fall 2021) Q#72, Q#82, Q#85, Q#86, Q#87, Q#88, Q#89, Q#91, Q#92, Q#93, Q#94, Q#95, Q#96, Q#97, Q#99, Q#100, Q#101, Q#106, Q#107, Q#108

Focus on Learning Staff Survey (Fall 2021) Q#6, Q#8, Q#9, Q#10, Q#11, Q#13, Q#14, Q#15, Q#16, Q#17, Q#18, Q#24, Q#25, Q#36, Q#37, Q#38, Q#85, Q#86, Q#94, Q#97, Q#106, Q#109, Q#111, Q#115, Q#121

Lynbrook Guidance Home

Focus on Learning Staff Survey (Fall 2021) Q #5

SAT Team Referral Form

embarked on taking the next steps to make sure we are serving all students in this way with the creation of an Equity Task Force. This committee meets regularly to examine and discuss issues of race, culture, equal access, and representation across our campus community. In our 2021 survey, 83% of parent community respondents agree or strongly agree that teachers promote the acceptance of people from different races, backgrounds, cultures, and abilities.	Equity Task Force Application
Our students do their part to help make Lynbrook an accepting, inclusive environment through groups. One of them is the Viking Buddies club, a student-run group that initiates events for students in the ACT program to get involved with campus events such as sports and social events. An inclusive PE course was also added recently, allowing general education students to pair with ACT students for the benefit of both parties. Incoming 9th-graders in the Voyager, AC, and SAI SPED programs can participate in Just Do It, a self-advocacy summer school program that earns students 5 units of elective credit upon successful completion.	Viking Buddies club Article about Inclusive PE
Lynbrook maintains an active Link Crew program that many upper-level students join. Link Crew (which includes a Parent Link Crew arm that meets the evening before Freshman Orientation) conducts Freshman Orientation activities before the opening of school. It annually carries out Academic Follow Up (AFU) activities with 9th-graders, dealing with problematic topics such as peer pressure, time management, and academic integrity. The program supports freshmen in small "home" groups throughout the entire school year beyond Orientation - this was even done through the remote 19-20 school year. Link Crew Leaders also offered a Tour Day for all freshmen in 2020 when school reopened.	Link Crew Online Tour 2021 Link Crew Academic Follow Up Lesson
The school's Student Activities department makes a special effort to respond to student concerns. ASB regularly assesses and changes how the Legislative Council operates, making it more efficient and functional. Homecoming – a major part of the school culture – is made equitable using the Homecoming Handbook and judging rubric.	Legislative Council Site

Lynbrook Homecoming is a huge part of campus culture. For each class, putting together its part involves many hours of planning and the cooperation and labor of many students. Each class decorates a student cheering display called a "gauntlet" at the front of the school, campus directions, and an elaborate skit performed for the rest of the student body around a given theme. The Friday of Homecoming Week features a school-wide rally. For many members of the Lynbrook community, the highlight of the week is the skits. The staff also produce a skit, usually performed the Friday prior to Homecoming week, traditionally kicks off the whole celebration. Open to all staff to participate (certificated, administrative, and classified), the staff skit is a fun way students can feel connected to the adults on the campus. A staff family tailgate also precedes the Homecoming football game. Staff members bring their families to campus to celebrate, interact with students (through activities like face painting, photo booths, calligraphy, etc.), and watch the sporting event together.

[2019 Homecoming Videos](#)

The COVID-19 pandemic obviously affected many aspects of school culture from 2019 to the present. We went into emergency distance learning in March of 2019 but did not suspend our teaching and learning. The district invested in a full subscription to Zoom, additional computer monitors for teachers to instruct more effectively from home, higher quality webcams, microphones, and subscriptions to services like ScreenCast-o'Matic and Swank streaming video. The 2020-2021 school year continued online only through April of 2021, at which point students were given the option to remain at home or return to campus in a hybrid setting. One positive to come out of this challenging time was a free brunch and lunch program for all students, which continues today, and our cafeteria staff works painstakingly to provide. Upon our return to campus in April of 2021, staff and students were provided extensive PPE and safety protocols, including resources such as transparent face masks for hard-of-hearing students.

[Remote Learning Guide](#)
[Zoom Etiquette example](#)
[Food Services Information](#)

E2.3. Atmosphere of Trust, Respect, and Professionalism:

The Lynbrook staff and community at large have a wide variety of habits, systems, and practices in place to promote an atmosphere of trust, respect, and professionalism. Staff pride themselves on being conscious of and working to improve their students' classroom experience as young adults. The administration works closely with the parent community to

[Focus on Learning Parent Survey (Fall 2021)](#) Q#7, Q#22, Q#77, Q#79, Q#80, Q#82, Q#85

[Focus on Learning Student](#)

communicate and improve these expectations and mindsets. Similar to the trends observed in section E2.2, Roughly 70% of parents indicated 'agree' or 'strongly agree,' roughly 60% of students indicated 'agree' or 'strongly agree.' Roughly 85% of staff indicated 'agree' or 'strongly agree' to the questions addressing this area. The following examples provide a closer look at the systems and practices that the LHS campus community has in place to uphold these expectations.

Along with being lucky enough to educate extremely dedicated and hard-working students, Lynbrook retains a strong tradition of professionalism and trust. The staff is close-knit, cohesive, tireless, and holds itself to the same high standards it does its students. The staff approach PD very seriously, as is apparent from documentation of the curriculum work that has been accomplished in PLCs. Staff and department meetings are conducted professionally, and the teachers respect one another, not just within departments but across disciplines. The classified staff is extraordinarily able and dedicated, making themselves available to support both staff and students in a brand-new Guidance and Student Services (GSS) building that welcomes all members of the community at the front of our campus.

The Administration Team and Guidance Department work hard to address the needs of our 1750+ adolescent students but also support the adults on campus. In general, teachers feel comfortable about going to them with any issues that arise in connection with the operation of the school, thereby enhancing their work with the students.

Approximately once per month, the Lynbrook Staff Association (LSA) uses membership dues to organize themed lunches; these events are invariably well received. The LSA also provides greeting cards – whether in sympathy or congratulation – at important junctures in the lives of staff members.

Regarding respect and professionalism amongst our students, teachers explicitly address expectations in their green sheets (syllabi). Some teachers spend time building trust during the first weeks of school through get-to-know-you activities and outlining their goals and hopes for creating an environment of respect and

Survey (Fall 2021) Q#85, Q#86, Q#87, Q#91, Q#92, Q#93, Q#94, Q#96, Q#97, Q#99, Q#100, Q#101

Focus on Learning Staff Survey (Fall 2021) Q#10, Q#13, Q#14, Q#15, Q#16, Q#17, Q#18, Q#24, Q#25, Q#38, Q#86, Q#97

Lynbrook Staff Handbook
Professional Development
PLC Work Samples
FUHSD PD Site

LSA Info & Events

Green Sheet examples

inclusivity for students of all races, genders, sexual orientations, and backgrounds before embarking on academic content. In creating this safe environment, many teachers have worked hard over the last 2-3 years to include authors of more diverse backgrounds in literature courses, emerging artists from various cultures in the art department, and opportunities to engage with current events in social studies.

Teachers regularly conference with parents regarding student progress and work together to plan the students' futures. The school supports more than 70 clubs, each requiring a certificated adviser. Staff is very generous with their time, often staying in during lunch to work with students. (This is one reason why the LSA lunches are so important: they give us an occasional excuse to leave our classrooms and socialize with each other.) Each year Lynbrook teachers and administrators conduct hundreds of interviews with college-bound seniors and write letters of recommendation that number into the thousands on a campus where 82-88% of seniors apply to 4-year colleges/universities that require personalized teacher references.

With the continued focus on the PLC model and several shifts in our bell schedules over the last three years (due to various factors from district implementation and emergency/distance learning needs), our professional development formula has shifted and evolved. We have moved from a once-a-week 90-minute PD block to a twice a week 65-minute meeting format to allow for a rotation and balance between whole staff PD sessions and small group PLC meetings for staff who are members of multiple teams. While this new rotation format is challenging and affords less time for whole staff discussion and bonding, we are constantly reevaluating and examining its effectiveness to sustain positive staff culture and move our PLC processes forward.

LHS Bell Schedule
LHS Staff Calendar 21-22
Sample PLC Rotation-English

One of the biggest additions to Lynbrook culture in the last few years has been the addition of a Homeroom to our student and staff schedules. Beginning in the 2018-2019 school year, students were assigned to a teacher for a Homeroom once a week as a place to make connections and to deliver all-campus content. This Homeroom setting started as a more open, fluid

Homeroom Calendar 21-22
Homeroom Calendar 20-21
Homeroom Year 1

space for staff to experiment with student activities and bonding opportunities and has now evolved into what we believe is a highly effective setting for the delivery of content concerning mental health, stress, respect, consent, campus safety, and any content that the district and school leadership team deems relevant to a whole campus setting.	

E3. Personal, Social-Emotional, and Academic Student Support Criterion

All students receive appropriate academic, social-emotional, and multi-tiered supports to help ensure student learning, college, and career readiness and success. Students with special talents and/or needs have access to an equitable system of personal support services, activities, and opportunities at the school and in the community.

Indicators

E3.1. Academic Support Strategies for Students: School leadership develop and implement strategies and personalized, multi-tiered support approaches to meet academic student needs.

E3.2. Multi-Tiered Support Strategies for Students: School leadership develop and implement alternative instructional options and personalized, multi-tiered approaches to student support focused on learning and social-emotional needs of all students.

E3.3. Multi-Tiered Systems of Support and Impact on Student Learning and Well-Being: The school leadership and staff assess the effectiveness of the multi-tiered support system and its impact on student success and achievement.

E3.4. Co-Curricular Activities: The school ensures there is a high level of student involvement in curricular and co-curricular activities that link to school-wide learner outcomes, academic standards, and college- and career-readiness standards.

E3.5. Student Voice: Students deepen their sense of self and make personal and community connections that are meaningful and relevant and allow students to become advocates for their own needs and supports.

E3. Prompt: Evaluate the school's effectiveness in addressing the criterion and each of the above indicators; include supporting evidence.

Findings	Supporting Evidence
E3.1. Academic Support Strategies for Students + ***E3.2. Multi-Tiered Support Strategies for Students:*** While we believe that painstaking effort has gone into developing systems and strategies to support students with multi-tiered academic support systems, and while our survey data does reveal high levels of success in many aspects, we have identified this as an area of growth. We believe that we need more systems in place to track the long-term success of students who take	[Focus on Learning Parent Survey (Fall 2021)](#) [Focus on Learning Student](#)

Findings	Supporting Evidence
advantage of these programs and those who do not. As reflected in our critical areas of need, we will examine and analyze the effectiveness of these systems and strategies by collecting data from all stakeholders to implement new routines and strategies that reflect successful forms of intervention.	Survey (Fall 2021) Focus on Learning Staff Survey (Fall 2021)
Each Lynbrook student has a personalized 4-year academic plan, developed in conjunction with a guidance counselor at the time of the student's registration at the school and revisited and modified as necessary throughout the student's time at Lynbrook. Every student has an opportunity to meet briefly with their counselor at least once a year through the 11th grade, with juniors receiving an extended individual planning appointment. Seniors generally have at least three meetings. As described earlier, there is a well-developed referral procedure to the SAT, a team of teachers, guidance staff, and administrators who complete a formal inquiry into the cases of students referred to the team. The SAT process involves multiple stakeholders – above all, the student and teachers, parents, and administrators.	SAT Referral
In addition to the personal counseling sessions, the Guidance Department twice-yearly visits classes, by grade level, to present essential guidance information. Sometimes these sessions are informational—reminders about A-G requirements, graduation requirements, and registration procedures for the following year. At other times, the guidance staff will present formal units that involve more active participation from the students. These units cover various topics designed to help students understand their learning styles, complete career assessments, and begin the college research process. Within Schoology, Guidance has created Class-specific groups (i.e., Class of 2021, 2022, etc.) to disseminate pertinent information and post regular updates for students to review. Homeroom time has also been designated to allow students the time and space to access this when information has been updated in guidance letters.	Guidance class group view Schoology Guidance Page 2023 Schoology Guidance Page 2023
In addition, Lynbrook maintains a College and Career Center staffed by specialists who provide personalized counseling about the students' postsecondary plans. The CC specialists also provide workshops in personal essay writing for the students'	College & Career site Naviance

Findings	Supporting Evidence
college application statements. The College and Career Center maintains an active calendar of presentations from college admission officers from institutions all over the nation – typically 80 or more per year. These continued to be available through Zoom and other web-based programs throughout distance learning and while under COVID-19 restrictions. The district subscribes to Naviance to assist its schools in managing the complicated college application process. Naviance is also the venue where students archive the surveys and career assessments described above. As students enter Lynbrook, the Guidance Department, working together with students and parents, helps each student make crucial decisions about their placement, focusing on students who display factors that seem to place them at risk. The school has a class called Engage, a mainstream academic support period tailored to the culture and needs of Lynbrook's students. It provides support with coursework and explicit instruction in study skills and time management. Students identified by their feeder school as requiring extra help or who begin to struggle academically may also be placed in the program. Over the last six years, it has become increasingly apparent that mental health and student and staff wellness continue to be an area of growth for our campus community. As identified as an area of growth in our previous WASC report, increasing pressure and competition to get into competitive colleges, the work more, rest later Silicon Valley culture, and a global pandemic has only exacerbated these issues. Nonetheless, Lynbrook has made large strides over the last six years to center student and staff wellness. To address these perpetual hurdles made more apparent during distance learning, Lynbrook has partnered with institutions like Care Solace, an online resource meant to assist individuals in finding local mental health-related programs and counseling services, to address the growing need developing and/or increasing in our student population. Students also have access to various support and tutoring systems provided by campus staff and peers. Students can request a STTAR (Student Tutors and Tutees Achieving Results)	[Engage Tutor Email](#) [Mental Health Crisis Protocols](#) [STTAR Tutor Page](#)

Findings	Supporting Evidence
tutor in a subject where they are receiving a B- or below. Tutees are then paired with a student tutor (including students who speak multiple languages to support our ELD students) from the National Honor Society or other upperclassmen students who have expressed interest and demonstrated mastery of that subject matter. Staff offer both an after-school Homework Center, now also manned by student tutors, to seek coursework support. A Testing Makeup Center offers students a place to make-up assessments outside of the regular school day. Our 2021 survey data also confirms that parents are largely aware of the academic supports available to students, as well as 59% of our staff indicating that they have recommended HW center support & 79% have recommended office hours/tutorial for students.	
Lynbrook also supports a small but vibrant ELD program. Besides single sections of designated ELD 2 and ELD 3, Lynbrook offers sheltered/integrated classes in Literature & Writing 9, World Literature 10, American Literature 11, US History, World History, Biology, and Chemistry. The sheltered/integrated courses cover the same or similar content as their mainstream counterparts, though with instructional practices geared to the needs of English language learners. The courses satisfy admission requirements for the UC system.	ELD Program page
With parental permission, students who qualify benefit from the services and resources of Lynbrook's Special Education program, which requires an IEP for every student. Students not designated as qualifying for Special Education but still requiring learning accommodations may receive accommodations through a 504 Plan. At the start of the school, the SPED and Guidance Departments communicate the terms of these plans to the teachers of all the students in the program.	Redacted documents can be provided on request.
There are various designations for students qualifying for Special Education, with programs keyed to the specific need: Voyager, a therapeutic learning center, designed to provide intense therapeutic, behavior, and academic support to students on a comprehensive high school campus." Academic Community Transition (ACT) in two levels, a special-day non-diploma-track program for students with moderate-to-	Voyager program brochure

Findings	Supporting Evidence
severe disabilities, transitioning to district postsecondary programs; Academic Communication (AC), a social-cognitive support program; and Specialized Academic Instruction (SAI), a resource class for diploma track students – formerly known as the Resource Program. STIBS: Short Term Intensive Behavioral Services- previously only a special education service, but FUHSD offered it to all students who could benefit from this intensive intervention during distance learning. In addition, last year, the Special Education department also offered evening office hours for students struggling to meet during the regular school day. Office hours were staffed by at least one certificated and one classified staff member to support students across the board in their academics and provide executive functioning support.	ACT program ACC Program Flier AC Program brochure AC Program Green Sheet STIBS Program
Students in danger of not graduating due to a deficit of credits and students selecting to continue schooling post-remote learning through an online format have access to Edgenuity - a provider of K–12 online curriculum and blended learning solutions. This platform provides students in credit recovery a self-paced pathway to work through curriculum that was either not mastered through previous years' classes or because of transfer credit issues coming from other districts, state, or nationwide. Students selecting to maintain in-person learning have the option of attending 8th block classes offered through FUHSD Adult Education (formerly known as night school).	Educational Options Center
Lynbrook's Advanced Placement program enrolls nearly half of the student body in any given year. Middle College and College Now offer opportunities for students who wish to spend their junior and/or senior year in a college environment (DeAnza College). There are also opportunities for concurrent enrollment in community college. Finally, as described elsewhere in this report, the club and activities program is a big part of the education offered at Lynbrook, and the activities of many clubs allow students to learn about possible careers.	Middle College College Now ELD Homepage
Members of the ELD department have engaged in cross-department collaboration and classroom observations to spark conversations about instructional strategies, student support routines, and dynamics amongst our learners of various cultural	

Findings	Supporting Evidence
backgrounds. The ELD portion of the LHS homepage has also been updated to be a one-stop-shop for all ELD questions. It contains course descriptions, a sample typical schedule for an ELD student, common terminology, and reclassification information. Teachers are also working to integrate their students' ethnicities into their lesson plans. For example, in ELD 2, the students research someone who shares their ethnic background to write an argumentative paper. The students then present the argument and, in the process, teach the rest of the class about their ethnic background. The LHS homepage can also be translated into many different languages.	
E3.3. Multi-Tiered Systems of Support and Impact on Student Learning and Well-Being	
Lynbrook's AP program is aligned to standards set by the College Board, which audits the school's AP course outlines to ensure that they merit the AP designation. Lynbrook students collectively perform successfully on summative AP assessments, suggesting that the courses preparing them for those tests are more than adequate to the rigors of the program.	[College Board/AP Central Course Audit Information](#)
With a 92% college acceptance rate, 53 athletics teams in 20 sports, 17 AP courses, and 79 National Merit Scholarship Semifinalists, Lynbrook is an amazing place to work and matriculate. At the same time, while we are proud of our students and work hard to support our struggling students who are in danger of falling behind, our work is never done, hence our focus on this topic in one of our 3 areas of growth below, and as a critical area of need for focus as a school-wide endeavor. It takes constant vigilance from administration, counselors, teachers, and support staff to make sure that students who miss that acceptance to their dream school by just a hair still feel that they can succeed and lead a healthy and happy life. The culture at our school is one of dynamic highs and lows, and we are constantly seeking ways to promote a healthy work-life balance in both our staff and students. This has been and will remain an area of growth for us.	[2021 Senior Exit Survey.pdf](#) [LHS Homepage](#): See "Meet our students" and "Lynbrook by the Numbers" at the bottom of the homepage
As mentioned above, our newly implemented Homeroom constantly works to address student wellbeing. Despite our	[Homeroom Calendar 21-22](#)

Findings	Supporting Evidence
students' regular academic success and high performance, stress and student mental health remain a constant struggle for us as a campus community. The pressures we have worked to address in our WASC study 6 years ago have been compounded and increased by forces such as the COVID-19 pandemic, increasing competition in college admissions, resulting in further stress in our classrooms and at home. While our mental health team works tirelessly to support and educate our students, parents, and staff, a few individuals can only do so much to stem this tide, and mental health struggles continue to increase. Therefore, while you will see numerous examples of lessons and initiatives, we have undertaken to help our community in this area, this remains likely our largest area of growth.	
Teachers and students increasingly use emerging technologies that we did not have access to six years ago. More than ever, we deliver instruction using computer-adaptive assessments, a large bank of online tools and activities, and hybrid uses of traditional communication and modern technologies. While the pandemic certainly vaulted us forward in this respect for better or for worse, it has pushed our staff to embrace ways that we can adapt to our students' increasingly sophisticated use of technology. Our adoption of Schoology as our central LMS is the biggest indicator of how teachers and students can come together around one technology tool to instruct, assess, and collaborate. Our district has also developed a position for 1 educator at most of the 5 sites to act as a Schoology support specialist, making himself available for staff to troubleshoot and plan for best practices around this powerful new tool. With the transition to distance learning and then back to in-person learning while implementing this tool, we plan to continuously evaluate and streamline its effectiveness (See section E1.1)	FUHSD Learning Center Guide Appointment request form
This year, with the movement to a 1:1 technology campus, we have worked to ensure that every student has a working device to engage in equitable work. Student work samples demonstrate that the nature of the assigned work continues to evolve. Students are asked to access multiple modalities, and there is a real effort to appeal to diverse learning styles. Many assignments involve the synthesis of concepts across disciplines (music + literature, mathematics + art, etc.) and technology-based creative work such	Technology Device Request

Findings	Supporting Evidence
as website creation, instructional TED talks, videos, and collaborative Google presentations. With this evolution in mind, there was a concern in our last report that within our study body, tech-savvy though it may be, not all students have access to technology in their homes, which we have made headway in addressing. As outlined in previous report sections, the SAT team continues to identify struggling students and support them with multi-tiered intervention systems. We know this system is effective because out of the roughly 25-30 students SAT processes per year, very few eventually qualify for 504 or IEP testing, as most issues are handled through earlier tiers of support, such as enrollment in Engage, provision of STTAR tutoring, or receipt of other informal and formal intervention strategies. Staff and community members can access student grades, goal progress, and school-wide performance data through both Infinite Campus and the CA Dashboard system, and department leads, departments, and student support groups regularly meet to discuss D, F, and I lists to strategize ways to support struggling students and students who may fall into the middle. Staff reviews CA Dashboard progress or areas of growth at staff meetings to determine the next steps for student support and campus-wide goals. Lynbrook has a thriving program of extracurricular and co-curricular activities. The athletic department offers a full range of 20 competitive sports that involve hundreds of students annually. Where possible, the school uses certificated and/or classified staff to serve as coaches, hiring walk-on coaches when necessary. The most important aspect of the school sports program is that it attracts large numbers of students, involves students from across the whole student body, and, in its promotion of sportsmanship and fitness, supports the school's 4-C's related to collaboration citizenship, and character. The club/activities program is extremely robust, supporting over 80 clubs that cover a wide range of topics: personal interest (e.g., Chess Club, Culinary Arts Club, Conservation Action Club,	[Grade Distribution](#) (see slide #16) [2021-22 Semester 1 DFI](#) [CA Dashboard](#) [4-C's](#)

Findings	Supporting Evidence
Science Fiction Club); cultural (e.g., French Honor Society, Japanese Club, American-Indo Student Association); career/vocational (e.g., Surgery Club, Engineering Club, Mock Trial); service clubs of all types; and many more. ASB categorizes these clubs in one of three ways: interest, service, or competition. After a few years of constant flux in the club culture, the ASB streamlined and improved the process. Clubs have always been required to write constitutions and observe governing protocols such as the election of officers. Clubs are now required to submit a portfolio through a Google Form, submit their constitution annually, and log attendance, budgets, meetings minutes, and fundraising records. ASB has implemented a strict strike policy to push clubs to keep their documents and mission focused and organized. The selection of new clubs has also become stricter over the last few years in an attempt to cut down on the number of clubs approved that may not have longevity or value to the campus community in the upcoming years. Lynbrook's clubs continue to play an essential role in the campus culture, providing stress release, vehicles for meaningful community service, and outlets for our students' passions. They are a rich aspect of the learning that takes place on the Lynbrook campus – as career education, enrichment of course curriculum, a means for student self-expression, and a way for students to form healthy social bonds with others who share their interests.	
E3.4. Co-Curricular Activities: As one of the richest parts of our campus community, we believe that the opportunities that students have to become involved in groups and institutions that fit their interests and passions are highly effective. The following are a few examples, though this aspect of LHS culture carries over into 3.5	Athletics ASB Clubs Club Portfolio/Review Process
The Lynbrook Viking Buddies is an on-campus service club dedicated to fostering friendships between special education students with moderate/severe disabilities and mainstream student partners. They describe their group as a non-judgmental, warm community that appreciates everyone for their own abilities and skills and offers direct volunteering opportunities for everyone	Viking Buddies Instagram

Findings	Supporting Evidence
on campus. Lynbrook ASB, or Leadership, consists of 7 ASB Officers, 25 commissioners, and 21 class officers working to positively impact campus. ASB officers and commissioners focus on school-wide projects—together, ASB makes up 6 commissions: Tech, Community Link, Public Relations, Recognition, Social, and Spirit. Class officers plan various class events such as Homecoming, Powerpuff, rallies, proms, and fundraisers. The Freshmen, Sophomores, and Juniors have 5 officers, and the Seniors have 6. ASB also serves as a liaison for school administration, Legislative Council, FUHSD Inter-District Council (IDC), and parent and community organizations like PTSA and School Site Council (SSC).	Lynbrook ASB
One event that we are particularly proud of in our district is the annual EL Speech Competition. This event brings together students from all five schools enrolled in our ELD program to memorize and perform informative and persuasive speeches in a good-spirited competition that provides students with confidence and camaraderie and brings our community together. Teachers, parents, board members, community members, and administrators volunteer to judge the speeches. When student scores are tallied at the night's end, students are presented with trophies for their performance in a moving awards ceremony.	Speech Competition Photos Awards Ceremony Photos Mercury News article - 10 years
E3.5. Student Voice: Student clubs, Link Crew, ASB/leadership, and IDC, all addressed at length in the previous sections of this report, continue to be a main outlet for student voice and a platform supporting student-led initiatives. Survey data supports this finding that freshmen feel welcomed, supported, and informed when entering our campus culture.	Lynbrook ASB
Lynbrook is home to four student publications that allow students a variety of platforms and creative formats to share their voice. The Epic newspaper is Lynbrook's tabloid newspaper, made up of a staff of students from various grade levels that write, design, and plan content on a variety of local and national issues. They	Student Publications

Findings	Supporting Evidence
write News, Opinion, Sports, Features, and In-Depth content alongside an extensive web program. Vertigo literary magazine offers students a unique opportunity to explore more creative writing and artistic opportunities in a beautiful publication that is printed each year, containing drawings, short stories, poetry, and more. Aletheia student outreach publication is an outlet for students to dive deeply into social topics they choose to examine, such as isolation, romance, and religion. Our Valhalla yearbook is a much loved and anticipated archive of each year. Many student groups, clubs, and associations use social media regularly to keep the campus community informed of events and happenings around campus. ASB tech and the other commissions create monthly PR videos to be shown during Homeroom. These videos contain updates about the happenings around campus and provide opportunities for the student body to be involved. The LHS Mental Health Team hosts an Instagram page. Our principal posts to social media live at campus events. Many clubs remind their membership of meetings, ideas, and tips with social media posts and stories. The student publications use social media to cover events on campus, make announcements, and gather student feedback through polls and surveys. Every year more and more groups create increasing amounts of social media content to connect with their campus community. A Lynbrook student even designed a "Lynbrook App" that campus groups use as a landing platform for campus life. Our recent survey data also confirms that students feel encouraged to attend school events and get involved during their 4 years at LHS. Students qualifying for Special Education are involved in the planning and implementing of their IEP. This includes the development and implementation of accommodations and/or modifications for classes, voice in college/career/vocational paths as well as academic and transition goal planning. Students are encouraged to attend IEP meetings to advocate for themselves and the support they need. Over the last few years, Lynbrook has embraced more opportunities for student voice & choice in curriculum. A student group called "diversify the curriculum" has pushed the English and	ASB PR Videos ASB YouTube LHS Mental Health Team Instagram Principal Instagram Lynbrook App Redacted documents can be provided on request. English Dept Core Works & Writing

Findings	Supporting Evidence
Social Studies departments to examine their texts and content to include more texts that mirror the culture and experiences of the students we are serving. This has led to the removal of several literary texts that have been deemed outdated or no longer as meaningful for our students, alongside the addition of more texts from authors of color and diverse backgrounds. Members of our English Department also received a grant from the Foundation to bring more diverse texts to our library. Campus-wide and individual teacher surveys of student health and opinion have become more common, both before and certainly throughout the COVID-19 pandemic. Many teachers have made surveying and asking their students about their stress levels, workload, and overall wellbeing a regular part of course routine, deprioritizing content coverage and prioritizing student mental health and safety. More teachers currently offer students the chance to complete course evaluations, giving feedback on course content, pacing, and environment so that they can adapt their classroom culture and course to better serve our ever-changing student population.	[Sample survey checking in about workload](#)

ACS WASC Category E. School Culture and Support for Student Personal, Social-Emotional, and Academic Growth:
Synthesize Strengths and Growth Needs

Prioritize and list the strengths and growth areas for the criteria and indicators in Category E.*****

Areas of Strength

1. Lynbrook offers a wide variety of rich student groups and co-curricular opportunities for students to join to increase their involvement in campus culture and build community. (E 1.1, 3.3, 3.4, 3.5)
2. Increased conversations & structures for Mental Health and Wellness have resulted in more open conversations about mental health, burnout, and individual needs. While this is still an area of growth, increasing conversations have resulted in positive steps to destigmatize mental health challenges on our campus. (E 3.2, 3.3, 3.5)
3. Major steps forward in diversifying our curriculum have resulted in adopting new texts and strands of curriculum across our various subject areas, making our curriculum more reflective of our student population than it was six years ago. (E 2.3, 3.5)

Areas of Growth

1. Student stress & mental health remain areas of concern. All campus staff and community members are committed to continuing conversations around making

Lynbrook a healthier place to study, not just one where college acceptance and rigor are praised. (E 2.2, 3.2, 3.5)

2. Academic competition continues to contribute to student & teacher stress, and more conversations regarding equitable, guaranteed, and viable curricula are needed. (E 2.2, 2.3, 3.2, 3.3, 3.5)

3. The school's approach to fostering deeper relationships & trust between teachers & students has grown in the last six years. Still, more growth is needed, especially coming out of a year of distance learning and a global pandemic that has taken a great toll on interpersonal relationships. (E 2.2, 2.3, 3.5)

*The summary information will be used for Tasks 4 and 5

Prioritized Areas of Growth Needs from Categories A through E

Prioritize the growth areas from the five categories. Identify specific areas in each of the five categories that refer to these growth areas. Example (A1.1, A3.4, C1.3 – they do not have to come from just one category)

1. Lynbrook High School students struggle with stress management and emotional wellness; therefore, as a school we need to examine and analyze the effectiveness of the strategies we have implemented and research new strategies to support students in this area. (A3.1, D1.2, D1.5, E3.2, E3.3, E3.5)

    To address this, the Lynbrook High School Administration, Guidance Department, Teachers and School District should examine and analyze the effectiveness of the strategies we have implemented. The administration will collect data such as student, parent and teacher surveys, and other data from the guidance department, to evaluate the effectiveness of our efforts. Based on the results of the analysis a committee of staff, students, and parents will research new strategies that will address the identified areas of need. At that point, the administration and school staff will work to implement the new strategies.

2. Lynbrook leadership and instructional staff are progressing well in developing agreements around common grading practices, measuring growth, and determining performance levels. Some instructional staff work very effectively in this area and make the most of the time allotted to their PLC course-alike teams, but this is not the case across the board. Other teams work less effectively; more work is needed to cement practices that promote equity in grading. (C1.2, D1.1, D1.2)

    To address this, the Lynbrook Professional Development Team, School's Administration, Teachers (especially PLS of Course alike teams) should define what it means to have an equitable grading practice. PLC's should examine and analyze their grading practices to look for inequities. The administration will collect data such as teacher course syllabus student, parent and teacher surveys, and other data to evaluate the effectiveness of our efforts. Based on the results of the analysis a committee of staff, students, and parents will research new grading strategies that will address the identified areas of need and PLCs will work to implement the new grading strategies.

3. Some parents and students find it challenging to know how well students are doing in some of their classes between official grading periods because some teachers are not communicating student progress in Schoology as timely as students and parents would like. Therefore, teachers could improve their communication to parents and students regarding the following: what students are learning, how assignments were graded, and what students can do to make improvements. For example, not all of the assignments are uploaded into

Schoology until after the assignment has been graded so the student does not have visibility of the assignment until after it is graded. (A4.2, A4.5. C1.2, C2.1 D1.4)

To address this, the Lynbrook High School Administration, Guidance Department, Teachers and LHS Professional Development team should examine and analyze the effectiveness of how teachers use Schoology to communicate what students are learning and how students can make improvements. The administration will collect data such as student, parent and teacher surveys, and information from PLCs about what and how often teachers post assignments in Schoology. This will help PLC's evaluate the effectiveness of their efforts to improve their use of Schoology and to address the identified areas of need.

4. Lynbrook High School students value grades more than the learning process in their classes; therefore, as a school we need to identify practices that contribute to this mentality and implement strategies that promote the importance of learning for learning's sake. (D1.2, C1.2)

To address this, the Lynbrook High School Administration, teachers, and students should examine and identify practices that contribute to students valuing grades more than learning. These groups can research practices that shift the focus back to learning as opposed to grades. The Professional Development team can facilitate this research and sharing of practices as well as provide training on strategies identified and ongoing support of teachers. PLCs can work together to implement consistent strategies among course-like teams and student feedback should be continually solicited at all stages of the process and as a method of evaluating effectiveness.

5. Lynbrook students would benefit from the administration and guidance counselors collecting evidence on the effectiveness of current intervention strategies. This process will include the collection and analysis of survey data from students and teachers. The administration and the guidance team will use the findings to improve programs and the outcomes for struggling students. (A 3.1, D 1.1 D 1.4)

Lynbrook does have programs to support struggling students, but we do not have a centralized system to collect and share these strategies with all staff. Teachers review DFI data, but we do not have a way of capturing what teachers do with that data or the strategies teachers use to follow-up with these students. There is the Homework Center that many students attend, but we do not know how effective our STTAR program is with providing support for students. The SAT team oversees students referred to them. It would benefit all to know which tools they use to support students that were most effective.

CHAPTER IV
Summary from Analysis

Chapter IV: Summary from Analysis of Identified Major Student Learner Needs

Summarize the identified major student learner needs based on profile and Focus Group findings and California School Dashboard Results for student groups.

Lynbrook High School has identified three critical areas of need:

1. To support all students and promote healthy emotional wellness, the Lynbrook High School Administration, Guidance Department, Teachers and School District will examine and analyze the effectiveness of the strategies we have implemented by collecting student, parent and teacher surveys, and data from the school therapist. Based on the findings we will continue to implement the strategies that are working, and for the areas that are not working, research and implement new strategies to provide effective and appropriate interventions. (A3.1, D1.2, D1.4, D1.5, E3.2, E3.3, E3.5)

   Rationale:
   For the past 2 WASC cycles, helping students become resilient and manage stress effectively has been a goal. While the school has worked tirelessly on this, the 2021 perception data and Focus Group analysis have revealed that this is still an area of need for our students. Living during a pandemic, with a year and half of remote learning, the school has seen increased requests for mental health services on campus and students appear to be less resilient than before.

   While Lynbrook has many support systems in place as a result of the work, we have been doing over the past 12 years, these systems need to be regularly evaluated to ensure progress is being made on these goals. Additionally, it is possible that the source of student struggles with mental wellness has shifted in light of the pandemic. This will require us to conduct research to identify new strategies that assist students as they work through this transitional and emotionally taxing time.

   We also noted that many of the areas of growth identified in the self-study were either directly or indirectly related to improving student's mental health. We believe that we as a school need to keep student mental health at the forefront of our decisions.

2. All students will have an equitable grading experience that fosters a love of learning and receive communication beyond grades about what they are learning and how they are progressing. (C1.2, D1.1, D1.2, D2.2, B2.2)

Rationale:

The Focus on Learning student and parent surveys revealed that students were experiencing stress and anxiety around the areas of equity in grading practices and frequency of and type of communication received on progress in courses. Additionally, the Assessment and Accountability Focus group noted distress in students having an unhealthy fixation on grades as opposed to valuing the learning process. The Learning and Teaching Focus group identified that parents and students felt there was a lack of communication regarding progress of learning. This particularly was troublesome because a disconnect was revealed between what teachers felt regarding communication and equity and what parents and students felt.

To address this, the Lynbrook High School Administration, Guidance Department, Teachers and LHS Professional Development team should examine and analyze the effectiveness of how teachers use Schoology to communicate what students are learning and how students can make improvements. The administration will collect data such as student, parent and teacher surveys, and information from PLCs about what and how often teachers post assignments in Schoology. This will help PLC's evaluate the effectiveness of their efforts to improve their use of Schoology and how equitable their grading practices are that will address the identified areas of need.

3. Lynbrook students would benefit from the administration and guidance counselors collecting evidence on the effectiveness of current intervention strategies. This process will include the collection and analysis of survey data from students and teachers. The administration and the guidance team will use the findings to improve programs and the outcomes for struggling students. (A 3.1, C2.3, D1.1, D1.4, D1.5)

Rationale:
Lynbrook does have programs to support struggling students, but we do not have a centralized system to collect and share these strategies with all staff. Teachers review DFI data, but we do not have a way of capturing what teachers do with that data or the strategies teachers use to follow-up with these students. There is the Homework Center that many students attend, but we do not know how effective our STTAR program is with providing support for students. The schedule has two days with 35 minutes of Tutorial. Students have the freedom to choose how to use this time. We have not collected data on the effective use of tutorial. The SAT team oversees students referred to them by staff. It would benefit to know which tools they use to support students and were most effective.

CHAPTER V
Action Plan
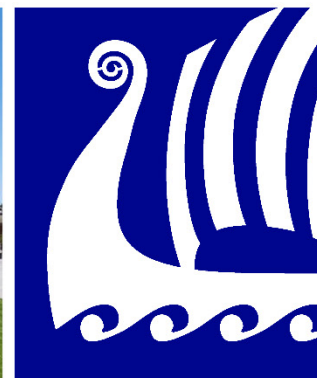
2021-2022 Schoolwide Action Plan for Lynbrook High School

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.

Rationale

1. Lynbrook has worked on student stress management and building resilience for 2 WASC cycles
2. Beyond stress management students are showing signs of poor well-being (increased requests for help from therapists and counselors, perception data etc.)
3. Lynbrook has some structures in place to help but we are not certain how to measure its effectiveness
4. Need to shift focus from simply stress management to overall physical and mental well-being

Annual Goals and Benchmarks	
SLOs (Schoolwide Learner Outcomes) 4C's **Communication:** Effectively receiving and sharing ideas • For example, students will learn how to communicate their feelings and struggles and learn how to access support when needed. **Collaboration:** Effectively working with others toward a common goal • For example, students will work together to better understand how social and emotional issues affect their community and discuss ways to make improvements. **Creative Critical Thinking:** Using analytical and innovative approaches to arrive at an outcome • For example, students will reflect on personal social and emotional issues that they are experiencing and learn how it is affecting their health and wellbeing.	**LCAP** **FUHSD LCAP 3:** Every student will feel safe, cared about, and both academically and socially engaged in school. **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.

Citizenship/Character: Developing personal qualities that lead to a purposeful contribution to the community. • For example. students will learn skills to manage their wellbeing.	

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
- Establish a Wellness Committee consisting of Mental Health team, Guidance Counselors, Administrators, Teachers, to research different tools to measure wellbeing. - Look for metrics that track students' wellbeing overtime. - Determine the cost of a survey tool that will span 4 years	- Wellness committee formed - Report the metrics that will track students' well-being to staff, parents, students. - Establish a budget	Minutes from meetings. Budget	Mental Health Team, Guidance Counselors, Teachers, and Administration	Fall of 2022

Task #2 Collect and review student wellness baseline data

Action Steps	Progress Benchmarks	Measurable Outcome/ Product	Person(s) Responsible / Involved	Timeline
- Choose survey tool - Plan survey date & time - Conduct a survey of all students	- School conducts survey of students - New members listed	- Data from survey results	Wellness Committee	December 2022

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

- Add student, teacher, and parent representation to the Wellness Committee - 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	- Meeting minutes indicate areas of need.	Written document of strategies	Administration, Mental Health Team, Wellness Committee	Completed by end of February 2023

Task #4 Wellness Committee drafts 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
Establish a structure of proposed learning opportunities: - lessons to be taught for engaging students (I.e., through class, advisory, etc.) - Decide on 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 trainings teachers can attend - Create data collection survey to determine if students are using the tools they have been taught	- List of lessons - Implementation plan - Draft Calendar - Data Collection tool on student use of tools	Results of Data Collection	Administration, Mental Health Team, Wellness Committee	Completed by June 2023 Implementation Fall 2023

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
- Committee reports findings of strategies to PD Team. - PD Coordinators collaborate with Mental Health Team to plan various PD sessions to support teachers' growth in SEL.			Mental Team, PD Coordinators	

Task #6 Review Yearly Progress				
Action Steps	**Progress Benchmarks**	**Measurable Outcome/ Product**	**Person(s) Responsible / Involved**	**Timeline**
- Plan survey date & time - Conduct a 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 School conducts 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 2023

Summary of progress on Action Plan Goals is included in the Annual School Plan that is presented to the FUHSD Board, FUHSD District Leaders and the community.

Goal 2: All students will have an equitable grading experience.

Rationale:

- Focus on Learning surveys revealed that students are experiencing stress and anxiety regarding expectations and grading practices
- Assessment and Accountability Focus Group noted students having an unhealthy fixation on grades rather than progress and learning
- Learning and Teaching Focus Group identified that parents and students felt there was a lack of communication on the progress of learning

Goal 2- Connection to Focus Groups Areas of Growth:

Assessment and Accountability: Creating more consistent and equitable grading practices.
Assessment and Accountability: Focus on Learning, Not Grades - Teachers are concerned about student attitudes towards grades. We need to look at practices that emphasize learning over grades.
Curriculum: Improve how we define and clarify school wide learner outcomes (i.e., rigor, how outcomes are measured, how we use current educational research to inform teacher practices).
Learning and Teaching: Communication between parents, staff, and students: how are we getting these grades, how are we learning and teaching, how do we maintain or recover, what are we doing in the classroom?
School Culture and Support for Student Personal, Social-Emotional, and Academic Growth: Academic competition continues to contribute to student & teacher stress, and more conversations regarding equitable, guaranteed, and viable curriculum are needed.

SLOs (Schoolwide Learner Outcomes) 4C's	LCAP
Communication: Effectively receiving and sharing ideas • For example, students will be able to explain how their grades are determined and why they earned their grades. **Collaboration:** Effectively working with others toward a common goal • For example, students will collaborate with staff about strategies for improving how grades are determined and communicated to support their learning.	**FUHSD LCAP Goal 1**: Sustain generally high student performance while ensuring high levels of learning from every student. **FUHSD LCAP 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.

Creative Critical Thinking: Using analytical and innovative approaches to arrive at an outcome • For example, students will be able to explain how the learning process is valuable and not just measured by a grade. **Citizenship/Character:** Developing personal qualities that lead to a purposeful contribution to the community. • For example, Students will learn to value equity by experiencing an equitable system	

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
Professional Development Sessions - Introduction: August Day #1 - The 20th Century Context: August Days Session - Impact on Schools: September PD Session - Grading in the 20th Century: November PD - Summary & Concepts to Consider: PD November - Teachers submit summary reflection on Google Form	- August PD Sessions Completed - September PD Sessions Completed - November PD Session Completed - December PD Session Completed - Create Summary Reflection Form	Summary Reflection Form data from teachers	PD Coordinators Administrators	August -December 2022

Task #2: Seek small group of teachers and administrators to complete self-study of equitable grading practices.

Action Steps	Progress Benchmarks	Measurable Outcome/ Product	Person(s) Responsible / Involved	Timeline
- Send an email of interest out to teachers to find a group who wants to explore equitable grading in 2022-23 school year.	- PLC or individual teachers volunteer for self-study of their grading practices. - Teachers complete their self-study	Teachers complete self-study and share their findings with the staff.	Administrator, Teachers, Crescendo Education Group (possibly)	May 2022- June 2023

- Purchase *Grading for Equity* for each teacher - Reach out to Crescendo Education Group to see if partnering with them is an option for this group.				

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
- Research surveys that gather perception data on grading - Conduct survey of students, parents, and teachers - Create a Focus group to study perceptions of grading practices. - Focus Group reviews data and submits summary of findings	- Create or purchase a survey to gather perception data - Administer Survey - Summary of Findings shared with students, staff, and parents	Survey Data Summary of Findings Document	Administration	August 2022– February 2023

Task #4: Lynbrook adopts definition of equitable grading.

Action Steps	Progress Benchmarks	Measurable Outcome/ Product	Person(s) Responsible / Involved	Timeline
- Administration, 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 common understanding - Staff survey to measure willingness examine grading practices considering newly adopted definition.	- Books/ Articles/ Videos are chosen to use during PD Sessions - Teachers complete brief survey	Publish Lynbrook's adopted definition of equitable grading.	Administration PD Coordinators	January – May 2023

Task #5: Analyze current grading practices against definition of equitable grading definition.

Action Steps	Progress Benchmarks	Measurable Outcome/ Product	Person(s) Responsible / Involved	Timeline
- Provide PD opportunities to discuss current grading practices - Create reflection protocol that incorporates the adopted definition of equitable grading - Teachers will use the protocol to evaluate their grading practice	- Reflection protocol document created	- Plans or documents used for PD - Teacher's reflections/ evaluations of their practices	Administration PD Coordinators Teachers	August 2023

Task #5: Teachers establish practices that align with school's adopted definition of equitable grading and that improve students' attitudes towards learning				
Action Steps	**Progress Benchmarks**	**Measurable Outcome/ Product**	**Person(s) Responsible / Involved**	**Timeline**
Leadership team meets to review progress on goal and recommend PD plan for 2023-24	- June meeting minutes shared with PD Team - PD Plan for 2023-24 is drafted.	PD Draft for 2023-24 completed	PD Coordinators	June 2023

Summary of progress on Action Plan Goals is included in the Annual School Plan that is presented and approved by the LHS Site Council, and submitted to the FUHSD Board, FUHSD District Leaders and the community.

Goal 3: All students will have access to and be supported by a continually reviewed and effective system of interventions.

Rationale:

- Lynbrook is committed to the success of all students
- Lynbrook has interventions in place, but we do not have a centralized system to collect data and analyze the effectiveness of these interventions
- Students would benefit from the school reviewing systems and making changes

Goal 3 Connection to Focus Groups Areas of Growth:

Organization: There exist various interventions at Lynbrook. Our school would benefit from collecting evidence of the effectiveness of these interventions to inform our practice.

Learning and Teaching: Student Support – Admin, department leads, teachers, and support staff need to create space and time for questions and relearning in tutorial and during class. We need to create a better system for Tutorial as many students feel left out. Teachers say it is harder to work with students as it is more one on one in tutorial vs virtual office hours. Students say it is hard to see a teacher for extra help as some teachers do appointments only or hard to see a teacher in tutorial as they are always busy with other students or courses. Students need SEL time and space. PLCs directed by Admin and DLs need to address student workload, pressure from loads, space for questions, reteaching, relearning, and individualized/group assistance in courses which will support the structural mental health stressors.

SLOs (Schoolwide Learner Outcomes) 4C's	LCAP

Communication: Effectively receiving and sharing ideas
  • For example, students will be surveyed and interviewed to communicate the effectiveness of intervention strategies.
Collaboration: Effectively working with others toward a common goal
  • For example, students will collaborate with staff to improve interventions strategies.
Creative Critical Thinking: Using analytical and innovative approaches to arrive at an outcome
	FUHSD LCAP Goal 1: Sustain generally high student performance while ensuring high levels of learning from every student.
	
	FUHSD LCAP 3: Every student will feel safe, cared about, and both academically and socially engaged in school.

|	
• For example, students will make choices during tutorial time to support their academic goals. **Citizenship/Character:** Developing personal qualities that lead to a purposeful contribution to the community. • For example, students will have the opportunity to see how their contribution to helping others is making a difference.	**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.

Task #1: Review current intervention practices

Action Steps	Progress Benchmarks	Measurable Outcome/ Product	Person(s) Responsible/ Involved	Timeline
- Establish a meetings time for the group - Compile a list and description of all intervention programs we use. - Explain why we are using those intervention programs - Explain and tweak current evaluation tools for intervention progress that we currently do to evaluate the intervention programs - Estimate how many students are accessing each of the interventions over a period of time	List of Intervention Programs is created - Information is gathered - Summary Information is shared with staff	Summary Document of Current Intervention Programs	Administrators Guidance Counselors Special Education	Fall 2022

Task #2: Recommend redesigning interventions if we cannot evaluate their effectiveness

Action Steps	Progress Benchmarks	Measurable Outcome/ Product	Person(s) Responsible/ Involved	Timeline
- 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.	- List interventions that were unmeasurable. - Information shared at Staff Meeting,	Administrators Guidance Counselors Special Education	March 2022

		School Site Council		

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
- 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 report of findings with Administration and staff	Focus Group established that has meeting dates and times. A written report of intervention options or recommendation of a redesigned intervention program.	Administrators Guidance Counselors 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
- Continue to meet - Create plan for improved intervention program - Write a proposal to be shared with staff - Staff will review the proposal - Establish funding source to support redesigned program	Meeting minutes indicate progress Draft proposal is presented to staff for input at a Staff Meeting	New/Improved Intervention Program Proposal	Administrators Guidance Counselors Special Education Gen. Ed. Teachers Students	Spring 2023

Task #5: Implement the redesigned intervention program.

Action Steps	Progress Benchmarks	Measurable Outcome/ Product	Person(s) Responsible/ Involved	Timeline

- Establish meeting times to plan and review progress of data collection and review
- Ensure that intervention program follows the collective bargaining agreement or seek a waiver if necessary
- Adjust 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:
  - Announcements
  - Daily Bulletin
  - PD Sessions
  - Principal's Week-A-Head messages
  - Staff Emails
	- Staff Meeting to review the program is calendared and occurs
	- Timeline for implementation is established
	- Plan is communicated with stakeholders
	- Intervention Program commences
	
	Only if necessary:
	Certificated staff vote to implement program if a waiver is needed.
	If approved at the site level, it is submitted to FEA for rep council vote.
		- Intervention Programs Design Document
		- Intervention Program begins on campus
			Administrators
			Guidance Counselors
			Special Education
			PD Coordinators
				By Fall 2024

Task #6: Monitor intervention programs' effectiveness twice a year.

Action Steps	Progress Benchmarks	Measurable Outcome/ Product	Person(s) Responsible/ Involved	Timeline
- Collect intervention program effectiveness data - Analyze the effectiveness of intervention program - Determine if intervention programs are still effective. - Establish funding for after-school meetings if needed - Make improvements to Intervention Program or evaluation tool if needed	Share results of interventions with - PTSA - Staff - SSC	Summary reports shared with stakeholders	Administrators Guidance Counselors Special Education Gen Ed. Teachers	Ongoing

Summary of progress on Action Plan Goals is included in the Annual School Plan that is presented to the FUHSD Board, FUHSD District Leaders and the community.

APPENDICIES
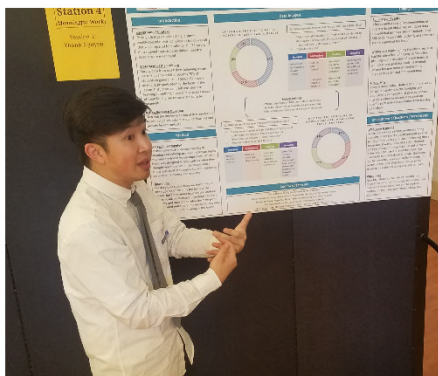
Appendices

A. **Glossary of Acronyms and Terms used at Lynbrook**
B. 2021-22 LCAP Local Control Accountability Plan
C. 2018-19 Local Control Funding Formula- Funding Snapshot
D. 2021-22 Lynbrook Bell Schedules
E. 2021-22 School Budget
F. 2021-22 Staff Calendar
G. 22-23 LHS Course Selection Guide
H. Approved AP Course List
I. California School Dashboard Performance Indicators
J. CBEDS School Information Form
K. Feedback on Action Plan Goals 2022
L. Focus on Learning Survey Results
    a. Parent
    b. Staff
    c. Student
M. Graduation Requirements
N. Professional Development
    a. 2016-17 to 2018-19 Google Site
    b. 2019-20 to Current: Schoology Lynbrook PD Course
O. Schedule of Courses
P. School Accountability Report Card
Q. School Support Programs
    a. AC Program
    b. ACT program
    c. Engage
    d. English Language
    e. Homework Center
    f. STTAR
    g. Voyager
R. Stakeholder Feedback on Process
    a. Staff Feedback Major Student Learning Needs- Self-study 2022
    b. Student & Parent Feedback- Major Student Learning Needs Self-study 2022
S. Schedule of Courses
T. UC a-g Approved Course List

Coding	PROGRAM / BUDGET DESCRIPTION PROGRAM NAME	20-21 Carry Over as of	21-22 Allocation	21-22 Beg. Balance
	21-22 SITE BUDGET ALLOCATIONS			
	LYNBROOK HIGH SCHOOL			
See Detail	SITE GENERAL "B" BUDGETS	$395,718	$338,080	**$733,798**
See Detail	SITE GENERAL "PO" BUDGETS	n/a	$28,250	**$28,250**
Res. 9208	FUHS FOUNDATION	$18,936	$13,000	**$31,936**
CC 018200	INTERVENTION & PEER TUTORIAL	$60,847	$29,844	**$90,691**
CC 709100	ENG LEARNERS & LOW INCOME	$28,483	$49,520	**$78,003**
CC 301200	SCHOOL IMPROVEMENT	$63,236	$67,200	**$130,436**
CC 715600	INSTRUCTIONAL MATERIALS	$72,385	$96,000	**$168,385**
CC 077500	TECHNOLOGY MATCHING FUND	$0	$98,802	**$98,802**
Res. 3550	PERKINS GRANT	n/a	$0	**$0**
Res. 9635	CTE CLASSROOM SUPPORT ($9779)	n/a	$0	**$0**
TOTALS		**$ 639,606**	**$ 720,696**	**$1,360,302**

Manager Code	Program / Budget Description	20-21 Carry Over	21-22 Allocation	21-22 Beg. Balance
SITE GENERAL "B" BUDGET		**LYNBROOK HIGH SCHOOL**		
O21	Other School Resources	$ 155,033	$ -	**$155,033**
O23	Athletics Allocation (Cell)	$ 9,392	$ 14,800	**$24,192**
O25	School Resource & Security	$ 162,626	$ 261,400	**$424,026**
O26	Capital Outlay	$ 61,407	$ 53,240	**$114,647**
O27	Health & Safety	$ 7,260	$ 8,640	**$15,900**
	TOTAL ALLOCATION	**$ 395,718**	**$ 338,080**	**$ 733,798**

Coding	Program / Budget Description	19-20 Carry Over	20-21 Allocation	20-21 Beg. Balance
SITE GENERAL "PO" BUDGETS		**LYNBROOK HIGH SCHOOL**		
CC 042000 Mgr. 23	Athletic Official	$ -	$ 12,500	**$12,500**
CC 042000 Mgr. 51	Districtwide - Athletic Officials	$ -	$ 7,000	**$7,000**
CC 011800 Mgr. 23	Recertify Football Eq	$ -	$ 8,000	**$8,000**
CC 011900 Mgr. 23	Wrestler Body Fat Testing	$ -	$ 750	**$750**
	TOTAL ALLOCATION	**$ -**	**$ 28,250**	**$ 28,250**

Resource: 9208 and Cost. Ctr (see below)

FUHS FOUNDATION

Location/Site	2020-21 Carry Over	21-22 ALLOCATIONS		
		Drama	Journalism	DECA/FBLA
Lynbrook	**$18,936**	$2,000	$1,000	$1,000

PERKINS

Location/Site	2020-21 Carry Over	21-22 ALLOCATIONS		
		DECA	Business	Culinary
Lynbrook	$0			

Updated 08/30/2021