



# School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Las Colinas Middle School	56-72553-0101378	12/18/24	1/16/25

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan (LCAP) process.

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp), and for federal Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements for both the SPSA and federal ATSI planning requirements.

California’s ESSA State Plan supports the state’s approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the local educational agency (LEA) that are being realized under the state’s Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 64001(g)(1), the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

This plan is being used by Las Colinas Middle School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

## Schoolwide Program

This template is based on the December, 2023 CDE revision of the School Plan for Student Achievement. Some modifications have been made to inform the SPSA development process.

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# Plan Description

Briefly describe your school's plan for effectively meeting ESSA's planning requirements in alignment with the Local Control and Accountability Plan (LCAP) and other federal, state, and local programs.

This plan is being used by Las Colinas Middle School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

Schoolwide Program

## Educational Partner Involvement

How, when, and with whom did Las Colinas Middle School consult as part of the planning process for this SPSA/Annual Review and Update?

### Involvement Process for the SPSA and Annual Review and Update

The Las Colinas Middle School's School Site Council (SSC) reviews the SPSA and is directly involved with the approval process. The SSC provides input and proposes questions or concerns. The Las Colinas Middle School Leadership Team also shares in the process of providing input for our SPSA.

## Comprehensive Needs Assessment Components

Identify and describe any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

### California School Dashboard (Dashboard) Indicators

Referring to the California School Dashboard (Dashboard), any state indicator for which overall performance was in the "Red" or "Orange" performance category.

Las Colinas Middle School is currently in the Orange performance category for Math, which indicates that the overall performance is below the state standards. The school is 33 points below standard and has experienced a decline of 11.8 points from the previous year. The school has taken some steps to address this area of concern. LCMS has adopted a new school schedule that includes 30 minutes of Response to Intervention (RTI) time twice a week to target specific standards where students need more support. The school is utilizing a Math Content Specialist to help identify gaps in learning and provide teaching support for best practices in math instruction. The school district employs the IXL program, which offers smart practice tailored to student knowledge. This program adjusts the difficulty of problems based on student performance and provides diagnostic information to inform decision-making regarding RTI classes and standards needing additional student support.

Referring to the California School Dashboard (Dashboard), any state indicator for which performance for any student group was two or more performance levels below the "all student" performance.

The analysis reveals that both English Learners and Students with Disabilities are currently performing in the red category in ELA while the "all student" performance is in Yellow. English Learners are 71.2 points below standard and have declined 14.3 points. Students with Disabilities are 117.6 points below standard and have declined 11.6 points. These LCMS student groups are underperforming when compared to the state. This indicates a significant need for targeted interventions and support to help these groups improve their literacy skills and overall academic performance. To address the needs of English Learners and Special Education students who are performing in the red category in ELA, the school has implemented specific lessons and activities during Response to Intervention (RTI) times. These efforts aim to provide targeted support and enhance the literacy skills and speaking skills of EL students. Students with Individualized Education Programs (IEPs) at LCMS are receiving targeted reading interventions specifically aligned with state reading standards. These standards address critical areas of literacy development, ensuring that interventions are relevant and effective.

## Other Needs

In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

Upon reviewing the Dashboard data and utilizing locally collected data, it has become evident that long-term English language learners (ELLs) are performing significantly below standards. These students are not making adequate progress on their assessments, highlighting a need for targeted instructional strategies. To effectively address these performance gaps, our school will implement regular diagnostic assessments throughout the school year. LCMS will be administering Interim Assessment Blocks (IABs) to gather data on student progress in key areas, enabling educators to make informed decisions about instruction and intervention. Our school will take the next steps to gather Common Formative Assessments (CFAs) to evaluate student learning and identify gaps in understanding. LCMS will be implementing data driven instruction by analyzing CFA results to inform instruction, allowing teachers to adjust their teaching strategies and provide targeted support based on the identified needs of long-term ELLs.

# School and Student Performance Data

## Student Enrollment

This report displays the annual K-12 public school enrollment by student ethnicity and grade level for Las Colinas Middle School. Annual enrollment consists of the number of students enrolled on Census Day (the first Wednesday in October). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

### Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
American Indian	0.41%	0%	%	3	0	
African American	1.09%	1.09%	1.33%	8	8	10
Asian	5.72%	6.26%	7.32%	42	46	55
Filipino	2.45%	3.95%	3.60%	18	29	27
Hispanic/Latino	42.51%	44.76%	44.74%	312	329	336
Pacific Islander	0.14%	0%	0.67%	1	0	5
White	42.10%	39.46%	36.09%	309	290	271
Multiple	5.59%	4.49%	6.26%	41	33	47
<b>Total Enrollment</b>				734	735	751

### Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	21-22	22-23	23-24
Grade 6	234	229	250
Grade 7	237	251	244
Grade 8	263	255	257
<b>Total Enrollment</b>	734	735	751

#### Conclusions based on this data:

1. The total enrollment has shown a steady increase over the three academic years, rising from 734 students in the 2021-2022 school year to 751 students in the 2023-2024 school year. This indicates a growth of 17 students, or approximately 2.3%, suggesting a positive trend in attracting and retaining students.
2. Hispanic/Latino students represent the largest student group, comprising approximately 44.74% of total enrollment in 2023-2024. Enrollment has increased from 312 students in 2021-2022 to 336 in 2023-2024, indicating a stable and growing population.
3. The percentage of White students has decreased from 42.10% in 2021-2022 to 36.09% in 2023-2024. This corresponds to a decline in the number of students from 309 to 321.

# School and Student Performance Data

## English Learner (EL) Enrollment

This report displays the annual K-12 public school enrollment by English Language Acquisition Status (ELAS). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
English Learners	34	37	47	3.10%	4.6%	6.3%
Fluent English Proficient (FEP)	77	78	72	12.20%	10.5%	9.6%
Reclassified Fluent English Proficient (RFEP)	6	8		41.7%	17.6%	

### Conclusions based on this data:

1. The number of English Learners (ELs) has increased from 34 students in the 2021-2022 school year to 47 students in the 2023-2024 school year. This growth reflects a rise in the percentage of ELs from 3.10% to 6.3% over the same period.
2. Enrollment of Fluent English Proficient students showed a slight decrease from 77 in 2021-2022 to 72 in 2023-2024. The percentage of FEP students also declined from 12.20% to 9.6%. This decline may suggest that some students are transitioning out of this classification or that the overall school population is diversifying.
3. The number of Reclassified Fluent Proficient students increased from 6 in 2021-2022 to 8 in 2022-2023. The percent of RFEP students in the previous years was impressive, with 41.7% in 2021-2022 and 17.6% in 2022-2023. There was an increase in reclassification to 38% in 2023-2024 school year. There were 45 ELs and 17 were reclassified in 2024. This is slightly lower than 2021-2022 in this percentage may indicate that there is a need for additional support for students transitioning to Fluent English Proficiency.



# School and Student Performance Data

## CAASPP Results English Language Arts/Literacy (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's [Smarter Balanced Assessment System](#) web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 6	230	228	248	226	223	235	226	223	235	98.3	97.8	94.8
Grade 7	234	247	244	225	236	226	225	236	226	96.2	95.5	92.6
Grade 8	265	252	257	260	233	220	260	232	220	98.1	92.5	85.6
All Grades	729	727	749	711	692	681	711	691	681	97.5	95.2	90.9

The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 6	2531.	2534.	2531.	24.34	24.22	22.98	27.88	28.70	31.49	21.68	19.73	22.55	26.11	27.35	22.98
Grade 7	2602.	2575.	2574.	31.56	30.08	24.34	40.00	33.90	40.71	16.89	17.37	12.83	11.56	18.64	22.12
Grade 8	2599.	2599.	2571.	25.38	22.84	24.09	40.00	42.24	30.45	21.15	22.41	23.18	13.46	12.50	22.27
All Grades	N/A	N/A	N/A	27.00	25.76	23.79	36.15	35.02	34.21	19.97	19.83	19.53	16.88	19.39	22.47

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 6	21.68	19.28	21.70	53.54	52.02	52.34	24.78	28.70	25.96
Grade 7	30.67	28.39	23.89	60.44	54.66	56.64	8.89	16.95	19.47
Grade 8	31.15	25.43	21.82	56.15	60.78	55.45	12.69	13.79	22.73
All Grades	27.99	24.46	22.47	56.68	55.86	54.77	15.33	19.68	22.76

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 6	20.35	25.11	20.00	50.44	51.57	56.17	29.20	23.32	23.83
Grade 7	33.78	35.59	38.50	52.44	44.92	41.15	13.78	19.49	20.35
Grade 8	27.31	26.29	25.45	58.08	60.34	52.27	14.62	13.36	22.27
All Grades	27.14	29.09	27.90	53.87	52.24	49.93	18.99	18.67	22.17

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 6	16.37	20.18	16.17	67.70	66.37	69.79	15.93	13.45	14.04
Grade 7	21.78	17.37	18.14	72.89	71.19	69.91	5.33	11.44	11.95
Grade 8	20.00	18.10	19.55	75.77	75.00	62.73	4.23	6.90	17.73
All Grades	19.41	18.52	17.91	72.29	70.91	67.55	8.30	10.56	14.54

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 6	19.91	23.77	22.55	65.04	60.54	59.15	15.04	15.70	18.30
Grade 7	32.89	27.97	26.11	58.22	55.93	55.31	8.89	16.10	18.58
Grade 8	25.77	31.03	25.91	65.77	60.78	58.64	8.46	8.19	15.45
All Grades	26.16	27.64	24.82	63.15	59.04	57.71	10.69	13.31	17.47

**Conclusions based on this data:**

- 6th grade - The participation rate for Grade 6 has decreased slightly from 98.3% in 2021-2022 to 94.8% in 2023-2024. This trend indicates a need for strategies to increase student participation in assessments. The percentage of students exceeding the standard decreased from 24.34% to 22.98%, while those meeting the standard increased from 27.88% to 31.49%. This indicates that while fewer students are exceeding expectations, more are meeting the basic requirements. In reading, the percentage of students above standard remained relatively stable at 21.70%. However, writing performance showed a decrease in the percentage of students above standard from 25.11% to 20.00%. This suggests a need for enhanced writing instruction.
- 7th grade - The participation rate for Grade 7 decreased from 96.2% in 2021-2022 to 92.6% in 2023-2024, indicating a trend that requires intervention to boost assessment participation. The percentage of students exceeding the standard significantly dropped from 31.56% to 24.34%. Conversely, the percentage of students meeting the standard increased from 40% to 40.71%. The decrease in students exceeding expectations could indicate a need for more rigorous academic challenges. In reading, the percentage of students above standard decreased to 23.89%, while writing performance showed an improvement with 38.50% above standard. This suggests strengths in writing but weaknesses in reading comprehension.
- 8th grade - The participation rate for Grade 8 has decreased from 98.1% in 2021-2022 to 85.6% in 2023-2024, indicating a significant drop that requires immediate attention to ensure all students are participating in assessments. The percentage of students exceeding the standard has experienced fluctuations but remained around 24.09% in 2023-2024. A notable percentage of students met the standards, indicating that while many are on track, there is a need to push more students into higher achievement levels. Reading proficiency declined, with 21.82% of students performing above standard. Writing proficiency also decreased slightly to 25.45%, highlighting areas that need focused improvement efforts.

# School and Student Performance Data

## CAASPP Results Mathematics (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's [Smarter Balanced Assessment System](#) web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
<b>Grade 6</b>	230	227	248	225	222	235	225	222	235	97.8	97.8	94.8
<b>Grade 7</b>	234	247	244	225	234	228	225	234	228	96.2	94.7	93.4
<b>Grade 8</b>	265	252	257	257	232	222	257	232	222	97.0	92.1	86.4
<b>All Grades</b>	729	726	749	707	688	685	707	688	685	97.0	94.8	91.5

\* The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
<b>Grade 6</b>	2514.	2516.	2528.	20.00	25.23	25.53	20.89	16.67	20.43	25.33	22.52	25.96	33.78	35.59	28.09
<b>Grade 7</b>	2569.	2555.	2543.	25.78	24.36	26.75	24.89	28.63	20.18	29.78	21.79	21.05	19.56	25.21	32.02
<b>Grade 8</b>	2570.	2569.	2558.	28.79	25.43	26.13	17.51	19.40	18.92	20.23	25.43	19.37	33.46	29.74	35.59
<b>All Grades</b>	N/A	N/A	N/A	25.04	25.00	26.13	20.93	21.66	19.85	24.89	23.26	22.19	29.14	30.09	31.82

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 6	16.00	23.42	22.13	47.56	40.09	50.21	36.44	36.49	27.66
Grade 7	29.33	31.20	29.39	48.89	41.45	36.40	21.78	27.35	34.21
Grade 8	29.57	23.71	27.48	42.80	49.14	39.64	27.63	27.16	32.88
Grade 11									
All Grades	25.18	26.16	26.28	46.25	43.60	42.19	28.57	30.23	31.53

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 6	20.00	17.57	19.15	51.11	50.00	51.91	28.89	32.43	28.94
Grade 7	25.33	23.93	21.49	57.33	53.85	49.56	17.33	22.22	28.95
Grade 8	25.68	25.86	22.52	54.47	55.17	50.90	19.84	18.97	26.58
All Grades	23.76	22.53	21.02	54.31	53.05	50.80	21.92	24.42	28.18

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 6	18.67	19.37	19.15	59.11	50.90	58.72	22.22	29.73	22.13
Grade 7	22.67	24.79	23.68	61.78	56.84	51.75	15.56	18.38	24.56
Grade 8	19.84	19.83	22.52	63.42	55.60	54.50	16.73	24.57	22.97
All Grades	20.37	21.37	21.75	61.53	54.51	55.04	18.10	24.13	23.21

**Conclusions based on this data:**

- 6th grade - The participation rate for Grade 6 has decreased from 97.8% in both 2021-2022 and 2022-2023 to 94.8% in 2023-2024, indicating a concerning trend in student engagement. The percentage of students above standard in Concepts and Procedures has slightly decreased from 23.42% to 22.13%, while those below standard increased from 36.44% to 27.66%. This suggests a need for improved instruction in foundational math concepts. There has been a decline in the percentage of students performing above standard in Problem Solving and Modeling/Data Analysis from 20.00% to 19.15%, indicating potential challenges in applying mathematical concepts to real-world scenarios. In communicating reasoning the percentage of students above standard has remained relatively stable, but there is a notable increase in students below standard, suggesting a need for better support in articulating mathematical reasoning.
- 7th grade - Participation has decreased from 96.2% in 2021-2022 to 93.4% in 2023-2024, reflecting a downward trend in student engagement. Students above standard in Concepts and Procedures showed a minor decrease from 31.20% to 29.39%, while those below standard increased from 21.78% to 34.21%, highlighting a growing concern for students struggling with basic concepts. The percentage of students above standard in Problem Solving and Modeling/Data Analysis has decreased from 25.33% to 21.49%, indicating a decline in students' ability to apply math in real-world contexts. There is a noticeable decline in the percentage of students above standard in Communicating Reasoning from 22.67% to 23.68%. The increase in students below standard suggests challenges in reasoning and justification of their answers.
- 8th grade - Participation has seen a significant drop from 97.0% to 86.4%, signaling a critical concern for student engagement and assessment involvement. The percentage of students above standard in Concepts and Procedures has decreased from 29.57% to 27.48%, while those below standard increased from 27.63% to

32.88%. This indicates a growing number of students struggling with core mathematical concepts. A decline in the percentage of students above standard in Problem Solving and Modeling/Data Analysis from 25.68% to 22.52% is concerning, as it shows a reduction in students effectively applying math strategies to solve problems. The percentage of students above standard in Communicating Reasoning has slightly improved to 22.52%, but the increasing percentage of students below standard suggests ongoing challenges in communicating mathematical reasoning effectively.

# School and Student Performance Data

The English Language Proficiency Assessments for California (ELPAC) system is used to determine and monitor the progress of the English language proficiency for students whose primary language is not English. The ELPAC is aligned with the 2012 California English Language Development Standards and assesses four domains: listening, speaking, reading, and writing.

Visit the California Department of Education's [English Language Proficiency Assessments for California \(ELPAC\)](https://www.cde.ca.gov/ta/tg/ela/elpac/) web page or the [ELPAC.org](https://elpac.org) website for more information about the ELPAC.

## ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
6	1516.6	1535.6	1544.1	1521.8	1559.6	1559.0	1510.9	1511.1	1528.6	14	14	14
7	*	1558.2	1525.1	*	1578.6	1532.3	*	1537.3	1517.2	6	13	12
8	*	*	*	*	*	*	*	*	*	8	5	6
<b>All Grades</b>										28	32	32

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
6	0.00	28.57	28.57	57.14	28.57	42.86	28.57	28.57	28.57	14.29	14.29	0.00	14	14	14
7	*	30.77	8.33	*	46.15	25.00	*	23.08	58.33	*	0.00	8.33	*	13	12
8	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
<b>All Grades</b>	28.57	28.13	15.63	42.86	37.50	37.50	17.86	21.88	34.38	10.71	12.50	12.50	28	32	32

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
6	28.57	57.14	57.14	57.14	28.57	42.86	7.14	14.29	0.00	7.14	0.00	0.00	14	14	14
7	*	61.54	33.33	*	30.77	33.33	*	7.69	25.00	*	0.00	8.33	*	13	12
8	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
<b>All Grades</b>	50.00	59.38	43.75	39.29	25.00	34.38	3.57	9.38	9.38	7.14	6.25	12.50	28	32	32

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
6	0.00	0.00	0.00	7.14	14.29	21.43	42.86	42.86	57.14	50.00	42.86	21.43	14	14	14
7	*	7.69	0.00	*	23.08	8.33	*	38.46	41.67	*	30.77	50.00	*	13	12
8	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	7.14	3.13	0.00	21.43	21.88	12.50	42.86	37.50	50.00	28.57	37.50	37.50	28	32	32

Listening Domain Percentage of Students by Domain Performance Level for All Students													
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students			
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	
6	7.14	14.29	35.71	78.57	71.43	64.29	14.29	14.29	0.00	14	14	14	
7	*	0.00	16.67	*	92.31	58.33	*	7.69	25.00	*	13	12	
8	*	*	*	*	*	*	*	*	*	*	*	*	
All Grades	7.14	9.38	28.13	78.57	75.00	53.13	14.29	15.63	18.75	28	32	32	

Speaking Domain Percentage of Students by Domain Performance Level for All Students													
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students			
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	
6	57.14	85.71	85.71	42.86	14.29	14.29	0.00	0.00	0.00	14	14	14	
7	*	100.00	50.00	*	0.00	41.67	*	0.00	8.33	*	13	12	
8	*	*	*	*	*	*	*	*	*	*	*	*	
All Grades	75.00	87.50	62.50	21.43	6.25	25.00	3.57	6.25	12.50	28	32	32	

Reading Domain Percentage of Students by Domain Performance Level for All Students													
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students			
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	
6	0.00	14.29	0.00	21.43	28.57	50.00	78.57	57.14	50.00	14	14	14	
7	*	7.69	0.00	*	53.85	50.00	*	38.46	50.00	*	13	12	
8	*	*	*	*	*	*	*	*	*	*	*	*	
All Grades	10.71	12.50	0.00	39.29	40.63	46.88	50.00	46.88	53.13	28	32	32	

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
6	7.14	0.00	14.29	92.86	85.71	85.71	0.00	14.29	0.00	14	14	14
7	*	23.08	0.00	*	76.92	91.67	*	0.00	8.33	*	13	12
8	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	14.29	9.38	6.25	85.71	78.13	84.38	0.00	12.50	9.38	28	32	32

**Conclusions based on this data:**

1. The overall language proficiency has shown a general upward trend across the grades, especially in oral and written language for Grade 6. For instance, in oral language, the percentage of students achieving Level 4 (Well Developed) increased from 0.00% in 2021-2022 to 7.14% in 2023-2024. Additionally, the percentage of students in Level 3 (Moderately Developed) in written language has improved, indicating that more students are demonstrating stronger language skills over the years. This trend suggests effective instructional strategies and support for English language learners (ELLs), contributing to their language development.
2. The performance levels show significant variability, especially in the percentage of students achieving Level 4 (Well Developed) and Level 1 (Beginning). For instance, the percentage of students at Level 4 in oral language for Grade 6 has decreased from 28.57% to 7.14%, while the percentage at Level 1 has increased. This divergence highlights the need for targeted interventions to support students who are struggling, particularly in transitioning from lower performance levels to higher ones.
3. The data reveals strengths in certain language domains while indicating areas needing improvement. For instance, the speaking domain shows a high percentage of students achieving well-developed skills, particularly in Grade 6 (85.71% in 2022-2023). However, the written language domain presents challenges, with a notable portion of students performing at Level 1 (Beginning) across multiple grades. This discrepancy suggests a need for focused writing instruction to bolster students' writing abilities and overall language proficiency.



# School and Student Performance Data

## Student Population

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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This section provides information about the school's student population.

2023-24 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
751	30.2%	6.3%	0.0%
Total Number of Students enrolled in Las Colinas Middle School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2023-24 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	47	6.3%
Foster Youth	0	0.0%
Homeless	15	2%
Socioeconomically Disadvantaged	227	30.2%
Students with Disabilities	150	20%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	10	1.3%
American Indian	0	0.0%
Asian	55	7.3%
Filipino	27	3.6%
Hispanic	336	44.7%
Two or More Races	47	6.3%
Pacific Islander	5	0.7%
White	271	36.1%

### Conclusions based on this data:

1. The student population at Las Colinas Middle School is diverse, with significant representation from various racial and ethnic groups. The largest group is Hispanic students, making up 44.7% of the total enrollment, followed by

White students at 36.1% and Asian students at 7.3%. This diversity makes culturally responsive teaching practices necessary to effectively meet the needs of all students.

2. 30.2% of the student population is classified as socioeconomically disadvantaged, which includes those eligible for free or reduced-priced meals or whose parents did not graduate from high school. This demographic factor highlights the importance of targeted support programs and resources to address the educational barriers faced by these students.
3. The enrollment of students with disabilities at Las Colinas Middle School, which stands at 20% of the total student population, indicates a significant presence of students requiring specialized support and services. This proportion suggests the need for robust special education programs and inclusive practices within the school to ensure that these students receive the necessary accommodations and resources to thrive academically and socially.

# School and Student Performance Data

## Overall Performance

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Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

### 2024 Fall Dashboard Overall Performance for All Students

#### Academic Performance

##### English Language Arts



Yellow

#### Academic Engagement

##### Chronic Absenteeism



Yellow

#### Conditions & Climate

##### Suspension Rate



Green

#### Mathematics



Orange

#### English Learner Progress



No Performance Color

#### Conclusions based on this data:

1. Las Colinas Middle School students are performing at level Yellow in English Language Arts and in the Orange range for Math. Math is an area of opportunity, as such, LCMS has increased the math tutoring services and has implemented RTI classes for targeted instruction. Teachers are also utilizing IXL to give students practice in an area of need and to gather diagnostic data to plan for supports.

2. Suspension rate for the 2023-2024 school year was at the Green level. This is an improvement from the previous year. The school is continuing to look into alternatives to out of school suspension, which will hopefully continue to have a positive impact on our overall suspension rate for the 2024-2025 school year.
3. Chronic absenteeism rate for 2023-2024 was at a level Yellow level, which is an improvement from last year. The school site will continue to create an accepting educational environment and foster engaging lessons to continue to increase attendance. The school will also continue to follow district policies on student attendance and refer families to SART and SARB when appropriate.

# School and Student Performance Data

## Academic Performance English Language Arts

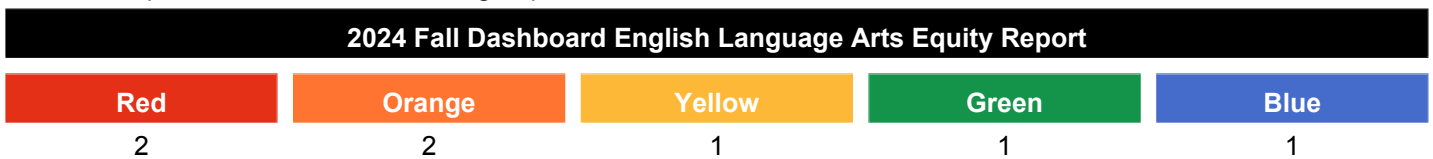
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This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2024 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p><b>All Students</b></p> <p>Yellow</p> <p>1.3 points below standard</p> <p>Declined 20.5 points</p> <p>700 Students</p>	<p><b>English Learners</b></p> <p>Red</p> <p>71.2 points below standard</p> <p>Declined 14.3 points</p> <p>69 Students</p>	<p><b>Long-Term English Learners</b></p> <p>No Performance Color</p> <p>111.4 points below standard</p> <p>Declined 5.1 points</p> <p>28 Students</p>
<p><b>Foster Youth</b></p> <p>No Performance Color</p> <p>0 Students</p>	<p><b>Homeless</b></p> <p>No Performance Color</p> <p>36.3 points below standard</p> <p>15 Students</p>	<p><b>Socioeconomically Disadvantaged</b></p> <p>Orange</p> <p>48.4 points below standard</p> <p>Declined 17.9 points</p> <p>225 Students</p>

<p><b>Students with Disabilities</b></p>  <p>Red</p> <p>117.6 points below standard</p> <p>Declined 11.6 points</p> <p>151 Students</p>	<p><b>African American</b></p>  <p>No Performance Color</p> <p>80.4 points below standard</p> <p>12 Students</p>	<p><b>American Indian</b></p>  <p>No Performance Color</p> <p>0 Students</p>
<p><b>Asian</b></p>  <p>Blue</p> <p>100.9 points above standard</p> <p>Maintained -1.6 points</p> <p>54 Students</p>	<p><b>Filipino</b></p>  <p>No Performance Color</p> <p>66.4 points above standard</p> <p>Increased 10.8 points</p> <p>26 Students</p>	<p><b>Hispanic</b></p>  <p>Orange</p> <p>35.1 points below standard</p> <p>Declined 23.6 points</p> <p>308 Students</p>
<p><b>Two or More Races</b></p>  <p>Green</p> <p>22.9 points above standard</p> <p>Declined 55 points</p> <p>46 Students</p>	<p><b>Pacific Islander</b></p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>5 Students</p>	<p><b>White</b></p>  <p>Yellow</p> <p>4.3 points above standard</p> <p>Declined 25.3 points</p> <p>255 Students</p>

**Conclusions based on this data:**

- English Learners are facing considerable difficulties, as indicated by their performance level categorized in the red zone, with a score of 71.2 points below standard. This shows a need for targeted interventions and support programs specifically designed to enhance English language proficiency and academic skills among these students.
- The data reveals significant disparities in performance among various student groups. For instance, students with disabilities recorded a performance level also in the red zone, 117.6 points below standard, indicating that this group requires additional resources and specialized instructional strategies.
- The overall performance trend shows a decline for all students, who are 1.3 points below standard, alongside various student groups, including socioeconomically disadvantaged students and Hispanic students, which are both in the orange zone. This decline across multiple demographics suggests a need for a comprehensive review of instructional strategies to reverse this trend and ensure that all students are meeting grade-level standards.

# School and Student Performance Data

## Academic Performance Mathematics

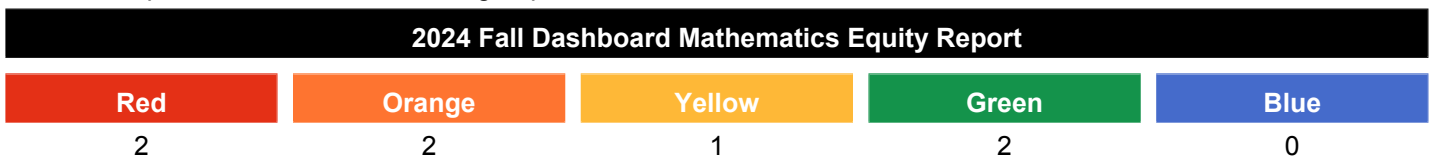
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”












This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2024 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p><b>All Students</b></p> <p>Orange</p> <p>33 points below standard</p> <p>Declined 11.8 points</p> <p>701 Students</p>	<p><b>English Learners</b></p> <p>Red</p> <p>111.4 points below standard</p> <p>Declined 20.6 points</p> <p>70 Students</p>	<p><b>Long-Term English Learners</b></p> <p>No Performance Color</p> <p>157.8 points below standard</p> <p>Declined 3.3 points</p> <p>28 Students</p>
<p><b>Foster Youth</b></p> <p>No Performance Color</p> <p>0 Students</p>	<p><b>Homeless</b></p> <p>No Performance Color</p> <p>103.7 points below standard</p> <p>15 Students</p>	<p><b>Socioeconomically Disadvantaged</b></p> <p>Orange</p> <p>90.8 points below standard</p> <p>Declined 12.3 points</p> <p>225 Students</p>

<p><b>Students with Disabilities</b></p>  <p>Red</p> <p>165.9 points below standard</p> <p>Declined 18.7 points</p> <p>151 Students</p>	<p><b>African American</b></p>  <p>No Performance Color</p> <p>125.2 points below standard</p> <p>12 Students</p>	<p><b>American Indian</b></p>  <p>No Performance Color</p> <p>0 Students</p>
<p><b>Asian</b></p>  <p>Green</p> <p>100.2 points above standard</p> <p>Declined 3.2 points</p> <p>54 Students</p>	<p><b>Filipino</b></p>  <p>No Performance Color</p> <p>33.6 points above standard</p> <p>Increased 30.6 points</p> <p>26 Students</p>	<p><b>Hispanic</b></p>  <p>Orange</p> <p>79.8 points below standard</p> <p>Declined 17.3 points</p> <p>309 Students</p>
<p><b>Two or More Races</b></p>  <p>Green</p> <p>12.2 points above standard</p> <p>Declined 29.4 points</p> <p>46 Students</p>	<p><b>Pacific Islander</b></p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>5 Students</p>	<p><b>White</b></p>  <p>Yellow</p> <p>21 points below standard</p> <p>Declined 11.4 points</p> <p>255 Students</p>

**Conclusions based on this data:**

1. The data indicates that all students are performing 33 points below standard, which reflects a decline of 11.8 points. This suggests that there may be systemic issues affecting mathematics instruction and student understanding, necessitating a review of teaching methodologies.
2. Asian students are performing 100.2 points above standard, indicating that this group is achieving significantly higher levels of proficiency in mathematics.
3. The performance data shows variability among different student groups. While some groups, such as Asian students and those identifying as Two or More Races, are performing above standard, others, including Hispanic and socioeconomically disadvantaged students, are in the orange zone and below standard. This variability underscores the importance of targeted support to address the unique needs of each demographic.



# School and Student Performance Data



## Academic Performance English Learner Progress

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2024 Fall Dashboard English Learner Progress Indicator	
<b>English Learner Progress</b>  No Performance Color 29.6% making progress. Number Students: 27 Students	<b>Long-Term English Learner Progress</b>  No Performance Color 26.7% making progress. Number Students: 15 Students

This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2024 Fall Dashboard Student English Language Acquisition Results			
<b>Decreased One ELPI Level</b> 37%	<b>Maintained ELPI Level 1, 2L, 2H, 3L, or 3H</b> 33.3%	<b>Maintained ELPI Level 4</b> 11.1%	<b>Progressed At Least One ELPI Level</b> 18.5%

### Conclusions based on this data:

- The data indicates that only 29.6% of current EL students are making progress towards English language proficiency. This low percentage suggests that there may be barriers to language acquisition for these students, requiring a reassessment of instructional strategies and support systems to enhance their learning outcomes.
- Among long-term English learners, only 26.7% are making progress. Long-term English learners may require specialized interventions that focus on both language skills and content knowledge to help them advance. This is an area of concern.
- A notable 37% of students decreased by at least one ELPI level, while 33.3% maintained lower proficiency levels (ELPI Levels 1, 2L, 2H, 3L, or 3H). This indicates that a significant portion of students are either stagnating or regressing in their language acquisition, emphasizing the need for targeted support and resources to prevent further declines and to promote upward mobility in language proficiency.

# School and Student Performance Data

## Academic Engagement Chronic Absenteeism

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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This section provides number of student groups in each level.



This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2024 Fall Dashboard Chronic Absenteeism Performance for All Students/Student Group		
<p><b>All Students</b></p>  <p>Yellow</p> <p>12.5% Chronically Absent</p> <p>Declined 5.7</p> <p>767 Students</p>	<p><b>English Learners</b></p>  <p>Orange</p> <p>16% Chronically Absent</p> <p>Increased 1</p> <p>50 Students</p>	<p><b>Long-Term English Learners</b></p>  <p>No Performance Color</p> <p>20% Chronically Absent</p> <p>Increased 1.8</p> <p>30 Students</p>
<p><b>Foster Youth</b></p>  <p>No Performance Color</p> <p>0 Students</p>	<p><b>Homeless</b></p>  <p>No Performance Color</p> <p>33.3% Chronically Absent</p> <p>0</p> <p>15 Students</p>	<p><b>Socioeconomically Disadvantaged</b></p>  <p>Yellow</p> <p>20.9% Chronically Absent</p> <p>Declined 9.2</p> <p>253 Students</p>

<p><b>Students with Disabilities</b></p>  <p>Yellow</p> <p>22.3% Chronically Absent</p> <p>Declined 4.5</p> <p>166 Students</p>	<p><b>African American</b></p>  <p>No Performance Color</p> <p>0% Chronically Absent</p> <p>0</p> <p>13 Students</p>	<p><b>American Indian</b></p>  <p>No Performance Color</p> <p>0 Students</p>
<p><b>Asian</b></p>  <p>Green</p> <p>3.6% Chronically Absent</p> <p>Declined 0.5</p> <p>56 Students</p>	<p><b>Filipino</b></p>  <p>No Performance Color</p> <p>7.4% Chronically Absent</p> <p>Increased 4.1</p> <p>27 Students</p>	<p><b>Hispanic</b></p>  <p>Yellow</p> <p>16.3% Chronically Absent</p> <p>Declined 8.1</p> <p>344 Students</p>
<p><b>Two or More Races</b></p>  <p>Yellow</p> <p>13% Chronically Absent</p> <p>Declined 2.3</p> <p>46 Students</p>	<p><b>Pacific Islander</b></p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>5 Students</p>	<p><b>White</b></p>  <p>Yellow</p> <p>10.5% Chronically Absent</p> <p>Declined 4.4</p> <p>276 Students</p>

**Conclusions based on this data:**

1. The overall chronic absenteeism rate for all students is 12.5%, which indicates a decline of 5.7%. While this shows improvement, the percentage still reflects a significant portion of students missing 10% or more of their instructional days. This suggests that ongoing efforts are needed to further reduce absenteeism rates and ensure consistent student engagement.
2. English Learners have a chronic absenteeism rate of 16%, which is higher than the overall average, and this rate has increased slightly. Additionally, long-term English learners are at 20% chronic absenteeism. These figures indicate that these groups may face unique challenges that contribute to their absenteeism, necessitating targeted interventions and support systems to address their specific needs.
3. The data reveals variability among different demographic groups. For example, Asian students show a low rate of chronic absenteeism at 3.6%, while socioeconomically disadvantaged students and students with disabilities have higher rates at 20.9% and 22.3%. This disparity emphasizes the need for tailored strategies that consider socioeconomic status and other factors to effectively decrease absenteeism across various student populations.

# School and Student Performance Data

## Conditions & Climate Suspension Rate

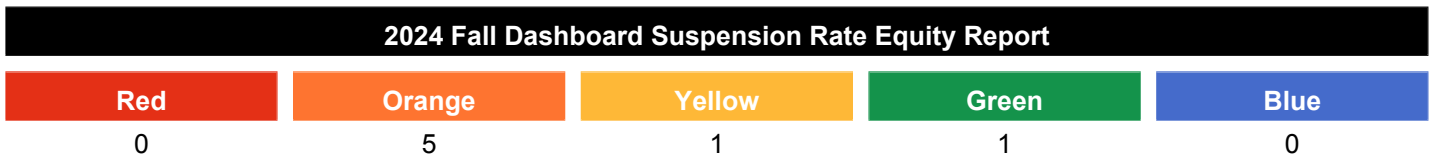
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This section provides number of student groups in each level.



This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2024 Fall Dashboard Suspension Rate for All Students/Student Group		
<p><b>All Students</b></p> <p> Green</p> <p>5.6% suspended at least one day</p> <p>Declined 0.4%</p> <p>771 Students</p>	<p><b>English Learners</b></p> <p> Orange</p> <p>12% suspended at least one day</p> <p>Increased 4.5%</p> <p>50 Students</p>	<p><b>Long-Term English Learners</b></p> <p> No Performance Color</p> <p>10% suspended at least one day</p> <p>Increased 5.5%</p> <p>30 Students</p>
<p><b>Foster Youth</b></p> <p> No Performance Color</p> <p>0 Students</p>	<p><b>Homeless</b></p> <p> No Performance Color</p> <p>13.3% suspended at least one day</p> <p>15 Students</p>	<p><b>Socioeconomically Disadvantaged</b></p> <p> Yellow</p> <p>8.2% suspended at least one day</p> <p>Declined 2.1%</p> <p>255 Students</p>

<p><b>Students with Disabilities</b></p>  <p>Orange</p> <p>10.8% suspended at least one day</p> <p>Increased 0.5%</p> <p>166 Students</p>	<p><b>African American</b></p>  <p>No Performance Color</p> <p>7.1% suspended at least one day</p> <p>14 Students</p>	<p><b>American Indian</b></p>  <p>No Performance Color</p> <p>0 Students</p>
<p><b>Asian</b></p>  <p>Orange</p> <p>3.6% suspended at least one day</p> <p>Increased 3.6%</p> <p>56 Students</p>	<p><b>Filipino</b></p>  <p>No Performance Color</p> <p>3.7% suspended at least one day</p> <p>Increased 0.4%</p> <p>27 Students</p>	<p><b>Hispanic</b></p>  <p>Green</p> <p>6.7% suspended at least one day</p> <p>Declined 1.3%</p> <p>345 Students</p>
<p><b>Two or More Races</b></p>  <p>Orange</p> <p>8.7% suspended at least one day</p> <p>Increased 1.2%</p> <p>46 Students</p>	<p><b>Pacific Islander</b></p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>5 Students</p>	<p><b>White</b></p>  <p>Orange</p> <p>4.3% suspended at least one day</p> <p>Increased 0.3%</p> <p>278 Students</p>

**Conclusions based on this data:**

1. The overall suspension rate for all students is 5.6%, which reflects a slight decline of 0.4%. This indicates a positive trend in behavior management and disciplinary practices within the school, suggesting that efforts to improve school climate and student engagement may be having a beneficial impact.
2. English Learners have a significantly higher suspension rate of 12%, which has increased by 4.5%. Similarly, socioeconomically disadvantaged students face an 8.2% suspension rate, despite a decline. These figures highlight a pressing need for targeted interventions that address the specific challenges faced by these groups.
3. Several demographic groups are experiencing increases in suspension rates, notably English Learners, students with disabilities, and those identifying as Two or More Races, with rates of 12%, 10.8%, and 8.7% respectively. This is an area that needs improvement.

# Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

## Goal 1

### Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

#### Student Achievement

Las Colinas will increase CAASPP scores in English Language Arts (ELA) from 58% meeting or exceeding standards to 62% and in mathematics from 45.98% to 50.00% by the end of the academic year through the implementation of Response to Intervention (RTI) strategies/schedule and systematic data review.

### LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

PVSD will increase student academic achievement and academic engagement through a cohesive instructional program centered on high-quality instruction and support.

### Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

There are significant areas needing improvement, particularly in the performance of English Learners (EL) and students with Individualized Education Programs (IEPs). In ELA EL students performed 71.2 points below standard and declined 14.3 points. Students with disabilities declined 11.6 points and performed 117.6 points below standard. In math EL students scored 111.4 points below standard and declined 20.6 points. Students with Disabilities declined 18.7 points and performed 165.9 points below standard.

### Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP- ELA	Las Colinas Middle School's 2023-24 CAASPP data illustrates that 22.98% of 6th graders, 22.12.% of 7th graders, and 22.27% of 8th graders, did not meet standards for English Language Arts. In total LCMS students were 1.3 points below standard.	Decrease the number of students who did not meet standards in ELA.
CAASPP- Math	Las Colinas Middle School's 2023-24 CAASPP data illustrates that 28.09% of 6th graders, 32.02% of 7th graders, and 35.59% of 8th graders did not meet standards for Mathematics.	Decrease the number of students who did not meet standards in Math.

## Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
1.1	To provide additional support for students in need, LCMS will offer targeted tutoring in Mathematics. We will implement a streamlined referral process that allows students, parents, teachers, counselors, and administrators to easily submit referrals for tutoring assistance.	This goal is available for all students and identified students.	4428 D102 Tutoring/Homework Support 1000-1999: Certificated Personnel Salaries Math Tutoring to provide additional support for students needing extra supports (hourly teacher salaries). Students will be referred to math tutoring by their parent or guardian, teacher, counselor, or administrator for additional support in these areas. The hourly cost for the certificated tutoring program is \$4,438.00. The salary for this position is \$3,604.00 and the benefits are \$834.00.
1.2	LCMS will continue its Pathway to Promotion program aimed at supporting 8th-grade students who require academic intervention.	All students	0  None Specified Pathway to Promotion will be provided during Skillbuilder/RTI sessions which is built into our school schedule.
1.3	Throughout the school year, staff will participate in Professional Learning Community (PLC) meetings to analyze and disseminate data, which will inform our instructional practices.	All students, targeting EL and Special Education students	0 D108 Data Days None Specified Teachers in professional learning communities will meet to collaborate, study data, exchange teaching practices, and participate in professional dialogue. PLCs will use "Data Days" to disseminate data from various sources. Teachers and administrators will examine different information on student learning, support teacher growth, and develop meaningful instructional practices.
1.4	In line with our commitment to student success, LCMS has adopted a new schedule that includes 30 minutes of Response to Intervention (RTI) instruction twice a week. During these sessions, students will receive direct instruction on essential content aligned with academic standards.	All students	0  None Specified Teachers will implement a structured Response to Intervention (RTI) schedule aimed at helping students

			enhance their understanding of academic standards and address any learning gaps. To support these targeted lessons, necessary supplies will be needed to ensure effective instruction.
<b>1.5</b>	We will incorporate mini professional development lessons into staff meetings, ensuring that best practices are shared through weekly communications with all staff members. These efforts are designed to enhance instructional quality and ultimately improve student outcomes.	EL and Special Education students	0 None Specified
<b>1.6</b>	LCMS will be completing IABs to get a snapshot of student performance and needs prior to CAASPP testing.	All students	0 None Specified



# Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

## Goal 2

### Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

#### School Climate and Student Connectedness

Las Colinas Middle School aims to cultivate an inclusive and supportive school environment that celebrates and embraces the diversity of our student population. We are committed to fostering a culture of belonging, where every student feels valued, respected, and empowered to thrive academically and socially.

### LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

PVSD will provide safe, supportive, and inclusive schools that foster a sense of belonging and connectedness for all students.

### Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

English Learners have a significantly higher suspension rate of 12%, which has increased by 4.5%. Similarly, socioeconomically disadvantaged students face an 8.2% suspension rate, despite the overall schools decline. These figures highlight a pressing need for targeted interventions that address the specific challenges faced by these groups.

### Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Suspension rate	Based on the 2023-2024 data, of the 771 students, 5.6% were suspended for at least one day. This is an decrease of 0.4%.	The expected outcome is to lower the suspension rate by continuing to use restorative practices.
Campus Clubs, Programs and Sports offered	Las Colinas Middle School offered over 20 clubs, programs and sports to our diverse student population.	The expected outcome is to maintain or increase the amount and diversity of clubs, sports, and programs offered to students.
Attendance Rates	The Las Colinas Middle School's Chronic Absenteeism for all students is Yellow at 12.5%.	The expected outcome is to decrease the chronic absenteeism percentage.
Wellness Center Survey	97.3% of LCMS students are aware of our Wellness Center with 40.5% of students accessing the Wellness Center. 13.7% of students are unaware on where to seek help for mental health services	The expected outcome will be to maintain or increase the percentage of students who are aware of the wellness center. LCMS will decrease the percentage of students who are unaware of mental health services at the school site.
Percentage D and F rates	In Q1 students with two or more D and F grades is 14.3% according to reports ran through districts grading system Q.	LCMS plans on decreasing the percentage of students that have two or more D and F students each quarter.

## Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
2.1	To provide a wide variety of diverse extracurricular activities, clubs, sports, programs, and mentorship to encourage connectedness and improve attendance.	All students, including students with disabilities, as identified by State Differentiated Assistance.	12350 D203 Belongingness Activities 1000-1999: Certificated Personnel Salaries Provide a variety of clubs, programs and sports for our students (Salary). The teacher salary amount is \$12,350. Benefits is \$2,744.
2.2	To provide a wide variety of diverse extracurricular activities, clubs, sports, programs, and mentorship to encourage connectedness and improve attendance.	All students, including students with disabilities, as identified by State Differentiated Assistance.	2744 D203 Belongingness Activities 1000-1999: Certificated Personnel Salaries Provide a variety of clubs, programs and sports for our students (Salary). The teacher benefits is \$2,744.
2.3	Saturday Academy, Intersession, Social Worker and Wellness Center services are designed to provide Positive Behavior Supports to help students make positive choices and improve attendance.	All students, including students with disabilities, as identified by State Differentiated Assistance.	1000 Donations 4000-4999: Books And Supplies Provide incentive and educational resources to support students
2.4	LCMS will provide mentorship and connectedness for our students when they are in need of positive behavioral support or academic support. Students will get peer support during RTI to help turn in missing assignments to increase student involvement to their academics and school.	All students	
2.5	To increase student connectedness LCMS has planned to incorporate Makerspace resources, providing students with engaging opportunities to explore, create, and collaborate during nutrition and lunch periods.	All students	750.00 D206 Makerspace 4000-4999: Books And Supplies Makerspace Supplies
2.6	The Wellness Center will provide a monthly calendar featuring activities designed to enhance students' mental health, foster connections with adults on campus, and encourage deeper engagement with the school community. This initiative will help students find support, build relationships, and create a stronger sense of belonging at our school.	All students	0  None Specified
2.7	To encourage students to play sports and engage with one another LCMS will be purchasing new sports equipment.	All students	894.00 D203 Belongingness Activities 4000-4999: Books And Supplies Soccer balls, basketballs, volleyballs, and footballs

<p><b>2.8</b></p>	<p>LCMS is committed to sustaining a comprehensive Arts program designed to enrich its instructional offerings and engage students through diverse forms of artistic expression. This initiative aims to foster a positive school environment, which can significantly enhance attendance as students are motivated to participate actively. The program encompasses a variety of creative avenues, including music and art classes, providing students with opportunities to explore their talents and interests while cultivating a love for the arts.</p>	<p>All students</p>	<p>72970  Prop 28 Arts  1000-1999: Certificated Personnel Salaries  \$72,970 is for our .6 FTE art teacher.  10000  Prop 28 Arts  4000-4999: Books And Supplies  Music consumables and instrument repair.  9493  Prop 28 Arts  4000-4999: Books And Supplies  Fine arts materials.  5000  Prop 28 Arts  2000-2999: Classified Personnel Salaries  \$5000 for our arts support specialist</p>
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# Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

## Goal 3

### Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

#### Communication with all educational partners

Las Colinas Middle School's objective is to increase number of opportunities and avenues for two-way communication for all educational partners.

### LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Las Colinas Middle School's goal is to engage in open, meaningful, and continuous communication with all educational partners.

### Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

### Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Staff Meetings, Family/Community Events, Family/Community Collaborations, and Family Surveys	Currently, LCMS offers collaborative opportunities through School Site Council (SSC), Back to School Night, Open House, Parent Teacher Student Association (PTSA), and staff meetings.	The expected outcome is to increase number of opportunities for parent, student, staff, and community member engagement as well as all other educational partners' input gathering.
Twitter, Facebook, Instagram, Marquee, School Website, Newsletters, Email	Currently, LCMS provides regular communication with most educational partners. However, the Mustang Weekly Newsletter is not provided consistently.	The expected outcome is to increase the consistency in which the Mustang Weekly Newsletter is shared and viewed by the LCMS educational partners.

### Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
3.1	Additional strategies and activities are created to increase communication with families, community members, staff, and students. The LCMS school website will be updated, and continue to be on an as-needed basis. Teacher and administrator pages will be updated with current information. The "Mustang Roundup" newsletter for staff and the "Mustang Weekly" newsletter for families and	School Educational Partners	None Specified None Specified Teacher web pages, school website, Parent Square messages, Facebook, Instagram, Google Classroom, Mustang Weekly

	students will be generated weekly by the school site principal and assistant principal.		and Staff Scoop newsletters, and Marquee.
<b>3.2</b>	Encourage and welcome community groups and family input with the addition of Principal Time with Mrs. Pomerantz	School Community	None Specified None Specified Encourage and welcome community group input through Principal Time with Pomerantz, School Site Council/English Language Advisory Committee, and Parent Teacher Student Association.
<b>3.3</b>	Implementation of the school's new Podcast Mustang Vision to communicate to all community members.	School Community	200 Donations 0000: Unrestricted Supplies for the podcast, and incentives for community guests
<b>3.5</b>			
<b>3.6</b>			
<b>3.7</b>			

# Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

## Goal 4

### Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

#### Student Achievement

Las Colinas plans to increase the percentage of students meeting or exceeding standards in science from 33.94% to 38% by the next CAST assessment. To achieve this, we will implement targeted instructional strategies, enhance hands-on learning experiences, allow staff release time to plan and develop lessons, and provide additional support for students who are struggling through RTI.

### LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

PVSD will increase student academic achievement and academic engagement through a cohesive instructional program centered on high-quality instruction and support.

### Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Students are performing an average of 10.6 points below standard on the science assessments. This indicates a substantial gap from the expected grade-level performance, suggesting a need for targeted interventions. Steps to be taken by LCMS this school year is conducting a detailed analysis of assessment data to identify specific content areas where students are struggling the most (e.g., earth sciences, life sciences, physical sciences) and providing additional support for students who are struggling in science through the school RTI/Enrichment model.

### Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAST Test Scores	Percentage of LCMS students meeting or exceeding standards in science is 33.94%.	LCMS plans to increase the percentage of students meeting or exceeding standards to 38%.

### Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
4.1	Throughout the school year, staff will participate in Professional Learning Community (PLC) meetings to analyze and disseminate data, which will inform our instructional practices.	All students	0 D108 Data Days None Specified Teachers in professional learning communities will meet to collaborate, study data, exchange teaching practices, and participate in professional dialogue. PLCs will use "Data Days" to

			disseminate data from various sources. Teachers and administrators will examine different information on student learning, support teacher growth, and develop meaningful instructional practices.
<b>4.2</b>	In line with our commitment to student success, LCMS has adopted a new schedule that includes 30 minutes of Response to Intervention (RTI) instruction twice a week. During these sessions, students will receive direct instruction on essential content aligned with academic standards.	All students	0 None Specified Teachers will implement a structured Response to Intervention (RTI) schedule aimed at helping students enhance their understanding of academic standards and address any learning gaps. To support these targeted lessons, necessary supplies will be needed to ensure effective instruction.
<b>4.3</b>	We will incorporate mini professional development lessons into staff meetings, ensuring that best practices are shared through weekly communications with all staff members. These efforts are designed to enhance instructional quality and ultimately improve student outcomes.	EL and Special Education students	0 None Specified
<b>4.4</b>	LCMS will be completing IABs to get a snapshot of student performance and needs prior to CAST testing.	All students	0 None Specified
<b>4.5</b>			

# Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

## Goal 5

### Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

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### LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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### Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

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### Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

### Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures



# Annual Review and Update

## SPSA Year Reviewed: 2023-24

### Goal 1

Las Colinas Middle School's objective is to increase student achievement in ELA and Math by engaging in data-rich conversations through professional learning communities.

### Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
CAASPP- ELA	Decrease the number of students who did not meet standards in ELA.	The percentage of students meeting or exceeding standards has declined from 60.78% in the 2022-2023 school year to 58% in the 2023-2024 school year.
CAASPP- Math	Decrease the number of students who did not meet standards in Math.	In the 2022-2023 school year, 46.66% of students met or exceeded standards. This figure slightly decreased to 45.98% in the 2023-2024 school year.

### Strategies/Activities for Goal 1

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Math and English Language Arts tutoring will be provided for students needing extra support. A referral process that students, parents, students, teachers, counselors, or administration can use for referrals will be implemented. LCMS will also continue its Pathway to Promotion program for 8th-grade students needing academic support. Reading and math intervention classes have also been added to the master schedule for students needing more targeted support. Staff will engage in PLC meetings throughout the school year, disseminating data	Math and ELA tutoring occurred in the 2023-2024 school year using a referral process. Pathway to promotion was implemented and increased the number of students who were able to participate in promotion activities. Math intervention was added into the master schedule to support students.	Math and English Language Arts Tutoring to provide additional support for students needing extra supports (hourly teacher salaries). Students with disabilities will be referred to math and ELA tutoring by their parent or guardian, teacher, counselor, or administrator for additional support in these areas. 1000-1999: Certificated Personnel Salaries P112 Tutoring 1666	The proposed budget for tutoring was \$1,666, while the end-of-year report indicated actual expenditures of \$5,657.75. This resulted in an overspending of \$3,991.75. 1000-1999: Certificated Personnel Salaries D102 Tutoring/Homework Support 5657.75
		Math and English Language Arts tutoring to provide additional support for students needing extra help (benefits). Students with	The proposed budget for employee benefits related to tutoring was \$376.50, whereas actual expenditures amounted to \$604. 3000-3999:

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>to inform instructional practices. Additionally, an incentive plan for students who participate in a tutoring program to achieve academic success will be implemented.</p>		<p>disabilities will be referred to math and ELA tutoring by their parent or guardian, teacher, counselor, or administrator for additional support in these areas. 3000-3999: Employee Benefits P112 Tutoring 376.5</p>	<p>Employee Benefits D102 Tutoring/Homework Support 604.00</p>
		<p>Pathway to Promotion is a tutoring support system for 8th-grade students needing academic support to participate in the promotion ceremony (hourly teacher salaries). Students will be referred through a parent or guardian, student, counselor, teacher, and administrator referral system. Students with disabilities will be referred to Pathway to Promotion by their parent or guardian, teacher, counselor, or administrator for additional support. 1000-1999: Certificated Personnel Salaries P112 Tutoring 1666</p>	<p>The proposed budget for tutoring was \$1,666, while the end-of-year report indicated actual expenditures of \$5,657.75. This resulted in an overspending of \$3,991.75. 1000-1999: Certificated Personnel Salaries D102 Tutoring/Homework Support 5657.75</p>
		<p>Pathway to Promotion is a tutoring support system for 8th-grade students needing academic support to participate in the promotion ceremony (benefits). Students will be referred through a parent or guardian, student, counselor, teacher, and administrator referral system. Students with disabilities will be referred to Pathway to Promotion by their parent or guardian,</p>	<p>The proposed budget for employee benefits related to tutoring was \$376.50, whereas actual expenditures amounted to \$604. 3000-3999: Employee Benefits D102 Tutoring/Homework Support 604.00</p>

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
		teacher, counselor, or administrator for additional support. 3000-3999: Employee Benefits P112 Tutoring 376.5	
		Intervention classes are offered in Reading and Math for students needing extra support in these areas. Students will be referred through a parent or guardian, counselor, teacher, and administrator referral system. None Specified None Specified	Intervention class were offered at LCMS last school year and provided students with reading and math support. None Specified
		Teachers in professional learning communities will meet to collaborate, study data, exchange teaching practices, and participate in professional dialogue. PLCs will use "Data Days" to disseminate data from various sources. Teachers and administrators will examine different information on student learning, support teacher growth, and develop meaningful instructional practices. None Specified None Specified	Teachers participated in two Data Days for the 2023-2024 school year. None Specified

## Analysis

Describe the overall implementation of the strategies/activities to achieve the articulated goal.

The actions and services outlined in the plan were implemented at LCMS. However, it is important to note that there was an overspending in the tutoring budget, which must be considered in the formulation of new proposed actions and services related to expenditures.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

Despite the implementation of the plan, LCMS did not achieve its targeted outcomes in Math and English Language Arts. This outcome highlights the need for a reassessment of our strategies to ensure that future initiatives are more effective in supporting student achievement in these critical areas.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

The tutoring budget was overspent. The proposed budget for tutoring was \$1,666, while the end-of-year report indicated actual expenditures of \$5,657.75. This resulted in an overspending of \$3,991.75. The proposed budget for employee benefits related to tutoring was \$376.50, whereas actual expenditures amounted to \$604. The amount of hours that LCMS offers tutoring will need to be adjusted to stay within budget.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

As a result of our analysis, we will be adjusting our goals for student performance in Math and English Language Arts. The new objective is to achieve a percentage increase in the number of students meeting or exceeding standards. Specifically, Las Colinas aims to increase CAASPP scores in English Language Arts (ELA) from 58% to 62%, and in Mathematics from 45.98% to 50.00% by the end of the academic year.

To accomplish these goals, we will enhance our implementation of Response to Intervention (RTI) strategies. The school has already integrated RTI into the schedule, providing targeted support twice a week for 30 minutes each session. This targeted instructional time focuses on Math and ELA, as well as providing additional support for students needing study skills and English Learners (EL).

Additionally, we will include study halls with peer mentors to assist students in completing missing assignments, ensuring they receive the necessary support to succeed. This year, we are formalizing our process to administer Interim Assessments Blocks (IABs) to help students become familiar with the CAASPP testing format, further preparing them for success.

To support these initiatives, the administrative team will conduct mini professional development sessions during staff meetings, focusing on vetted best practices that yield high student outcomes, particularly for students with IEPs and EL students.

These adjustments and strategies can be found in the School Plan for Student Achievement (SPSA), specifically in the sections dedicated to academic goals and intervention strategies.

# Annual Review and Update

**SPSA Year Reviewed: 2023-24**

## Goal 2

Las Colinas Middle School's objective is to create a school environment that welcomes and supports our diverse student population.

## Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Suspension rate	The expected outcome is to lower the suspension rate by continuing to use restorative practices.	The suspension rate declined 0.4%.
Campus Clubs, Programs and Sports offered	The expected outcome is to maintain or increase the amount and diversity of clubs, sports, and programs offered to students.	Las Colinas increased the amount of opportunities offered to students.
Attendance Rates	The expected outcome is to decrease the chronic absenteeism percentage.	Chronic absenteeism declined 5.7%.

## Strategies/Activities for Goal 2

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
The strategies and activities are to provide a wide variety of diverse extracurricular activities, clubs, sports, programs, and mentorship to encourage connectedness and improve attendance.	LCMS provided sports, programs, and clubs to students.	Provide a variety of clubs, programs and sports for our students (Salary) 1000-1999: Certificated Personnel Salaries P203 Connectedness 14953	LCMS exceeded funds for clubs, programs and sports for students. There were over 10 opportunities to programs in this area. 1000-1999: Certificated Personnel Salaries D203 Belongingness Activities 15667
		Provide a variety of clubs, programs and sports for our students (Benefits) 3000-3999: Employee Benefits P203 Connectedness 7782	LCMS exceeded funds for clubs, programs and sports for students. There were over 10 opportunities to programs in this area. 3000-3999: Employee Benefits D203 Belongingness Activities 3483
The strategies and activities such as Saturday Academy,	The Wellness Center, Saturday Academy and Intersession were	Provide incentive and educational resources to support students 4000-	Reviewing the fiscal report these funds were

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Intersession, Social Worker and Wellness Center services are designed to provide Positive Behavior Supports to help students make positive choices and improve attendance.	implement at LCMS. The funds were not used for PBIS.	4999: Books And Supplies P201-PBIS/Attendance 500	not used. 4000-4999: Books And Supplies 0
The strategies and activities will provide mentorship and connectedness for our students when they are in need of positive behavioral support.	Mentorship was provided to students from certificated teachers.	Provide staff mentors to students in need of positive behavior supports (salary) 1000-1999: Certificated Personnel Salaries P205 Mentorship 500	The staff mentors to students in need was implemented at LCMS. 1000-1999: Certificated Personnel Salaries 1855
The strategies and activities are developed to add Makerspace resources for students to engage with during nutrition and lunch.	Makerspace was open and accessible to students and the students engaged with various activities during lunch and nutrition.	Provide staff mentors to students in need of positive behavior supports (benefits) 3000-3999: Employee Benefits P205 Mentorship 114	The staff mentors to students in need was implemented at LCMS 3000-3999: Employee Benefits 412.49
The strategies and activities are developed to add Makerspace resources for students to engage with during nutrition and lunch.	Makerspace was open and accessible to students and the students engaged with various activities during lunch and nutrition.	Makerspace Supplies 4000-4999: Books And Supplies P206 Makerspace Supplies 750.00	These funds were used for the Makerspace. 4000-4999: Books And Supplies D206 Makerspace 745.03

## Analysis

Describe the overall implementation of the strategies/activities to achieve the articulated goal.

Overall, the strategies and activities outlined to achieve our articulated goals were implemented effectively, with one notable exception. The Positive Behavioral Interventions and Supports (PBIS) and attendance strategy, which had a budget allocation of \$500, was not implemented, as indicated in the fiscal report, which shows that no funds were spent in this area.

In contrast, the other strategies were executed and, in some instances, were utilized beyond the initial budgeted amounts. This suggests a high demand for the services provided.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

The effectiveness of the strategies and activities implemented to achieve our articulated goals is evident through several key metrics. According to the California School Dashboard, we observed a decline in the suspension rate of students last year, indicating that our behavioral interventions and support systems are positively impacting student conduct and fostering a more conducive learning environment.

Additionally, the school successfully maintained or increased the number of clubs and programs available to students, enhancing their engagement and sense of community.

Furthermore, we have seen a notable improvement in attendance, with chronic absenteeism decreasing by 5.7%. This positive trend suggests that our initiatives to promote student attendance and engagement are effective, reinforcing the importance of regular school participation.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

Upon reviewing the financial expenditures, several material differences between the proposed and actual amounts have been identified. The mentorship budget was initially set at \$500, but the actual expenditure totaled \$1,855, indicating a significant overspending due to a greater demand for mentorship services than anticipated. Additionally, the benefits associated with mentorship also exceeded the proposed budget, with proposed benefits at \$114 and actual benefits amounting to \$412.49.

Similarly, the teacher salaries for clubs, programs, and sports showed an overspend, with a proposed amount of \$14,953 and an actual expenditure of \$15,667. This suggests that the costs associated with staffing for these extracurricular activities were higher than initially budgeted. However, the benefits for this category were managed effectively, with proposed benefits at \$7,782 and actual benefits of \$3,483, resulting in savings compared to the proposed amount.

In contrast, there were no funds allocated for the incentives and resources to support students, which had a proposed budget of \$500 but resulted in an actual expenditure of \$0. This indicates that the planned incentives and resources were not implemented as intended. On a positive note, the Makerspace budget was well-aligned with the proposed budget, with a proposed amount of \$750 and an actual expenditure of \$745.03, demonstrating effective financial planning in this area.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

In light of our analysis, we are making several adjustments to Goal 2 while retaining some of the existing strategies and measurable outcomes. Among the changes, we have added new measurable outcomes, which include the number of students participating in clubs, programs, and sports; results from the wellness center survey; and the percentage of students receiving two or more D or F grades. These additions will help us better assess the impact of our initiatives on student engagement and academic performance.

These changes will be reflected in the School Plan for Student Achievement (SPSA) in the sections dedicated to Goal 2, specifically under the strategies and measurable outcomes. By implementing these adjustments, we aim to create a more comprehensive approach to supporting our students and their families.

# Annual Review and Update

SPSA Year Reviewed: 2023-24

## Goal 3

Las Colinas Middle School's objective is to increase number of opportunities and avenues for two-way communication for all educational partners.

## Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Staff Meetings, Family/Community Events, Family/Community Collaborations, and Family Surveys	The expected outcome is to increase number of opportunities for parent, student, staff, and community member engagement as well as all other educational partners' input gathering.	LCMS is continuing to improve for opportunities for the school community to have two-way communication. 88% of families reported to have positive communication with the school in the districts LCAP survey.
Twitter, Facebook, Instagram, Marquee, School Website, Newsletters, Email	The expected outcome is to increase the consistency in which the Mustang Weekly Newsletter is shared and viewed by the LCMS educational partners.	The school did provide the school community with newsletters. This year they are implemented weekly.

## Strategies/Activities for Goal 3

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Additional strategies and activities are created to increase communication with families, community members, staff, and students. The LCMS school website will be updated, and continue to be on an as-needed basis. Teacher and administrator pages will be updated with current information. The "Staff Scoop" newsletter for staff and the "Mustang Weekly" newsletter for families and students will be generated weekly by the school site principal and assistant principal.	Newsletters were provided to families and the website was updated.	Teacher web pages, school website, Parent Square messages, Facebook, Instagram, Google Classroom, Mustang Weekly and Staff Scoop newsletters, and Marquee. None Specified None Specified	Implemented with no expenditures None Specified



Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Encourage and welcome community groups and family input with the addition of "Java and Juice with Jenkins"	"Java and Juice with Jenkins was held a few times throughout the year.	Encourage and welcome community group input through Java and Juice with Jenkins, School Site Council/English Language Advisory Committee, and Parent Teacher Student Association. None Specified	Implemented with no expenditures None Specified

## Analysis

Describe the overall implementation of the strategies/activities to achieve the articulated goal.

The strategies were implemented for the previous school year to provide communication to the school community.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

There needs to be improvement in the two-way communication for families.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

There were no expenditures with these strategies.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

As a result of our analysis, several changes will be made to our goal, annual outcomes, metrics, and strategies/activities to enhance communication with families and staff. Firstly, we will implement a survey for teachers aimed at assessing the effectiveness of our current communication practices. This survey will serve as a measurable outcome to gauge staff perceptions and identify areas for improvement.

In addition, a family survey will be introduced to gather valuable feedback from parents regarding two-way communication. This feedback will help us understand how well we are engaging with families and where we can enhance our efforts.

To further promote engagement, the school will be adding family nights, such as the upcoming Incoming Mustang Night for Parents. These events will create opportunities for parents to connect with the school community and learn more about available resources and programs.

Furthermore, we are excited to announce the implementation of a podcast called Mustang Vision, which will provide another avenue for communication with families. This podcast will aim to keep families informed about school events, initiatives, and important updates.

These changes will be documented in the School Plan for Student Achievement (SPSA) under the relevant sections (Goal 3) pertaining to our goal. By incorporating these new strategies and metrics, we aim to strengthen our communication with both staff and families, fostering a more collaborative school environment.

# Budget Summary

Complete the Budget Summary Table below. Schools may include additional information, and adjust the table as needed. The Budget Summary is required for schools funded through the Consolidated Application (ConApp).

## Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	\$NA
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$119,829.00
Total Federal Funds Provided to the School from the LEA for CSI	\$

## Other Federal, State, and Local Funds

List the additional Federal programs that the school includes in the schoolwide program. Adjust the table as needed.

**Note: If the school is not operating a Title I schoolwide program, this section is not applicable and may be deleted.**

Federal Programs	Allocation (\$)

Subtotal of additional federal funds included for this school: \$

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation (\$)
	\$0.00
D102 Tutoring/Homework Support	\$4,428.00
D108 Data Days	\$0.00
D203 Belongingness Activities	\$15,988.00
D206 Makerspace	\$750.00
Donations	\$1,200.00
Prop 28 Arts	\$97,463.00

Subtotal of state or local funds included for this school: \$119,829.00

Total of federal, state, and/or local funds for this school: \$119,829.00

# Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

## Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
D102 Tutoring/Homework Support	4428	0.00
Prop 28 Arts	97463	0.00
D203 Belongingness Activities	15988	0.00
D206 Makerspace	750	0.00

## Expenditures by Funding Source

Funding Source	Amount
	0.00
D102 Tutoring/Homework Support	4,428.00
D108 Data Days	0.00
D203 Belongingness Activities	15,988.00
D206 Makerspace	750.00
Donations	1,200.00
Prop 28 Arts	97,463.00

## Expenditures by Budget Reference

Budget Reference	Amount
0000: Unrestricted	200.00
1000-1999: Certificated Personnel Salaries	92,492.00
2000-2999: Classified Personnel Salaries	5,000.00
4000-4999: Books And Supplies	22,137.00
None Specified	0.00

## Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
None Specified		0.00
1000-1999: Certificated Personnel Salaries	D102 Tutoring/Homework Support	4,428.00
None Specified	D108 Data Days	0.00

1000-1999: Certificated Personnel Salaries	D203 Belongingness Activities	15,094.00
4000-4999: Books And Supplies	D203 Belongingness Activities	894.00
4000-4999: Books And Supplies	D206 Makerspace	750.00
0000: Unrestricted	Donations	200.00
4000-4999: Books And Supplies	Donations	1,000.00
1000-1999: Certificated Personnel Salaries	Prop 28 Arts	72,970.00
2000-2999: Classified Personnel Salaries	Prop 28 Arts	5,000.00
4000-4999: Books And Supplies	Prop 28 Arts	19,493.00

## Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	4,428.00
Goal 2	115,201.00
Goal 3	200.00
Goal 4	0.00

# School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

- 1 School Principal
- 2 Classroom Teachers
- 1 Other School Staff
- 2 Parent or Community Members
- 2 Secondary Students

Name of Members	Role
Kelly Pomerantz	Principal
Josie Garcia	Other School Staff
Nirpal Missan	Classroom Teacher
Kris Burke	Classroom Teacher
John Gonzalez	Parent or Community Member
Debra Boetticher	Parent or Community Member
Liv Garcia	Secondary Student
Reagan Fennell	Secondary Student

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

# Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

**Signature**

**Committee or Advisory Group Name**



Other: Andrew Chambers - Las Colinas Middle School Leadership Team 12/19/24

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on 12/18/24.

Attested:



Principal, Kelly Pomerantz on 12/18/24



SSC Chairperson, Kris Burke on 12/18/24