



# School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Kent Middle School	21 65334 6068308	6/07/2022	6/14/2022

## Purpose and Description

Briefly describe the purpose of this plan (Select from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

- Schoolwide Program
- Comprehensive Support and Improvement
- Targeted Support and Improvement

Briefly describe the school’s plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

Kent Middle School (KMS) and the Kentfield School District (KSD) are committed to the academic, social, and creative success of every student in our system. Strategic, specific, and actionable goals have been formalized through the KSD LCAP, naming student academic success, nurturing exceptional educators, fiscally responsible budgeting, and community partnerships as four key goal areas for focus in the coming years. This SPSA plan provides greater focus on specific actions our school will take to address the academic and social/emotional needs of every Kent learner, focusing most intently on students who are not yet achieving grade level benchmark, and/or students who are not showing adequate academic progress. Further, our plan highlights the need to address specific demographic groups on our campus, including English Language Learners, students of color, and students of lower socio economic status. We intend to leverage professional development to further advance our exceptional staff’s capacity in culturally responsive teaching and differentiation, to better meet the needs of disenfranchised groups on our campus. Our plan further engages community in our academic program, and considers the importance of parent/community education and partnership in our academic and social endeavors.

# Stakeholder Involvement

How, when, and with whom did the 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**

During the development of this SPSA plan, the school worked closely with Kent Middle School Site Council to assess our current program, monitor progress on our previous year's SPSA plan, and develop goal areas and actions for the future. The school worked with Grade Level Chairs representing each grade level, as well as Curriculum Coordinators representing each curricular group to discuss and plan to implement the action items captured in this plan. The school discussed goals and actions as a part of staff meetings and informal planning meetings. Additionally, school goals and action items have been discussed with the KSPTA as a part of the principal update at regularly scheduled general PTA meetings.

# School and Student Performance Data

## Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	19-20	20-21	21-22	19-20	20-21	21-22
American Indian	0.18%	%	%	1		0
African American	0.72%	1.1%	%	4	6	5
Asian	4.13%	4.7%	%	23	25	25
Filipino	0.36%	0.4%	%	2	2	2
Hispanic/Latino	13.82%	15.1%	%	77	80	81
Pacific Islander	0%	%	%	0		1
White	68.94%	65.5%	%	384	347	329
Multiple/No Response	2.33%	11.1%	%	53	59	68
	<b>Total Enrollment</b>			557	530	511

## Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	19-20	20-21	21-22
Grade 5	130	122	133
Grade 6	136	127	115
Grade 7	137	144	127
Grade 8	154	137	140
<b>Total Enrollment</b>	557	530	515

### Conclusions based on this data:

1. Kent Middle Schools is a predominantly white community, with Latinx students making up the second largest demographic group. Given the disproportionate demographic make-up of our school, students of color may feel a lesser sense of belonging and inclusion at our school, a reality that we must address.
2. Kent Middle School is steadily declining in enrollment. Too significant a decline in enrollment has implications for the offerings in our instructional program.

# School and Student Performance Data

## Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	18-19	19-20	20-21	18-19	19-20	20-21
English Learners	36	15	26	6.1%	2.7%	4.9%
Fluent English Proficient (FEP)	75	83	79	12.8%	14.9%	14.9%
Reclassified Fluent English Proficient (RFEP)	1	21	2	4.2%	58.3%	13.3%

# School and Student Performance Data

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

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 5	129	134	123	126	133	0	126	133	0	97.7	99.3	0.0
Grade 6	150	136	126	148	134	0	148	134	0	98.7	98.5	0.0
Grade 7	157	155	141	156	155	0	156	155	0	99.4	100	0.0
Grade 8	152	159	133	142	148	0	142	148	0	93.4	93.1	0.0
All Grades	588	584	523	572	570	0	572	570	0	97.3	97.6	0.0

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

### 2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 5	2558.	2551.		42.06	43.61		31.75	24.81		17.46	18.80		8.73	12.78	
Grade 6	2593.	2590.		45.27	44.03		33.11	37.31		12.16	11.19		9.46	7.46	
Grade 7	2617.	2618.		35.90	40.65		43.59	41.29		16.67	10.97		3.85	7.10	
Grade 8	2639.	2616.		42.96	34.46		40.14	39.86		11.97	16.89		4.93	8.78	
All Grades	N/A	N/A	N/A	41.43	40.53		37.41	36.14		14.51	14.39		6.64	8.95	

### 2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 5	48.41	48.12		39.68	39.10		11.90	12.78	
Grade 6	52.03	41.67		35.81	47.73		12.16	10.61	
Grade 7	45.51	51.61		44.87	36.77		9.62	11.61	
Grade 8	49.30	37.67		42.25	47.95		8.45	14.38	
All Grades	48.78	44.88		40.73	42.76		10.49	12.37	

### 2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 5	53.17	36.84		34.92	49.62		11.90	13.53	
Grade 6	53.38	54.48		36.49	40.30		10.14	5.22	
Grade 7	55.13	62.58		38.46	30.97		6.41	6.45	
Grade 8	50.70	46.58		43.66	45.21		5.63	8.22	
All Grades	53.15	50.53		38.46	41.20		8.39	8.27	

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 5	26.19	27.07		66.67	63.16		7.14	9.77	
Grade 6	33.11	32.09		60.14	62.69		6.76	5.22	
Grade 7	20.51	29.03		73.08	63.23		6.41	7.74	
Grade 8	37.32	28.77		55.63	67.81		7.04	3.42	
All Grades	29.20	29.23		63.99	64.26		6.82	6.51	

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 5	45.24	43.61		46.83	42.86		7.94	13.53	
Grade 6	52.03	42.54		39.86	50.00		8.11	7.46	
Grade 7	51.92	49.68		42.95	41.94		5.13	8.39	
Grade 8	55.63	43.84		40.14	46.58		4.23	9.59	
All Grades	51.40	45.07		42.31	45.25		6.29	9.68	

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

**Conclusions based on this data:**

1. There is a trend (not entirely consistent) that fewer students are performing below standard as they progress through the grades at Kent. This trend appears fairly consistent in each modality of literacy, with some outliers.
2. Between 85 and 90% of our students are reading at or near grade level standard.

3. Writing and Listening are two relative areas of strength for our students in literacy.

# School and Student Performance Data

## CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 5	129	134	123	126	133	0	126	133	0	97.7	99.3	0.0
Grade 6	150	136	126	149	133	0	149	133	0	99.3	97.8	0.0
Grade 7	157	155	141	156	154	0	156	154	0	99.4	99.4	0.0
Grade 8	152	159	133	142	145	0	142	145	0	93.4	91.2	0.0
All Grades	588	584	523	573	565	0	573	565	0	97.4	96.7	0.0

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

### 2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 5	2568.	2557.		57.94	40.60		15.08	28.57		12.70	21.05		14.29	9.77	
Grade 6	2572.	2598.		41.61	46.62		27.52	30.08		17.45	15.79		13.42	7.52	
Grade 7	2598.	2593.		39.74	37.66		25.64	29.22		25.00	20.13		9.62	12.99	
Grade 8	2643.	2617.		51.41	38.62		20.42	23.45		17.61	25.52		10.56	12.41	
All Grades	N/A	N/A	N/A	47.12	40.71		22.51	27.79		18.50	20.71		11.87	10.80	

### 2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 5	63.49	54.89		19.05	28.57		17.46	16.54	
Grade 6	48.99	58.65		30.87	28.57		20.13	12.78	
Grade 7	44.23	51.95		39.74	30.52		16.03	17.53	
Grade 8	57.04	45.83		27.46	36.11		15.49	18.06	
All Grades	52.88	52.66		29.84	31.03		17.28	16.31	

### 2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.



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		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 5	53.17	34.59		27.78	55.64		19.05	9.77	
Grade 6	39.60	43.61		41.61	47.37		18.79	9.02	
Grade 7	45.51	38.31		39.74	45.45		14.74	16.23	
Grade 8	55.63	44.14		35.92	39.31		8.45	16.55	
All Grades	48.17	40.18		36.65	46.73		15.18	13.10	

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 5	46.83	31.58		38.89	51.13		14.29	17.29	
Grade 6	41.61	47.37		40.27	42.11		18.12	10.53	
Grade 7	42.95	35.71		46.79	53.25		10.26	11.04	
Grade 8	45.77	35.86		43.66	46.90		10.56	17.24	
All Grades	44.15	37.52		42.58	48.50		13.26	13.98	

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

**Conclusions based on this data:**

1. Between 65 and 70% of our students are meeting or exceeding standard in mathematics.
2. Communicating Reasoning and Problem Solving are two relative areas of strength for our students in mathematics, and Concepts/Procedures is one relative area of challenge.
3. There does not seem to be a clear pattern of improvement nor decline as math instruction progresses through they grades.

# School and Student Performance Data

## 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			
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	
5	*	*	*	*	*	*	*	*	*	*	10	9	
6	*	*	*	*	*	*	*	*	*	*	5	6	
7	*	*	*	*	*	*	*	*	*	*	*	4	
8	*	*	*	*	*	*	*	*	*	*	*	*	
<b>All Grades</b>											26	20	21

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

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		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
5	*	*	*	*	*	*		*	*		*	*	*	*	*
6	*	*	*	*	*	*		*	*	*	*	*	*	*	*
7	*	*	*		*	*		*	*	*	*	*	*	*	*
8	*	*	*	*	*	*	*	*	*		*	*	*	*	*
<b>All Grades</b>	65.38	45.00	23.81	*	30.00	47.62	*	15.00	9.52	*	10.00	19.05	26	20	21

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

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		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
5	*	*	*		*	*		*	*		*	*	*	*	*
6	*	*	*		*	*	*	*	*		*	*	*	*	*
7	*	*	*		*	*		*	*	*	*	*	*	*	*
8	*	*	*	*	*	*		*	*		*	*	*	*	*
<b>All Grades</b>	80.77	70.00	57.14	*	20.00	19.05	*	0.00	4.76	*	10.00	19.05	26	20	21

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

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		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
5	*	*	*	*	*	*	*	*	*		*	*	*	*	*
6	*	*	*		*	*	*	*	*	*	*	*	*	*	*
7	*	*	*		*	*	*	*	*	*	*	*	*	*	*
8	*	*	*	*	*	*	*	*	*		*	*	*	*	*
<b>All Grades</b>	*	10.00	4.76	*	25.00	23.81	*	45.00	47.62	*	20.00	23.81	26	20	21

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Listening Domain Percentage of Students by Domain Performance Level for All Students													
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students			
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	
5	*	*	*	*	*	*		*	*	*	*	*	
6	*	*	*	*	*	*		*	*	*	*	*	
7	*	*	*	*	*	*		*	*	*	*	*	
8	*	*	*	*	*	*		*	*	*	*	*	
<b>All Grades</b>	46.15	10.00	4.76	53.85	75.00	76.19		15.00	19.05	26	20	21	

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
5	*	*	*		*	*		*	*	*	*	*
6	*	*	*	*	*	*		*	*	*	*	*
7	*	*	*		*	*	*	*	*	*	*	*
8	*	*	*	*	*	*		*	*	*	*	*
<b>All Grades</b>	80.77	90.00	76.19	*	5.00	4.76	*	5.00	19.05	26	20	21

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
5	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*
7	*	*	*	*	*	*	*	*	*	*	*	*
8	*	*	*	*	*	*	*	*	*	*	*	*
<b>All Grades</b>	*	15.00	14.29	*	55.00	52.38	*	30.00	33.33	26	20	21

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
5	*	*	*	*	*	*		*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*
7	*	*	*	*	*	*	*	*	*	*	*	*
8	*	*	*	*	*	*		*	*	*	*	*
<b>All Grades</b>	*	15.00	0.00	53.85	70.00	80.95	*	15.00	19.05	26	20	21

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

**Conclusions based on this data:**

1.

# School and Student Performance Data

## Student Population

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

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

2020-21 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
<b>530</b>	<b>11.7</b>	<b>4.9</b>	This is the percent of students whose well-being is the responsibility of a court.
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	

2019-20 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
<b>English Learners</b>	26	4.9
<b>Foster Youth</b>		
<b>Homeless</b>	3	0.6
<b>Socioeconomically Disadvantaged</b>	62	11.7
<b>Students with Disabilities</b>	68	12.8

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
<b>African American</b>	6	1.1
<b>American Indian or Alaska Native</b>		
<b>Asian</b>	25	4.7
<b>Filipino</b>	2	0.4
<b>Hispanic</b>	80	15.1
<b>Two or More Races</b>	59	11.1
<b>Native Hawaiian or Pacific Islander</b>		
<b>White</b>	347	65.5

### Conclusions based on this data:

1. We are a predominantly white school, so we must pay particular attention to the needs of students of color, who may not feel a sense of belonging, or may feel that their identities are not reflected in our school program and school community.

2. The percent of students with disabilities at our school surpasses the typical average (5-10%) at 13%.
3. While 10% socially economically disadvantaged is a relatively small percentage of our school, it is essential that we strategically plan around the needs of these students.





# School and Student Performance Data

## Overall Performance

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

### 2019 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
<p data-bbox="186 667 479 699"><b>English Language Arts</b></p>  <p data-bbox="297 751 368 779">Green</p>	<p data-bbox="673 667 950 699"><b>Chronic Absenteeism</b></p>  <p data-bbox="768 751 849 779">Orange</p>	<p data-bbox="1177 667 1388 699"><b>Suspension Rate</b></p>  <p data-bbox="1247 751 1328 779">Yellow</p>
<p data-bbox="251 867 414 898"><b>Mathematics</b></p>  <p data-bbox="297 951 368 978">Green</p>		

#### Conclusions based on this data:

1. Students are generally achieving success and progress in English Language Arts and mathematics.
2. Chronic Absenteeism and attendance patterns in general, needs to be monitored and improved.



# School and Student Performance Data

## Academic Performance English Language Arts

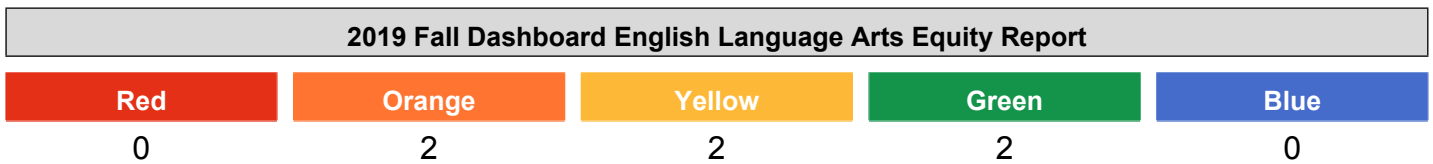
Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p><b>All Students</b></p> <p>Green</p> <p>57.4 points above standard</p> <p>Declined -8.5 points</p> <p>564</p>	<p><b>English Learners</b></p> <p>Orange</p> <p>29 points below standard</p> <p>Declined -10.3 points</p> <p>56</p>	<p><b>Foster Youth</b></p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>1</p>
<p><b>Homeless</b></p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>1</p>	<p><b>Socioeconomically Disadvantaged</b></p> <p>Orange</p> <p>13.1 points below standard</p> <p>Declined -8.4 points</p> <p>55</p>	<p><b>Students with Disabilities</b></p> <p>Yellow</p> <p>35.8 points below standard</p> <p>Increased ++5 points</p> <p>86</p>

**2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity**

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 No Performance Color 107 points above standard Increased ++3 points 22	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 0.7 points above standard Declined Significantly -16.7 points 87	 Green 69.7 points above standard Declined Significantly -21.2 points 49	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 Green 65.4 points above standard Declined -4.2 points 381

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

**2019 Fall Dashboard English Language Arts Data Comparisons for English Learners**

Current English Learner	Reclassified English Learners	English Only
88.4 points below standard Declined Significantly -15.3 points 16	5.2 points below standard Declined Significantly -23.4 points 40	65.2 points above standard Declined -8 points 459

**Conclusions based on this data:**

1. We need to improve the ways we are serving our English Language Learners to ensure appropriate progress in English Language Arts.
2. We need to improve the ways we are serving our Socioeconomically Disadvantaged students to ensure appropriate progress in English Language Arts.

# School and Student Performance Data

## Academic Performance Mathematics

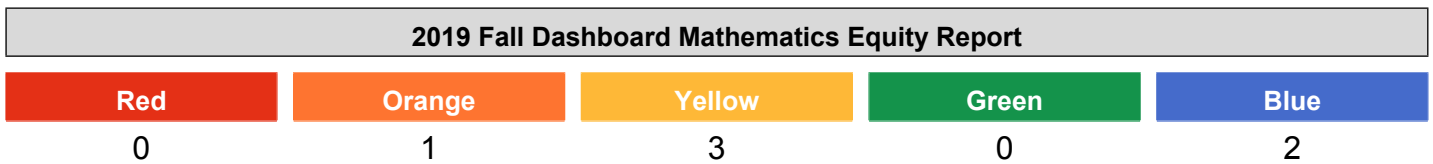
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To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p><b>All Students</b></p> <p>Green</p> <p>33.9 points above standard</p> <p>Declined -4.5 points</p> <p>559</p>	<p><b>English Learners</b></p> <p>Yellow</p> <p>54.7 points below standard</p> <p>Increased ++3 points</p> <p>56</p>	<p><b>Foster Youth</b></p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>1</p>
<p><b>Homeless</b></p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>1</p>	<p><b>Socioeconomically Disadvantaged</b></p> <p>Yellow</p> <p>41.1 points below standard</p> <p>Increased Significantly ++25.4 points</p> <p>55</p>	<p><b>Students with Disabilities</b></p> <p>Yellow</p> <p>78.1 points below standard</p> <p>Increased Significantly ++22.2 points</p> <p>85</p>

### 2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 No Performance Color <span style="background-color: #d9e1f2;">89.8 points above standard</span> Declined -4.1 points 22	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2
Hispanic	Two or More Races	Pacific Islander	White
 Orange <span style="background-color: #d9e1f2;">26.8 points below standard</span> Maintained -1.6 points 87	 Blue <span style="background-color: #d9e1f2;">63.5 points above standard</span> Maintained -0.6 points 48	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 Blue <span style="background-color: #d9e1f2;">41.3 points above standard</span> Maintained -2.8 points 377

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

### 2019 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
<span style="background-color: #d9e1f2;">96.8 points below standard</span> Maintained ++2.3 points 16	<span style="background-color: #d9e1f2;">37.8 points below standard</span> Declined -8.2 points 40	<span style="background-color: #d9e1f2;">42.4 points above standard</span> Declined -3.7 points 454

**Conclusions based on this data:**

1. We are better addressing the needs of English Language Learners and Socioeconomically Disadvantaged students in mathematics than English Language Arts, but this is an area to continue to improve upon.
2. We need to better serve our Latinx students' progress in the area of mathematics to ensure grade level proficiency.

# School and Student Performance Data

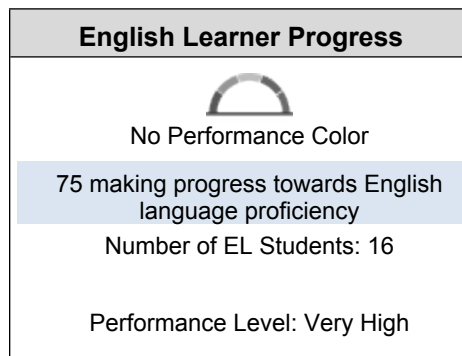
## Academic Performance English Learner Progress

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

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

### 2019 Fall Dashboard English Learner Progress Indicator



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.

### 2019 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
		12.5	62.5

#### Conclusions based on this data:

1. Our English Language Learners are making progress to English Language Proficiency.

# School and Student Performance Data

## Academic Engagement Chronic Absenteeism

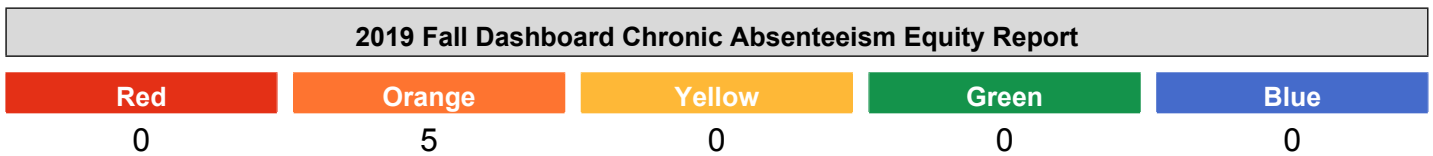
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To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



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.

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
<p><b>All Students</b></p>  Orange 7.8 Increased +1.7 591	<p><b>English Learners</b></p>  No Performance Color 13.2 Declined -1.7 38	<p><b>Foster Youth</b></p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1
<p><b>Homeless</b></p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	<p><b>Socioeconomically Disadvantaged</b></p>  Orange 13.3 Increased +2.7 60	<p><b>Students with Disabilities</b></p>  Orange 14.9 Increased +6.7 94

**2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity**

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 No Performance Color 4.3 Declined -6 23	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2
Hispanic	Two or More Races	Pacific Islander	White
 Orange 8.4 Increased +1.1 95	 Orange 10.1 Increased +5.9 69	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 Orange 7.3 Increased +1.4 395

**Conclusions based on this data:**

1. Chronic Absenteeism is an issue at our school that we need to improve upon, affecting all demographic groups.

# School and Student Performance Data

## Conditions & Climate Suspension Rate

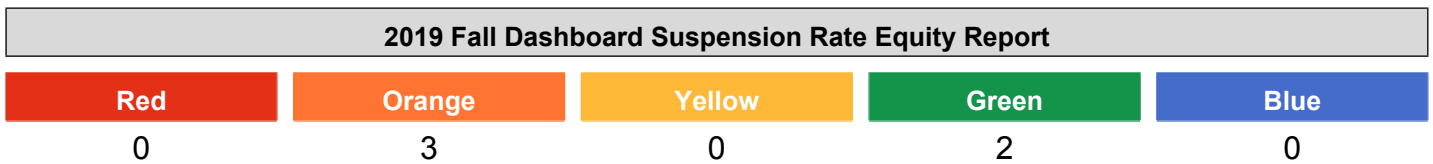
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To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

The performance levels are color-coded and range from lowest-to-highest performance in the following order:



This section provides number of student groups in each color.











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.

2019 Fall Dashboard Suspension Rate for All Students/Student Group		
<p><b>All Students</b></p> <p>Yellow</p> <p>2.4</p> <p>Maintained +0.2</p> <p>594</p>	<p><b>English Learners</b></p> <p>No Performance Color</p> <p>5.3</p> <p>Increased +1.6</p> <p>38</p>	<p><b>Foster Youth</b></p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not</p> <p>1</p>
<p><b>Homeless</b></p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not</p> <p>1</p>	<p><b>Socioeconomically Disadvantaged</b></p> <p>Orange</p> <p>10</p> <p>Increased +6</p> <p>60</p>	<p><b>Students with Disabilities</b></p> <p>Green</p> <p>7.4</p> <p>Declined -0.8</p> <p>95</p>



### 2019 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data 5	 No Performance Color Less than 11 Students - Data 1	 No Performance Color 0 Maintained 0 23	 No Performance Color Less than 11 Students - Data 2
Hispanic	Two or More Races	Pacific Islander	White
 Orange 2.1 Increased +0.9 95	 Orange 4.3 Increased +1.5 69	 No Performance Color Less than 11 Students - Data 1	 Green 1.8 Declined -0.7 398

This section provides a view of the percentage of students who were suspended.

### 2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
	2.2	2.4

**Conclusions based on this data:**

1. We typically have so few suspensions that it is difficult to draw conclusions based on this data.

# Goals, Strategies, & Proposed Expenditures

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

## LEA/LCAP Goal

Engage, support, and challenge all students with an intention to eliminate the opportunity gap by providing a rich well-rounded educational program that targets the needs of all learners.

## Goal 1

By June, 2023 all Kent students will meet grade level standards in English Language Arts and Mathematics as measured by the MAP Growth Assessment or CAASPP Assessment, and/or meet at least one trimester of progress targets as measured by the MAP Growth assessment. Students with an identified learning profile requiring goals and services will meet goal areas in reading and mathematics.

## Identified Need

Not all students are performing at grade level. Students who are not performing at grade level need supports to accelerate their learning.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
MAP Growth Assessment in Reading	Between 70 and 90% of grade levels are meeting standard in ELA.	Students meet grade level benchmark in reading and/or meet at least one term's growth target.
MAP Growth Assessment in Mathematics	Between 70 and 90% of grade levels are meeting standard in Math.	Students meet grade level benchmark in mathematics and/or meet at least one term's growth target.
CAASPP	TBD	Students meet or exceed standard in English Language Arts and Mathematics. For students who do not, students will meet at least one term's growth target on MAP Growth.
IEP Goal Progress	TBD	Students who do not yet meet grade level benchmark nor meet at least one term's growth target on MAP Growth, will meet goals in the areas of reading and mathematics.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

## Strategy/Activity 1

**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

All Students

**Strategy/Activity**

Standards Based Feedback - Establish essential priority standards in each course taught, and provide students and families with feedback on student progress toward proficiency on identified essential standards.

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

**Strategy/Activity 2**

**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

All Students

**Strategy/Activity**

Homework Analysis - Analyze the efficacy of current homework practices at Kent, with an interest to understand the impact on student learning and social/emotional wellness.

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

**Strategy/Activity 3**

**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

All Students

**Strategy/Activity**

School wide Support Plan - Implement the comprehensive Multi Tiered System of Support (MTSS) plan at Kent reflecting tier 1, tier 2 and tier 3 student support expectations, as well as processes for discussing, monitoring, and providing support for all students.

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

## Strategy/Activity 4

### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

For students performing below grade level benchmark.

### Strategy/Activity

Interventions - Evaluate effectiveness of current intervention classes and curricular materials.

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

## Strategy/Activity 5

### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

### Strategy/Activity

Formative Assessment - Utilize 21/22 school year MAP Growth results and CAASPP results as a baseline for 22/23, and administer the MAP Growth assessment at the end of the first and second trimesters. Strategically utilize MAP Growth results to inform instruction school wide and to monitor student-by-student progress in reading and mathematics, through data analysis at regular intervals in grade level, curriculum, and full staff meetings.

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

## Strategy/Activity 6

### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

English Language Learning Students

### Strategy/Activity

ELD - Provide professional development in English Language Development standards and instructional strategies, and embedding English Language Development instruction across content areas.

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s) Source(s)

### **Strategy/Activity 7**

#### **Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Communication with Families - Establish processes to share timely MAP Growth results with students and families to provide greater visibility with students' areas of academic strength and challenge. Additionally, provide regular opportunities for students and families to interpret standards based feedback.

#### **Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s) Source(s)

### **Strategy/Activity 8**

#### **Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Rigor - Monitor student reported sense of academic challenge across subject areas with an interest to increase student academic challenge across the curriculum.

#### **Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s) Source(s)

### **Strategy/Activity 9**

#### **Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Culturally Responsive Teaching - Connect content taught across subject areas to real-life contexts, with specific focus on relevance to the diverse spectrum of students in each classroom.

### **Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

### **Strategy/Activity 10**

#### **Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

All Students

#### **Strategy/Activity**

Data Analysis - Utilize 21/22 YouthTruth survey results to understand the self-reported student academic experience at school, and use results to set grade level goals for focus.

### **Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

## **Annual Review**

### **SPSA Year Reviewed: 2021-22**

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

### **ANALYSIS**

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

We implemented all of the actions captured in the 2021/22 SPSA for Kent Middle School. While we did not reach our goal of 100% of students meeting grade level benchmark in language arts and mathematics and/or students meeting growth targets, we did capture significant progress among our students in language arts and mathematics. Based on MAP Growth formative assessment data administered in the fall and winter, between 70 and 90% of Kent students were meeting grade level benchmark. Furthermore, we saw data that suggested the opportunity gap was beginning to close among students of color and white peers in a number of grade levels, however more data is needed to understand the magnitude of the closure.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

We implemented our plan as written for the 2021/22 school year.

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.

Our primary focus this coming school year will be to accelerate student learning across all demographic groups. We are committing to a data-driven model of regular data monitoring and analysis of student work to inform decision making and instructional approaches. We are also adjusting our feedback and grading system, and intend to monitor the efficacy of this change on student learning outcomes.

# Goals, Strategies, & Proposed Expenditures

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

## LEA/LCAP Goal

Provide a safe and inclusive education environment that leverages community partnerships and supports our alignment of core beliefs.

## Goal 2

All Kent students report experiencing a safe and supportive school environment, as reflected in YouthTruth student survey responses.

## Identified Need

Due to a variety of factors, not all Kent students report experiencing a safe and supportive school environment.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
YouthTruth Student Survey	Between 70 and 90% of Kent students report feeling safe and supported at school.	Students report experiencing a safe and supportive school environment, as evidenced by student responses to school climate specific questions.
YouthTruth Community Survey	Generally, Kent families report that their students feel safe and supported at school.	Families report their children experiencing a safe and supportive school environment, as evidenced by family responses to school climate specific questions.
YouthTruth Staff Survey	School staff reported a perception among the staff that students are not safe from bullying behavior.	Staff report a safe and supportive school environment, as evidenced by staff responses to school climate specific questions.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

## Strategy/Activity 1

### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity



Throughlines - Consistently utilize grade level throughlines (5th - Independence, 6th - Impact, 7th - Perseverance, 8th - Legacy) to provide cohesion and context to schoolwide activities and events, and for students to make connections across the curriculum.

### **Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s) Source(s)

### **Strategy/Activity 2**

#### **Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

All Students

#### Strategy/Activity

Advisory - Implement a weekly advisory lesson schedule that prioritizes social and emotional learning, shared problem solving, social justice education, and collaborative learning through this non-academic instructional block.

### **Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s) Source(s)

### **Strategy/Activity 3**

#### **Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

All Students, particularly students of color

#### Strategy/Activity

Equity and Access - Implement a 5-8 scope and sequence of social justice education, and employ elements of Culturally Responsive Teaching to all classes across the curriculum.

### **Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s) Source(s)

### **Strategy/Activity 4**

#### **Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Student Connectedness - Support a broad offering of lunchtime and school clubs, including clubs designed by and for students, and including clubs that support a wide range of student experiences and identities (i.e. SLAM! and GSA Club).

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s) Source(s)

**Strategy/Activity 5**

**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Restorative Justice - Employ restorative justice practices in response to student discipline, to demonstrate a culture of learning, growth and personal responsibility.

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s) Source(s)

**Strategy/Activity 6**

**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Relationships - Emphasize the importance of student-to-teacher relationships, and prioritize instructional and non-instructional time to establish rapport, build trust, and form bonds.

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s) Source(s)

**Strategy/Activity 7**

**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

All Students

### Strategy/Activity

Mental Health - Establish and employ systems to closely monitor student mental health and overall wellness. Prepare to intervene with a spectrum of counseling supports when students are experiencing social and emotional distress, and/or mental health challenges.

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

## Strategy/Activity 8

### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

### Strategy/Activity

Student Profile - Utilize Kentfield School District's Profile of a Socially Conscious 8th Grader with Kent students to help students understand the essential skills, attributes, and knowledge needed to influence positive change in the world. Provide intentional opportunities for students to develop and reflect upon those skills, attributes, and knowledge.

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

# Annual Review

## SPSA Year Reviewed: 2021-22

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

## ANALYSIS

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

We implemented all actions as written in the 2021/22 SPSA plan for Kent Middle School. Review of relevant YouthTruth data suggests that between 70 and 90% of Kent students report feeling safe and supported at school, depending on the grade level.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

We implemented all actions as written in the 2021/22 SPSA plan for Kent Middle School.

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.

We continue to emphasize the importance of relationships and relevance in education, and have prioritized fostering relationships between teachers and their students, so that instruction is personalized and individualized, and trust is nurtured.

# Goals, Strategies, & Proposed Expenditures

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

## LEA/LCAP Goal

Attract and retain excellent and inspiring teachers and staff who hold high expectations for all our students and are committed to lifelong learning.

## Goal 3

Kent Teachers and staff report high job satisfaction, consistent support for their teaching practice, and collaborative relationship with colleagues and staff, as evidenced by staff YouthTruth survey results.

## Identified Need

Staff need to feel valued, supported, challenged, and effective in their work.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
YouthTruth Staff Survey	~95% of Kent staff report high job satisfaction and support of their work at the school site.	Staff report high job satisfaction, consistent support for their teaching practice, and collaborative relationship with colleagues and staff, as evidenced by staff YouthTruth survey results, on questions specific to these concepts.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

## Strategy/Activity 1

### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

### Strategy/Activity

Professional Development - Design and implement a professional development plan to ensure that teachers experience regular coaching and training in areas of interest and areas of need.

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

## Strategy/Activity 2

### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

### Strategy/Activity

Standards Based Grading - Provide regular support and coaching around implementing standards based feedback and grading, and ensure that teachers have professional time dedicated to effectively implementing this new grading system, and experiencing success with its implementation.

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

## Strategy/Activity 3

### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

### Strategy/Activity

Cross Curricular Connection - Emphasize a focus on essential standards and essential learnings, and commit staff meeting and professional development time to support teachers in implementing a standards-based feedback system.

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

## Strategy/Activity 4

### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

### Strategy/Activity

Collaborative Teams - Ensure consistent grade level and curriculum team meetings to foster collaboration, co-planning, and shared problems solving among school teams.

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

## Strategy/Activity 5

### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Wellness - Establish systems to monitor school staff physical, mental, and social wellness, and intervene with support and care when needed.

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

## Annual Review

### SPSA Year Reviewed: 2021-22

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

## ANALYSIS

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

We implemented the 2021/22 SPSA plan as written, and results on our YouthTruth survey among faculty suggest that between 90 and 95% of Kent staff feel supported and valued in their work.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

We implemented the 2021/22 SPSA plan as written.

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.

With our transition to standards based grading, we intend to keep a close eye on the support of staff through this important change.

# 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
- 4 Classroom Teachers
- 2 Other School Staff
- 6 Parent or Community Members
- 4 Secondary Students

Name of Members	Role
Grant Althouse	Principal
Sandy Wells	Classroom Teacher
Melissa Stephens	Classroom Teacher
Tricia Beales	Classroom Teacher
Margie Rogers	Classroom Teacher
Wendy Holmes	Other School Staff
Vivienne Fitzgerald	Secondary Student
Ayansh Singh	Secondary Student
Holly Thomas	Secondary Student
Charlie Poser	Secondary Student
Jennifer Hamm	Parent or Community Member
Kari Cannon	Parent or Community Member
Ina Gotlieb	Parent or Community Member
Joelle Williams	Parent or Community Member
Megan Hirschbein	Parent or Community Member
Tory Grigg	Parent or Community Member
Lisa Sandberg	Other School Staff

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: KSPTA

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 6/7/22.

Attested:



Principal, Grant Althouse on 6/7/22



SSC Chairperson, Joelle Williams + Ina Gotlieb on 6/7/22