Lexington Junior High School
School Accountability Report Card
Reported Using Data from the 2014-15 School Year
Published During 2015-16

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at http://www.cde.ca.gov/ta/ac/sa/.

- For more information about the LCFF or LCAP, see the CDE LCFF Web page at http://www.cde.ca.gov/fg/aa/lc/.

- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest
DataQuest is an online data tool located on the CDE DataQuest Web page at http://dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners.

Internet Access
Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

About This School

Contact Information (Most Recent Year)

School Contact Information	
School Name	Lexington Junior High School
Street	4351 Orange Avenue
City, State, Zip	Cypress, CA 90630-2799
Phone Number	(714) 220-4201
Principal	Darrick Garcia
E-mail Address	garcia_d@auhsd.us
Web Site	http://lexingtonjhs.org/
Grades Served	7-8
CDS Code	30664316085260

District Contact Information	
District Name	Anaheim Union High School District
Phone Number	(714) 999-3511
Superintendent	Michael B. Matsuda
E-mail Address	webmaster@auhsd.us
Web Site	www.auhsd.us

School Description and Mission Statement (Most Recent Year)

School Vision Statement:

At Lexington Junior High School, we believe in order to be successful, educators must create a high interest level in learning and maintain cross-curricular collaboration with enthusiasm for all subject areas. We are dedicated to maintaining high expectations for ourselves and for our students and dedicated to utilizing a variety of instructional strategies, so that students are actively engaged in relevant learning and are successful in our classes. We set professional goals annually and frequently re-examine our effectiveness through peer collaboration and the sharing of best practices. Our collaborative and enthusiastic spirit maintains our focus on continuous improvement, with the intent to help all students actively and successfully engage in their own academic and social development.

Educational Highlights:

Lexington Junior High School is a California Distinguished School and offers a wide variety of elective opportunities for students, including several that are only available at Lexington, such as Guitar, Beginning and Advanced Choir, Show Choir, three levels of Band, Drumline, Spanish, Home Economics I and II, Art I and II, Drama I and II, as well as Stagecraft, Computers, Digital Animation, Multimedia, Reading, Woodshop I and II, Study Skills, and Associated Student Body (ASB). Lexington offers multiple levels of math for the students: Math 1, Honors Math 1, Math 2, and Honors Math 2. Lexington Junior High School has implemented a "Silent Study or Reading" program in the middle of the day to give students time to work on assignments or catch up on recent novels. Lexington counselors meet regularly with parents and students to monitor student progress. English Language Development (ELD) classes are in the schedule for four periods, and literacy intervention courses are offered throughout the day. To add an extra layer of support, free after-school tutoring is offered for all subject areas in the Library four days a week.

Demographic Information:

Lexington Junior High School, located in Cypress, California serves 1,365 students. Student ethnicity has shown a moderate change over the previous five years. With not one dominant ethnicity, Lexington's population is very diverse. The White student population has decreased from 43% to 27.9%. The Asian population, which is primarily Korean, has grown from 27% to 30.8%. The Hispanic population has increased from 21% to 26%. Of the remaining ethnic designations, the largest is Filipino at 5.3%. A wide variety of other populations, which range from 0.6% to 5.3%, make up the remainder of the school population. Additionally, 9.2% of Lexington Junior High School students are English Learners, and 7% are Students With Disabilities.

Student Enrollment by Grade Level (School Year 2014-15)

Grade Level	Number of Students
Grade 7	629
Grade 8	646
Total Enrollment	1,275

Student Enrollment by Group (School Year 2014-15)

Student Group	Percent of Total Enrollment
Black or African American	2.6
American Indian or Alaska Native	0.3
Asian	28.9
Filipino	5.8
Hispanic or Latino	29
Native Hawaiian or Pacific Islander	0.4
White	27.3
Two or More Races	5.6
Socioeconomically Disadvantaged	37
English Learners	6.8
Students with Disabilities	6.7
Foster Youth	0.2

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

Teacher Credentials

Teachers	School			District
	2013-14	2014-15	2015-16	2015-16
With Full Credential	40	50	50	1242
Without Full Credential	0	0	0	1
Teaching Outside Subject Area of Competence (with full credential)	1	1	2	27

Teacher Misassignments and Vacant Teacher Positions

Indicator	2013-14	2014-15	2015-16
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments *	1	1	2
Vacant Teacher Positions	0	0	0

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2014-15)

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	**Not Taught by Highly Qualified Teachers**
This School	100.0	0.0
All Schools in District	98.7	1.3
High-Poverty Schools in District	98.6	1.4
Low-Poverty Schools in District	99.4	0.6

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2015-16)

Year and month in which data were collected: August 2015

All content subject areas utilize standards-aligned, state and district adopted textbooks and instructional materials. Teachers have input into the textbook selection process at the District level through an established curriculum cycle. Teachers are given in-depth training on the instructional materials and the ancillary materials that accompany the basic textbook material. Ancillary materials support both the language need students and the learning needs students.

This information was collected in October 2015.

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	English language arts textbooks, Houghton Mifflin Harcourt-Collections, were adopted in 2014-15. There is one textbook available per student.	Yes	0
Mathematics	University of California, Irvine Mathematics Project curriculum and instructional materials were adopted in 2014-15. Additionally, mathematics textbooks, by Carnegie Learning, were adopted in 2014-15. Course appropriate, standards-aligned instructional materials have been selected for each mathematics course.	Yes	0
Science	Science textbooks were adopted in 2007. There is one textbook available per student.	Yes	0
History-Social Science	History/Social science textbooks were adopted in 2005-06. There is one textbook available per student.	Yes	0
Foreign Language	Foreign language textbooks are adopted as needed by course. Several courses adopted new textbooks in 2013-14, and supplemental books continue to be adopted each year. The oldest textbooks used by some courses were adopted in 2003-04. There is one textbook available per student.	Yes	0
Health	Health is taught as part of science and PE curriculum. Science textbooks were adopted in 2006-07.	Yes	0
Visual and Performing Arts	Visual and performing arts students have access to course appropriate textbooks and instructional materials.	Yes	0
Science Laboratory Equipment (grades 9-12)	NA		NA

School Facility Conditions and Planned Improvements (Most Recent Year)

The Lexington Junior High School campus opened in 1972. The 20.3 acre site includes 43 regular classrooms. There are 9 labs, which are designed for specific programs (Science and Computers labs). The site also includes a media center, a cafeteria, a gym and a variety of sports fields. The Lexington facilities have undergone an extensive modernization and construction program. The estimated budget was $19.3 million and was completed in September, 2007. All campus buildings were modernized. New science classrooms and staff parking were added. PTSA and the School Site Counsel recently purchased an electronic marquee in the summer of 2010, which completed the modernization of the school.

Maintenance and Repair: Site and District maintenance staff ensure that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order process is used to ensure efficient service. Emergency repairs are given the highest priority.

Cleaning Process and Schedule: The District's Board of Trustees has adopted cleaning standards for all schools. The administration works daily with the custodial staff to develop cleaning schedules to ensure a clean and safe school. All classrooms and restrooms are cleaned daily. Deep cleaning, including waxing of floors and painting, takes place during times when students are not in classes. Students, parents, and staff are encouraged to report any objectionable conditions via a uniform complaint procedure.

The most recent site inspection was completed on September 18, 2015.

School Facility Good Repair Status (Most Recent Year)

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: September 18, 2015				
System Inspected	**Repair Status**			**Repair Needed and Action Taken or Planned**
	Good	**Fair**	**Poor**	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			Repairs made to ceiling tiles by teacher's desk in Room 307.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			
Electrical: Electrical		X		Several lights replaced in the media center. Repairs made to clock in the health office. Repairs made to electrical outlet by teacher's desk in Room 204. Replaced light covers in teacher's office in Room 803. Repairs made to electrical outlet by hand sink in Room 803.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rating (Most Recent Year)

Year and month in which data were collected: September 18, 2015				
Overall Rating	**Exemplary**	**Good**	**Fair**	**Poor**
		X		

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):
- Statewide assessments (i.e., California Assessment of Student Performance and Progress [CAASPP], Science California Standards Tests); and
- The percentage of pupils who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

California Assessment of Student Performance and Progress Results for All Students (School Year 2014-15)

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)		
	School	District	State
English Language Arts/Literacy	59	44	44
Mathematics	50	28	33

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014-15)

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	7	640	633	98.9	15	24	44	16
	8	650	634	97.5	15	28	44	13
Male	7		336	52.5	20	26	41	13
	8		347	53.4	21	32	39	8
Female	7		297	46.4	10	21	48	20
	8		287	44.2	7	23	51	19
Black or African American	7		15	2.3	40	33	27	0
	8		19	2.9	21	53	26	0
American Indian or Alaska Native	7		2	0.3	--	--	--	--
	8		2	0.3	--	--	--	--
Asian	7		160	25.0	8	12	51	29
	8		211	32.5	9	18	51	22
Filipino	7		41	6.4	5	27	46	22
	8		34	5.2	6	24	47	24
Hispanic or Latino	7		199	31.1	20	33	39	8
	8		161	24.8	23	32	40	5
Native Hawaiian or Pacific Islander	7		5	0.8	--	--	--	--
	8		1	0.2	--	--	--	--
White	7		170	26.6	19	22	43	16
	8		177	27.2	16	33	41	11
Two or More Races	7		41	6.4	15	27	46	12

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
	8		29	4.5	10	31	52	7
Socioeconomically Disadvantaged	7		239	37.3	18	30	43	9
	8		214	32.9	18	29	43	11
English Learners	7		35	5.5	69	20	9	0
	8		39	6.0	69	18	10	3
Students with Disabilities	7		40	6.3	70	15	13	3
	8		40	6.2	65	20	15	0
Foster Youth	7		--	--	--	--	--	--
	8		--	--	--	--	--	--

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes students that did not receive a score; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014-15)

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	7	640	633	98.9	19	33	28	20
	8	650	635	97.7	17	31	26	25
Male	7		336	52.5	21	34	25	21
	8		348	53.5	21	31	23	24
Female	7		297	46.4	18	32	31	20
	8		287	44.2	13	32	29	26
Black or African American	7		15	2.3	33	40	20	7
	8		19	2.9	37	37	16	11
American Indian or Alaska Native	7		2	0.3	--	--	--	--
	8		2	0.3	--	--	--	--
Asian	7		159	24.8	8	14	31	47
	8		211	32.5	5	23	25	47
Filipino	7		41	6.4	12	29	39	20
	8		34	5.2	9	35	18	38
Hispanic or Latino	7		200	31.3	28	43	23	7
	8		161	24.8	29	39	24	8
Native Hawaiian or Pacific Islander	7		5	0.8	--	--	--	--
	8		1	0.2	--	--	--	--
White	7		170	26.6	21	35	29	15

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
	8		178	27.4	21	33	30	16
Two or More Races	7		41	6.4	20	46	27	7
	8		29	4.5	17	38	28	17
Socioeconomically Disadvantaged	7		240	37.5	24	38	24	14
	8		214	32.9	23	33	26	19
English Learners	7		34	5.3	56	15	24	6
	8		39	6.0	44	33	8	15
Students with Disabilities	7		40	6.3	68	23	5	5
	8		40	6.2	68	18	8	8
Foster Youth	7		--	--	--	--	--	--
	8		--	--	--	--	--	--

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes students that did not receive a score; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

California Standards Tests for All Students in Science (Three-Year Comparison)

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Science (grades 5, 8, and 10)	83	83	83	61	61	56	59	60	56

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

California Standards Tests Results by Student Group in Science (School Year 2014-15)

Student Group	Percent of Students Scoring at Proficient or Advanced
All Students in the LEA	56
All Students at the School	83
Male	83
Female	85
Black or African American	77
American Indian or Alaska Native	--
Asian	90
Filipino	96
Hispanic or Latino	74
Native Hawaiian or Pacific Islander	--
White	84
Two or More Races	82
Socioeconomically Disadvantaged	46
English Learners	41
Students with Disabilities	78
Foster Youth	--

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

California Physical Fitness Test Results (School Year 2014-15)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
7	16.40	35.70	33.20

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the Parental Involvement State Priority (Priority 3):

• Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite.

Opportunities for Parental Involvement (Most Recent Year)

Lexington Junior High School is a highly active campus, with a wide variety of programs and extra-curricular activities developed for the diverse student body. These activities are successful, because of the genuine support and volunteer spirit of our parents and community. Over 150 parents sign-up annually to assist in the following areas: Book Fair, dances, FunRaiser, band performances, drama shows, dance/choir performances, library assistance, classroom assistance, and reward/incentive programs. Additionally, parents are encouraged to join a very active PTSA, or seek a position on the School Site Council, Discipline Committee, or ELAC Committee.

State Priority: School Climate

The SARC provides the following information relevant to the School Climate State Priority (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

Suspensions and Expulsions

Rate	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Suspensions	4.70	5.49	4.64	5.79	5.42	5.36	5.07	4.36	3.80
Expulsions	0.00	0.00	0.00	0.20	0.13	0.02	0.13	0.10	0.09

School Safety Plan (Most Recent Year)

School Safety Plans are reviewed on an annual basis. Input is gathered from staff, community resource groups, and the School Site Council in order to determine any needed changes. The Lexington Junior High School plan was updated in August 2013. It was discussed with staff in August 2013, and again prior to an emergency evacuation drill (The Great Shakeout) in October 2013.

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Adequate Yearly Progress Overall and by Criteria (School Year 2014-15)

AYP Criteria	School	District	State
Made AYP Overall	Yes	No	Yes
Met Participation Rate: English-Language Arts	Yes	Yes	Yes
Met Participation Rate: Mathematics	Yes	Yes	Yes
Met Percent Proficient: English-Language Arts	N/A	N/A	N/A
Met Percent Proficient: Mathematics	N/A	N/A	N/A
Met Attendance Rate	Yes	Yes	Yes
Met Graduation Rate	N/A	No	Yes

Federal Intervention Program (School Year 2015-16)

Indicator	School	District
Program Improvement Status		In PI
First Year of Program Improvement		2008-2009
Year in Program Improvement*		Year 3
Number of Schools Currently in Program Improvement	N/A	14
Percent of Schools Currently in Program Improvement	N/A	100.0

Note: Cells with N/A values do not require data.

Average Class Size and Class Size Distribution (Secondary)

Subject	2012-13				2013-14				2014-15			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	29	9	17	23	29	7	25	17	30	10	14	24
Mathematics	31	5	9	27	29	6	17	21	31	4	13	24
Science	33	2	4	32	32	5	6	29	33	3	3	32
Social Science	33	2	2	33	34		8	28	32	3	4	32

Note: Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Academic Counselors and Other Support Staff (School Year 2014-15)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	3	632
Counselor (Social/Behavioral or Career Development)	0	N/A
Library Media Teacher (Librarian)	0	N/A
Library Media Services Staff (Paraprofessional)	1	N/A
Psychologist	1	N/A
Social Worker	0	N/A
Nurse	0.16	N/A
Speech/Language/Hearing Specialist	1	N/A
Resource Specialist	0	N/A
Other	0	N/A

Note: Cells with N/A values do not require data. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2013-14)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	$8,300	$2,046	$6,253	$87,585
District	N/A	N/A	$7,743	$88,375
Percent Difference: School Site and District	N/A	N/A	-19.2	-0.9
State	N/A	N/A	$5,348	$74,908
Percent Difference: School Site and State	N/A	N/A	16.9	16.9

Note: Cells with N/A values do not require data.

Types of Services Funded (Fiscal Year 2014-15)

English Learner, Special Education,and Staff Development programs are supported through the folllowing categorical funds: EIA-LEP, Special Edication, and Title II Professional Development. Perkins Funds, Physical Education grant, schoolwide fundraiser and other grants are also sources of support for curricular programs.

Teacher and Administrative Salaries (Fiscal Year 2013-14)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	$48,618	$44,363
Mid-Range Teacher Salary	$88,470	$71,768
Highest Teacher Salary	$101,623	$92,368
Average Principal Salary (Elementary)		
Average Principal Salary (Middle)	$126,979	$121,276
Average Principal Salary (High)	$133,651	$133,673
Superintendent Salary	$245,000	$210,998
Percent of Budget for Teacher Salaries	41%	36%
Percent of Budget for Administrative Salaries	4%	5%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at http://www.cde.ca.gov/ds/fd/cs/.

Professional Development (Most Recent Three Years)

Teachers participate in a variety of District in-services as well as professional development workshops and conferences to enhance their knowledge and instructional skills. Staff led in-services are regularly provided to train teachers in the use of Illuminate (student assessment data program), Formative Assessment, SmartBoards, Critical Friends Team Discussions, CEMSS Science Training, Kagan workshops and Power Point. New teachers are also required to participate in the Beginning Teacher Support and Assessment (BTSA) program. The District and school continue to train teachers in strategies to deliver a differentiated curriculum with depth and complexity. Teachers learn to utilize students' assessment results in order to target instruction to better meet the individual needs of students. Classified staff members have many opportunities to participate in training designed to enhance their effectiveness with students. All District staff members are supported in their efforts to deliver highly-effective lessons.