



School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Kent Middle School	21 65334 6068308	06/04/2024	6/10/2025

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

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

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

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

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

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

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

Plan Description

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

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

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

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. Additionally, we recognize the differential experience of students of color, LGBTQ+ students, and students with disabilities on our campus, specifically regarding their sense of safety and wellness. We have targeted specific actions to improve the experience of these and other marginalized groups at our school. We intend to leverage professional development to further advance our exceptional staff's capacity in standards based feedback practices, culturally responsive teaching, rigor and differentiation, to better meet the needs of all 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.

Educational Partner Involvement

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

Involvement Process for the SPSA and Annual Review and Update

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, during Principal Coffees, during site ELAC meetings, district DELAC meeting, and district LCAP advisory sessions.

Comprehensive Needs Assessment Components

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

California School Dashboard (Dashboard) Indicators

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

Chronic Absenteeism - In 23/24 we started the process of notifying families at regular intervals regarding absences (5, 7, 10, 13, 16 absence letters). This has reduced our chronic absenteeism rate so far. We saw an increase in chronic absenteeism in 24/25 and hope to continue to reduce in 25/26.

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

Students with Disabilities - Specifically mentioned IEP goal progress on 23/24, 24/25, and 25/26 SPSA tracking progress of students with disabilities on IEP goals , English Learners - Emphasize importance of targeted direct instruction for English Language Learning students, include an action related to instruction of ELD standards across curricular areas.

Other Needs

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

Achievement Gap - Planning for an equity audit of all curricular materials in 25/26, MTSS process to identify strategies to support student learning and access to the curriculum.

School and Student Performance Data

Student Enrollment

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

Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
American Indian	%	0%	%	0	0	
African American	0.98%	1.17%	1.17%	5	6	6
Asian	4.89%	4.48%	3.70%	25	23	19
Filipino	0.39%	0.58%	0.58%	2	3	3
Hispanic/Latino	15.85%	15.2%	16.37%	81	78	84
Pacific Islander	0.20%	0.19%	0.19%	1	1	1
White	64.38%	64.13%	63.94%	329	329	328
Two or More Races	13.31%	14.23%	14.04%	68	73	72
Not Reported	%	0%	%	0	0	
Total Enrollment				511	513	513

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	21-22	22-23	23-24
Grade 5	132	136	111
Grade 6	113	134	144
Grade 7	127	114	139
Grade 8	139	129	119
Total Enrollment	511	513	513

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.

School and Student Performance Data

English Learner (EL) Enrollment

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

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
English Learners	20	26	31	3.9%	5.1%	6.0%
Fluent English Proficient (FEP)	84	77	74	16.4%	15.0%	14.4%
Reclassified Fluent English Proficient (RFEP)	50	50	48	9.7%	9.7%	9.4%

Conclusions based on this data:

1. Our number of English Language Learners at Kent is steadily growing with the largest number yet served at our school this year.
2. With relatively few English Language Learners compared to our full school population, we have a challenge to adequately serve the variety of needs within this group, due to the difficulty of resource allocation for a small group.
3. We are targeting reading, writing, listening, and speaking skills among all students but especially English Language Learners to attempt to reclassify as many students as can be ready each year.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

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

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

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

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

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 5	133	137	111	133	134	110	133	134	110	100.0	97.8	99.1
Grade 6	116	134	141	113	132	138	113	132	138	97.4	98.5	97.9
Grade 7	128	114	138	126	112	136	126	112	136	98.4	98.2	98.6
Grade 8	141	129	121	138	125	120	138	125	120	97.9	96.9	99.2
All Grades	518	514	511	510	503	504	510	503	504	98.5	97.9	98.6

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 5	2547.	2557.	2606.	36.84	47.01	69.09	35.34	29.85	14.55	15.79	8.96	12.73	12.03	14.18	3.64
Grade 6	2563.	2593.	2589.	30.97	39.39	38.41	35.40	39.39	39.86	19.47	14.39	14.49	14.16	6.82	7.25
Grade 7	2612.	2619.	2614.	34.13	39.29	37.50	45.24	41.96	44.85	12.70	12.50	7.35	7.94	6.25	10.29
Grade 8	2618.	2628.	2627.	34.78	32.80	32.50	39.86	42.40	47.50	15.22	19.20	14.17	10.14	5.60	5.83
All Grades	N/A	N/A	N/A	34.31	39.76	43.45	39.02	38.17	37.50	15.69	13.72	12.10	10.98	8.35	6.94

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 5	33.83	26.87	42.73	58.65	61.19	55.45	7.52	11.94	1.82
Grade 6	29.20	37.12	34.78	56.64	53.79	55.07	14.16	9.09	10.14
Grade 7	30.16	33.04	33.09	61.11	61.61	58.09	8.73	5.36	8.82
Grade 8	33.33	28.80	34.17	55.80	61.60	57.50	10.87	9.60	8.33
All Grades	31.76	31.41	35.91	58.04	59.44	56.55	10.20	9.15	7.54

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 5	33.08	44.03	60.00	54.14	44.78	36.36	12.78	11.19	3.64
Grade 6	28.32	34.85	42.03	56.64	56.82	44.93	15.04	8.33	13.04
Grade 7	40.48	46.43	51.47	50.00	49.11	38.97	9.52	4.46	9.56
Grade 8	39.86	38.40	32.50	49.28	52.00	58.33	10.87	9.60	9.17
All Grades	35.69	40.76	46.23	52.35	50.70	44.64	11.96	8.55	9.13

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 5	21.05	22.39	33.64	71.43	70.90	64.55	7.52	6.72	1.82
Grade 6	23.89	25.76	21.74	68.14	71.21	71.74	7.96	3.03	6.52
Grade 7	23.81	16.07	22.79	71.43	79.46	73.53	4.76	4.46	3.68
Grade 8	23.19	23.20	23.33	70.29	70.40	72.50	6.52	6.40	4.17
All Grades	22.94	22.07	25.00	70.39	72.76	70.83	6.67	5.17	4.17

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 5	33.08	37.31	52.73	57.89	53.73	44.55	9.02	8.96	2.73
Grade 6	25.66	31.82	29.71	66.37	62.12	65.94	7.96	6.06	4.35
Grade 7	34.92	40.18	38.97	60.32	56.25	55.15	4.76	3.57	5.88
Grade 8	31.16	44.80	35.83	60.14	52.80	60.83	8.70	2.40	3.33
All Grades	31.37	38.37	38.69	60.98	56.26	57.14	7.65	5.37	4.17

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. Reading, Listening, Research/Inquiry and Writing all increased students achieve at or above standard.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

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

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

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 5	133	137	111	133	134	110	133	134	110	100.0	97.8	99.1
Grade 6	116	134	141	115	132	138	115	132	138	99.1	98.5	97.9
Grade 7	128	114	138	127	112	137	127	112	137	99.2	98.2	99.3
Grade 8	141	129	121	139	125	118	139	125	118	98.6	96.9	97.5
All Grades	518	514	511	514	503	503	514	503	503	99.2	97.9	98.4

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 5	2552.	2557.	2586.	44.36	50.00	57.27	17.29	17.91	21.82	24.06	17.91	10.91	14.29	14.18	10.00
Grade 6	2561.	2560.	2562.	31.30	30.30	34.78	26.96	25.76	24.64	26.09	31.06	24.64	15.65	12.88	15.94
Grade 7	2615.	2613.	2616.	48.82	43.75	48.91	19.69	25.89	24.09	18.90	19.64	17.52	12.60	10.71	9.49
Grade 8	2609.	2629.	2616.	35.25	48.00	38.98	23.74	13.60	27.12	25.90	23.20	17.80	15.11	15.20	16.10
Grade 11															
All Grades	N/A	N/A	N/A	40.08	42.94	44.53	21.79	20.68	24.45	23.74	23.06	18.09	14.40	13.32	12.92

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 5	39.10	41.79	57.27	45.86	44.78	30.91	15.04	13.43	11.82
Grade 6	26.09	26.52	27.54	53.91	57.58	54.35	20.00	15.91	18.12
Grade 7	47.24	40.18	45.99	40.94	50.00	44.53	11.81	9.82	9.49
Grade 8	37.41	45.60	39.83	46.76	36.80	48.31	15.83	17.60	11.86
Grade 11									
All Grades	37.74	38.37	41.95	46.69	47.32	45.13	15.56	14.31	12.92

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 5	39.85	41.79	49.09	45.11	41.04	43.64	15.04	17.16	7.27
Grade 6	24.35	22.73	28.26	55.65	62.12	53.62	20.00	15.15	18.12
Grade 7	42.52	43.75	42.34	48.82	45.54	45.99	8.66	10.71	11.68
Grade 8	37.41	42.40	27.12	50.36	52.00	65.25	12.23	5.60	7.63
All Grades	36.38	37.38	36.38	49.81	50.30	52.09	13.81	12.33	11.53

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 5	32.33	29.85	39.09	58.65	59.70	54.55	9.02	10.45	6.36
Grade 6	23.48	28.79	27.54	66.09	59.09	58.70	10.43	12.12	13.77
Grade 7	40.16	34.82	35.77	51.97	56.25	54.01	7.87	8.93	10.22
Grade 8	26.62	36.80	27.97	62.59	52.00	61.86	10.79	11.20	10.17
All Grades	30.74	32.41	32.41	59.73	56.86	57.26	9.53	10.74	10.34

Conclusions based on this data:

1. Between 55 and 70% of our students are meeting or exceeding standard in mathematics.
2. Communicating Reasoning is one relative areas of strength for our students in mathematics, and Concepts/Procedures and Problem Solving are two areas for growth.
3. There does not seem to be a clear pattern of improvement nor decline as math instruction progresses through they grades, though sixth grade continues to be an area for growth.

School and Student Performance Data

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

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

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
5	*	1522.8	*	*	1509.3	*	*	1536.0	*	5	11	10
6	*	*	*	*	*	*	*	*	*	8	*	8
7	*	*	*	*	*	*	*	*	*	5	6	6
8	*	*	*	*	*	*	*	*	*	*	5	7
All Grades										21	25	31

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
5	*	18.18	*	*	36.36	*	*	45.45	*	*	0.00	*	*	11	*
6	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
7	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
8	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	28.57	16.00	22.58	42.86	36.00	32.26	19.05	40.00	32.26	9.52	8.00	12.90	21	25	31

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
5	*	36.36	*	*	27.27	*	*	36.36	*	*	0.00	*	*	11	*
6	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
7	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
8	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	57.14	32.00	35.48	14.29	28.00	48.39	19.05	28.00	3.23	9.52	12.00	12.90	21	25	31

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
5	*	18.18	*	*	0.00	*	*	63.64	*	*	18.18	*	*	11	*
6	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
7	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
8	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	4.76	16.00	6.45	23.81	8.00	38.71	57.14	60.00	32.26	14.29	16.00	22.58	21	25	31

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
5	*	18.18	*	*	63.64	*	*	18.18	*	*	11	*
6	*	*	*	*	*	*	*	*	*	*	*	*
7	*	*	*	*	*	*	*	*	*	*	*	*
8	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	23.81	16.00	19.35	61.90	64.00	61.29	14.29	20.00	19.35	21	25	31

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
5	*	45.45	*	*	54.55	*	*	0.00	*	*	11	*
6	*	*	*	*	*	*	*	*	*	*	*	*
7	*	*	*	*	*	*	*	*	*	*	*	*
8	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	66.67	48.00	74.19	23.81	40.00	12.90	9.52	12.00	12.90	21	25	31

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
5	*	18.18	*	*	54.55	*	*	27.27	*	*	11	*
6	*	*	*	*	*	*	*	*	*	*	*	*
7	*	*	*	*	*	*	*	*	*	*	*	*
8	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	9.52	20.00	12.90	57.14	40.00	41.94	33.33	40.00	45.16	21	25	31

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
5	*	18.18	*	*	72.73	*	*	9.09	*	*	11	*
6	*	*	*	*	*	*	*	*	*	*	*	*
7	*	*	*	*	*	*	*	*	*	*	*	*
8	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	19.05	16.00	13.33	71.43	72.00	76.67	9.52	12.00	10.00	21	25	30

Conclusions based on this data:

1. Students generally take between two and six years to achieve proficiency in the English Language, and those time frames generally reflect our students' typical progress through proficiency levels.
2. Once students have reached reclassification status, we monitor progress for four years, and students generally continue to achieve grade level proficiency once reclassified.

School and Student Performance Data

Student Population

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

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

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

2023-24 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
513	12.3%	6%	0.0%
Total Number of Students enrolled in Kent Middle School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2023-24 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	31	6%
Foster Youth	0	0.0%
Homeless	4	0.8%
Socioeconomically Disadvantaged	63	12.3%
Students with Disabilities	77	15%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	6	1.2%
American Indian	0	0.0%
Asian	19	3.7%
Filipino	3	0.6%
Hispanic	84	16.4%
Two or More Races	72	14%
Pacific Islander	1	0.2%
White	328	63.9%

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 15%.
3. While 12% 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






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

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

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



2024 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
<div>English Language Arts</div> <div><p>Blue</p></div>	<div>Chronic Absenteeism</div> <div><p>Green</p></div>	<div>Suspension Rate</div> <div><p>Green</p></div>
<div>Mathematics</div> <div><p>Blue</p></div>		
<div>English Learner Progress</div> <div><p>No Performance Color</p></div>		

Conclusions based on this data:

1. Students are generally achieving success and progress in English Language Arts and mathematics, with ELA as the clear area of strength.
2. Chronic Absenteeism and attendance patterns in general, have improved over time, but requires additional attention.

School and Student Performance Data

Academic Performance English Language Arts

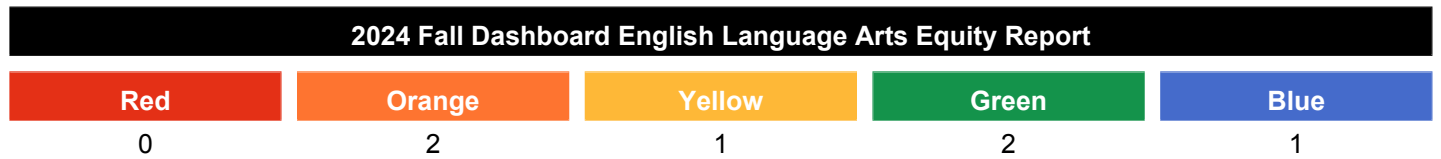
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial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












This section provides number of student groups in each level.



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

2024 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<div>All Students</div> <div> Blue</div> <div>70.1 points above standard</div> <div>Increased 8.3 points</div> <div>500 Students</div>	<div>English Learners</div> <div> Orange</div> <div>40.3 points below standard</div> <div>Declined 22.7 points</div> <div>47 Students</div>	<div>Long-Term English Learners</div> <div> No Performance Color</div> <div>Less than 11 Students</div> <div>8 Students</div>
<div>Foster Youth</div> <div> No Performance Color</div> <div>0 Students</div>	<div>Homeless</div> <div> No Performance Color</div> <div>Less than 11 Students</div> <div>7 Students</div>	<div>Socioeconomically Disadvantaged</div> <div> Yellow</div> <div>3.3 points above standard</div> <div>Maintained 0.7 points</div> <div>66 Students</div>

Students with Disabilities  Orange 43.0 points below standard Maintained 0.9 points 79 Students	African American  No Performance Color Less than 11 Students 5 Students	American Indian  No Performance Color 0 Students
Asian  No Performance Color 115.3 points above standard Increased 33.2 points 18 Students	Filipino  No Performance Color Less than 11 Students 3 Students	Hispanic  Green 11.2 points above standard Maintained 0.9 points 80 Students
Two or More Races  Green 70.4 points above standard Declined 8.3 points 70 Students	Pacific Islander  No Performance Color Less than 11 Students 1 Student	White  Blue 83.3 points above standard Increased 13.0 points 323 Students

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.
3. We need to improve the ways we are serving our Students with Disabilities to ensure appropriate progress in English Language Arts.

School and Student Performance Data

Academic Performance Mathematics

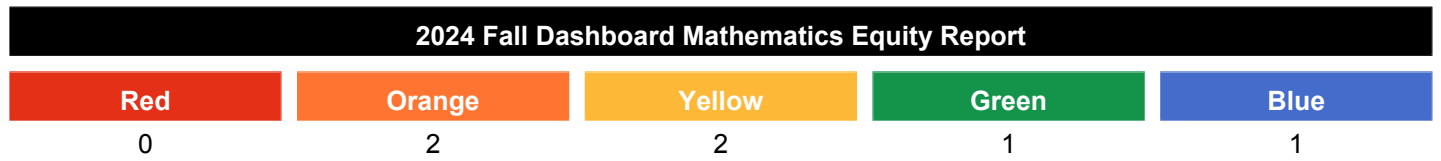
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The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.







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












This section provides number of student groups in each level.



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

2024 Fall Dashboard Mathematics Performance for All Students/Student Group		
<div>All Students</div> <div> Blue</div> <div>36.5 points above standard</div> <div>Increased 5.3 points</div> <div>500 Students</div>	<div>English Learners</div> <div> Orange</div> <div>93.1 points below standard</div> <div>Declined 27.3 points</div> <div>50 Students</div>	<div>Long-Term English Learners</div> <div> No Performance Color</div> <div>Less than 11 Students</div> <div>8 Students</div>
<div>Foster Youth</div> <div> No Performance Color</div> <div>0 Students</div>	<div>Homeless</div> <div> No Performance Color</div> <div>Less than 11 Students</div> <div>7 Students</div>	<div>Socioeconomically Disadvantaged</div> <div> Yellow</div> <div>39.2 points below standard</div> <div>Increased 5.3 points</div> <div>67 Students</div>

Students with Disabilities  Orange 76.9 points below standard Declined 4.7 points 79 Students	African American  No Performance Color Less than 11 Students 5 Students	American Indian  No Performance Color 0 Students
Asian  No Performance Color 78.2 points above standard Declined 14.1 points 18 Students	Filipino  No Performance Color Less than 11 Students 3 Students	Hispanic  Yellow 44.5 points below standard Increased 5.0 points 83 Students
Two or More Races  Green 50.4 points above standard Declined 11.8 points 70 Students	Pacific Islander  No Performance Color Less than 11 Students 1 Student	White  Blue 54.2 points above standard Increased 13.3 points 320 Students

Conclusions based on this data:

1. We need to improve the ways we are serving our English Language Learners to ensure appropriate progress in mathematics.
2. We need to improve the ways we are serving our Socioeconomically Disadvantaged students to ensure appropriate progress in mathematics.
3. We need to improve the ways we are serving our Students with Disabilities to ensure appropriate progress in mathematics.

School and Student Performance Data

Academic Performance English Learner Progress

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

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

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

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

2024 Fall Dashboard English Learner Progress Indicator	
English Learner Progress	Long-Term English Learner Progress
<div><div></div><div>No Performance Color</div><div>71.4% making progress.</div><div>Number Students: 28 Students</div></div>	<div><div></div><div>No Performance Color</div><div>making progress.</div><div>Number Students: 8 Students</div></div>

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

2024 Fall Dashboard Student English Language Acquisition Results			
Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
0%	28.6%	0%	71.4%

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

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

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.







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












This section provides number of student groups in each level.



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

2024 Fall Dashboard Chronic Absenteeism Performance for All Students/Student Group		
<div>All Students</div> <div> Green</div> <div>5.4% Chronically Absent</div> <div>Declined 6.6</div> <div>517 Students</div>	<div>English Learners</div> <div> No Performance Color</div> <div>6.3% Chronically Absent</div> <div>Declined 4.9</div> <div>32 Students</div>	<div>Long-Term English Learners</div> <div> No Performance Color</div> <div>Fewer than 11 students - data not displayed for privacy</div> <div>9 Students</div>
<div>Foster Youth</div> <div> No Performance Color</div> <div>0 Students</div>	<div>Homeless</div> <div> No Performance Color</div> <div>Fewer than 11 students - data not displayed for privacy</div> <div>7 Students</div>	<div>Socioeconomically Disadvantaged</div> <div> Yellow</div> <div>10.1% Chronically Absent</div> <div>Declined 4.9</div> <div>69 Students</div>

Students with Disabilities  Green 7.4% Chronically Absent Declined 13.3 81 Students	African American  No Performance Color Fewer than 11 students - data not displayed for privacy 6 Students	American Indian  No Performance Color 0 Students
Asian  No Performance Color 5.3% Chronically Absent Increased 1.3 19 Students	Filipino  No Performance Color Fewer than 11 students - data not displayed for privacy 3 Students	Hispanic  Green 8.2% Chronically Absent Declined 8.4 85 Students
Two or More Races  Green 2.8% Chronically Absent Declined 4.1 72 Students	Pacific Islander  No Performance Color Fewer than 11 students - data not displayed for privacy 1 Student	White  Green 5.4% Chronically Absent Declined 7.6 331 Students

Conclusions based on this data:

1. Chronic Absenteeism is an issue at our school that we need to improve upon, affecting all demographic groups, but students with disabilities and white students most significantly.

School and Student Performance Data

Conditions & Climate Suspension Rate

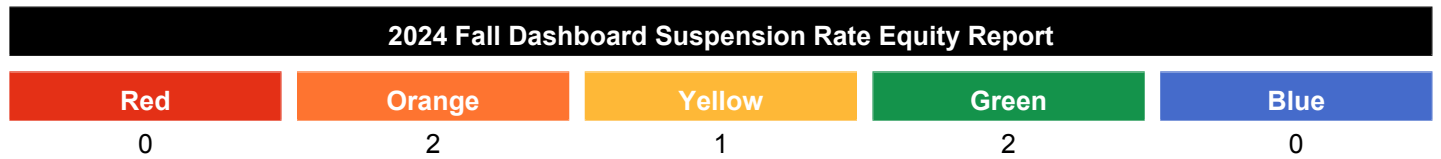
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The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.







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












This section provides number of student groups in each level.



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

2024 Fall Dashboard Suspension Rate for All Students/Student Group		
<div>All Students</div> <div></div> <div>Green</div> <div>1.5% suspended at least one day</div> <div>Maintained 0.2%</div> <div>518 Students</div>	<div>English Learners</div> <div></div> <div>No Performance Color</div> <div>6.1% suspended at least one day</div> <div>Increased 6.1%</div> <div>33 Students</div>	<div>Long-Term English Learners</div> <div></div> <div>No Performance Color</div> <div>Fewer than 11 students - data not displayed for privacy</div> <div>9 Students</div>
<div>Foster Youth</div> <div></div> <div>No Performance Color</div> <div>0 Students</div>	<div>Homeless</div> <div></div> <div>No Performance Color</div> <div>Fewer than 11 students - data not displayed for privacy</div> <div>7 Students</div>	<div>Socioeconomically Disadvantaged</div> <div></div> <div>Yellow</div> <div>2.9% suspended at least one day</div> <div>Maintained 0.2%</div> <div>69 Students</div>

Students with Disabilities  Orange 4.9% suspended at least one day Increased 3.8% 81 Students	African American  No Performance Color Fewer than 11 students - data not displayed for privacy 6 Students	American Indian  No Performance Color 0 Students
Asian  No Performance Color 0% suspended at least one day Maintained 0% 19 Students	Filipino  No Performance Color Fewer than 11 students - data not displayed for privacy 3 Students	Hispanic  Orange 4.7% suspended at least one day Increased 3.4% 85 Students
Two or More Races  Green 1.4% suspended at least one day Declined 4.1% 72 Students	Pacific Islander  No Performance Color Fewer than 11 students - data not displayed for privacy 1 Student	White  Green 0.9% suspended at least one day Declined 0.3% 332 Students

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.

Goal 1

Title and Description of School Goal

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

By March, 2026 all Kent students will meet grade level standards in Reading and Mathematics as measured by achieving in the 40th percentile or above on the MAP Growth Assessment, and/or meet their winter 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.

KENT Specific Sub Goal, Area 1:

By March, 2026 the percentage of Latinx Kent students achieving in the 40th percentile or above on MAP Growth Assessment will increase by at least 5% per grade level in reading and mathematics.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Engage, support and challenge all students to eliminate the opportunity gap.

Identified Need

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

Not all students are performing at grade level. Students who are not performing at grade level need supports to accelerate their learning. Our Latinx students have the greatest need for attention to accelerate academic growth.

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
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 ELA	Between 60 and 80% of grade levels are meeting standard in ELA	Students meet or exceed standard on the CAASPP ELA assessment.
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.

Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
1.1	Word Work and Morphology - Include consistent instruction on morphology in English Language Arts classrooms to support students in growing their vocabularies and solving unknown words while reading. Additionally, emphasize word work and morphology across all content areas when encountering academic vocabulary and subject-specific terminology.	All Students	
1.2	Mathematics Articulation and Alignment - Adopt aligned curriculum in mathematics classrooms in 5th through 8th grades. Support teachers in consistent mathematics program delivery and align math instructional practices in 5th through 8th grade classrooms.	All Students	
1.3	Culturally Responsive Teaching - Support teachers in implementing Culturally Responsive Teaching in all classrooms, utilizing the 4 R Framework (Relationships, Rigor, Relevance, Realness) to define elements of Culturally Responsive Teaching and monitor its presence across teaching and learning environments.	All Students	
1.4	Standards Based Feedback - Provide consistent feedback to students and families regarding student progress toward proficiency with essential learning standards established in each class. Utilize proficiency scales before, during, and after instruction to individualize instruction and support mastery of essential skills and content. Align teacher practices to provide consistent application of standards based feedback methods.	All Students	
1.5	Schoolwide 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 academic, behavioral, and social/emotional support for students.	All Students	
1.6	Formative Assessment - Utilize 24/25 school year MAP Growth results and CAASPP results as a baseline for 25/26, and administer the MAP Growth assessment during both the first and second trimesters. Strategically utilize MAP Growth results to inform instruction schoolwide 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.	All Students	
1.7	Technology Integration and Use - Support students to purposely and productively access technology tools to enhance and augment learning while limiting distractions created by technology. Teach students appropriate uses of Artificial Intelligence	All Students	

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	(AI) while dissuading irresponsible and dishonest use.		
1.8	Differentiation - Utilize online differentiation and instructional tools in mathematics to provide a unique and customized learning path for each student.	All Students	
1.9	Communication with Families - Share academic progress updates with students and families through posting of standards progress markings in Aeries at least every three weeks to provide visibility with students' areas of academic strength and challenge, as well as the content covered in each course. Families will expect to receive updates regarding student progress toward proficiency with essential standards established in each course as well as MAP Growth results in reading and mathematics.	All Students	
1.10	Outreach - Offer regular opportunities for families to receive updates and information from our school through Principal Coffee Presentations, school/district newsletters, ELAC/DELAC, KSPTA Meetings, and special events (Back to School Night, Open House, International Night). Monitor attendance at said events to ensure representation from diverse stakeholders.	All Students	
1.11	ELD - Support teachers in teaching to the English Language Development standards in all classes and embed English Language Development instruction across content areas.	English Language Learners	
1.12	Rigor and Challenge - Increase rigor and challenge through differentiated instruction. Emphasize the consistent use of complex skills like application, analysis, evaluation, and complexity. Utilize standards based feedback tools to intentionally increase opportunities for rigor and challenge related to essential skills in each course.	All Students	
1.13	Relevance - Increase relevance of instruction through specific and explicit connection to real world contexts, current global issues, and student interests. Regularly ask students to make the connection between what they are learning in class and their current and future lives outside of school.	All Students	
1.14	Student Feedback - Seek feedback through student surveys, focus groups, and/or affinity groups about the How, What, and Who of the classroom experience at our school. Utilize lessons learned from feedback mechanisms to improve systems, structures, and approaches to ensure students' sense of belonging and learning opportunities.	All Students	
1.15	Curricular Audit for Equity - Audit current curricular materials and curricular spaces through an equity lens. Develop a process for students/staff to audit our schools, and/or partner with an outside organization that conducts educational audits.	All Students	

Annual Review

SPSA Year Reviewed: 2024-25

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 left blank and completed at the end of the year after the plan has been executed.

Analysis

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

We were able to implement all actions committed to for this goal in 2024/25. Standards based feedback remains an essential action for our school as we work to provide meaningful feedback to students regarding their specific progress on essential skills in each grade level. This ensures that students are receiving targeted feedback to help them make steady progress toward and beyond grade level proficiency. Our school wide MTSS support plan is highly effective in identifying students that need additional support to reach grade level standards, and includes a comprehensive approach to provide that support through tier 1, tier 2, and tier 3 strategies. We utilize a formative assessment as a common assessment across our school in reading and mathematics, and this further enhances our ability to identify and intervene with students meaningfully. We are working to emphasize the importance of differentiation for all students, especially through thoughtful implementation of the ELD standards across the school and through the use of strategically identified tools. Our efforts to implement culturally responsive teaching continue, as we work to address the differing performance among students of color and white students at our school. Overall, we are pleased with our academic progress, though look to make continued progress in 24/25, especially with identified sub groups.

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

There are no significant differences between our intended implementation and the manner in which we implemented these actions during the 2024/25 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.

We have designed a sub goal to more closely track the progress of our Latinx students. We have also committed to actions to increase morphology and word study as a part of ELA instruction at our school. Additionally, we are committing to greater alignment in mathematics by adopting the same program in 5th grade as in 6th through 8th grades, and working to increase collaboration and coordination among mathematics teachers across our school.

Goals, Strategies, & Proposed Expenditures

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

Goal 2

Title and Description of School Goal

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

By March 2026, all Kent students report experiencing a safe and supportive school environment, as reflected in YouthTruth student survey responses and site-specific school safety survey.

KENT Specific Sub Goal, Area 2:

By March 2026 the percentage of LGBTQ+ students reporting a lack of emotional safety will reduce by 10% from March 2025, and the percentage of LGBTQ+ students reporting a sense of emotional safety will increase by 10% from March 2025.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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

Identified Need

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

Due to a variety of factors, not all Kent students report experiencing a safe and supportive school environment. This need is most striking among students of color and students who identify as LGBTQ+.

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
YouthTruth Student Survey	Between 65 and 80% of Kent students report feeling safe and supported at school. This number varies based on student demographics.	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	Generally, Kent staff report that students seems safe and supported at school.	Staff report a safe and supportive school environment, as evidenced by staff responses to school climate specific questions.
Site Based Safety Survey	Decrease by 20% of LGBTQ+ students reporting a lack of emotional safety at school.	We are looking for continued decrease of LGBTQ+ students feeling lack of safety at school, and an increase in their self reported sense of safety.

Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
2.1	Kent Allies Leading Inclusion (KALI) and Gender Sexuality Alliance (GSA) - Maintain Kent Allies Leading Inclusion (KALI) and Gender Sexuality Alliance (GSA) student leadership groups to provide a safe space for LGBTQ+ students and allies to discuss the experience of LGBTQ+ students at our school and advise strategies and actions to address anti-LGBTQ+ hate speech and discrimination on our campus. Work with KALI and GSA to develop a core beliefs statement about the school climate at Kent.	All Students	
2.2	Student Leadership - Support and develop student leadership capacity through Student Leadership Board, the WEB Leader Program, Student Leaders' Anti Racism Movement (SLAM!), Kent Allies Leading Inclusion (KALI), Gender Sexuality Alliance (GSA), and participation in site and district committees. Utilize student leaders whenever possible to support school initiatives and communication, and seeking feedback about the student experience at our school.	All Students	
2.3	Advisory - Implement a weekly advisory lesson schedule that prioritizes social and emotional learning, shared problem solving, social justice education, digital citizenship, and collaborative learning through this non-academic instructional block.	All Students	
2.4	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.	All Students	
2.5	Grade Level Assemblies - Utilize grade level assemblies once per hexamester to build community and connection among members of each grade level, to practice social and emotional learning competencies, and to reinforce themes explored during advisory. Utilize student leaders to help facilitate grade level assemblies.	All Students	
2.6	Anti Racism - Maintain Student Leaders' Antiracism Movement (SLAM!) student leadership group charged with identifying strategies and actions to address hate speech, discrimination, and racism on our campus. Work with SLAM! to develop a core beliefs statement about the school climate at Kent.	All Students	
2.7	Disability Awareness - Integrate (dis)ability awareness into classroom discussion, advisory planning, and school climate student leadership teams. Integrate anti ability based harassment and anti ability based discrimination into consistent student and school leadership messaging.	All Students	
2.8	Restorative Justice - Employ restorative justice practices in response to student discipline, to	All Students	

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	demonstrate a culture of learning, growth, and personal responsibility. Provide professional development on restorative practices to build staff skills of restorative practices and to enhance consistency of implementation. Expect all staff members to monitor and filter their implicit bias when working with students.		
2.9	Reports of Hate Speech and Discrimination - Establish and implement a process to define and determine how reports of hate speech and discrimination are investigated, responded to, and communicated about at our school, ensuring different perspectives are considered.	All Students	
2.10	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). Hold an Activity Fair at the beginning of the year to make clubs visible and to include as many students as possible in clubs.	All Students	
2.11	Student Attendance - Monitor student attendance with a focus on students with chronic absenteeism and provide support to families of chronically absent students to improve attendance.	All Students	
2.12	Relationships - Emphasize the importance of student-to-teacher relationships, and prioritize instructional and non-instructional time to establish rapport, build trust, and form bonds. Nurture student-to-student relationships to ensure connection, safety, and belonging for all students at school.	All Students	
2.13	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. Seek feedback from students about efficacy of mental health supports.	All Students	
2.14	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.	All Students	

Annual Review

SPSA Year Reviewed: 2024-25

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 left blank and completed at the end of the year after the plan has been executed.

Analysis

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

We are very proud of our advisory program and the content we include within. We are seeing positive growth from our students after our focus on social emotional learning, digital citizenship, social justice, academic check-ins, and grade level connections. Our Student Leadership Antiracism Movement had its most successful year yet, implementing a variety of actions that made progress in our efforts to reduce racist 'jokes', micro aggressions, and hate speech at our school. This year we continued grade level assemblies, which further enhanced our ability to promote a common message of inclusion and acceptance and anti-racism at our school. Student leaders stepped up in a variety of ways in 24/25, most effectively through channels like the Student Leadership Board and the Student Leaders' Antiracism Movement, but also through channels like our School Site Council and our District Equity and Inclusion committee. We created a new student advocacy group called Kent Allies Leading Inclusion (KALI). We attempted to continue to reduce chronic absenteeism at our school through consistent and aligned communication practices regarding student absences. Student clubs continue to offer safe spaces for students to connect with other students having common interests, to explore topics of interest in safe spaces during lunch and study session.

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

There are no significant differences between our intended implementation and the manner in which we implemented these actions during the 2024/25 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.

We continued a school safety survey this year to learn more about our students' self-reported sense of safety on our campus. We learned that our LGBTQ+ students are the most vulnerable to emotional harm at our school and we intend to take action with similar approaches that we have taken to address racism at our school. This is why we created a sub goal to monitor sense of wellness among LGBTQ+ youth. You will notice actions related to creating avenues for students to show allyship and to take action to lead an inclusive and supportive environment for students who identify as LGBTQ+ at Kent. We are also going to add focus on students with disabilities, and their sense of belonging and support on our campus. We will also continue efforts to elevate student voices around anti-racism and take meaningful action to eliminate hate speech and actions of all kinds at our school.

Goals, Strategies, & Proposed Expenditures

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

Goal 3

Title and Description of School Goal

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

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.

KENT Specific Sub Goal, Area 3:

By March 2026 Kent teachers reporting receiving regular feedback from their colleagues will increase by 10% from March 2025 as evidenced by the Youth Truth staff survey.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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

Identified Need

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

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

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
YouthTruth Staff Survey	~90-95% 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.

Strategies/Activities

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

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
3.1	Peer Observations / Learning Walks - Establish a process through which teachers can observe each other teaching and spend instructional time in each other's classrooms, to learn from and support each other's practice.	All Students	
3.2	Community Mindedness - Emphasize community mindedness among the faculty and support colleagues in recognizing each individual's role in the climate among educators on our campus.	All Students	

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
3.3	Professional Development - Provide all faculty with professional development around key initiatives at our school, and create structures through which teachers can advocate for their professional development needs to experience success with key initiatives.	All Students	
3.4	Collaborative Teams - Ensure consistent grade level and curriculum team meetings to foster collaboration, co-planning, and shared problem solving among school teams.	All Students	
3.5	Staff Feedback Mechanism - Utilize 24/25 YouthTruth survey results to understand the self-reported staff experience at school, and use results to set administrative goals for focus. Establish a process to elicit staff feedback about their professional experience at our school at regular intervals.	All Students	
3.6	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.	All Students	
3.7	Wellness - Establish systems to monitor school staff physical, mental, and social wellness, and intervene with support and care when needed.	All Students	
3.8	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 implement this grading system, and experiencing success with its implementation.	All Students	

Annual Review

SPSA Year Reviewed: 2024-25

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 left blank and completed at the end of the year after the plan has been executed.

Analysis

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

It is very important to our faculty that we have a sense of collaboration and teamwork at our school. We emphasize collaborative work time in the way we structure non instructional work time. We have new initiatives that we continued to refine at our school in 23/24 and we hold high expectations that staff align practices on these initiatives, though attempted to work very closely with staff to make sure they have the tools, knowledge, and understanding to be successful with implementation. We attempted to create a sense of shared leadership where feedback from staff can be considered in all decision making processes. The sense of collaboration and support at our school among the faculty is generally a strength, and we are committed to ongoing actions that help teachers and staff feel valued, supported, and seen.

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

There are no significant differences between our intended implementation and the manner in which we implemented these actions during the 2024/25 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.

While we emphasize the value of professional time to collaborate and learn together, we also recognize the need to have fun with our colleagues and to intentionally build personal as well as professional relationships. We are looking to find ways to have fun together as a faculty while maintaining the high professional standards that our teachers and staff set for themselves and each other. We will also seek more regular feedback from the faculty about school operations and staff support in an effort to increase responsiveness to needs.

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
- 7 Parent or Community Members
- 5 Secondary Students

Name of Members	Role
Grant Althouse	Principal
Maggie Harris	Classroom Teacher
Jill Klima	Classroom Teacher
Jenny Gloistein	Classroom Teacher Other School Staff
Jeanne Sellers	Other School Staff
Wendy Holmes	Other School Staff
Jane Levin	Secondary Student
Corrina Bouligny	Secondary Student
Blake Snyder	Secondary Student
Caroline Hopkins	Secondary Student
Karina Hernandez	Parent or Community Member
Julie Kidd	Parent or Community Member
Deb Crudo	Parent or Community Member
Lisa Lalanne	Parent or Community Member
Beth Karlsson	Parent or Community Member
Larry Moscato	Parent or Community Member
Vera Song	Secondary Student
Diana Bokaie	Other School Staff
Erin Khan	Parent or Community Member

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



English Learner Advisory Committee



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 6/4/24.

Attested:



Principal, Grant Althouse on 6/3/25

SSC Chairperson, Deb Crudo, Lisa Lalanne on 6/3/25