

Lexington Elementary School

CDS Code: 43-69526-6047534

19700 Old Santa Cruz Highway Los Gatos, CA 95033 • Phone: (408) 335-2150 • Grades: K-5
http://lex.lgusd.org • Valerie Royaltey-Quandt, Principal • Email: vrquandt@lgusd.k12.ca.us

Principal's Message

Lexington is a California Distinguished School that serves K-5 students and their families who live in the foothills above Los Gatos and those who transfer from other Los Gatos Union School District schools. The school is part of the district that consists of four elementary schools and Fisher Middle School.

In October 2010, we successfully completed an extensive IB World School evaluation. We are proud that our program has been reauthorized for the next five years. Interestingly, we were the ninth elementary school in the state of California and the first (nonprivate or charter school) in Northern California to earn this designation. As part of this highly effective program, we offer Spanish as a second language to all of our K-5 students during the regular school day.

Lexington School is clearly a leader in preparing globally aware students ready for the 21st century. Parents in our community provide tremendous volunteer and financial support. Their assistance permits the school to offer a vast range of programs including but not limited to K-5 Spanish instruction, music, art, and technology integration through the use of laptops and iPads. Lexington is truly a unique and wonderful school. Please browse our website to get a better understanding of what makes our school special.

At the beginning of the 2014 school year, the newly rebuilt school was ready to be populated, and the school community moved back to the original site in a beautiful new school building. Since Lexington plans to grow, intradistrict transfers from within the LGUSD boundaries will be accepted until March 1, 2015, for consideration of placement at Lexington!

Valerie Royaltey-Quandt, 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. We ask all parents to attend Back-to-School Night in the fall, Open House in the spring, and parent-teacher conferences in November and March. We always need new volunteers! Parents are a very active and integral 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.

Professional Development

Lexington teachers participate in a variety of districtwide and International Baccalaureate (IB) professional development trainings and activities each year. Teachers have traveled to various U.S. and Canadian locations in order to participate in appropriate and necessary IB training. In November 2012, three teachers traveled to Portland, Ore., to participate in IB training on integration of technology. In summer 2012, the IB coordinator attended training at the IB Academy. In January 2014, the teaching staff travelled to Los Angeles for continued IB training and initial training for new staff members.

The Wednesday early release schedule provides opportunities for teachers to participate in districtwide and site-based collaborative trainings. Professional development activities have focused on formative and summative assessment strategies, inquiry, technology integration, implementation of the Common Core State Standards (CCSS), and the development of Year-long Context Maps in English language arts and mathematics.

This year, the staff at Lexington will focus on the integration of the CCSS with the IB Units of Inquiry. Other initiatives that will continue to be addressed during the early release Wednesdays include: the writing of the School Improvement Plan (SIP), planner development (IB), assessment strategies and practices, and the continuous review of student work in line with multiple intelligences, and individual learning styles. The district also provides three formal staff-development days that are integrated into the regular work calendar. These days are used in support of total districtwide initiatives that include Professional Learning Communities at work, safety, assessment, math and science instruction, differentiated instructional practices, curriculum mapping aligned to the CCSS, and technology.

For the most recent three year period, we had three full days, each year, dedicated to staff and professional development.



Los Gatos Union Elementary School District

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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.

Governing Board

Leigh-Anne Marcellin, *President*
Scott Broomfield, *Clerk*
Emi Eto, *Member*
Peter Noymer, *Member*
Alex Potts, *Member*

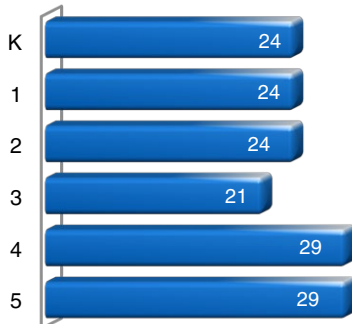
2013-14 School Accountability Report Card — Published during the 2014-15 school year

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.

Enrollment by Grade Level

The bar graph displays the total number of students enrolled in each grade for the 2013-14 school year.

2013-14 Enrollment by Grade



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

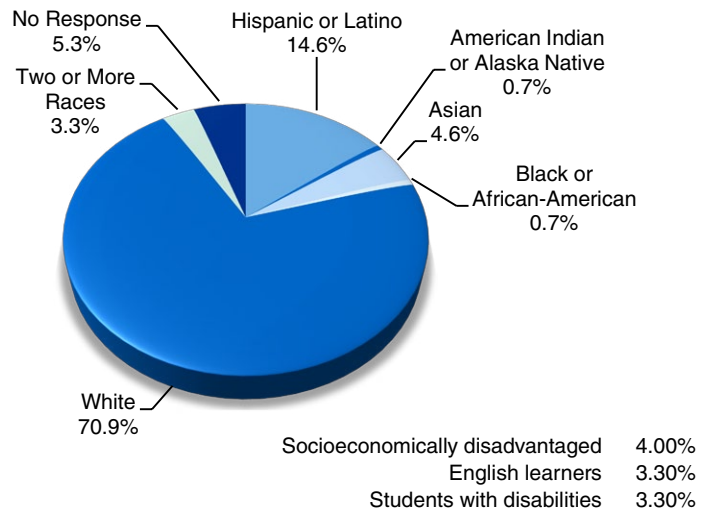
Lexington ES			
	11-12	12-13	13-14
Suspension rates	1.7%	0.0%	2.0%
Expulsion rates	0.0%	0.0%	0.0%
Los Gatos Union ESD			
	11-12	12-13	13-14
Suspension rates	1.2%	1.0%	1.3%
Expulsion rates	0.0%	0.0%	0.0%
California			
	11-12	12-13	13-14
Suspension rates	◇	◇	◇
Expulsion rates	◇	◇	◇

Enrollment by Student Group

The total enrollment at the school was 151 students for the 2013-14 school year. The pie chart displays the percentage of students enrolled in each group.

Demographics

2013-14 School Year

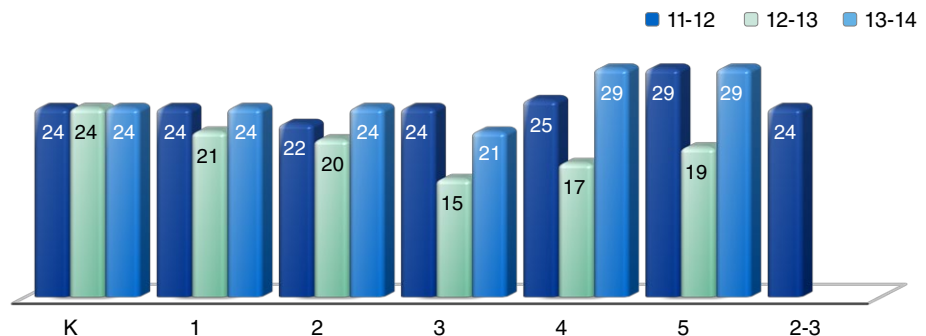


Class Size Distribution

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.

Average Class Size

Three-Year Data Comparison



Number of Classrooms by Size

Three-Year Data Comparison

Number of Classrooms by Size									
	2011-12			2012-13			2013-14		
Grade	Number of Students								
	1-22	23-32	33+	1-22	23-32	33+	1-22	23-32	33+
K		1			1			1	
1		1			1			1	
2	1			1				1	
3		1		1	1			1	
4		1		1	1			1	
5		1		1				1	
2-3		1							

◇ At the time this report was published, California suspension and expulsion results were not available.

California Assessment of Student Performance and Progress Results: Science (grades 5, 8 and 10)

The tables show the percentage of students in grades 5, 8 and 10 who scored at Proficient or Advanced levels (meeting or exceeding state standards) in science.

Students Scoring at Proficient or Advanced Levels				Three-Year Data Comparison					
	Lexington ES			Los Gatos Union ESD			California		
Subject	11-12	12-13	13-14	11-12	12-13	13-14	11-12	12-13	13-14
Science	97%	90%	97%	92%	90%	88%	60%	59%	60%

California Assessment of Student Performance and Progress Results by Student Group: Science (grades 5, 8 and 10)

Students Scoring at Proficient or Advanced Levels		Spring 2014 Results
Group	Science	
All students in the district	88%	
All students at the school	97%	
Male	100%	
Female	92%	
Black or African-American	❖	
American Indian or Alaska Native	❖	
Asian	❖	
Filipino	❖	
Hispanic or Latino	❖	
Native Hawaiian or Pacific Islander	❖	
White	95%	
Two or more races	❖	
Socioeconomically disadvantaged	❖	
English learners	❖	
Students with disabilities	❖	
Students receiving Migrant Education services	❖	

Standardized Testing and Reporting Results for All Students

The table below shows the percentage of students who scored at Proficient or Advanced levels (meeting or exceeding state standards) in English language arts and mathematics. Because of the new CAASPP field-testing in the spring of 2014, there are no scores to be reported. The last available scores under the STAR Program are shown.

Students Scoring at Proficient or Advanced Levels				Three-Year Data Comparison					
	Lexington ES			Los Gatos Union ESD			California		
Subject	10-11	11-12	12-13	10-11	11-12	12-13	10-11	11-12	12-13
English language arts	79%	80%	76%	86%	87%	85%	54%	56%	55%
Mathematics	81%	83%	76%	82%	82%	81%	49%	50%	50%

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

California Assessment of Student Performance and Progress/Standardized Testing and Reporting Results

Beginning in the 2013-14 school year, the Standardized Testing and Reporting (STAR) Program was eliminated and replaced by a new set of assessments called the California Assessment of Student Performance and Progress (CAASPP).

Because of the state's adoption of the Common Core State Standards and implementation of a new student-testing system, limited data is available to report in the SARC.

For the 2013-14 school year, the CAASPP included the Smarter Balanced Assessments, alternate, science, and other optional assessments.

In the spring of 2014, California began field-testing the Smarter Balanced Assessments in English language arts and mathematics. These tests were not officially scored, so there is no data to report.

The science assessments of CAASPP included the California Standards Test (CST), California Modified Assessment (CMA) and California Alternate Performance Assessment (CAPA), similar to the STAR Program. Therefore it is acceptable to make comparisons to previous year results.

The CST is a multiple-choice test in science for varying grade levels. The CMA is a modified assessment for students with disabilities who have an Individualized Education Plan (IEP). The CAPA is an alternate assessment for students with significant cognitive disabilities who are unable to take the CST with accommodations or modifications, or the CMA with accommodations.

For more information on the CAASPP assessments, please visit www.cde.ca.gov/ta/tg/ca.



Academic Performance Index

The Academic Performance Index (API) is a numeric rating system that reflects a school and district's performance level based on the results of annual statewide student assessments. It is used to measure the academic performance and progress of the schools within California. Individual outcomes are converted to points on the API scale and then averaged across all students and all tests, resulting in a single number, or API score, measured on a scale from 200 to 1,000. This score reflects the school, district or a student group's performance level based on the results of statewide testing. The state has set an API score of 800 as the statewide target.

With a complete change of the K-12 education system, the State Board of Education temporarily suspended API. No API scores or ranks will be calculated for the next two years, as California continues the transition to the new Common Core State Standards and California Assessment of Student Performance and Progress.

To learn more about API, please visit www.cde.ca.gov/ta/ac/ap for the API information guide and www.cde.ca.gov/ta/ac/ar/aprfaq.asp for information on the changes to API.

API Ranks

Schools are ranked in 10 categories of equal size, called deciles, from 1 (lowest) to 10 (highest) based on their API Base reports. A school's "statewide API rank" compares its API to the APIs of all other schools statewide of the same type (elementary, middle or high school). A "similar schools API rank" reflects how a school compares to 100 statistically matched similar schools. This table shows the school's three-year data for statewide API rank and similar schools' API rank.

API Ranks			
Three-Year Data Comparison			
	2011	2012	2013
Statewide API Rank	9	9	9
Similar Schools API Rank	1	1	*

API Growth by Student Group

Assessment data is reported only for numerically significant groups. To be considered numerically significant for the API, the group must have either: at least 50 students with valid STAR scores who make up at least 15 percent of the total valid STAR scores, or at least 100 students with valid STAR scores. This table displays, by student group, first, the 2013 Growth API at the school, district and state level followed by the actual API change in points added or lost for the past three years at the school.

API Growth by Student Group				2013 Growth API and Three-Year Data Comparison		
Group	2013 Growth API			Lexington ES – Actual API Change		
	Lexington ES	Los Gatos Union ESD	California	10-11	11-12	12-13
All students	892	929	790	*	1	-15
Black or African-American	❖	918	707	*	■	■
American Indian or Alaska Native	❖	923	742	*	■	■
Asian	❖	967	906	*	■	■
Filipino	❖	❖	867	*	■	■
Hispanic or Latino	855	843	743	*	■	■
Native Hawaiian or Pacific Islander	❖	❖	773	*	■	■
White	879	929	852	*	6	-21
Two or more races	❖	970	845	*	■	■
Socioeconomically disadvantaged	❖	737	742	*	■	■
English learners	❖	850	717	*	■	■
Students with disabilities	❖	717	616	*	■	■

* This API is calculated for a small school or a small LEA, defined as having between 11 and 99 valid STAR Program test scores included in the API. APIs based on small numbers of students are less reliable and therefore should be carefully interpreted. Similar schools ranks are not calculated for small schools.

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

* This school (or the district on behalf of the school) has concluded and reported to the California Department of Education that during the 2010 Standardized Testing and Reporting (STAR) testing an adult irregularity in testing procedure occurred at the school affecting 5 percent or more of pupils tested. Therefore, this school does not have a valid API for 2010.

■ Data are reported only for numerically significant groups.

Adequate Yearly Progress

The federal Elementary and Secondary Education Act (ESEA) requires all schools and districts meet Adequate Yearly Progress (AYP) requirements. Because California is changing the assessments and the accountability system it uses to evaluate school performance, the U.S. Department of Education has approved a waiver to allow California not to make Adequate Yearly Progress determinations for elementary and middle schools. They will receive the same AYP determinations as in 2013.

High schools will not be affected by this waiver and will continue to receive AYP determinations because they are based on California High School Exit Exam (CAHSEE) results and graduation rates.

For more information on Adequate Yearly Progress, please visit www.cde.ca.gov/ta/ac/ay.

Adequate Yearly Progress Criteria		2013-14 School Year
	Lexington ES	Los Gatos Union ESD
Met overall AYP	**	**
Met participation rate		
English language arts	**	**
Mathematics	**	**
Met percent proficient		
English language arts	**	**
Mathematics	**	**
Met graduation rate	✕	✕

Federal Intervention Program

Schools and districts receiving Title I funding that fail to meet AYP over two consecutive years in the same content area (English language arts or mathematics) or on the same indicator (API or graduation rate) enter into Program Improvement (PI). Each additional year that the district or school(s) do not meet AYP results in advancement to the next level of intervention. The percent of schools identified for Program Improvement is calculated by taking the number of schools currently in PI within the district and dividing it by the total number of Title I schools within the district.

Due to the waiver that allows California to use the same AYP determinations as 2013, no new schools will enter or exit Program Improvement, and current PI schools will not advance a year in their PI status. This table displays the 2014-15 PI status for the school and district. For detailed information about PI identification, please visit www.cde.ca.gov/ta/ac/ay/tidetermine.asp.

Federal Intervention Program		2014-15 School Year
	Lexington ES	Los Gatos Union ESD
Program Improvement status	Not Title I	Not Title I
First year of Program Improvement	◇	◇
Year in Program Improvement*	◇	◇
Number of schools identified for Program Improvement		0
Percent of schools identified for Program Improvement		0.00%

** For 2014, only high schools and high school local educational agencies (LEAs) that enrolled students in grades nine, ten, eleven, and/or twelve on Fall Census Day in October 2013 will receive an AYP Report. Because students in grades three through eight participated in the Smarter Balanced Field Test during the 2013-14 academic year, the U.S. Department of Education approved a determination waiver for California which exempts elementary schools, middle schools, elementary school districts, and unified school districts from receiving a 2014 AYP Report.

✕ Not applicable. The graduation rate for AYP criteria applies to high schools.

* DW (determination waiver) indicates that the PI status of the school was carried over from the prior year in accordance with the flexibility granted through the federal waiver process.

◇ Not applicable.

School Mission Statement

Lexington Elementary School aims to develop inquiring, knowledgeable, and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.

As an IB World School (International Baccalaureate), Lexington encourages students to become ethical citizens of the world who are active, compassionate, lifelong learners.

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.

Percentage of Students Meeting Fitness Standards

2013-14 School Year

Grade 5

Four of six standards	6.90%
Five of six standards	24.10%
Six of six standards	69.00%

Currency of Textbook Data

This table displays the date when the textbook and instructional materials information was collected and verified.

Currency of Textbooks	
2014-15 School Year	
Data collection date	09/2014



School Safety

Our School Safety Plan is updated annually. The School Safety Plan was most recently reviewed, updated, and revised with school faculty and the SSC in December 2014. 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 participates in emergency-preparedness trainings annually.

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 Content 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 their own textbook to use in class and to take home.

Textbooks and Instructional Materials List		2014-15 School Year
Subject	Textbook	Adopted
English-Language Arts	Houghton Mifflin (K-5)	2003
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
English-Language Arts	Houghton Mifflin (K-5)	2003

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		2014-15 School Year
Lexington ES		Percent Lacking
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		2014-15 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	

"Lexington School is clearly a leader in preparing globally aware students ready for the 21st century."

School Facility Items Inspected

The table shows the results of the school's most recent inspection using the Facility Inspection Tool (FIT) or equivalent school form. The following is a list of items inspected.

- **Systems:** Gas systems and pipes, sewer, mechanical systems (heating, ventilation and air-conditioning)
- **Interior:** Interior surfaces (floors, ceilings, walls and window casings)
- **Cleanliness:** Pest and vermin control, overall cleanliness (school grounds, buildings, rooms and common areas)
- **Electrical:** Electrical systems (interior and exterior)
- **Restrooms/fountains:** Restrooms, sinks/drinking fountains (interior and exterior)
- **Safety:** Fire-safety equipment, emergency systems, hazardous materials (interior and exterior)
- **Structural:** Structural damage, roofs
- **External:** Windows, doors, gates, fences, playgrounds, school grounds

School Facility Good Repair Status

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		2014-15 School Year	
Items Inspected	Repair Status	Items Inspected	Repair Status
Systems	Good	Restrooms/fountains	Good
Interior	Good	Safety	Good
Cleanliness	Good	Structural	Good
Electrical	Good	External	Good
Overall summary of facility conditions			Exemplary
Date of the most recent school site inspection			10/16/2014
Date of the most recent completion of the inspection form			10/16/2014

School Facilities

Lexington opened in 1953 and has just been completely renovated. During construction, Lexington's students and staff were housed in a wing adjacent to Fisher Middle School. The 18-month construction project is now complete.

The facility is new from the bottom up. It has capacity for 380 students, 15 classrooms, a multipurpose room, and a library. It consists of three two-story buildings. 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 custodian that performs daily cleaning duties for the entire campus.

Our part-time library specialist uses the Alexandria computerized distribution and inventory system. Annual School Improvement Program funds, Title IV, and the Home and School Club provide 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 (IB), and Cornerstone materials have been added to the library during the last two years. Children visit the library weekly during class time or during their lunch period. Our library specialist reads stories to children, provides formal library-skill training, oversees a volunteer parent network, and works with the teachers to support classroom learning.

Technology is an important part of the educational program at Lexington. Twenty-first century technology skills are integrated across the curriculum. The fifth-grade students participate in a 1:1 laptop program, and the third and fourth grade classrooms have access to a mobile laptop cart. Students in grades K-2 integrate technology through the use of iPads in their classroom at a ratio of 3:1.

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-serve 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.



Types of Services Funded

Supplemental financial support for our students comes from our Home & School Club, the district's education foundation, state and federal funding including Title I and School Improvement Program funds. 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 contract with a local counseling support provider to assist with social and behavioral counseling intervention. We also use supplemental funds for additional staff, teacher training, and support materials.



*Lexington is truly
a unique and
wonderful school.*

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	
2013-14 School Year	
Academic Counselors	
FTE of academic counselors	0.0000
Ratio of students per academic counselor	◇
Support Staff	
	FTE
Social/behavioral or career development counselors	0.0900
Library media teacher (librarian)	0.0000
Library media services staff (paraprofessional)	0.3375
Psychologist	0.2000
Social worker	0.0000
Nurse	0.1100
Speech/language/hearing specialist	0.2200
Resource specialist (non-teaching)	0.4000

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 Comparison			
	Los Gatos Union ESD	Lexington ES			
Teachers	14-15	12-13	13-14	14-15	
With full credential	158	10	10	9	
Without full credential	0	0	0	0	
Teaching outside subject area of competence	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 total teacher misassignments includes the number of teacher misassignments of English learners.

Teacher Misassignments and Vacant Teacher Positions		Three-Year Data Comparison		
		Lexington ES		
Teachers		12-13	13-14	14-15
Teacher misassignments of English learners		0	0	0
Total teacher misassignments		0	0	0
Vacant teacher positions		0	0	0

Core Academic Classes Taught by Highly Qualified Teachers

The No Child Left Behind Act (NCLB) extended ESEA to require that core academic subjects be taught by Highly Qualified Teachers, defined as having at least a bachelor's degree, an appropriate California teaching credential, and demonstrated competence for each core academic subject area he or she teaches. The table displays data regarding highly qualified teachers from the 2013-14 school year.

High-poverty schools are defined as those schools with student participation of approximately 40 percent or more in the free and reduced priced meals program. Low-poverty schools are those with student participation of approximately 39 percent or less in the free and reduced priced meals program. For more information on teacher qualifications related to NCLB, visit www.cde.ca.gov/nclb/sr/tq.

No Child Left Behind Compliant Teachers		2013-14 School Year	
	Percent of Classes in Core Academic Subjects		
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers	
Lexington ES	100.00%	0.00%	
All schools in district	100.00%	0.00%	
High-poverty schools in district	◇	◇	
Low-poverty schools in district	100.00%	0.00%	

◇ Not applicable.

Financial Data

The financial data displayed in this SARC is from the 2012-13 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 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.

District Salary Data		2012-13 Fiscal Year
	Los Gatos Union ESD	Similar Sized District
Beginning teacher salary	\$49,895	\$41,535
Midrange teacher salary	\$75,931	\$64,101
Highest teacher salary	\$95,579	\$82,044
Average elementary school principal salary	\$130,930	\$104,336
Average middle school principal salary	\$140,318	\$107,911
Superintendent salary	\$202,800	\$155,309
Teacher salaries — percent of budget	40%	41%
Administrative salaries — percent 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		2012-13 Fiscal Year
	Expenditures Per Pupil From Unrestricted Sources	Annual Average Teacher Salary
Lexington ES	\$7,611	\$81,899
Los Gatos Union ESD	\$7,058	\$80,063
California	\$4,690	\$67,289
School and district — percent difference	+7.8%	+2.3%
School and California — percent difference	+62.3%	+21.7%

"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."

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	
2012-13 Fiscal Year	
Total expenditures per pupil	\$9,086
Expenditures per pupil from restricted sources	\$1,475
Expenditures per pupil from unrestricted sources	\$7,611
Annual average teacher salary	\$81,899



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.



Data for this year's SARC was provided by the California Department of Education (CDE), school, and district offices. For additional information on California schools and districts, please visit DataQuest at <http://data1.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. For further information regarding the data elements and terms used in the SARC see the *Academic Performance Index Reports Information Guide* located on the CDE API Web page at www.cde.ca.gov/ta/ac/ap. 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 of each year.

All data accurate as of December 2014.

School Accountability Report Card

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