

Kent Middle School

2021-2022 School Accountability Report Card (Published During the 2022-2023 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.

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.

2022-23 School Contact Information

School Name	Kent Middle School
Street	800 College Avenue
City, State, Zip	Kentfield, CA 94904
Phone Number	(415) 458-5970
Principal	Grant Althouse
Email Address	galthouse@kentfieldschools.org
School Website	https://kent.kentfieldschools.org/
County-District-School (CDS) Code	21 65334 6068308

2022-23 District Contact Information

District Name	Kentfield Elementary School District
Phone Number	(415) 458-5130
Superintendent	Raquel Rose
Email Address	rrose@kentfieldschools.org
District Website Address	www.kentfieldschools.org/district

2022-23 School Overview

Principal's Message

Kent Middle School (Kent) is part of the Kentfield School District, a dynamic learning community that prepares individuals for a lifetime of intellectual exploration, personal growth, and social responsibility. The District's strategic plan motivates students, teachers, and community members to value diversity among all stakeholders, seek inspiring academic and creative pursuits, and to establish connection between each other, our learning, our community, and our world. Kent inspires and challenges all students to live, learn, and lead to their fullest potential, while also providing a high quality education that empowers every student to reach high, work hard, and be kind. Highlights of the campus include our extensive solar powered generation facilities, a fully stocked wood shop, a Maker's Space, art facilities, two learning centers, science lab spaces, a full library, our dedicated music building, and two gymnasiums.

Kent Middle School focuses on educating the whole child, balancing academic rigor with social and emotional wellness. We embrace grade level through lines to help students develop essential life skills, and a mindset for learning and growth (5th grade - Independence, 6th grade - Impact, 7th grade - Perseverance, 8th grade - Legacy). We also strive to pique student interest and curiosity, creating independently driven learners. By leveraging the talents, skills, and passions of our staff, we are able to maximize student learning. At the beginning of each day, students are greeted at the door by their teachers, and the Falcon News broadcast, a daily news show produced by students, makes timely announcements and highlights the many extra-curricular activities available. Often the Falcon News features short films produced and directed by students. Kent Middle School staff are committed and exceptional educators who work collaboratively to create engaging, standards-aligned learning activities and student-specific intervention strategies. For students requiring additional support before and during school, intervention programs are offered in both reading and mathematics. Targeted special education supports are provided by highly skilled and highly qualified education specialists, for those students who qualify.

Our English Language Arts and Math teachers design and implement rigorous, challenging, and differentiated common core aligned instruction designed to meet the diverse needs of all learners. Our Science department implement the Next Generation Science Standards (NGSS), innovative instruction for which we earned the California Gold Ribbon Award in 2014. Our History department focuses instruction around essential questions that help students connect their learning of history to inform their understanding of the present. Students' instructional day is enriched with electives including art, music, woodshop, makers, social action, journalism, poetry, film, and more. Our Physical Education department emphasizes collaboration, teamwork, and

2022-23 School Overview

skill building through fun and challenging physical activity. Spanish is offered for all 7th and 8th graders, building a foundation for language learning in High School and beyond. Social and emotional development is also a focus and a strength at Kent. Our school implements a robust advisory program where students have common experiences around social and emotional learning and shared problem solving utilizing common lessons and common language across the school. All of these elements, and more, combine to create the unique environment of Kent Middle School, a place where adolescent learning and social growth are nurtured daily.

About this School

2021-22 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 5	132
Grade 6	113
Grade 7	127
Grade 8	139
Total Enrollment	511

2021-22 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	49.9
Male	50.1
American Indian or Alaska Native	0.0
Asian	4.9
Black or African American	1.0
Filipino	0.4
Hispanic or Latino	15.9
Native Hawaiian or Pacific Islander	0.2
Two or More Races	13.3
White	64.4
English Learners	3.9
Foster Youth	0.0
Homeless	0.6
Migrant	0.0
Socioeconomically Disadvantaged	11.7
Students with Disabilities	15.5

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)	28.80	81.48	58.90	87.81	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	0.00	0.00	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	6.20	17.59	6.20	9.26	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	0.50	0.74	12115.80	4.41
Unknown	0.30	0.93	1.40	2.19	18854.30	6.86
Total Teaching Positions	35.30	100.00	67.10	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)						
Intern Credential Holders Properly Assigned						
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)						
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)						
Unknown						
Total Teaching Positions						

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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
Permits and Waivers	0.00	
Misassignments	6.20	
Vacant Positions	0.00	
Total Teachers Without Credentials and Misassignments	6.20	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	
Local Assignment Options	0.00	
Total Out-of-Field Teachers	0.00	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

2021-22 Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	17.90	
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	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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

2022-23 Quality, Currency, Availability of Textbooks and Other Instructional Materials

All textbooks used in the core curriculum at Adaline E. Kent Middle School are aligned to the California Common Core State Standards. Science curricula are aligned to the Next Generation Science Standards (NGSS). Instructional materials are selected from the state's most recent list of standards-based materials at the time, and adopted by the State Board of Education. In October 2021, the Kentfield School District's Board of Trustees held a Public Hearing to certify the extent to which textbooks and instructional materials have been provided to students. The Board of Trustees adopted Resolution #4 which certifies as required by Education Code §60119 (1) that textbooks and instructional materials were provided to all students, including English learners, in the district to the extent that each pupil has a textbook or instructional materials, or both, to use in class and to take home, and (2) sufficient textbooks and instructional materials were provided to each student, including English learners, that are aligned to the academic content standards and consistent with the cycles and content of the curriculum frameworks in math, science, history-social science, and English/language arts. In addition to core subject areas, districts are required to disclose in their SARCs the sufficiency of instructional materials used for their visual/performing arts curricula. During the 2021-22 and 2022-23 school year, Kentfield School District provided each student, including English learners, enrolled in a visual/performing arts class with instructional materials to use in class and to take home. These materials complied with the state's content standards and curriculum frameworks.

Year and month in which the data were collected

December, 2022

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	2015 Units of Study in Reading, Teachers' College Reading and Writing Project 2013 Units of Study in Writing, Teachers' College Reading and Writing Project	Yes	0
Mathematics	2016 Great Minds -Eureka Math (5th grade) 2019 Big Ideas (6th-8th)	Yes	0
Science	2018 Houghton Mifflin Harcourt Science Dimensions Amplify Science	Yes	0
History-Social Science	2018 National Geographic Cengage Learning	Yes	0
Foreign Language	2018 Autentico	Yes	0
Health	SOS - Signs of Suicide Program Huckleberry Youth Responsible Decision Making Alcohol, Tobacco, Cannabis Abuse lessons	Yes	0
Visual and Performing Arts	Teacher designed units based on state standards	Yes	0

School Facility Conditions and Planned Improvements

The Kentfield School District takes great efforts to ensure that all schools are clean, safe, and functional through proper facilities maintenance and campus supervision. Adaline E. Kent Middle School's original facilities were built in circa 1934; ongoing maintenance and campus improvements ensure facilities remain up to date and provide adequate space for students and staff. District maintenance and site custodial staff ensure that the repairs necessary to keep the school in good condition are completed in a timely manner. A work order process is used by school and district staff to communicate non-routine maintenance requests. Emergency repairs are given the highest priority. In November 2014 Measure D was passed by the community. Highlights of the construction include the addition of new music and administrative/health buildings. All classrooms have been modernized along with upgrading our heating systems. Every morning before school begins, the custodian inspects facilities for safety hazards or other conditions that need attention prior to students and staff entering school grounds. Three custodians (one morning custodian, one afternoon custodian and one part-time evening custodian) are assigned to Adaline E. Kent Middle School. The day custodian is responsible for:

- Facilities cleaning
- Events setup/cleanup

Restrooms are checked once a day for cleanliness and subsequently cleaned as needed. The evening custodian is responsible for:

- Classroom cleaning
- General use areas
- Office area cleaning
- Restroom cleaning
- Gymnasium cleaning

The Principal communicates with custodial staff daily concerning maintenance and school safety issues, and the custodial staff meets with the principal once a month to discuss any facilities related needs.

Year and month of the most recent FIT report

12/2022

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			Various roof leaks being addressed
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			Some playground repair

Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

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).
4. **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.

SARC Reporting in the 2020-2021 School Year Only

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

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

Options

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

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

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.

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

Percentages are not calculated 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.

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 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
English Language Arts/Literacy (grades 3-8 and 11)	N/A	73	N/A	74	N/A	47
Mathematics (grades 3-8 and 11)	N/A	62	N/A	65	N/A	33

2021-22 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 CAAs divided by the total number of students who participated in both assessments.

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.

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	518	510	98.46	1.54	73.33
Female	260	256	98.46	1.54	73.83
Male	258	254	98.45	1.55	72.83
American Indian or Alaska Native	0	0	0.00	0.00	0.00
Asian	25	25	100.00	0.00	88.00
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	83	80	96.39	3.61	47.50
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	69	68	98.55	1.45	79.41
White	333	329	98.80	1.20	78.72
English Learners	17	14	82.35	17.65	7.14
Foster Youth	0	0	0.00	0.00	0.00
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	61	59	96.72	3.28	49.15
Students Receiving Migrant Education Services	0	0	0.00	0.00	0.00
Students with Disabilities	79	78	98.73	1.27	30.77

2021-22 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 CAAs divided by the total number of students who participated in both assessments.

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.

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	518	514	99.23	0.77	61.87
Female	260	258	99.23	0.77	58.14
Male	258	256	99.22	0.78	65.63
American Indian or Alaska Native	0	0	0.00	0.00	0.00
Asian	25	25	100.00	0.00	76.00
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	83	83	100.00	0.00	28.92
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	69	68	98.55	1.45	76.47
White	333	330	99.10	0.90	67.27
English Learners	17	17	100.00	0.00	5.88
Foster Youth	0	0	0.00	0.00	0.00
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	61	61	100.00	0.00	24.59
Students Receiving Migrant Education Services	0	0	0.00	0.00	0.00
Students with Disabilities	79	79	100.00	0.00	27.85

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.

For any 2020–21 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Science (grades 5, 8 and high school)	NT	58.46	NT	58.46	28.5	29.47

2021-22 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	274	272	99.27	0.73	58.46
Female	129	127	98.45	1.55	59.84
Male	145	145	100	0	57.24
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	47	46	97.87	2.13	43.48
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	37	37	100	0	70.27
White	175	174	99.43	0.57	60.92
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	--	--	--	--	--
Socioeconomically Disadvantaged	34	33	97.06	2.94	30.3
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	45	45	100	0	33.33

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.

2021-22 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. Due to changes to the 2021-22 PFT administration, only participation results are required 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 5	99.2%	99.2%	99.2%	99.2%	99.2%
Grade 7	97.6%	98.4%	98.4%	96.8%	98.4%

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.

2022-23 Opportunities for Parental Involvement

Parents are our partners in education at Kent Middle School, and are encouraged to get involved in their child's learning environment either by volunteering in the classroom or on school grounds, participating in a decision-making group, or simply attending school events. Parents stay informed on upcoming events and school activities through email, the school marquee, the school website, Kentfield weekly electronic newsletter, email blasts, and the daily bulletin.

OPPORTUNITIES TO VOLUNTEER

- Food for All
- KSPTA Member
- KSPTA Event Coordinator
- Binder Hospital Support
- Library Volunteer
- Carline Supervision
- Misc. Classroom Support
- Virtual Study Clubs
- Lunchtime Club Advisors (as permissible)
- Kentfield Schools Foundation - Kentfield Invests in Kids (KIK)

COMMITTEES

- Communication Committee
- Finance Committee
- Safe Routes to School
- Kent School Site Council
- Safety Committee
- Equity and Inclusion Committee
- Technology Committee
- District/Site English Language Advisory Committee
- Kentfield Schools Parent Teacher Association (KSPTA)

2022-23 Opportunities for Parental Involvement

SCHOOL ACTIVITIES
 Back to School Night
 Information Events
 Open House
 Parent Education Workshops
 Music Performances
 Principal Coffees
 Student Orientation
 After School Athletics
 Lunchtime Clubs

2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	521	519	46	8.9
Female	262	260	25	9.6
Male	259	259	21	8.1
American Indian or Alaska Native	0	0	0	0.0
Asian	26	25	1	4.0
Black or African American	5	5	1	20.0
Filipino	2	2	0	0.0
Hispanic or Latino	85	84	12	14.3
Native Hawaiian or Pacific Islander	1	1	0	0.0
Two or More Races	69	69	2	2.9
White	333	333	30	9.0
English Learners	28	28	3	10.7
Foster Youth	0	0	0	0.0
Homeless	4	4	1	25.0
Socioeconomically Disadvantaged	65	65	6	9.2
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	84	84	14	16.7

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 and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-20 suspensions and expulsions rate data are not comparable to other year data because the 2019-20 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-20 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	1.59	1.08	2.45
Expulsions	0.00	0.00	0.05

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Suspensions	0.37	1.73	0.36	0.94	0.20	3.17
Expulsions	0.00	0.00	0.00	0.00	0.00	0.07

2021-22 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	1.73	0.00
Female	0.00	0.00
Male	3.47	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	1.18	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	2.40	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	1.54	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	3.57	0.00

2022-23 School Safety Plan

Safety of students and staff is a primary concern of Adaline E. Kent Middle School. The school is consistently in compliance with all laws, rules, and regulations pertaining to safety standards. We have a Comprehensive School Safety Plan that includes strategies and programs to address a) child abuse reporting procedures; b) disaster procedures; c) policies regarding actions leading to suspension and/or expulsion; d) procedures to notify teachers of dangerous pupils; e) discrimination and harassment policies; f) school-wide dress code policies; g) procedures for safe ingress and egress of pupils; h) rules and procedures on school discipline; i) hate crime reporting procedures; j) Covid-19 mitigation strategies. The plan is updated and reviewed annually by the School Site Council and approved by the Board of Trustees by March 1st each year.

In conjunction with the district's Comprehensive School Safety Plan, staff is trained by local emergency response professionals in first aid and other areas related to emergency preparedness. The school's emergency preparedness plan includes steps for ensuring student and staff safety during a disaster. Emergency drills are conducted on a regular basis throughout the school year, on a pre-planned schedule that aligns with CA Ed Code requirements.

2019-20 Secondary Average Class Size and Class Size Distribution

This table displays the 2019-20 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	18	13	8	
Mathematics	17	15	4	
Science	24	5	7	
Social Science	22	5	8	

2020-21 Secondary Average Class Size and Class Size Distribution

This table displays the 2020-21 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	15	19	5	1
Mathematics	20	9	4	2
Science	46			6
Social Science	45			6

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	17	19	10	
Mathematics	15	15	4	
Science	26		10	
Social Science	26	1	10	

2021-22 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	283.89

2021-22 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.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1.8
Library Media Teacher (Librarian)	1.0
Library Media Services Staff (Paraprofessional)	
Psychologist	1.0
Social Worker	
Nurse	0.5
Speech/Language/Hearing Specialist	0.4
Resource Specialist (non-teaching)	
Other	1.3

2020-21 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2020-21 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	\$12,554	\$2,047	\$14,601	\$92,939
District	N/A	N/A	\$14,983	
Percent Difference - School Site and District	N/A	N/A	-2.6	2.0
State	N/A	N/A	\$6,594	\$84,612
Percent Difference - School Site and State	N/A	N/A	75.6	9.4

2021-22 Types of Services Funded

In addition to general fund state funding, Kentfield School District receives state and federal categorical funding for special programs.

For the 2021-22 school year, the district received categorical, special education, and support programs funds for:

- Lottery: Instructional Materials
- Special Education
- State Lottery
- COVID-19 Relief
- Title I
- Title II
- Title III
- Title IV

2020-21 Teacher and Administrative Salaries

This table displays the 2020-21 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	\$57,886	\$51,591
Mid-Range Teacher Salary	\$82,015	\$79,620
Highest Teacher Salary	\$103,817	\$104,866
Average Principal Salary (Elementary)	\$146,095	\$131,473
Average Principal Salary (Middle)	\$157,177	\$135,064
Average Principal Salary (High)	N/A	\$137,679
Superintendent Salary	\$231,000	\$205,661
Percent of Budget for Teacher Salaries	40%	33%
Percent of Budget for Administrative Salaries	6%	6%

Professional Development

All training and curriculum development activities at Adaline E. Kent Middle School revolve around the California Common Core State Standards, Next Generation Science Standards, and Visual Performing Arts Standards. During the 2018-19, 2019-20, 2020-21, and 2021-22 school years, Adaline E. Kent Middle School held staff development training devoted to:

- Equity and Inclusion
- Culturally Responsive Teaching
- * Standards Based Feedback and Grading
- * Writing Across the Curriculum
 - Multi-Tiered Systems of Supports
 - EL Instructional Strategies
 - Differentiation
 - Data Driven Instruction
 - Writing Across the Curriculum
 - Next Generation Science Standards
 - Social & Emotional Learning
 - Technology Integration

Decisions concerning selection of staff development activities are performed by the principal and district administrative team using tools such as state assessment results and teacher surveys to determine the areas in which additional teacher training may enhance classroom instruction and increase student achievement levels. Adaline E. Kent Middle School supports ongoing professional growth throughout the year on weekly early release days. Teachers meet in grade level teams, department level teams, and as a full faculty to conduct data analysis to identify areas of need. Teaching staff are provided the opportunity to participate in district-sponsored staff development workshops or training sessions periodically throughout the year. Teaching staff are also provided the opportunity to seek additional professional development opportunities through county programs and private institutions.

Adaline E. Kent Middle School offers support to new and veteran teachers through peer coaching and mentoring. Classified support staff receive job-related training from department supervisors and district representatives.

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

Subject	2020-21	2021-22	2022-23
Number of school days dedicated to Staff Development and Continuous Improvement	4.5	4.5	4.5