Lexington Junior High School
2022-2023 School Accountability Report Card
(Published During the 2023-2024 School Year)

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.

2023-24 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

2023-24 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	https://www.auhsd.us

2023-24 School Description and Mission Statement

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, Essentials of Technology, Engineering, 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 "Lion Time" 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. We employ teacher and parent learning walks on a regular basis. We have implemented a Lion Lounge to provide a safe, mindful space for students. All staff has been trained in Capturing Kids Hearts to address SEL on campus.

Demographic Information:
Lexington Junior High School, located in Cypress, California serves 1283, students. As of 2022-2023 enrollment data, 8.7% are English Learners, % are Students with disabilities. The demographic profile from 2022-2023 also indicates the following regarding student subgroups: 33.9% Hispanic, 17.7% White, 34.45% Asian, 2.88% African American, .47% Pacific Islander, 5.2% Filipino, and 4.0% multiple / no response. 36% of Lexington students are attending as school of choice.

About this School

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 7	685
Grade 8	598
Total Enrollment	1,283

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	50.4%
Male	49.6%
American Indian or Alaska Native	0.4%
Asian	34.5%
Black or African American	2.9%
Filipino	5.2%
Hispanic or Latino	34%
Native Hawaiian or Pacific Islander	0.5%
Two or More Races	4.1%
White	17.8%
English Learners	8.7%
Foster Youth	0.2%
Homeless	1.6%
Socioeconomically Disadvantaged	49.3%
Students with Disabilities	9.3%

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)	38.60	78.89	1094.60	83.18	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	8.50	0.65	4853.00	1.74
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	5.30	10.88	73.20	5.56	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.60	1.35	32.80	2.50	11953.10	4.28
Unknown	4.30	8.84	106.80	8.11	15831.90	5.67
Total Teaching Positions	48.90	100.00	1316.10	100.00	279044.80	100.00

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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	0.00
Misassignments	4.00	5.30
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	4.00	5.30

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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	0.50
Local Assignment Options	0.00	0.10
Total Out-of-Field Teachers	0.00	0.60

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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	12.9
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	0

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

2023-24 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 13, 2022.

Year and month in which the data were collected	November, 2023

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 by Houghton Mifflin Harcourt-Collections adopted in 2014-15. There is one textbook available per student.	Yes	0
Mathematics	Mathematics textbooks by Houghton Mifflin Harcourt for 7-8 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. There is one consumable textbook available per student as well as an online copy.	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 to take home, a class set in the classroom and digital access available to all students.	Yes	0
Foreign Language	Foreign language textbooks are adopted as needed by course. Spanish Language uses the text book Senderos 1 by Vista Higher Learned adopted in 2023. 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 8 grade There is one textbook available per student as well as available digitally	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)	N/A	N/A	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 October 10, 2023.

Year and month of the most recent FIT report	October, 2023

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			300 Building needs new floor.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
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			Cracks in concrete in Quad. Planned Action Taken: Promptly fix cracks in concrete.

Overall Facility Rate

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] 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).

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.

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.

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 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
English Language Arts/Literacy (grades 3-8 and 11)	70	65	43	42	47	46
Mathematics (grades 3-8 and 11)	51	52	23	24	33	34

2022-23 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	1280	1259	98.36	1.64	65.26
Female	644	633	98.29	1.71	70.89
Male	636	626	98.43	1.57	59.58
American Indian or Alaska Native	--	--	--	--	--
Asian	448	442	98.66	1.34	83.48
Black or African American	40	39	97.50	2.50	38.46
Filipino	67	67	100.00	0.00	76.12
Hispanic or Latino	431	425	98.61	1.39	50.94
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	58	56	96.55	3.45	66.07
White	225	219	97.33	2.67	56.62
English Learners	107	101	94.39	5.61	20.79
Foster Youth	--	--	--	--	--
Homeless	20	19	95.00	5.00	31.58
Military	68	67	98.53	1.47	65.67
Socioeconomically Disadvantaged	629	619	98.41	1.59	55.02
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	126	120	95.24	4.76	20.83

2022-23 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	1281	1259	98.28	1.72	52.15
Female	645	634	98.29	1.71	50.79
Male	636	625	98.27	1.73	53.54
American Indian or Alaska Native	--	--	--	--	--
Asian	448	444	99.11	0.89	75.62
Black or African American	40	39	97.50	2.50	36.84
Filipino	67	67	100.00	0.00	62.69
Hispanic or Latino	431	425	98.61	1.39	31.99
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	58	56	96.55	3.45	46.43
White	226	217	96.02	3.98	43.32
English Learners	108	106	98.15	1.85	17.31
Foster Youth	--	--	--	--	--
Homeless	20	19	95.00	5.00	21.05
Military	68	68	100.00	0.00	55.88
Socioeconomically Disadvantaged	630	621	98.57	1.43	41.49
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	126	121	96.03	3.97	16.24

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.

Science test results include the CAST 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 CAST 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.

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.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
Science (grades 5, 8 and high school)	51.71	41.65	28.29	28.38	29.47	30.29

2022-23 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	588	98.33	1.67	41.67
Female	293	288	98.29	1.71	42.36
Male	305	300	98.36	1.64	41.00
American Indian or Alaska Native	--	--	--	--	--
Asian	216	215	99.54	0.46	63.26
Black or African American	19	18	94.74	5.26	11.11
Filipino	35	35	100.00	0.00	42.86
Hispanic or Latino	193	190	98.45	1.55	22.63
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	28	28	100.00	0.00	46.43
White	104	99	95.19	4.81	34.34
English Learners	43	43	100.00	0.00	0.00
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	35	35	100.00	0.00	40.00
Socioeconomically Disadvantaged	281	277	98.58	1.42	33.94
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	62	60	96.77	3.23	13.33

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.

2022-23 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.   The administration of the PFT during 2021-22 and 2022-23 school years, 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	99	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.

2023-24 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 $78,000), 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.

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	1327	1311	142	10.8
Female	672	662	83	12.5
Male	655	649	59	9.1
Non-Binary	0	0	0	0.0
American Indian or Alaska Native	6	6	3	50.0
Asian	457	453	13	2.9
Black or African American	42	41	7	17.1
Filipino	67	67	0	0.0
Hispanic or Latino	452	445	80	18.0
Native Hawaiian or Pacific Islander	6	6	2	33.3
Two or More Races	52	52	7	13.5
White	235	231	28	12.1
English Learners	122	122	19	15.6
Foster Youth	6	5	3	60.0
Homeless	22	21	3	14.3
Socioeconomically Disadvantaged	676	668	105	15.7
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	133	132	30	22.7

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.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Suspensions	0.00	0.91	1.21	0.00	2.75	3.78	0.20	3.17	3.60
Expulsions	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.07	0.08

2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	1.21	0
Female	0.89	0
Male	1.53	0
Non-Binary		
American Indian or Alaska Native	0	0
Asian	0.22	0
Black or African American	0	0
Filipino	0	0
Hispanic or Latino	1.99	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	1.92	0
White	1.7	0
English Learners	0.82	0
Foster Youth	0	0
Homeless	0	0
Socioeconomically Disadvantaged	1.78	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	2.26	0

2023-24 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. Every year we do an annual review and replenishment of emergency supplies. All classrooms are equipped with a PA system for emergency announcements, maps, and supplies. 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. Lexington has an SRO that works with Lexington 4 days a week and and is on campus interacting with students building positive relationships.

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

2022-23 Secondary Average Class Size and Class Size Distribution

This table displays the 2022-23 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	25	14	35	11
Mathematics	27	6	35	6
Science	28	6	28	12
Social Science	31	2	26	13

2022-23 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	427.67

2022-23 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)	3
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	1
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	1
Resource Specialist (non-teaching)	
Other	

Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 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	$102,980
Percent Difference - School Site and District	N/A	N/A	-16.6	2.5
State	N/A	N/A	$7,607	$97,850
Percent Difference - School Site and State	N/A	N/A	30.0	16.2

Fiscal Year 2022-23 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 as well as Prop 28 to support VAPA. 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.

Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 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	$57,124	$57,234
Mid-Range Teacher Salary	$97,960	$95,467
Highest Teacher Salary	$125,357	$122,669
Average Principal Salary (Elementary)	$0	
Average Principal Salary (Middle)	$149,493	$153,476
Average Principal Salary (High)	$161,969	$173,198
Superintendent Salary	$284,644	$277,572
Percent of Budget for Teacher Salaries	32.4%	31.17%
Percent of Budget for Administrative Salaries	3.7%	4.46%

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 throughout the year for professional learning activities: once a month full staff professional development aligned to our site and district initiatives based on needs of students. Departments / PLCs are allotted time to meet monthly to reflect on lessons, assessments and learning objectives. All teachers / counselors participate in Focus Time monthly during late starts. During this time, staff participates collaboration with colleagues, bring in professional learning, or site event planning that is vital in moving our site and culture forward through our Lexington Vision. Staff have chosen to meet regularly in the following groups / teams: SWD taskforce, EL taskforce, safety / emergency, MTSS/campus culture team, ACE mentors, Civic engagement / student voice team. There is also a site discipline committee that meets monthly consisting of admin, counselor, and teachers. Every department has opportunity to attend reflective learning walks and attend district PD and/or county/state PD. On-going scheduled professional growth opportunities throughout the year: 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. Finally, all staff members have opportunities to participate in professional learning opportunities / professional conferences outside of the school and district.

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

Subject	2021-22	2022-23	2023-24
Number of school days dedicated to Staff Development and Continuous Improvement	6	10	37