

Lexington Junior High School
2021-2022 School Accountability Report Card
(Published During the 2022-2023 School Year)



COMMUNICATION

OWNERSHIP RELEVANCY

General Information about the School Accountability Report Card (SARC)

SARC Overview



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 and access to prior year reports, 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 the 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).

California School Dashboard



The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

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.

2022-23 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	Daniel Klatzker
Email Address	Klatzker_d@auhsd.us
School Website	https://lexington.auhsd.us
County-District-School (CDS) Code	30664316085260

2022-23 District Contact Information

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

2022-23 School Overview

School Vision Statement:

At Lexington Junior High School, we champion a collaborative community that excels in student-centered learning opportunities, creative thinking, and embraces diversity. We empower compassionate citizens of tomorrow to meet the demands of an ever-changing global society.

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, Gold Ribbon, and California Democracy School which 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, Culinary Arts I and II, Art I and II, Drama I and II, Computer science, Entrepreneurship, Digital Animation, Woodshop I and II, Yearbook, Photography, Speech and Debate, exploring Robotics, advance Robotics, exploring engineering and Associated Student Body (ASB). Lexington offers multiple levels of math, English, Science, and History for the students in both regular and honors courses. 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 independent reading. 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) and ELM support classes are in the schedule for three periods for students designated as EL. To add an extra layer of support, free after-school tutoring is offered for all subject areas in the Library four days a week, PAWS after school tutoring Tuesday/Thursday for students with ADHD, and LHOPS after school Tuesday / Thursday for students with special needs. We employ teacher and parent learning walks on a regular basis.

Demographic Information:

Lexington Junior High School, located in Cypress, California serves 1,183 students, in which 38.5% participate in the Free and Reduced Meal Program. As of 2020-2021 enrollment data, 8.7% are English Learners. The demographic profile from 2020-2021 also indicates the following regarding student subgroups: 30.5% Hispanic, 21.3% White, 34.1% Asian, 3.2% African American, .3% Pacific Islander, 5.0% Filipino, and 5.2% multiple / no response.

About this School

2021-22 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 7	583
Grade 8	594
Total Enrollment	1,177

2021-22 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	49.0
Male	50.9
American Indian or Alaska Native	0.1
Asian	34.6
Black or African American	3.0
Filipino	5.4
Hispanic or Latino	31.7
Native Hawaiian or Pacific Islander	0.4
Two or More Races	4.7
White	19.7
English Learners	9.6
Foster Youth	0.3
Homeless	0.9
Migrant	0.0
Socioeconomically Disadvantaged	41.0
Students with Disabilities	8.3

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

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	39.70	80.71	897.90	74.43	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	3.00	0.25	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	4.00	8.13	49.90	4.14	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	29.50	2.45	12115.80	4.41
Unknown	5.40	11.14	226.00	18.73	18854.30	6.86
Total Teaching Positions	49.20	100.00	1206.40	100.00	274759.10	100.00

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)						
Intern Credential Holders Properly Assigned						
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)						
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)						
Unknown						
Total Teaching Positions						

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	
Misassignments	4.00	
Vacant Positions	0.00	
Total Teachers Without Credentials and Misassignments	4.00	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	
Local Assignment Options	0.00	
Total Out-of-Field Teachers	0.00	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

2021-22 Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	9.00	
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.00	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

2022-23 Quality, Currency, Availability of Textbooks and Other Instructional Materials

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 September 14, 2021.

Year and month in which the data were collected

September 2021

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 Houghton Mifflin Harcourt for 7-8 grades and Mc Graw Hill for 9-12 grades were adopted in 2020-21. 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, California HMH Science Dimensions was adopted in 2018-19 for 7 & 8 grades. Science textbooks that support Advanced Placement courses are adopted as needed, the most recent adoption occurring in 2021-22, Pearson Environmental Science AP Edition. There is one textbook available per student.	Yes	0
History-Social Science	History/Social science textbooks were adopted in 2018-19 and 2019-20. 7th grade 2018 -Cengage Learning-World History: Medieval and Early Modern Times, CA Student Edition 8th grade 2019 - McGraw-Hill- United States History and Geography- Growth and Conflict (IMPACT California Social Studies) 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, Houghton Mifflin Harcourt-Avancemos, 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 for 7-8 grades, and Goodheart Wilcox-Comprehensive Health for High School 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
Science Laboratory Equipment (grades 9-12)	NA		NA

School Facility Conditions and Planned Improvements

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 September 21, 2022 - October 5, 2022.

Year and month of the most recent FIT report

October, 2022

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			Grind trip hazards in boy's restroom.
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rate

Exemplary	Good	Fair	Poor
X			

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 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).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).
4. **College and Career Ready**
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.

SARC Reporting in the 2020-2021 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

Options

Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

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.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

The 2020-21 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-21 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-21 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-21 school year to other school years.

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.

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.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
English Language Arts/Literacy (grades 3-8 and 11)	N/A	70	N/A	43	N/A	47
Mathematics (grades 3-8 and 11)	N/A	51	N/A	23	N/A	33

2021-22 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

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.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	1186	1171	98.74	1.26	70.45
Female	584	582	99.66	0.34	75.26
Male	601	589	98.00	2.00	65.70
American Indian or Alaska Native	--	--	--	--	--
Asian	414	413	99.76	0.24	86.20
Black or African American	34	34	100.00	0.00	41.18
Filipino	65	64	98.46	1.54	78.13
Hispanic or Latino	375	366	97.60	2.40	56.01
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	60	60	100.00	0.00	73.33
White	232	228	98.28	1.72	66.67
English Learners	79	77	97.47	2.53	23.38
Foster Youth	--	--	--	--	--
Homeless	26	23	88.46	11.54	43.48
Military	--	--	--	--	--
Socioeconomically Disadvantaged	422	413	97.87	2.13	59.08
Students Receiving Migrant Education Services	0	0	0.00	0.00	0.00
Students with Disabilities	103	96	93.20	6.80	22.92

2021-22 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

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.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	1186	1148	96.80	3.20	51.39
Female	584	572	97.95	2.05	51.05
Male	601	576	95.84	4.16	51.74
American Indian or Alaska Native	--	--	--	--	--
Asian	414	410	99.03	0.97	80.98
Black or African American	34	32	94.12	5.88	28.13
Filipino	65	64	98.46	1.54	57.81
Hispanic or Latino	375	358	95.47	4.53	25.98
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	60	57	95.00	5.00	50.88
White	232	221	95.26	4.74	39.37
English Learners	79	77	97.47	2.53	19.48
Foster Youth	--	--	--	--	--
Homeless	26	22	84.62	15.38	22.73
Military	--	--	--	--	--
Socioeconomically Disadvantaged	422	399	94.55	5.45	40.60
Students Receiving Migrant Education Services	0	0	0.00	0.00	0.00
Students with Disabilities	103	90	87.38	12.62	7.78

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

For any 2020–21 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Science (grades 5, 8 and high school)	43.49	51.71	28.33	28.29	28.5	29.47

2021-22 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. 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.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	598	586	97.99	2.01	51.71
Female	289	284	98.27	1.73	50.35
Male	308	302	98.05	1.95	52.98
American Indian or Alaska Native	0	0	0	0	0
Asian	211	209	99.05	0.95	71.77
Black or African American	19	19	100	0	26.32
Filipino	31	31	100	0	51.61
Hispanic or Latino	179	174	97.21	2.79	35.63
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	32	32	100	0	50
White	124	119	95.97	4.03	44.54
English Learners	31	31	100	0	6.45
Foster Youth	0	0	0	0	0
Homeless	16	14	87.5	12.5	14.29
Military	--	--	--	--	--
Socioeconomically Disadvantaged	230	219	95.22	4.78	39.27
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	53	46	86.79	13.21	10.87

B. Pupil Outcomes

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 area of physical education.

2021-22 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. Due to changes to the 2021-22 PFT administration, only participation results are required for these five fitness areas. 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.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 7	100%	100%	100%	100%	100%

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 regarding the school district and at each school site.

2022-23 Opportunities for Parental Involvement

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. Parents sign-up annually to assist in the following areas: Book Fair, dances, FunRaiser/FunRun (annual Fundraiser bringing in approximately \$80,000), band performances, drama shows, dance/choir performances, reward/incentive programs, and other elective program events. 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 both in person and live stream virtually in addition to Parent Leadership Academy opportunities throughout the year. Our full-time Social worker, FACES (Family and Community Engagement Specialist), and counseling staff also hosts various workshops from mental health to other such workshops throughout the year to empower parents and families.

2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	1214	1208	137	11.3
Female	600	596	82	13.8
Male	613	611	54	8.8
American Indian or Alaska Native	1	1	0	0.0
Asian	419	416	10	2.4
Black or African American	38	38	7	18.4
Filipino	67	66	2	3.0
Hispanic or Latino	384	383	66	17.2
Native Hawaiian or Pacific Islander	5	5	2	40.0
Two or More Races	55	55	3	5.5
White	240	239	45	18.8
English Learners	123	120	9	7.5
Foster Youth	4	4	2	50.0
Homeless	27	27	7	25.9
Socioeconomically Disadvantaged	506	504	86	17.1
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	109	108	27	25.0

C. Engagement

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

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-20 suspensions and expulsions rate data are not comparable to other year data because the 2019-20 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-20 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	1.17	1.86	2.45
Expulsions	0.00	0.00	0.05

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Suspensions	0.00	0.91	0.00	2.75	0.20	3.17
Expulsions	0.00	0.00	0.00	0.00	0.00	0.07

2021-22 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.91	0.00
Female	0.33	0.00
Male	1.31	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.48	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.78	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	2.08	0.00
English Learners	2.44	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	1.19	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	2.75	0.00

2022-23 School Safety Plan

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 equipped with surveillance cameras and the administration team has been trained on use. In addition, we use an emergency communication app (Nixle) in the case of emergencies. All staff are connected to the app to receive emergency messages via email or text on their cellphone.

2019-20 Secondary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	30	12	37	11
Mathematics	29	4	33	9
Science	30	4	20	21
Social Science	31	1	35	7

2020-21 Secondary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	26	14	36	8
Mathematics	27	6	38	2
Science	29	6	12	25
Social Science	30	2	30	9

2021-22 Secondary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	24	16	35	7
Mathematics	26	6	36	4
Science	27	8	31	5
Social Science	27	3	39	1

2021-22 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. 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.

Title	Ratio
Pupils to Academic Counselor	588.5

2021-22 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. 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.

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	1.0
Nurse	
Speech/Language/Hearing Specialist	1.0
Resource Specialist (non-teaching)	
Other	

2020-21 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2020-21 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$13,349	\$4,426	\$8,923	\$101,024
District	N/A	N/A	10,543	\$98,524
Percent Difference - School Site and District	N/A	N/A	-16.6	2.5
State	N/A	N/A	\$6,594	\$85,856
Percent Difference - School Site and State	N/A	N/A	30.0	16.2

2021-22 Types of Services Funded

English Learner, Special Education, and Staff Development programs are supported through the following categorical funds: Title II Professional Development, Local Control Funding Formula (LCFF), and Title IV monies. Additional monies for STEAM / CIVIC engagement have been included in LCFF funding source. A schoolwide fundraiser through Lexington Foundation, Principal Site Discretionary and other grants are also sources of support for curricular programs.

2020-21 Teacher and Administrative Salaries

This table displays the 2020-21 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$54,602	\$55,947
Mid-Range Teacher Salary	\$93,635	\$90,080
Highest Teacher Salary	\$119,824	\$117,121
Average Principal Salary (Elementary)		
Average Principal Salary (Middle)	\$144,438	\$146,364
Average Principal Salary (High)	\$156,492	\$164,633
Superintendent Salary	\$284,644	\$261,984
Percent of Budget for Teacher Salaries	32%	31%
Percent of Budget for Administrative Salaries	4%	5%

Professional Development

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 four professional development days and weekly late-start meetings, which are scheduled each year for professional learning activities. All teachers / counselors have chosen a teacher focus group to participate in monthly during late starts.

Focus teams include: SWD taskforce, EL taskforce, safety / discipline team, MTSS/campus culture team, ACE mentors, Civic Engagement / student voice team (CCAT (College and Career Access Team)). New teachers are also required to participate in a teacher induction 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, Lexington Junior High School has weekly professional development opportunities on Thursday'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.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2020-21	2021-22	2022-23
Number of school days dedicated to Staff Development and Continuous Improvement	4	6	10