

Lexington Junior High School

2023-2024 School Accountability Report Card (Published During the 2024-2025 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.

A hard copy of the School Accountability Report Card is available at your School Office, upon request.

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.

Admission Requirements for the University of California (UC)

Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at <https://admission.universityofcalifornia.edu/>.

Admission Requirements for the California State University (CSU)

Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at <https://www2.calstate.edu/>.

2024-25 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
Grade Span	7-8
County-District-School (CDS) Code	30664316085260

2024-25 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

2024-25 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

2024-25 School Description and Mission Statement

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 1186, 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

2023-24 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 7	588
Grade 8	688
Total Enrollment	1,276

2023-24 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	49.4
Male	50.6
American Indian or Alaska Native	0.4
Asian	32.1
Black or African American	3.2
Filipino	4.8
Hispanic or Latino	33.2
Native Hawaiian or Pacific Islander	0.5
Two or More Races	4.8
White	20.3
English Learners	9
Foster Youth	0.2
Homeless	1.5
Socioeconomically Disadvantaged	53.4
Students with Disabilities	9.9

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/Incomplete/NA	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/Incomplete/NA	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

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.

2022-23 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)	45.30	88.22	1131.10	84.42	231142.40	100.00
Intern Credential Holders Properly Assigned	0.00	0.00	12.10	0.90	5566.40	2.00
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	2.70	5.37	55.40	4.14	14938.30	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.60	1.28	41.30	3.09	11746.90	4.23
Unknown/Incomplete/NA	2.60	5.10	99.80	7.45	14303.80	5.15
Total Teaching Positions	51.30	100.00	1340.00	100.00	277698	100

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	2022-23
Permits and Waivers	0.00	0.00	0
Misassignments	4.00	5.30	2.7
Vacant Positions	0.00	0.00	0
Total Teachers Without Credentials and	4.00	5.30	2.7

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

Indicator	2020-21	2021-22	2022-23
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.50	0
Local Assignment Options	0.00	0.10	0.6
Total Out-of-Field Teachers	0.00	0.60	0.6

Class Assignments

Indicator	2020-21	2021-22	2022-23
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	9.00	12.9	6.4
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	0	0

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

2024-25 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 January 24, 2025.

Year and month in which the data were collected	January 24, 2025
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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, 7th and 8th grade, 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 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. All were adopted during the 2020-2021 school year. Math 7/7H & Math 7: Houghton Mifflin Harcourt - Into Math Grade 7 Math 8/8H & Math 8: Houghton Mifflin Harcourt - Into Math Grade 8	Yes	0
Science	Science textbooks, California HMH Science Dimensions was adopted in 2018-19 for 7 & 8 grades. Science textbooks for grades 7 and 8 Integrated Science were adopted in 2018-19: HMH CA Science Dimensions. The e-text and one consumable textbook is available per student.	Yes	0
History-Social Science	History/Social science textbooks were adopted in 2018-19 and 2019-20.	Yes	0

	<p>7th grade National Geographic, World History, Medieval and Early Times(2018)</p> <p>8th grade McGraw Hill Education, IMPACT California Social Studies, United States History and Geography-Growth and Conflict(2019)</p> <p>There is one textbook available per student to take home, a class set in the classroom and digital access available to all students.</p>		
<p>Foreign Language</p>	<p>Foreign language textbooks are adopted as needed by course.</p> <p>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.</p> <p>Below is the list of districtwide World Language adopted instructional materials:</p> <p>American Sign Language 1: Master ASL! 1, ISBN: 9781881133209, Adopted: 2017/2018</p> <p>American Sign Language 2 and American Sign Language 3: Signing Naturally 3, ISBN: 9781581211351, Adopted: 2017/2018</p> <p>American Sign Language 4: Translating from English, ISBN: 9781581211009, Adopted 2017/2018</p> <p>Arabic 1: Al-Asas for Teaching Arabic to Non-Native Speakers 1, ISBN: 9781933269092, Adopted 2019/2020</p> <p>Arabic 2: Al-Asas for Teaching Arabic to Non-Native Speakers 2, ISBN: 9781933269108, Adopted 2019/2020</p> <p>Arabic 3 and Arabic 4: Al-Asas for Teaching Arabic to Non-Native Speakers 3, ISBN: 9781933269115, Adopted 2019/2020</p> <p>French 1: Chemins 1, ISBN: 9781543362237, Adopted: 2023/2024</p> <p>French 2: Chemins 2, ISBN: 9781543362299, Adopted 2023/2024</p> <p>French 3: Chemins 3, ISBN: 9781543362312, Adopted: 2023/2024</p> <p>French 4: Chemins 4, ISBN: 9781543362336, Adopted: 2023/2024</p> <p>AP French Language and Culture: Themes, ISBN: 9781680040272, Adopted: 2015/2016</p> <p>Japanese 1: Adventures In Japanese 1, ISBN: 781622910564, Adopted: 2015/2016</p> <p>Japanese 2: Adventures in Japanese 2, ISBN: 9781622910663, Adopted: 2015/2016</p> <p>Japanese 3: Adventures in Japanese 3, ISBN: 9780887173995, Adopted: 2003/2004</p> <p>Japanese 4: Adventures in Japanese 4, ISBN: 9780887274428, Adopted: 2003/2004</p> <p>Korean 1: EPIC Korean 1, ISBN: 9781636849409, Adopted: 2022/2023</p> <p>Korean 2: EPIC Korean 2, ISBN: 9781636849423, Adopted: 2022/2023</p> <p>Korean 3: EPIC Korean 3, ISBN: 9781636849447, Adopted: 2023/2024</p> <p>Korean 4: EPIC Korean 4, ISBN: 9781636849461, Adopted: 2022-2023</p>	<p>Yes</p>	<p>0</p>

	<p>Mandarin 1 and Mandarin 2: Zhen Bang! 1, ISBN: 9780821981368, Adopted: 2015/2016</p> <p>Mandarin 3 and Mandarin 4: Zhen Bang! 2, ISBN: 9780821988237, Adopted: 2015/2016</p> <p>Spanish 1: Senderos 1, ISBN: 9781543357936, Adopted: 2023/2024</p> <p>Spanish 2: Senderos 2, ISBN: 9781543358070, Adopted: 2023/2024</p> <p>Spanish 3: Senderos 3, ISBN: 9781543358131, Adopted: 2023/2024</p> <p>Spanish 4: Senderos 4, ISBN: 9781543358193, Adopted: 2023/2024</p> <p>Spanish for Spanish Speakers 1: Cajas de Cartón (The Circuit), ISBN: 9780618226160 (Novel), La Casa De Mango Street (The House on Mango Street), ISBN: 9780679755265 (Novel), El Color de Mis Palabras, ISBN: 9781930332751 (Novel), Esperanza Renace (Esperanza Rising), ISBN: 9780439398855 (Novel), Adopted: 2017</p> <p>Spanish for Spanish Speakers 2: Antes de Ser Libres, ISBN: 9780375815454 (Novel), Caramelo, ISBN: 9781400030996 (Novel), Senderos Fronterizos (Breaking Through), ISBN: 9780618226184 (Novel), La Travesia de Enrique (Enrique's Journey), ISBN: 9780553535549 (Novel), Voces Sin Fronteras (Voices without Frontiers), ISBN: 9781400077199 (Novel), Adopted: 2017</p> <p>Spanish for Spanish Speakers 3: Más Allá de Mí, ISBN: 9780547250311 (Novel), El Alquimista (The Alchemist), ISBN: 9780062511409 (Novel), Cuando Era Puertorriqueña (When I was Puerto Rican), ISBN: 9780679756774 (Novel), Los de Abajo, ISBN: 9780140266214(Novel), Me Llamo Rigoberta Menchu, ISBN: 9789682313158 (Novel), Adopted: 2017</p> <p>AP Spanish Literature & Culture: Azulejo, ISBN: 9781938026225, Adopted: 2022/2023</p> <p>AP Spanish Language & Culture: Temas, ISBN: 9781543301380, Adopted: 2022/2023 and Abriendo Puertas, ISBN: 9780618222070, Adopted: 2012/2013</p> <p>IB Spanish: Temas Para Español B, ISBN: 9781543310658, Adopted: 2019/2020</p> <p>Vietnamese 1 and Vietnamese 2: Tiếng Việt M?n Yêu A, ISBN: 9780997751208, Adopted 2018/2019</p> <p>Vietnamese 3: Tiếng Việt M?n Yêu B, ISBN: 9780997751215, Adopted 2019/2020</p> <p>Vietnamese 4H and Vietnamese 5H: Tiếng Việt M?n Yêu C, ISBN: 9780997751222, Adopted 2019/2020</p> <p>Vietnamese 6H: Tiếng Việt M?n Yêu D, ISBN: 9780997751231, Adopted 2019/2020</p>		
Health	<p>Health textbooks, McGraw Hill-Teen Health for 8 grade were adopted in 2016-17.</p> <p>There is one textbook available per student as well as available digitally.</p>	Yes	0
Visual and Performing Arts	<p>Visual and performing arts students have access to course appropriate method books and instructional materials.</p>	Yes	0
Science Laboratory Equipment (grades 9-12)	N/A	N/A	NA
<p>Note: Cells with N/A values do not require data.</p>			

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. New Electronic Marquee installed summer 2024 through district bond measure.

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 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 1 - October 18, 2024.

Year and month of the most recent FIT report

October, 2024

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			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			Concreted around the Tennis Courts, Quad and Walkways around the grass area have cracks. Topper to Basketball courts need to be redone. Planned Action Taken: Repair concreted around the Tennis Courts, Quad and Walkways around the grass area. Add new topper to Basketball courts.

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.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
English Language Arts/Literacy (grades 3-8 and 11)	65	65	42	42	46	47
Mathematics (grades 3-8 and 11)	52	49	24	24	34	35

2023-24 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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	1275	1255	98.43	1.57	65.42
Female	630	620	98.41	1.59	70.16
Male	645	635	98.45	1.55	60.79
American Indian or Alaska Native	--	--	--	--	--
Asian	409	404	98.78	1.22	83.91
Black or African American	42	40	95.24	4.76	47.50
Filipino	61	61	100.00	0.00	81.97
Hispanic or Latino	423	420	99.29	0.71	50.71
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	69	66	95.65	4.35	60.61
White	260	253	97.31	2.69	60.08
English Learners	63	60	95.24	4.76	16.67
Foster Youth	--	--	--	--	--
Homeless	19	19	100.00	0.00	31.58
Military	68	68	100.00	0.00	63.24
Socioeconomically Disadvantaged	673	662	98.37	1.63	56.80
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	129	121	93.80	6.20	24.79

2023-24 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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	1274	1246	97.80	2.20	49.36
Female	630	617	97.94	2.06	47.16
Male	644	629	97.67	2.33	51.51
American Indian or Alaska Native	--	--	--	--	--
Asian	409	403	98.53	1.47	76.92
Black or African American	42	40	95.24	4.76	25.00
Filipino	61	61	100.00	0.00	57.38
Hispanic or Latino	423	417	98.58	1.42	29.50
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	68	65	95.59	4.41	46.15
White	260	249	95.77	4.23	40.56
English Learners	63	59	93.65	6.35	11.86
Foster Youth	--	--	--	--	--
Homeless	19	19	100.00	0.00	36.84
Military	68	68	100.00	0.00	55.88
Socioeconomically Disadvantaged	672	657	97.77	2.23	39.88
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	128	118	92.19	7.81	14.41

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 for Science. 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 CAA for Science divided by the total number of students who participated in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
Science (grades 5, 8 and high school)	41.65	44.21	28.38	28.30	30.29	30.73

2023-24 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	688	680	98.84	1.16	44.26
Female	355	352	99.15	0.85	45.17
Male	333	328	98.50	1.50	43.29
American Indian or Alaska Native	--	--	--	--	--
Asian	228	226	99.12	0.88	64.60
Black or African American	22	20	90.91	9.09	20.00
Filipino	31	31	100.00	0.00	48.39
Hispanic or Latino	247	247	100.00	0.00	28.34
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	28	26	92.86	7.14	46.15
White	124	122	98.39	1.61	40.98
English Learners	27	26	96.30	3.70	7.69
Foster Youth	--	--	--	--	--
Homeless	12	12	100.00	0.00	16.67
Military	41	41	100.00	0.00	43.90
Socioeconomically Disadvantaged	363	360	99.17	0.83	35.00
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	63	60	95.24	4.76	11.67

2023-24 Career Technical Education Programs

2023-24 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	869
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	

Course Enrollment/Completion

This table displays the course enrollment/completion of University of California (UC) and/or California State University (CSU) admission requirements.

UC/CSU Course Measure	Percent
2023-24 Pupils Enrolled in Courses Required for UC/CSU Admission	
2022-23 Graduates Who Completed All Courses Required for UC/CSU Admission	

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.

2023-24 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 requires only participation results 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	99	100	100	99	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.

2024-25 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.

C. Engagement

State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school Dropout Rates;
- High school Graduation Rates; and
- Chronic Absenteeism

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
Dropout Rate				3.6	4.1	4.1	7.8	8.2	8.9
Graduation Rate				92.4	91.0	93.2	87.0	86.2	86.4

2023-24 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2023-24 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at www.cde.ca.gov/ds/ad/acgrinfo.asp.

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	0.0	0.0	0.0
Female	0.0	0.0	0.0
Male	0.0	0.0	0.0
Non-Binary	0.0	0.0	0.0
American Indian or Alaska Native	0.0	0.0	0.0
Asian	0.0	0.0	0.0
Black or African American	0.0	0.0	0.0
Filipino	0.0	0.0	0.0
Hispanic or Latino	0.0	0.0	0.0
Native Hawaiian or Pacific Islander	0.0	0.0	0.0
Two or More Races	0.0	0.0	0.0
White	0.0	0.0	0.0
English Learners	0.0	0.0	0.0
Foster Youth	0.0	0.0	0.0
Homeless	0.0	0.0	0.0
Socioeconomically Disadvantaged	0.0	0.0	0.0
Students Receiving Migrant Education Services	0.0	0.0	0.0
Students with Disabilities	0.0	0.0	0.0

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2023-24 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	1308	1301	156	12.0
Female	646	641	73	11.4
Male	662	660	83	12.6
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	413	413	18	4.4
Black or African American	44	43	5	11.6
Filipino	61	61	1	1.6
Hispanic or Latino	440	437	78	17.8
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	65	65	8	12.3
White	267	264	45	17.0
English Learners	128	127	24	18.9
Foster Youth	--	--	--	--
Homeless	21	21	5	23.8
Socioeconomically Disadvantaged	740	734	113	15.4
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	142	141	33	23.4

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 data.

Suspensions								
School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
0.91	1.21	2.6	2.75	3.78	4.06	3.17	3.6	3.28

This table displays expulsions data.

Expulsions								
School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
0	0	0	0	0	0	0.07	0.08	0.07

2023-24 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	2.60	0.00
Female	2.01	0.00
Male	3.17	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.48	0.00
Black or African American	11.36	0.00
Filipino	1.64	0.00
Hispanic or Latino	3.64	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	1.54	0.00
White	3.37	0.00
English Learners	6.25	0.00
Foster Youth	0.00	0.00
Homeless	14.29	0.00
Socioeconomically Disadvantaged	3.38	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	6.34	0.00

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2024-25 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

2024-25 School Safety Plan

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 is on campus interacting with students building positive relationships.

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

2023-24 Secondary Average Class Size and Class Size Distribution

This table displays the 2023-24 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	16	2	34
Mathematics	30	6	5	31
Science	30	5	14	24
Social Science	34	2		35

2023-24 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	638

2023-24 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. The "Other" category is for all other student support services staff positions not listed.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	2
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 2022-23 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2022-23 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	\$9,657	\$1,597	\$8,060	\$109,819
District	N/A	N/A	\$10,142	\$110,806
Percent Difference - School Site and District	N/A	N/A	-22.9	-0.9
State	N/A	N/A	\$10,771	\$105,265
Percent Difference - School Site and State	N/A	N/A	-28.8	4.2

Fiscal Year 2023-24 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

Fiscal Year 2023-24 Types of Services Funded

fundraiser through Lexington Foundation, Principal Site Discretionary and other grants are also sources of support for curricular programs.

Fiscal Year 2022-23 Teacher and Administrative Salaries

This table displays the 2022-23 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	\$61,034	\$62,635
Mid-Range Teacher Salary	\$104,665	\$101,698
Highest Teacher Salary	\$133,937	\$128,982
Average Principal Salary (Elementary)	\$0	
Average Principal Salary (Middle)	\$149,493	\$162,013
Average Principal Salary (High)	\$161,969	\$182,697
Superintendent Salary	\$328,935	\$298,748
Percent of Budget for Teacher Salaries	31.58	30.11
Percent of Budget for Administrative Salaries	3.97	4.78

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	2022-23	2023-24	2024-25
Number of school days dedicated to Staff Development and Continuous Improvement	10	37	37