

Lexington Junior High School

School Accountability Report Card

Reported Using Data from the 2018-19 School Year

Published During 2019-20

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 and 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 <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://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 <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. 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

School Contact Information (School Year 2019-20)

Entity	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	Amber Houston
Email Address	houston_a@auhsd.us
Website	lexingtonjhs.org
County-District-School (CDS) Code	30664316085260

Entity	Contact Information
District Name	Anaheim Union High School District
Phone Number	(714) 999-3511
Superintendent	Michael B. Matsuda
Email Address	webmaster@auhsd.us
Website	www.auhsd.us

School Description and Mission Statement (School Year 2019-20)

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 their 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.

Mission Statement:

At Lexington Junior High School we believe we should provide every student with a purposeful education that promotes communication skills, ownership and relevancy.

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, Woodshop I and II, Study Skills, Yearbook, Newspaper, Photography, Speech, Robotics, STEM, 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. Administration and Counseling pulls our intentional focus groups (at risk, EL, etc) students and provides tutoring and skills based help during this period of time. Lexington counselors meet regularly with parents and students to monitor student progress. English Language Development (ELD) classes are in the schedule for three periods and a College/career Readiness class that rotates each quarter as an intervention class for struggling students. To add an extra layer of support, free after-school tutoring is offered for all subject areas in the Library four days a week. We employ teacher and parent (Korean, Spanish and Arabic) learning walks one time a month.

Demographic Information:

Lexington Junior High School, located in Cypress, California serves 1,343 students, in which 38.5% participate in the Free and Reduced Meal Program, and 7% are English Learners. The demographic profile also indicates the following regarding student subgroups: 8% Hispanic, 20.3% White, 32.9% Asian, 3% African American, 2% Native American/Pacific Islander, and 29.7% multiple ethnicity.

Student Enrollment by Grade Level (School Year 2018-19)

Grade Level	Number of Students
Grade 7	692
Grade 8	788
Total Enrollment	1,480

Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	2.8
American Indian or Alaska Native	0.2
Asian	29.9
Filipino	7
Hispanic or Latino	32.7
Native Hawaiian or Pacific Islander	0.7
White	20.7
Two or More Races	5.9
Socioeconomically Disadvantaged	39.2
English Learners	7.6
Students with Disabilities	7.5
Foster Youth	0.2
Homeless	2.2

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (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 2017-18	School 2018-19	School 2019-20	District 2019-20
With Full Credential	50	52	52	1205
Without Full Credential	0	1	0	11
Teaching Outside Subject Area of Competence (with full credential)	0	3	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2017-18	2018-19	2019-20
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
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.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2019-20)

Year and month in which data were collected: September 2019

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 needs and the learning needs of students.

This information was collected in September 2019.

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent 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	Mathematics textbooks, by Carnegie Learning, were adopted in 2018-19. Course appropriate, standards-aligned instructional materials have been selected for each mathematics course. There is one textbook available per student.	Yes	0
Science	Science textbooks, Pearson-Essentials of Anatomy and Physiology, and Pearson-Biology were adopted in 2006-07. Science textbooks that support Advanced Placement courses are adopted as needed, the most recent adoption occurring in 2018-19, Pearson-Campbell Biology in Focus, AP Edition. There is one textbook available per student.	Yes	0
History-Social Science	History/Social science textbooks were adopted in 2018-19. For our seventh-grade classes, Cengage Learning-World History: Medieval and Early Modern Times, CA Student Edition was adopted. For our 10th-grade classes, McGraw-Hill-World History, Culture, and Geography: The Modern World, CA Student Edition was adopted. There is one textbook available per student.	Yes	0

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Foreign Language	Foreign language textbooks are adopted as needed by course. Several courses adopted new textbooks, Houghton Mifflin Harcourt-Avancemos and Houghton Mifflin Harcourt-Bien Dit, in 2016-17. Additionally, supplemental books continue to be adopted each year. There is one textbook available per student.	Yes	0
Health	Health textbooks, McGraw Hill-Teen Health and Goodheart Wilcox-Comprehensive Health, were adopted in 2016-17. There is one textbook available per student.	Yes	0
Visual and Performing Arts	Visual and performing arts students have access to course appropriate textbooks and instructional materials.	Yes	0

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 (i.e. computer lab, science lab, etc.). The site also includes a media center, a cafeteria, a gym, and a variety of sports fields. The Lexington facilities were renovated about 10 years ago, in which all campus buildings were modernized. New science classrooms and staff parking were added. PTSA and the School Site Counsel purchased a new electronic marquee in the summer of 2010.

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 October 17, 2019

School Facility Good Repair Status (Most Recent Year)

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The overall rating

Year and month of the most recent FIT report: October 2019

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
Overall Rating	Exemplary	

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] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students 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.

CAASPP Test Results in ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
English Language Arts/Literacy (grades 3-8 and 11)	68	68	44	46	50	50
Mathematics (grades 3-8 and 11)	57	57	27	28	38	39

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.

Note: ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

CAASPP Test Results in ELA by Student Group

Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	1477	1462	98.98	1.02	67.99
Male	733	724	98.77	1.23	62.43
Female	744	738	99.19	0.81	73.44
Black or African American	42	42	100.00	0.00	52.38
American Indian or Alaska Native	--	--	--	--	--
Asian	442	440	99.55	0.45	84.77
Filipino	90	90	100.00	0.00	83.33
Hispanic or Latino	482	473	98.13	1.87	53.91
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	305	301	98.69	1.31	61.46

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	102	102	100.00	0.00	74.51
Socioeconomically Disadvantaged	625	614	98.24	1.76	57.17
English Learners	245	243	99.18	0.82	46.91
Students with Disabilities	118	113	95.76	4.24	22.12
Students Receiving Migrant Education Services					
Foster Youth	--	--	--	--	--
Homeless	33	32	96.97	3.03	46.88

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: 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 all students who participated in the test whether they received a score or not; 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 only students who received scores.

CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	1477	1462	98.98	1.02	57.39
Male	733	724	98.77	1.23	58.70
Female	744	738	99.19	0.81	56.10
Black or African American	42	42	100.00	0.00	45.24
American Indian or Alaska Native	--	--	--	--	--
Asian	442	440	99.55	0.45	83.64
Filipino	90	90	100.00	0.00	66.67
Hispanic or Latino	482	474	98.34	1.66	40.72
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	305	300	98.36	1.64	43.33
Two or More Races	102	102	100.00	0.00	61.76
Socioeconomically Disadvantaged	625	616	98.56	1.44	46.59
English Learners	245	243	99.18	0.82	46.91
Students with Disabilities	118	112	94.92	5.08	16.96
Students Receiving Migrant Education Services					

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Foster Youth	--	--	--	--	--
Homeless	33	32	96.97	3.03	40.63

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: 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 all students who participated in the test whether they received a score or not; 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 only students who received scores.

**CAASPP Test Results in Science for All Students
Grades Five, Eight, and Ten
Percentage of Students Meeting or Exceeding the State Standard**

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Science (grades 5, 8 and high school)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject areas of physical education.

California Physical Fitness Test Results (School Year 2018-19)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
7	15.7	28.3	36.1

Note: Percentages are not calculated and double dashes (--) appear in the table 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 State priority: Parental Involvement (Priority 3):

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

Opportunities for Parental Involvement (School Year 2019-20)

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/FunRun (annual Fundraiser bringing in around \$75,000), band performances, drama shows, dance/choir performances, library assistance, classroom assistance, and reward/incentive programs. Additionally, parents are invited to participate in school-wide reflective learning walks, encouraged to join a very active PTSA, or seek a position on the School Site Council (SSC), Superintendent Parent Advisory Committee (SPAC), Discipline Committee, or English Learner Advisory Committee (ELAC). We hold monthly Coffee with the Principals to inform, educate and empower our families, in addition to Parent Leadership Academies two times a year.

State Priority: School Climate

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

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

Suspensions and Expulsions

Rate	School 2016-17	School 2017-18	School 2018-19	District 2016-17	District 2017-18	District 2018-19	State 2016-17	State 2017-18	State 2018-19
Suspensions	4.5	3.7	2.2	5.8	4.8	3.1	3.6	3.5	3.5
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2019-20)

School Safety Plans are reviewed, discussed, and updated on an annual basis. Input is gathered from staff, students, and community resource groups along with the School Site Council in order to determine any needed changes. The Lexington High School Safety Plan is implemented by staff members. No less than four safety/evacuation drills are conducted throughout the school year. Students, teachers, and other faculty members are required to participate in these drills. Lexington is now equipped with surveillance cameras and the administration team has been trained on use.

Average Class Size and Class Size Distribution (Secondary)

Subject	2016-17	2016-17	2016-17	2016-17	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19
	Average Class Size	# of Classes* Size 1-22	# of Classes* Size 23-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-22	# of Classes* Size 23-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-22	# of Classes* Size 23-32	# of Classes* Size 33+
English	29	10	18	32	32	8	15	34	30	8	34	19
Mathematics	32	4	10	29	30	4	30	15	30	4	28	17
Science	31	5	10	30	31	5	16	26	31	4	12	31
Social Science	32	1	17	24	35		1	40	34	1	5	37

*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.

Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselors*	740.0

*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.

Student Support Services Staff (School Year 2018-19)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	2.0
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	1.0

*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 2017-18)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$10,361	\$2,367	\$7,994	\$95,584
District	N/A	N/A	\$9,085	\$93,017.00
Percent Difference - School Site and District	N/A	N/A	-12.8	2.7
State	N/A	N/A	\$7,506.64	\$88,538.00
Percent Difference - School Site and State	N/A	N/A	6.3	7.7

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

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

Types of Services Funded (Fiscal Year 2018-19)

English Learner, Special Education, and Staff Development programs are supported through the following categorical funds: Special Education, Title II Professional Development, Local Control Funding Formula (LCFF), and Title IV monies for STEAM funding. A schoolwide fundraiser and other grants are also sources of support for curricular programs.

Teacher and Administrative Salaries (Fiscal Year 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$51,841	\$52,466
Mid-Range Teacher Salary	\$94,336	\$87,373
Highest Teacher Salary	\$111,534	\$109,803
Average Principal Salary (Elementary)	\$0	\$
Average Principal Salary (Middle)	\$137,671	\$142,025
Average Principal Salary (High)	\$148,730	\$153,904
Superintendent Salary	\$260,000	\$241,221
Percent of Budget for Teacher Salaries	35%	33%
Percent of Budget for Administrative Salaries	4%	5%

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

Professional Development (Most Recent Three Years)

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	4	4	4

Teachers participate in a variety of District in-services as well as professional development workshops and conferences to enhance their content knowledge and instructional skills. This is in addition to two non-student days and weekly late-start meetings, which are scheduled each year for professional learning activities. 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. Teachers and administrators are given many opportunities to examine current instructional programs and strategies and realign with state curriculum performance and content standards. Research-based instructional strategies are reviewed and implemented.

In addition to what the district provides, Anaheim High School has weekly professional development opportunities on Tuesday's late start days. The time is utilized by departments, specialized programs, and cross-curricular articulation. All educational staff is involved in a variety of workshops and conferences.