Lexington Elementary School

Grades TK-5
CDS Code 43-69526-6047534

Jason Deppong, Principal
jdeppong@lgusd.org

19700 Old Santa Cruz Highway
Los Gatos, CA 95033
(408) 335-2150

http://lex.lgusd.org

SARC

2020-21

School Accountability Report Card

Published in 2021-22

Los Gatos Union School District

17010 Roberts Road Los Gatos, CA 95032 ▪ www.lgusd.org
Paul Johnson, Superintendent ▪ pjohnson@lgusd.org ▪ (408) 335-2000

Principal's Message

Authorized in 2007, Lexington Elementary School is an International Baccalaureate (IB) World School offering the Primary Years Program (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 Program 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 and support staff. For example, 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 has begun a Pathways to Multilingualism program this year which was supported by a Board Resolution last June. We recognize and celebrate students who pursue home language or additional language practice at home, school, or within the community with the support of their families. Fifth graders have the opportunity to receive a Pathway to Multiliteracy Award at promotion, which we hope will inspire them to continue world language studies for years to come, including the Seal of Biliteracy offered in many high schools. This year, we look forward to offering multilingual opportunities during the school day to increase awareness of the importance of understanding more than one language.

Lexington is leading the charge in the integration of Environmental Literacy. The mission of our LexEcology initiative and the student driven LexEcology 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 LexEcology 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. They were integral to eliminating plastic straws from Los Gatos Union School District cafeterias. 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, critter cameras, a weather station, a bat box, and an arbor have been added. During 2020-21, a greenhouse and a water catchment system were built. District-funded solar panels are scheduled to be placed at Lexington in the near future. A Life Lab curriculum, complete with lessons and activities, has been integrated into PYP units of inquiry.

Lexington, originally built in 1859, is the oldest school in the district, and has an interesting and rich history. It was once the only school between Santa Cruz and San Jose. Since then the school has moved locations twice. 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.

Jason Deppong,

Principal

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 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 transdisciplinary 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.

LOS GATOS UNION SCHOOL DISTRICT

EST. 1863

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

The Los Gatos Union School District will provide equitable learning opportunities to educate all children to their unique potential by teaching, modeling and supporting skills and attitudes that contribute to their development as globally and socially responsible citizens demonstrating stewardship and "service above self."

District Vision Statement

To achieve academic excellence, we believe the LGUSD Student Success Profile will prepare all children to thrive in a diverse and ever-changing world.

Board of Trustees

Courtney Monk, *Board President*

Peter Noymer, *Board Clerk*

John Kuntzmann, *Board Member*

Daniel Snyder, *Board Member*

Stephen Parsons, *Board Member*

Enrollment by Student Group

Demographics	
2020-21 School Year	
Female	52.30%
Male	47.70%
Non-Binary	0.00%
English learners	2.30%
Foster youth	0.00%
Homeless	0.00%
Migrant	0.00%
Socioeconomically Disadvantaged	3.90%
Students with Disabilities	8.60%

Enrollment by Grade

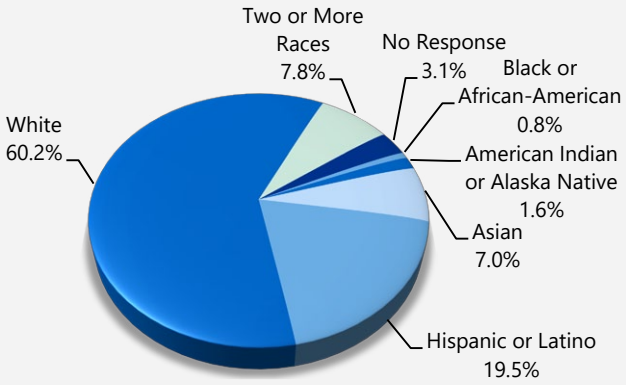
The bar graph displays the total number of students enrolled in each grade for the 2020-21 school year.

2020-21 Enrollment by Grade

Enrollment by Student Group

The total enrollment at the school was 128 students for the 2020-21 school year. The pie chart displays the percentage of students enrolled in each group.

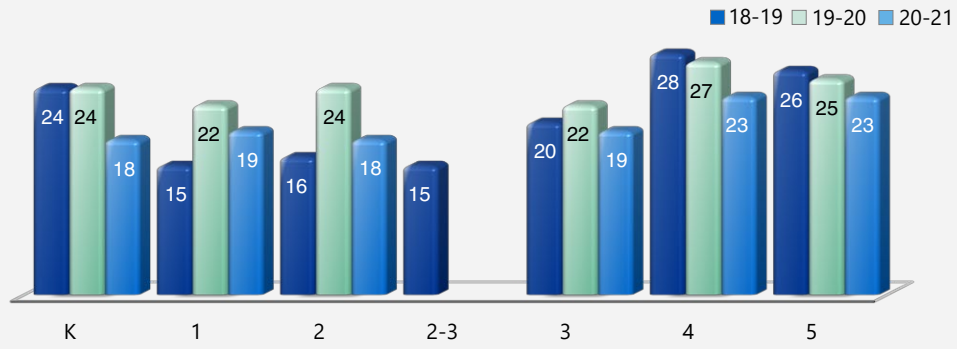
Demographics — 2020-21 School Year



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



Number of Classrooms by Size — Three-Year Data

Grade	2018-19			2019-20			2020-21		
	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				2		1		
2-3	1								
3	1				1		1		
4		1			1			1	
5		1			1			1	

Suspensions and Expulsions

This table shows the school, district, and state suspension and expulsion rates collected between July through June, each full school year respectively.

Suspensions and Expulsions — Two-Year Data

	Lexington ES		Los Gatos Union SD		California	
	2018-19	2020-21	2018-19	2020-21	2018-19	2020-21
Suspension rates	1.4%	0.0%	1.6%	0.0%	3.5%	0.2%
Expulsion rates	0.0%	0.0%	0.0%	0.0%	0.1%	0.0%

Note: Data collected during the 2020–21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

This table shows the school, district, and state suspension and expulsion rates collected between July through February, partial school year due to the COVID-19 pandemic.

Suspensions and Expulsions — 2019-20 School Year

	Lexington ES	Los Gatos Union SD	California
	2019-20	2019-20	2019-20
Suspension rates	0.8%	0.9%	2.5%
Expulsion rates	0.0%	0.0%	0.1%

Note: The 2019–2020 suspensions and expulsions rate data are not comparable to other year data because the 2019–2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019–2020 school year compared to other school years.

Suspensions and Expulsions by Student Group

Suspensions and Expulsions by Student Group — 2020-21 School Year

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.00%	0.00%
Female	0.00%	0.00%
Male	0.00%	0.00%
Non-Binary	0.00%	0.00%
American Indian or Alaska Native	0.00%	0.00%
Asian	0.00%	0.00%
Black or African American	0.00%	0.00%
Filipino	0.00%	0.00%
Hispanic or Latino	0.00%	0.00%
Native Hawaiian or Pacific Islander	0.00%	0.00%
Two or More Races	0.00%	0.00%
White	0.00%	0.00%
English Learners	0.00%	0.00%
Foster Youth	0.00%	0.00%
Homeless	0.00%	0.00%
Socioeconomically Disadvantaged	0.00%	0.00%
Students Receiving Migrant Education Services	0.00%	0.00%
Students with Disabilities	0.00%	0.00%

Professional Development

Professional Development Days

	Number of school days dedicated to staff development and continuous improvement
2019-20	3
2020-21	3
2021-22	3

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 readings and presentations. IB parent workshops are planned throughout the school year for new and veteran parents. 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 an 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.

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.

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.

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 — 2020-21 School Year

Percentage of Students Meeting Fitness Standards	Lexington ES
	Grade 5
Four of six standards	◈
Five of six standards	◈
Six of six standards	◈

Chronic Absenteeism by Student Group

Chronic Absenteeism by Student Group — 2020-21 School Year

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	136	132	0	0.00%
Female	70	68	0	0.00%
Male	66	64	0	0.00%
American Indian or Alaska Native	2	2	0	0.00%
Asian	10	10	0	0.00%
Black or African American	1	1	0	0.00%
Filipino	0	0	0	0.00%
Hispanic or Latino	27	27	0	0.00%
Native Hawaiian or Pacific Islander	0	0	0	0.00%
Two or More Races	12	11	0	0.00%
White	80	77	0	0.00%
English Learners	6	6	0	0.00%
Foster Youth	2	2	0	0.00%
Homeless	0	0	0	0.00%
Socioeconomically Disadvantaged	7	7	0	0.00%
Students Receiving Migrant Education Services	0	0	0	0.00%
Students with Disabilities	16	15	0	0.00%

◈ The 2020-21 data are not available. Due to the COVID-19 crisis, the Physical Fitness Test was suspended.

SARC Reporting in the 2020–21 School Year Only

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

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

Options

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

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

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

The table below shows the percent of students meeting or exceeding the State standard on the CAASPP – California Science Test (CAST) and the California Alternate Assessment for Science (CAA for Science) for grades 5, 8, and once in high school (i.e., grade 10, 11 or 12).

Percentage of Students Meeting or Exceeding State Standard — Two-Year Data

	Lexington ES		Los Gatos Union SD		California	
Subject	**19-20**	**20-21**	**19-20**	**20-21**	**19-20**	**20-21**
Science	■	⁂	■	⁂	■	28.72%

CAASPP Test Results in ELA and Mathematics for All Students taking and completing a state-administered assessment

The table below shows the percent of students meeting or exceeding the State standards on the California Assessment of Student Performance and Progress (CAASPP) Smarter Balanced Summative Assessments and California Alternate Assessments (CAAs) for English language arts/literacy (ELA) and mathematics for grades 3-8 and 11.

Percentage of Students Meeting or Exceeding State Standard — Two-Year Data

	Lexington ES		Los Gatos Union SD		California	
Subject	**19-20**	**20-21**	**19-20**	**20-21**	**19-20**	**20-21**
English language arts/literacy	■	*	■	*	■	*
Mathematics	■	*	■	*	■	*

⁂ This school did not test students using the CAASPP for Science.

■ Data for 2019–20 are not available due to the COVID-19 pandemic and resulting summative test suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019–20 school year.

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

Statewide Assessments

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).

Note

Due to the COVID-19 pandemic, California Governor Gavin Newsom issued Executive Order N-30-20 which waived the requirement for statewide testing for the 2019–20 school year. Also due to the COVID-19 pandemic, the U.S. Department of Education approved a waiver of the requirement for statewide testing for the 2019–20 school year, as specified on the CDE Every Student Succeeds Act web page at https://www.cde.ca.gov/re/es/.

CAASPP Test Results by Student Group: Science (grade 5)

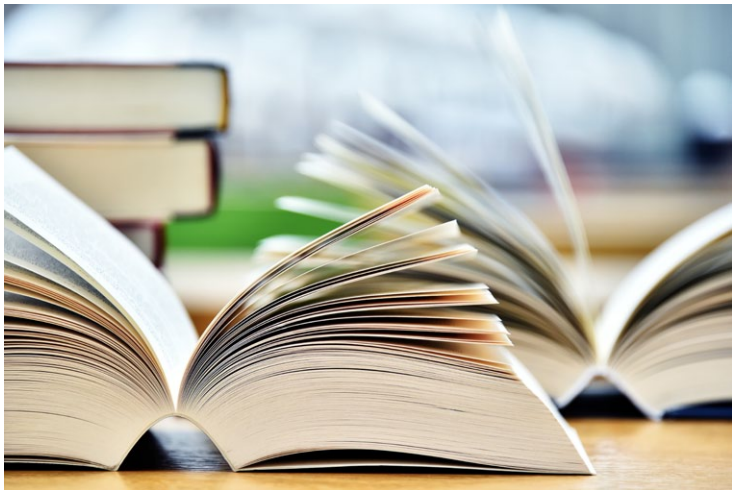
Percentage of Students Meeting or Exceeding State Standards

2020-21 School Year

Science

Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Not Tested	Percentage Met or Exceeded
All students	⁂	⁂	⁂	⁂	⁂
Female	⁂	⁂	⁂	⁂	⁂
Male	⁂	⁂	⁂	⁂	⁂
American Indian or Alaska Native	⁂	⁂	⁂	⁂	⁂
Asian	⁂	⁂	⁂	⁂	⁂
Black or African American	⁂	⁂	⁂	⁂	⁂
Filipino	⁂	⁂	⁂	⁂	⁂
Hispanic or Latino	⁂	⁂	⁂	⁂	⁂
Native Hawaiian or Pacific Islander	⁂	⁂	⁂	⁂	⁂
Two or more races	⁂	⁂	⁂	⁂	⁂
White	⁂	⁂	⁂	⁂	⁂
English Learners	⁂	⁂	⁂	⁂	⁂
Foster Youth	⁂	⁂	⁂	⁂	⁂
Homeless	⁂	⁂	⁂	⁂	⁂
Military	⁂	⁂	⁂	⁂	⁂
Socioeconomically disadvantaged	⁂	⁂	⁂	⁂	⁂
Students receiving Migrant Education services	⁂	⁂	⁂	⁂	⁂
Students with Disabilities	⁂	⁂	⁂	⁂	⁂

⁂ This school did not test students using the CAASPP for Science.



CAASPP Test Results by Student Group: English Language Arts (grades 3-5)
For students taking and completing a state-administered assessment.

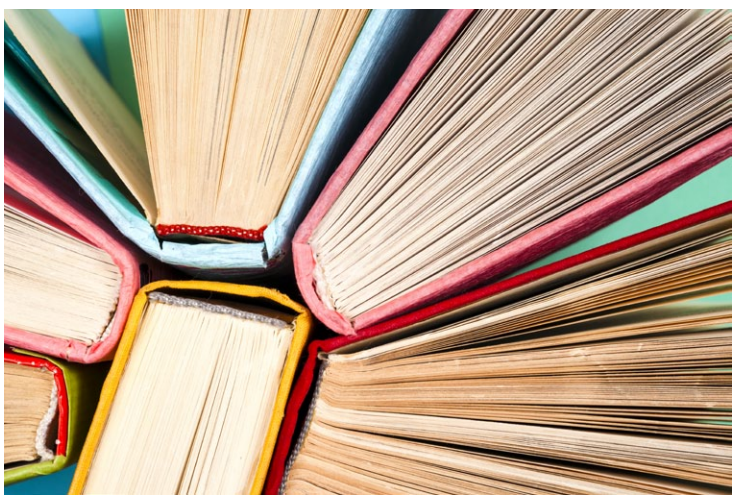
Percentage of Students Meeting or Exceeding State Standards

2020-21 School Year

English Language Arts

Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Not Tested	Percentage Met or Exceeded
All students	65	60	92.31%	7.69%	68.33%
Female	31	29	93.55%	6.45%	79.31%
Male	34	31	91.18%	8.82%	58.06%
American Indian or Alaska Native	❖	❖	❖	❖	❖
Asian	❖	❖	❖	❖	❖
Black or African American	❖	❖	❖	❖	❖
Filipino	❖	❖	❖	❖	❖
Hispanic or Latino	11	11	100.00%	0.00%	36.36%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖	❖
Two or more races	❖	❖	❖	❖	❖
White	43	38	88.37%	11.63%	73.68%
English Learners	❖	❖	❖	❖	❖
Foster Youth	❖	❖	❖	❖	❖
Homeless	❖	❖	❖	❖	❖
Military	❖	❖	❖	❖	❖
Socioeconomically disadvantaged	❖	❖	❖	❖	❖
Students receiving Migrant Education services	❖	❖	❖	❖	❖
Students with Disabilities	❖	❖	❖	❖	❖

❖ Inclusion and exclusion rules are different for the SARC than for other public assessment reports. Scores are not shown 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.



CAASPP Test Results by Student Group: Mathematics (grades 3-5)
For students taking and completing a state-administered assessment.

Percentage of Students Meeting or Exceeding State Standards

2020-21 School Year

Mathematics

Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Not Tested	Percentage Met or Exceeded
All students	65	59	90.77%	9.23%	61.02%
Female	31	29	93.55%	6.45%	55.17%
Male	34	30	88.24%	11.76%	66.67%
American Indian or Alaska Native	❖	❖	❖	❖	❖
Asian	❖	❖	❖	❖	❖
Black or African American	❖	❖	❖	❖	❖
Filipino	❖	❖	❖	❖	❖
Hispanic or Latino	11	11	100.00%	0.00%	18.18%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖	❖
Two or more races	❖	❖	❖	❖	❖
White	43	37	86.05%	13.95%	75.68%
English Learners	❖	❖	❖	❖	❖
Foster Youth	❖	❖	❖	❖	❖
Homeless	❖	❖	❖	❖	❖
Military	❖	❖	❖	❖	❖
Socioeconomically disadvantaged	❖	❖	❖	❖	❖
Students receiving Migrant Education services	❖	❖	❖	❖	❖
Students with Disabilities	❖	❖	❖	❖	❖

❖ Inclusion and exclusion rules are different for the SARC than for other public assessment reports. Scores are not shown 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.

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 9, 2021.

Textbooks and Instructional Materials List — 2021-22 School Year

Subject	Textbook	Adopted
Reading/language arts	*Reach for Reading,* National Geographic Learning *(K-5)*	2018
Mathematics	*My Math,* 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 — 2021-22 School Year

Data collection date	9/9/2021

IB Learner Profile

The IB learner Profile is visible throughout Lexington's program in all subject areas. It is central to the development of students' international-mindedness and global citizenship. The IB Learner Profile represents 10 attributes valued by IB World Schools. We believe these attributes, and others like them, can help students and our community members 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.

Communicators: We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.

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.

Courageous: We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful 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.

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 — 2021-22 School Year

Reading/language arts	0%
Mathematics	0%
Science	0%
History/social science	0%
Visual and performing arts	0%
Foreign language	0%
Health	0%

Quality of Textbooks

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

Quality of Textbooks — 2021-22 School Year

Criteria	Yes/No
Are the textbooks adopted from the most recent state-approved or local governing-board-approved list?	Yes

School Safety

Our school safety plan is updated annually. The school faculty and the SSC will review, update and revise the school safety plan throughout the winter and spring. 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 district emergency-preparedness trainings annually. The school safety plan was last finalized in February 2022.

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.

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 — 2021-22 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	10/15/2021

School Facilities

Lexington's current location 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 construc-tion 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 cam-pus. In addition, at least two community Beautification Days are organized each year by the LexEcol-ogy team and the Home and School Club.

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, multi-lingual, multicultural, Interna-tional 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 sto-ries 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, and other activities. 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. In 2019-20, a California native plant garden was installed with 49 different species. A greenhouse and water catchment system were completed in 2021. Our Home and School Club sponsored this effort and our hope is to invite students from other schools to visit and learn in our garden.

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. After March 2020 and the global school closures due to COVID-19, technology and virtual instruction became extremely important to our school program. This year, we have returned to full-day in-person instruction, but continue to utilize much of the technology invested in by the district.

Teacher Preparation and Placement

The teacher data displayed in this SARC is from the 2019-20 school year. This table displays the number and percent of teacher authorization/assignment as well as the total number and percent of teaching positions at the school, district, and state levels. For questions concerning the assignment of teachers outside their subject area of competence or the credential status of teachers, visit the California Commission on Teacher Credentialing website at https://www.ctc.ca.gov/.

Teacher Preparation and Placement — 2019-20 School Year

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

Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

This table displays the percent of authorization/assignment of teachers as well as the total number of teachers without credentials and misassignments at the school level. For questions concerning the permits, waivers, and misassignment of teachers, visit the California Commission on Teacher Credentialing website at https://www.ctc.ca.gov/.

Permits/wavers: Teachers that are issued limited emergency permits by the California Commission on Teacher Credentialing that authorize them to temporarily teach courses and student groups they are assigned to without possessing the appropriate credential.

Teacher Misassignments: The assignment of employees to teaching or pupil services positions for which the employee does not hold the required certificate, credential, or other statutory authorization.

Vacant Teacher Positions: The total number of the school's vacant teacher positions.

Teachers Without Credentials and Misassignments — 2019-20 School Year

Authorization/Assignment	Lexington ES
Permits and Waivers	
Misassignments	
Vacant Positions	
Total Teachers Without Credentials and Misassignments	

Note: The data in thiese tables 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 to based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

The data source is the California State Assignment Accountability System (CalSAAS) provided by the Commission on Teacher Credentialing. For information on the CalSAAS, visit the CALPADS web page at https://www.cde.ca.gov/ds/sp/cl/calpadsupdflash201.asp.

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

Teacher Preparation and Placement

Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned): The teacher possesses a California preliminary or clear credential issued by the California Commission on Teacher Credentialing which permits them to teach the subject and grade levels that they are assigned.

Intern Credential Holders Properly Assigned: The teacher possess a California intern credential issued by the California Commission on Teacher Credentialing which permits them to teach the subject and grade levels that they are assigned.

Teachers Without Credentials and Misassignments ("ineffective" under Every Student Succeeds Act [ESSA]): An ineffective teacher is any of the following:

- An individual whose assignment is legally authorized by an emergency permit that does not require possession of a full teaching license; or
- A teacher who holds a teaching credential but does not possess a permit or authorization that temporarily allows them to teach outside of their credentialed area (misassigned); or
- An individual who holds no credential, permit, or authorization to teach in California.
  - "Ineffective" includes the following limited term emergency permits:
    - Provisional Internship Permits;
    - Short-Term Staff Permits;
    - Variable Term Waivers; and
    - Substitute permits or Teaching Permits for Statutory Leave (TSPL) holders serving as the teacher of record.

Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA): A credentialed teacher who has not yet demonstrated subject matter competence in the subject area(s) or for the student population to which he or she is assigned. Under this definition, the following limited permits will be considered out of field:

- General Education Limited Assignment Permit (GELAP)
- Special Education Limited Assignment Permit (SELAP)
- Short-Term Waivers
- Emergency English Learner or Bilingual Authorization Permits
- Local Assignment Options

Unknown: These are instances where either information about the course assignment or the teacher is either missing or has been identified as incorrect. Therefore, an accurate assignment status cannot be currently made.

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).

Ratio of Pupils to Academic Counselors and School Support Staff Data	
2020-21 School Year	
	Ratio
Pupils to Academic counselors	✧
Support Staff	**FTE**
Counselor (academic, social/behavioral or career development)	0.350
Library media teacher (librarian)	0.000
Library media services staff (paraprofessional)	0.375
Psychologist	0.200
Social worker	0.000
Nurse	0.100
Speech/language/hearing specialist	0.200
Resource specialist (nonteaching)	0.700

✧ Not applicable.

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

This table displays the number of teachers and the total out-of-field teachers at the school level.

Credentialed Teachers Authorized on a Permit or Waiver: Teachers that are issued limited emergency permits by the California Commission on Teacher Credentialing that authorize them to temporarily teach courses and student groups they are assigned to without possessing the appropriate credential.

Local Assignment Options: Means if an employing agency is unable to assign a teacher or other certificated employee with an appropriate credential, it can assign any fully-credentialed teacher outside of their area of credential authorization if the local educational agency abides by requirements in California Education Code and those required by the California Commission on Teacher Credentialing.

For more information on the definitions listed above, refer to the California Commission on Teacher Credentialing's Administrator's Assignment Manual at https://www.ctc.ca.gov/credentials/manuals.

Credentialed Teachers Assigned Out-of-Field	2019-20 School Year
Indicator	**Lexington ES**
Credentialed Teachers Authorized on a Permit or Waiver	
Local Assignment Options	
Total Out-of-Field Teachers	

Class Assignments

This table displays the number of teachers and the total out-of-field teachers at the school level.

Misassignments for English Learners: The assignment of employees to teaching or pupil services positions with English Learners for which the employee does not hold the required certificate, credential, or other statutory authorization.

No credential, permit or authorization to teach: The teacher does not possess any type of authorization, permit, waiver, or certificate issued by the California Commission on Teacher Credentialing to teach in California schools.

Misassignment and vacant teacher position data should be available in the district's personnel office.

Class Assignments	2019-20 School Year
Indicator	**Lexington ES**
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	

The data source is the California State Assignment Accountability System (CalSAAS) provided by the Commission on Teacher Credentialing. For information on the CalSAAS, visit the CALPADS web page at https://www.cde.ca.gov/ds/sp/cl/calpadsupdflash201.asp.

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

Financial Data

The financial data displayed in this SARC is from the 2019-20 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.

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	
2019-20 Fiscal Year	
Total expenditures per pupil	$6,751
Expenditures per pupil from restricted sources	$4,397
Expenditures per pupil from unrestricted sources	$2,354
Annual average teacher salary	$92,521

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	2019-20 Fiscal Year	
	Los Gatos Union SD	**Similar Sized District**
Beginning teacher salary	$63,915	$51,450
Midrange teacher salary	$97,264	$80,263
Highest teacher salary	$122,433	$101,012
Average elementary school principal salary	$163,992	$128,082
Average middle school principal salary	$177,761	$132,453
Superintendent salary	$288,008	$197,968
Teacher salaries: percentage of budget	40%	34%
Administrative salaries: percentage of budget	6%	6%

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	2019-20 Fiscal Year	
	Expenditures Per Pupil From Unrestricted Sources	**Annual Average Teacher Salary**
Lexington ES	$2,354	$92,521
Los Gatos Union SD	$9,888	$108,764
California	$8,444	$82,431
School and district: percentage difference	-76.2%	-14.9%
School and California: percentage difference	-72.1%	+12.2%

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.

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 January 2022.

School Accountability Report Card

PUBLISHED BY:

School Innovations & Achievement

www.sia-us.com | 800.487.9234