

Las Colinas Middle School

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



General Information about the School Accountability Report Card (SARC)

SARC Overview



By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

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

DataQuest



DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

California School Dashboard



The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

Admission Requirements for the University of California (UC)	Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at https://admission.universityofcalifornia.edu/ .
Admission Requirements for the California State University (CSU)	Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at https://www2.calstate.edu/ .

2024-25 School Contact Information

School Name	Las Colinas Middle School
Street	5750 Fieldcrest Drive
City, State, Zip	Camarillo CA 93012
Phone Number	(805) 383-5320
Principal	Kelly Pomerantz
Email Address	jjenkins@pleasantvalleypsd.org
School Website	www.pleasantvalleypsd.org/Page/15
Grade Span	6-8
County-District-School (CDS) Code	56-72553-0101378

2024-25 District Contact Information

District Name	Pleasant Valley School District
Phone Number	(805) 389-2100
Superintendent	Dr. Danielle Cortes
Email Address	dcortes@pleasantvalleypsd.org
District Website	www.pleasantvalleypsd.org

2024-25 School Description and Mission Statement

Principal's Message
Las Colinas Middle School is known for its academic excellence and its warm, welcoming environment. It serves approximately 735 sixth, seventh, and eighth-grade students. The success of the school is attributed to our extraordinary students, staff, families, and community members. Our students feel connected to our school community. They are engaged in their learning, and they participate in academic and social clubs, sports, fundraisers, leadership programs, and volunteerism. Our students and staff participate in community circles and restorative practices to build community and foster an environment of understanding. The majority of our scholars earn the opportunity to participate in our Renaissance awards due to their

2024-25 School Description and Mission Statement

commitment to academic excellence. Las Colinas' parents, guardians, and the surrounding community are devoted to our campus and extend their enthusiasm, time, and energy to maintain a spirit of fun, kindness, and excellence. Las Colinas' parents and guardians are involved in campus happenings in a wide variety of ways such as participating in the Parent Teacher Student Association (PTSA), School Site Council (SSC), and English Language Advisory Committee (ELAC). Additionally, parents contribute to organizing Back to School Night, Open House, campus beautification, staff and student celebrations, disaster preparation, and Red Ribbon Week campaigns, to name just a few. The facility includes state-of-the-art science labs, a full-sized gym that accommodates full-court basketball and volleyball, a MakerSpace, and a Wellness Center. Las Colinas incorporates the following Core Values into our daily routines: Student-Centered Approach, Equity, Teamwork, Integrity, and Diversity which all contribute to our campus culture.

Pleasant Valley School District consists of eleven schools serving students from as early as Transitional Kindergarten (TK) through Eighth Grade. Las Colinas Middle School is one of two comprehensive middle schools in the Pleasant Valley School District. Las Colinas strives to provide a high-quality educational program that develops the whole child. It is based upon mutual respect and close communication, as well as shared effective decision-making by staff, students, parents, and the community to meet the needs of a diversified population. Las Colinas has been awarded four California Distinguished Schools Awards with honors in 1988-89, 1992-93, 1998-99, and 2004-05.

Vision Statement: Las Colinas Middle School's Vision Statement is aligned with Pleasant Valley School District's (PVSD) Vision Statement: Excellence for all.

Mission Statement: Las Colinas Middle School's Mission Statement is aligned with PVSD's Mission Statement. PVSD prepares 21st-century learners who are responsible members of our global society.

About this School

2023-24 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 6	250
Grade 7	244
Grade 8	257
Total Enrollment	751

2023-24 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	48.2
Male	51.8
Asian	7.3
Black or African American	1.3
Filipino	3.6
Hispanic or Latino	44.7
Native Hawaiian or Pacific Islander	0.7
Two or More Races	6.3
White	36.1
English Learners	6.3
Homeless	2
Socioeconomically Disadvantaged	30.2
Students with Disabilities	20

A. Conditions of Learning **State Priority: Basic**

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	21.80	72.08	261.20	86.48	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	0.90	0.33	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	3.20	1.07	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	4.70	15.66	14.60	4.84	12115.80	4.41
Unknown/Incomplete/NA	3.70	12.26	21.90	7.26	18854.30	6.86
Total Teaching Positions	30.20	100.00	302.00	100.00	274759.10	100.00

Note: The data in this table is based on full-time equivalent (FTE) status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	26.00	78.53	296.80	88.26	234405.20	84.00
Intern Credential Holders Properly Assigned	1.30	4.19	4.20	1.26	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.40	1.20	4.60	1.39	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	2.20	6.62	10.50	3.14	11953.10	4.28
Unknown/Incomplete/NA	3.10	9.39	19.90	5.93	15831.90	5.67
Total Teaching Positions	33.20	100.00	336.30	100.00	279044.80	100.00

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2022-23 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	26.50	79.89	284.50	86.77	231142.40	100.00
Intern Credential Holders Properly Assigned	0.80	2.41	1.90	0.60	5566.40	2.00
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	2.70	8.12	12.40	3.80	14938.30	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.40	1.20	7.30	2.25	11746.90	4.23
Unknown/Incomplete/NA	2.70	8.36	21.50	6.58	14303.80	5.15
Total Teaching Positions	33.20	100.00	327.90	100.00	277698	100

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22	2022-23
Permits and Waivers	0.00	0.00	0.4
Misassignments	0.00	0.40	2.2
Vacant Positions	0.00	0.00	0
Total Teachers Without Credentials and	0.00	0.40	2.7

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

Indicator	2020-21	2021-22	2022-23
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00	0
Local Assignment Options	4.70	2.20	0.4
Total Out-of-Field Teachers	4.70	2.20	0.4

Class Assignments

Indicator	2020-21	2021-22	2022-23
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.00	1.8	7.8
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.00	0	0

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

2024-25 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Instructional Materials (School Year 2023-2024)

The school district held a public hearing on October 20, 2022, and November 17, 2022, and determined that each school within the district had sufficient and good quality textbooks, instructional materials, or science lab equipment pursuant to the settlement of Williams vs. the State of California. All students, including English learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and to take home.

Textbooks and supplementary materials are adopted according to a cycle developed by the California Department of Education, making the textbooks used in the school the most current available. Materials approved for use by the State are reviewed by all teachers and a recommendation is made to the School Board by a selection committee composed of teachers and administrators. All recommended materials are available for parent examination at the district office prior to adoption.

Year and month in which the data were collected

October, 2022

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Houghton Mifflin (6-8) Adopted in 2016	Yes	0
Mathematics	Houghton Mifflin (6-8) Adopted 2016	Yes	0
Science	Amplify (6-8) Adopted 2020	Yes	0
History-Social Science	TCI (6-8) Adopted 2019	Yes	0
Foreign Language	En Espanol Level 1, 2004 by McDougal Littell textbook	No	0

Note: Cells with N/A values do not require data.

School Facility Conditions and Planned Improvements

School Facilities

Las Colinas Middle School was originally constructed in 1982 and is comprised of 41 permanent classrooms, eight portable classrooms, a MakerSpace/Library, a staff lounge, a Wellness Center, a grass area, a gym, a kitchen, and a sports area. There are two county special education classes housed on the campus. Camarillo YMCA has a before-school and after-school program on campus.

Cleaning Process

The custodial staff consists of one full-time and three part-time employees who ensure that the cleaning of the school is maintained to ensure a clean and safe school environment.

Maintenance and Repair

District maintenance staff ensure that the repairs necessary to keep the school in good repair, and work orders are completed in a timely manner. A work order process is used to ensure efficient service and the highest priority is given to emergency repairs.

Year and month of the most recent FIT report

12/2/24

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rate

Exemplary	Good	Fair	Poor
X			

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

Statewide Assessments

(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

College and Career Ready

The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

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

ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Subject	School 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
English Language Arts/Literacy (grades 3-8 and 11)	60	58	57	58	46	47
Mathematics (grades 3-8 and 11)	46	46	46	47	34	35

2023-24 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus

the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

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

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	755	687	90.99	9.01	57.93
Female	360	322	89.44	10.56	65.53
Male	395	365	92.41	7.59	51.23
American Indian or Alaska Native	0	0	0	0	0
Asian	55	54	98.18	1.82	87.04
Black or African American	13	11	84.62	15.38	54.55
Filipino	27	26	96.30	3.70	80.77
Hispanic or Latino	334	303	90.72	9.28	42.24
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	46	46	100.00	0.00	63.04
White	275	243	88.36	11.64	67.90
English Learners	31	26	83.87	16.13	0.00
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	18	17	94.44	5.56	70.59
Socioeconomically Disadvantaged	187	169	90.37	9.63	42.01
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	162	142	87.65	12.35	18.31

2023-24 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

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

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	755	691	91.52	8.48	45.88
Female	360	325	90.28	9.72	44.92
Male	395	366	92.66	7.34	46.72
American Indian or Alaska Native	0	0	0	0	0
Asian	55	54	98.18	1.82	83.33
Black or African American	13	11	84.62	15.38	36.36
Filipino	27	26	96.30	3.70	65.38
Hispanic or Latino	334	307	91.92	8.08	29.97
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	46	46	100.00	0.00	58.70
White	275	243	88.36	11.64	53.91
English Learners	31	29	93.55	6.45	3.45
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	18	17	94.44	5.56	64.71
Socioeconomically Disadvantaged	187	169	90.37	9.63	23.67
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	162	143	88.27	11.73	11.89

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

Science test results include the CAST and the CAA for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated in a science assessment.

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

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Subject	School 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
Science (grades 5, 8 and high school)	43.97	33.94	41.37	43.07	30.29	30.73

2023-24 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	259	223	86.10	13.90	34.08
Female	134	112	83.58	16.42	34.82
Male	125	111	88.80	11.20	33.33
American Indian or Alaska Native	0	0	0	0	0
Asian	16	16	100.00	0.00	87.50
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	124	111	89.52	10.48	17.12
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	16	16	100.00	0.00	50.00
White	95	72	75.79	24.21	45.83
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	--	--	--	--	--
Socioeconomically Disadvantaged	62	55	88.71	11.29	18.18
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	55	49	89.09	10.91	8.16

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

2023-24 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT requires only participation results for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 7	97.98%	97.98%	97.18%	97.98%	96.77%

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

2024-25 Opportunities for Parental Involvement

Parent and Family Involvement

The School Site Council (SSC) includes parents or guardians, students, and staff from both certificated and classified. The SSC creates our school's annual plan, is responsible for some budgetary planning, and addresses the needs of our English Language Learners and Special Education students. Our Parent Teacher Student Association (PTSA) is a very active body, supporting staff and students. PTSA raises funds for classroom enrichment programs, materials for academic and social-emotional engagement activities, and technology. They support Associated Student Body (ASB) fundraisers, promote the arts through the Reflections program, volunteer to beautify the campus by cleaning and maintaining planters, and work closely with the school to support and enhance our programs. Please contact our office to find out how you can volunteer. The English Learners Advisory Committee (ELAC) makes recommendations regarding programs for students with second language needs. The purpose of the ELAC is to provide parents of English Learners opportunities to learn more about the programs offered to their children.

2023-24 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	771	767	96	12.5
Female	370	370	43	11.6
Male	401	397	53	13.4
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	56	56	2	3.6
Black or African American	14	13	0	0.0
Filipino	27	27	2	7.4
Hispanic or Latino	345	344	56	16.3
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	46	46	6	13.0
White	278	276	29	10.5
English Learners	50	50	8	16.0
Foster Youth	--	--	--	--
Homeless	15	15	5	33.3
Socioeconomically Disadvantaged	255	253	53	20.9
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	166	166	37	22.3

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

C. Engagement

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

This table displays suspensions data.

Suspensions								
School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
3.54	6	5.58	2.44	2.51	2.56	3.17	3.6	3.28

This table displays expulsions data.

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

2023-24 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	5.58	0.00
Female	4.05	0.00
Male	6.98	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	3.57	0.00
Black or African American	7.14	0.00
Filipino	3.70	0.00
Hispanic or Latino	6.67	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	8.70	0.00
White	4.32	0.00
English Learners	12.00	0.00
Foster Youth	0.00	0.00
Homeless	13.33	0.00
Socioeconomically Disadvantaged	8.24	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	10.84	0.00

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

2024-25 School Safety Plan

Safe School Plan

The safety of students and staff is of utmost importance at Las Colinas Middle School. The school complies with laws, rules,

2024-25 School Safety Plan

and regulations on hazardous materials and state earthquake standards. The School Site Safety plan is reviewed and updated in the fall of each year. All revisions are communicated to both the classified and certificated staff. The school's disaster preparedness plan ensures student and staff safety during a disaster. Fire, lock-down, shelter-in-place, earthquake, and disaster drills are conducted regularly throughout the school year. Students are supervised before and after school by Campus Supervisors and teachers, as well as during lunch and break periods. There are two designated areas for student drop off and pick up. Visitors must sign in at the front office and receive a badge before entering the campus. Unauthorized visitors are not permitted on campus. Las Colinas utilizes the Raptor visitor management security system.

2021-22 Secondary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	22	10	12	3
Mathematics	24	6	13	2
Science	29	1	11	5
Social Science	28	2	10	6

2022-23 Secondary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	21	13	7	5
Mathematics	24	8	7	7
Science	27	4	9	6
Social Science	27	3	10	6

2023-24 Secondary Average Class Size and Class Size Distribution

This table displays the 2023-24 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	22	13	7	4
Mathematics	22	9	11	3
Science	31	2	3	11
Social Science	27	5	6	9

2023-24 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	368:1

2023-24 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. The “Other” category is for all other student support services staff positions not listed.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	2
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	.8
Psychologist	1
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	1
Resource Specialist (non-teaching)	
Other	

Fiscal Year 2022-23 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2022-23 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$6,029	\$1,264	\$4,765	\$85,922
District	N/A	N/A	\$8,072	\$86,460
Percent Difference - School Site and District	N/A	N/A	-51.5	-0.6
State	N/A	N/A	\$10,771	\$96,325
Percent Difference - School Site and State	N/A	N/A	-77.3	-11.4

Fiscal Year 2023-24 Types of Services Funded

During the 2022-23 school year, Las Colinas Middle School provided the following supplemental programs and services to support students: additional math intervention and reading intervention classes were continued to provide targeted support for students who have been identified as at-risk in math and reading, and extra Math and English Language Arts support was offered to students through before and after school tutoring.

Fiscal Year 2022-23 Teacher and Administrative Salaries

This table displays the 2022-23 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$56,452	\$58,553
Mid-Range Teacher Salary	\$89,312	\$93,924
Highest Teacher Salary	\$111,708	\$119,489
Average Principal Salary (Elementary)	\$134,033	\$149,898
Average Principal Salary (Middle)	\$134,919	\$157,111
Average Principal Salary (High)	\$0	\$151,698
Superintendent Salary	\$227,300	\$270,432
Percent of Budget for Teacher Salaries	34%	32%
Percent of Budget for Administrative Salaries	6%	6%

Professional Development

Staff Development

As part of the cycle of continuous improvement, opportunities for training and staff development are provided at both the district and individual school sites to administrators, teachers, and classified staff. Professional development is ongoing and based on teacher surveys, principal observation, and examining ways to best support the planning, instruction, and assessment of California State Standards and adopted curricula. The district offers professional growth opportunities in curriculum, teaching

Professional Development

strategies, and methodologies. Teachers are also provided with time to assess student achievement and work collaboratively to design instruction that is aligned to Common Core State Standards utilizing adopted curricula. The district offered three or more staff development days a year for the past three years.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2022-23	2023-24	2024-25
Number of school days dedicated to Staff Development and Continuous Improvement	3	4	4