

**LEXINGTON
SCHOOL**



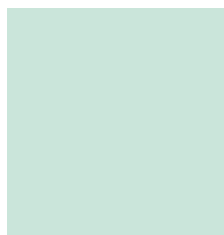
Lexington Elementary School

Grades K-5
CDS Code 43-69526-6047534

Lauren Honda
Principal
lhonda@lgusd.org

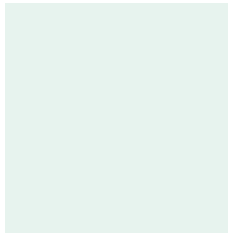
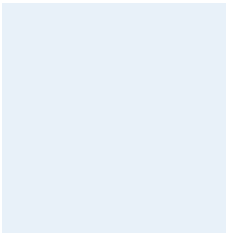
19700 Old Santa Cruz Highway
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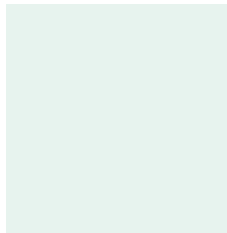
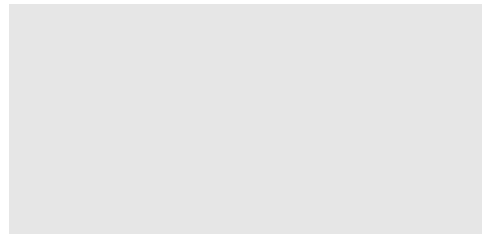
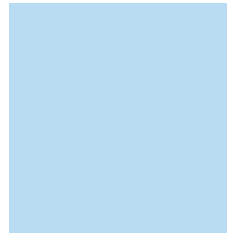
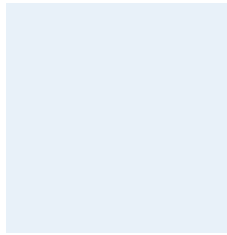
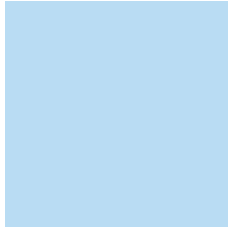


Los Gatos Union School District

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**LEXINGTON
SCHOOL**





Principal's Message

Authorized since 2007, Lexington Elementary School is an International Baccalaureate (IB) World School offering the Primary Years Programme (PYP). Lexington was the ninth elementary school in the state of California and the first (non-private or charter school) in Northern California to be authorized as a Primary Years Programme (PYP) World School. Incorporating California Common Core State Standards with Los Gatos Union School District (LGUSD) adopted curriculum, teachers at Lexington School provide a challenging program of inquiry, which is transdisciplinary and concept-based to TK-5 students. Lexington serves students and their families who live in the foothills above Los Gatos, and those who transfer from other LGUSD schools. The school is part of a district that consists of four elementary schools and one middle school.

Lexington Elementary is clearly a leader in preparing globally aware students for the 21st century. During their years at Lexington, students develop a curiosity about, knowledge of and a sense of responsibility toward other people, cultures and ideas. Students learn to apply acquired skills and knowledge to real-world issues and problems. As a result of their inquiries, Lexington students are empowered to take thoughtful and appropriate action that extends their learning.

Parents in our community provide tremendous volunteer and financial support through the Home and School Club and the Los Gatos Education Foundation. Their assistance permits the school to offer a wide array of programs. All TK-5 students receive instruction in Spanish as a second language from Lexington's credentialed bilingual teacher. Credentialed music teachers provide music instruction, and a physical education specialist provides physical education instruction to students in grades 1-5. All students at Lexington use technology in their classrooms in the form of laptops and iPads, engaging in creative learning experiences that help prepare them to be ethical members of our globally connected society. Visual arts lessons are provided through a credentialed art teacher and LGUSD art docents.

Lexington is leading the charge in the integration of Environmental Literacy. The mission of our LexEcology and the student driven Green Team "is to inspire and empower the Lexington community to be lifelong environmental stewards and cultivate opportunities to educate while engaging students in the natural world." The Green Team has spearheaded many clean campus initiatives. They maintain the vegetable gardens, the worm compost bin, and run the trash sorting and trash-free lunch program, all of which they presented to LGUSD Board of Trustees. They were integral to eliminating plastic straws from Los Gatos Union School District cafeterias. During the 2019-20 school year, students will continue to learn about global warming, single use plastics, plastic waste in our oceans, and how they can take action to make a difference. State Senator Jim Beall visited Lexington on November 21, 2019 to honor our students for the action they took by writing letters to the California legislature urging them to vote yes on bills requiring manufacturers and retailers to greatly reduce their use of single use packaging and products.

With the help of parent volunteers, the Lexington Life Lab has become a reality. In addition to the outdoor classrooms in place, a pollinator garden, a native species garden, and an arbor have been added, with excavation for the greenhouse and water catchment system underway. Life Lab curriculum complete with lessons and activities, has been integrated into the PYP units of inquiry.

Lexington, the oldest school in the district, has an interesting and rich history. The school was completely rebuilt and opened its beautiful new doors in the fall of 2014. Lexington is truly a unique and wonderful school. Please browse our website to get a better understanding of what makes our school special.

Lauren Honda,
Principal

Parental Involvement

We have many ways for parents to participate in the life of our school, and we depend on parents to assist us in keeping many of our programs running smoothly. Parents can join our Home and School Club and our School Site Council (SSC). Both organizations work with the school staff and administration to help make programmatic and financial decisions to support students. Our Home and School Club Board organizes parent volunteers to help with special projects in the classroom; raise funds; chaperone field trips; and chair special events, such as the Lexington Jog-a-thon and the annual Spring Gala. Parents are integral in supporting the IB learner profile through their Project Cornerstone classroom presentations and IB parent workshops are planned throughout the school year. All parents are invited to attend Back-To-School Night in the fall, Open House in the spring, parent-teacher conferences in November and student-led conferences in March. We always welcome new volunteers! Parents are a very active and essential part of the educational process at Lexington.

For more information on how to become involved, please contact administrative assistant Jill Mayo at (408) 335-2150.

School Safety

Our school safety plan is updated annually. The school faculty and the SSC will review, update and revise the school safety plan in February 2020. The school safety plan addresses recommendations about campus security, school climate and character education. We align our discipline policies with the California Education Code and board policy, and we expect students to meet high standards for behavior. The school community also participates in regularly scheduled drills for fire, earthquake and other potential emergencies. Opportunities to debrief drill performance occur after each drill, and feedback is provided to students and staff. All staff participate in emergency-preparedness trainings annually.



School Accountability Report Card

In accordance with state and federal requirements, the School Accountability Report Card (SARC) is put forth annually by all public schools as a tool for parents and interested parties to stay informed of the school's progress, test scores and achievements.

District Mission Statement

Los Gatos Union School District educates all children to their unique potential by teaching, modeling, and supporting the skills and attitudes that contribute to their development as globally and socially responsible citizens.

District Vision Statement

All students know their individual learning styles and talents, think creatively and critically, act responsibly, communicate effectively, and apply knowledge in a diverse and ever-changing world.



Est. 1863

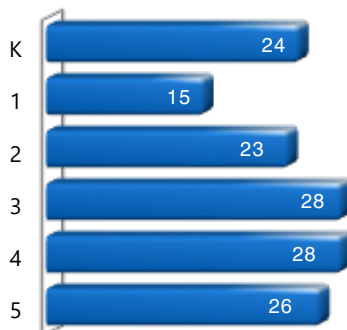
Board of Trustees

John Kuntzmann, Board President
Daniel Snyder, Board Clerk
Peter Noymer, Board Member
Stephen Parson, Board Member
Courtney Monk, Board Member

Enrollment by Grade

The bar graph displays the total number of students enrolled in each grade for the 2018-19 school year.

2018-19 Enrollment by Grade

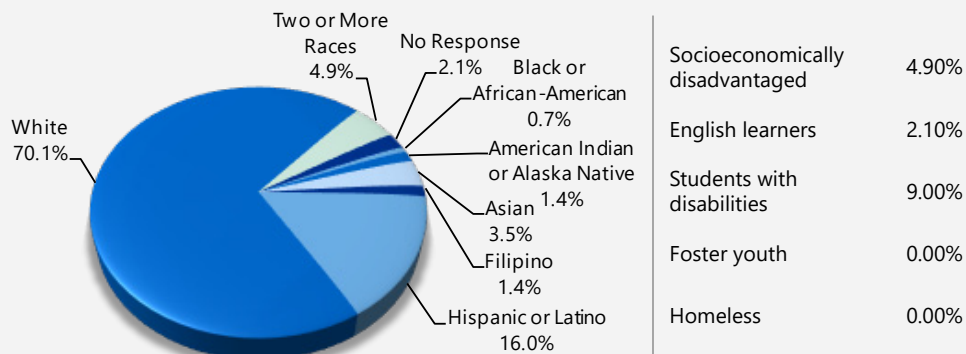


Enrollment by Student Group

The total enrollment at the school was 144 students for the 2018-19 school year. The pie chart displays the percentage of students enrolled in each group.

Demographics

2018-19 School Year

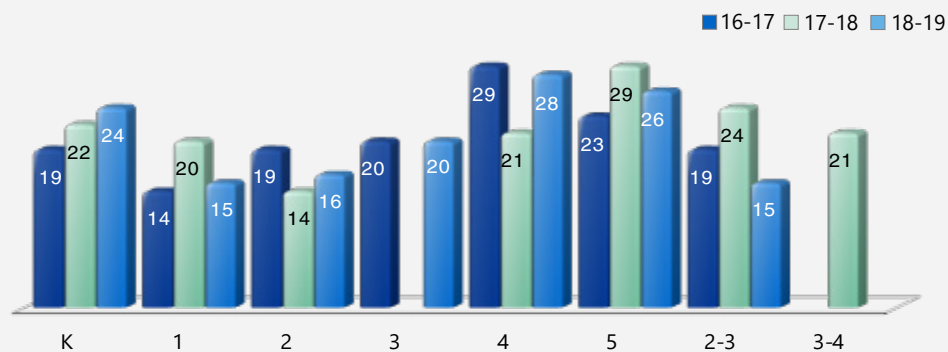


Class Size Distribution

The bar graph displays the three-year data for average class size, and the table displays the three-year data for the number of classrooms by size. The number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Average Class Size

Three-Year Data



Suspensions and Expulsions

This table shows the school, district, and state suspension and expulsion rates for the most recent three-year period. Note: Students are only counted one time, regardless of the number of suspensions.

Suspension and Expulsion Rates

Lexington ES			
	16-17	17-18	18-19
Suspension rates	0.0%	0.0%	1.4%
Expulsion rates	0.0%	0.0%	0.0%
Los Gatos Union SD			
	16-17	17-18	18-19
Suspension rates	1.5%	1.7%	1.6%
Expulsion rates	0.0%	0.0%	0.0%
California			
	16-17	17-18	18-19
Suspension rates	3.6%	3.5%	3.5%
Expulsion rates	0.1%	0.1%	0.1%

Number of Classrooms by Size

Three-Year Data

	2016-17			2017-18			2018-19		
Grade	Number of Students								
	1-20	21-32	33+	1-20	21-32	33+	1-20	21-32	33+
K	1				1			1	
1	1			1			1		
2	1			1			1		
3	1						1		
4		1			1			1	
5		1			1			1	
2-3	1				1		1		
3-4					1				



CAASPP Test Results in Science for All Students (grades 5, 8 and high school)

The California Science Test (CAST) was administered operationally during the 2018–19 school year. However, these data are not available for inclusion in the 2018–19 SARC posting due February 1, 2020. These data will be included in the 2019–20 SARC posting due February 1, 2021.

Percentage of Students Scoring at Proficient or Advanced					Two-Year Data	
	Lexington ES		Los Gatos Union SD		California	
Subject	17-18	18-19	17-18	18-19	17-18	18-19
Science	✧	✧	✧	✧	✧	✧

CAASPP Test Results in ELA and Mathematics for All Students (grades 3-8 and 11)

The table below shows the percentage of students meeting or exceeding the state standards in English language arts (ELA)/literacy and mathematics.

Percentage of Students Meeting or Exceeding State Standards					Two-Year Data	
	Lexington ES		Los Gatos Union SD		California	
Subject	17-18	18-19	17-18	18-19	17-18	18-19
English language arts/literacy	70%	66%	80%	79%	50%	48%
Mathematics	55%	57%	77%	76%	38%	37%

California Physical Fitness Test

Each spring, all students in grades 5, 7 and 9 are required to participate in the California Physical Fitness Test (PFT). The Fitnessgram is the designated PFT for students in California public schools put forth by the State Board of Education. The PFT measures six key fitness areas:

1. Aerobic Capacity
2. Body Composition
3. Flexibility
4. Abdominal Strength and Endurance
5. Upper Body Strength and Endurance
6. Trunk Extensor Strength and Flexibility

Encouraging and assisting students in establishing lifelong habits of regular physical activity is the primary goal of the Fitnessgram. The table shows the percentage of students meeting the fitness standards of being in the "healthy fitness zone" for the most recent testing period. For more detailed information on the California PFT, please visit www.cde.ca.gov/ta/tg/pf.

California Physical Fitness Test		2018-19 School Year
Percentage of Students Meeting Fitness Standards		Lexington ES
		Grade 5
Four of six standards		14.8%
Five of six standards		33.3%
Six of six standards		25.9%

✧ Not applicable.

California Assessment of Student Performance and Progress (CAASPP)

For the 2018–19 school year, the CAASPP consists of several key components, including:

California Alternate Assessments (CAA) test includes both ELA/literacy and mathematics in grades 3–8 and 11. The CAA is given to those students with the most significant cognitive disabilities whose current individualized education program (IEP) designates an alternate assessment.

Smarter Balanced Assessments include ELA/literacy and mathematics in grades 3–8 and 11. Smarter Balanced Assessments are designed to measure student progress toward college and career readiness.

The assessments under CAASPP show how well students are doing in relation to the state-adopted content standards. On each of these assessments, student aggregate scores are reported as achievement standards. For more information on the CAASPP assessments, please visit www.cde.ca.gov/ta/tg/ca.



CAASPP by Student Group: English Language Arts and Mathematics

The table on the following page displays the percentage of students that met or exceeded state standards in English language arts/literacy and mathematics for the school by student groups for grades 3–5.

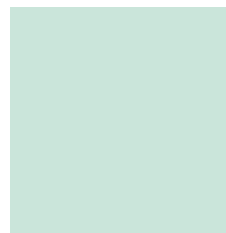
The "percentage met or exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAA divided by the total number of students who participated in both assessments.

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 Results by Student Group: English Language Arts (grades 3-5)

Percentage of Students Meeting or Exceeding State Standards				2018-19 School Year	
English Language Arts					
Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Not Tested	Percentage Met or Exceeded
All students	79	79	100.00%	0.00%	65.82%
Male	41	41	100.00%	0.00%	65.85%
Female	38	38	100.00%	0.00%	65.79%
Black or African-American	❖	❖	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖	❖	❖
Asian	❖	❖	❖	❖	❖
Filipino	❖	❖	❖	❖	❖
Hispanic or Latino	❖	❖	❖	❖	❖
Native Hawaiian or Pacific Islander	❖	❖	❖	❖	❖
White	58	58	100.00%	0.00%	63.79%
Two or more races	❖	❖	❖	❖	❖
Socioeconomically disadvantaged	❖	❖	❖	❖	❖
English learners	❖	❖	❖	❖	❖
Students with disabilities	13	13	100.00%	0.00%	30.77%
Students receiving Migrant Education services	❖	❖	❖	❖	❖
Foster Youth	❖	❖	❖	❖	❖
Homeless	❖	❖	❖	❖	❖

❖ Scores are not shown when the number of students tested is 10 or fewer, either because the number of students tested in this category is too small for statistical accuracy or to protect student privacy.

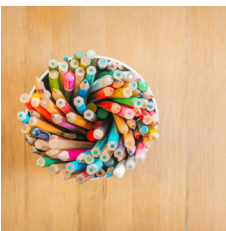
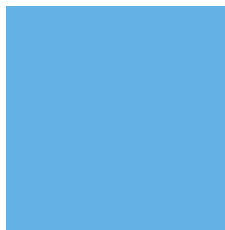
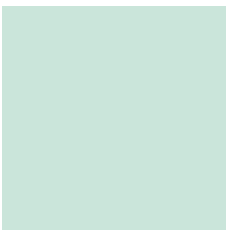




CAASPP Results by Student Group: Mathematics (grades 3-5)

Percentage of Students Meeting or Exceeding State Standards				2018-19 School Year	
Mathematics					
Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Not Tested	Percentage Met or Exceeded
All students	79	79	100.00%	0.00%	56.96%
Male	41	41	100.00%	0.00%	65.85%
Female	38	38	100.00%	0.00%	47.37%
Black or African-American	❖	❖	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖	❖	❖
Asian	❖	❖	❖	❖	❖
Filipino	❖	❖	❖	❖	❖
Hispanic or Latino	❖	❖	❖	❖	❖
Native Hawaiian or Pacific Islander	❖	❖	❖	❖	❖
White	58	58	100.00%	0.00%	51.72%
Two or more races	❖	❖	❖	❖	❖
Socioeconomically disadvantaged	❖	❖	❖	❖	❖
English learners	❖	❖	❖	❖	❖
Students with disabilities	13	13	100.00%	0.00%	30.77%
Students receiving Migrant Education services	❖	❖	❖	❖	❖
Foster Youth	❖	❖	❖	❖	❖
Homeless	❖	❖	❖	❖	❖

❖ Scores are not shown when the number of students tested is 10 or fewer, either because the number of students tested in this category is too small for statistical accuracy or to protect student privacy.



Availability of Textbooks and Instructional Materials

The following lists the percentage of pupils who lack their own assigned textbooks and instructional materials.

Percentage of Students Lacking Materials by Subject	
2019-20 School Year	
Reading/language arts	0%
Mathematics	0%
Science	0%
History/social science	0%
Visual and performing arts	0%
Foreign language	0%
Health	0%

Textbooks and Instructional Materials

For more than six years, panels of scholars have decided what California students should learn and be able to do. Their decisions are known as the California Common Core State Standards, and they apply to all public schools in the state. The textbooks we use and the tests we give are based on these content standards, and we expect our teachers to be firmly focused on them. Policy experts, researchers, and educators consider our state's standards to be among the most rigorous and challenging in the nation.

We choose our textbooks from lists that have already been approved by state education officials.

The district has affirmed that each pupil, including English learners, has his or her own textbook to use in class and to take home. The most recent public hearing held to adopt a resolution on the sufficiency of instructional materials was on September 12, 2019.

Textbooks and Instructional Materials List		2019-20 School Year
Subject	Textbook	Adopted
Reading/language arts	<i>Reach for Reading</i> , National Geographic Learning (K-5)	2018
Mathematics	<i>My Math</i> , McGraw-Hill	2014
Science	Delta Education; FOSS, California Edition	2008
History/social science	Pearson Scott Foresman (K-3)	2007
History/social science	Houghton Mifflin (4-5)	2007

Currency of Textbooks

This table displays the date when the most recent hearing was held to adopt a resolution on the sufficiency of instructional materials.

Currency of Textbooks		2019-20 School Year
Data collection date		9/12/2019

IB Learner Profile

The IB learner profile is visible throughout Lexington's program. It is central to the development of students' international-mindedness and global citizenship. Students become tolerant and open-minded, aware that other people can also be right. The IB learner profile represents 10 attributes valued by IB World Schools. We believe these attributes, and others like them, can help students become responsible members of local, national and global communities.

Inquirers: We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.

Knowledgeable: We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.

Thinkers: We use critical- and creative-thinking skills to analyze and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.

Principled: We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.

Open-minded: We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.

Caring: We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.

Risk-takers: We approach uncertainty with forethought and determination; we work independently and co-operatively to explore new ideas and innovative strategies. We are resourceful, courageous and resilient in the face of challenges and change.

Balanced: We understand the importance of balancing different aspects of our lives—intellectual, physical and emotional—to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.

Reflective: We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.

Quality of Textbooks

The following table outlines the criteria required for choosing textbooks and instructional materials.

Quality of Textbooks	
2019-20 School Year	
Criteria	Yes/No
Are the textbooks adopted from the most recent state-approved or local governing-board-approved list?	Yes
Are the textbooks consistent with the content and cycles of the curriculum frameworks adopted by the State Board of Education?	Yes
Do all students, including English learners, have access to their own textbooks and instructional materials to use in class and to take home?	Yes





School Facility Good Repair Status

The table shows the results of the school's most recent inspection using the Facility Inspection Tool (FIT) or equivalent school form. This inspection determines the school facility's good repair status using ratings of good condition, fair condition or poor condition. The overall summary of facility conditions uses ratings of exemplary, good, fair or poor. At the time of this school facility inspection, no deficiencies were found.

School Facility Good Repair Status		2019-20 School Year
Items Inspected		Repair Status
Systems: Gas leaks, sewer, mechanical systems (heating, ventilation and HVAC)		Good
Interior: Interior surfaces (floors, ceilings, walls and window casings)		Good
Cleanliness: Pest/vermin control, overall cleanliness		Good
Electrical: Electrical systems		Good
Restrooms/fountains: Restrooms, sinks and drinking fountains		Good
Safety: Fire safety, emergency systems, hazardous materials		Good
Structural: Structural condition, roofs		Good
External: Windows/doors/gates/fences, playgrounds/school grounds		Good
Overall summary of facility conditions		Exemplary
Date of the most recent school site inspection		10/4/2019
Date of the most recent completion of the inspection form		10/4/2019



School Facilities

Lexington opened in 1953, and was completely rebuilt and reopened in the fall of 2014. Lexington has capacity for 380 students and consists of 15 classrooms housed in two two-story buildings, a multipurpose building, an office building and a library. Funding for the construction came from the district bond account and state modernization funds, which provided funds for the rebuilding of the four other district schools.

District staff members maintain the facility to ensure the campus is clean, safe and secure. Lexington has one full-time and one part-time custodian who perform daily cleaning duties for the entire campus. In addition, two community Beautification Days are organized each year by the LexEcology team.

Our part-time library specialist uses the Alexandria computerized distribution and inventory system. The Home and School Club provides money for approximately 250 new titles each year. To date, we have more than 9,000 books in our library. Spanish language, multicultural, International Baccalaureate and Project Cornerstone materials have also been added to the library. Students visit the library weekly during class time or during their lunch period. Our library specialist reads stories to children, provides formal library-skills training, oversees a volunteer-parent network and works with the teachers to support classroom learning.

Lexington has two playground structures, a large blacktop with basketball courts and a ball wall. There is also a lower grass field for soccer or football. Our LexEcology group has created two outdoor learning areas as well as an outdoor garden for students to explore and to use during PYP units of inquiry. This year a California native plant garden was installed with 49 different species. A greenhouse and water catchment system will be completed by December 2019. Our Home and School Club sponsored this effort.

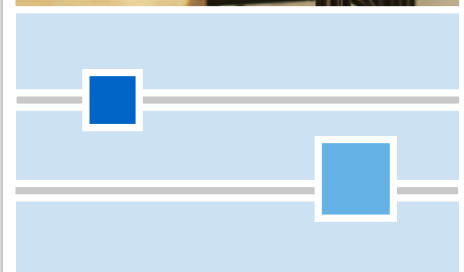
Students and teachers worked hard to create the "LEX Way" essential agreements for behavior and safety that reflect the IB learner profile. The entire community has made agreements to be respectful, responsible, safe, positive, and to be problem solvers in our effort to be citizens of the world.

Parents and staff provide supervision for students before school, at recess, during lunch recess and after school.

Technology is an important part of the educational program at Lexington. Twenty-first century technology skills are integrated across the curriculum. Students in grades 3-5 participate in a 1:1 laptop program, and students in grades K-2 integrate technology through the use of iPads in their classroom at a ratio of 3:1.

School Safety

Our school safety plan is updated annually. The school faculty and the SSC will review, update and revise the school safety plan in February 2020. The school safety plan addresses recommendations about campus security, school climate and character education. We align our discipline policies with the California Education Code and board policy, and we expect students to meet high standards for behavior. The school community also participates in regularly scheduled drills for fire, earthquake and other potential emergencies. Opportunities to debrief drill performance occur after each drill, and feedback is provided to students and staff. All staff participate in emergency-preparedness trainings annually.



Public 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 include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available at a workstation, and the ability to print documents.



Teacher Qualifications

This table shows information about teacher credentials and teacher qualifications. Teachers without a full credential include teachers with district and university internships, pre-internships, emergency or other permits, and waivers. For more information on teacher credentials, visit www.ctc.ca.gov.

Teacher Credential Information		Three-Year Data		
	Los Gatos Union SD	Lexington ES		
Teachers	19-20	17-18	18-19	19-20
With a full credential	135	9	9	8
Without a full credential	0	0	0	0
Teaching outside subject area of competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments (positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.) and the number of vacant teacher positions (not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester). Please note that total teacher misassignments includes the number of teacher misassignments of English learners.

Teacher Misassignments and Vacant Teacher Positions		Three-Year Data		
		Lexington ES		
Teachers		17-18	18-19	19-20
Teacher misassignments of English learners		0	0	0
Total teacher misassignments		0	0	0
Vacant teacher positions		0	0	0

Professional Development

Professional Development Days		Three-Year Data		
	2017-18	2018-19	2019-20	
Number of school days dedicated to staff development and continuous improvement	3	3	3	

Types of Services Funded

Supplemental financial support for our students comes from our Home & School Club; the district's Education Foundation; and state and federal funding, including Title II and Title III state funding. These funds are used to supplement our general, early literacy, technology, second language and P.E. programs, as well as support for students with social, emotional or academic difficulties. We have counseling support to assist with social and behavioral counseling intervention. We also use supplemental funds for additional staff, teacher training and support materials.

✧ Not applicable.

Academic Counselors and School Support Staff

This table displays information about academic counselors and support staff at the school and their full-time equivalent (FTE).

Academic Counselors and School Support Staff Data	
2018-19 School Year	
	Ratio
Academic counselors	✧
Support Staff	FTE
Counselor (academic, social/behavioral or career development)	0.100
Library media teacher (librarian)	0.000
Library media services staff (paraprofessional)	0.375
Psychologist	0.200
Social worker	0.00
Nurse	0.200
Speech/language/hearing specialist	0.200
Resource specialist (nonteaching)	0.700



Financial Data

The financial data displayed in this SARC is from the 2017-18 fiscal year. The most current fiscal information available provided by the state is always two years behind the current school year and one year behind most other data included in this report. For detailed information on school expenditures for all districts in California, see the California Department of Education (CDE) Current Expense of Education & Per-pupil Spending web page at www.cde.ca.gov/ds/fd/ec. For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits web page at www.cde.ca.gov/ds/fd/cs. To look up expenditures and salaries for a specific school district, see the Ed-Data website at www.ed-data.org.

District Financial Data

This table displays district teacher and administrative salary information and compares the figures to the state averages for districts of the same type and size based on the salary schedule. Note: The district salary data does not include benefits.

Salary Data		2017-18 Fiscal Year
	Los Gatos Union SD	Similar Sized District
Beginning teacher salary	\$60,107	\$49,378
Midrange teacher salary	\$91,470	\$77,190
Highest teacher salary	\$115,139	\$96,607
Average elementary school principal salary	\$155,155	\$122,074
Average middle school principal salary	\$175,629	\$126,560
Superintendent salary	\$265,522	\$189,346
Teacher salaries: percentage of budget	42%	36%
Administrative salaries: percentage of budget	7%	6%

Expenditures Per Pupil

Supplemental/restricted expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted. Basic/unrestricted expenditures are from money whose use, except for general guidelines, is not controlled by law or by a donor.

Financial Data Comparison

This table displays the school's per-pupil expenditures from unrestricted sources and the school's average teacher salary and compares it to the district and state data.

Financial Data Comparison		2017-18 Fiscal Year
	Expenditures Per Pupil From Unrestricted Sources	Annual Average Teacher Salary
Lexington ES	\$9,807	\$96,306
Los Gatos Union SD	\$9,224	\$97,542
California	\$7,507	\$77,619
School and district: percentage difference	+6.3%	-1.3%
School and California: percentage difference	+30.6%	+24.1%

School Mission Statement

Lexington Elementary School aims to develop inquiring, knowledgeable, and caring young people who help create a better and more peaceful world through intercultural understanding and respect. As an International Baccalaureate (IB) World School, Lexington encourages students to become ethical citizens of the world who are active, compassionate lifelong learners.

School Vision Statement

Lexington School provides a challenging program of inquiry that includes trans-disciplinary concept-based curriculum, rigorous assessment and ongoing self-reflection. Skills are acquired, developed and applied in the context of authentic learning experiences. The learner profile is incorporated throughout Lexington's program and is central to the development of the internationally minded student. As a result of the learning process, Lexington students are empowered to take thoughtful and appropriate action that extends their learning.



School Financial Data

The following table displays the school's average teacher salary and a breakdown of the school's expenditures per pupil from unrestricted and restricted sources.

School Financial Data	
2017-18 Fiscal Year	
Total expenditures per pupil	\$11,646
Expenditures per pupil from restricted sources	\$1,839
Expenditures per pupil from unrestricted sources	\$9,807
Annual average teacher salary	\$96,306

Lexington Elementary School

Data for this year's SARC was provided by the California Department of Education and school and district offices. For additional information on California schools and districts and comparisons of the school to the district, the county and the state, please visit DataQuest at <http://dq.cde.ca.gov/dataquest>. DataQuest is an online resource that provides reports for accountability, test data, enrollment, graduates, dropouts, course enrollments, staffing and data regarding English learners. Per Education Code Section 35256, each school district shall make hard copies of its annually updated report card available, upon request, on or before February 1.

All data accurate as of December 2019.

School Accountability Report Card

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