

Kent Middle School

2024-2025 School Accountability Report Card (Published During the 2025-2026 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.

Admission Requirements for the University of California (UC)

Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at <https://admission.universityofcalifornia.edu/>.

Admission Requirements for the California State University (CSU)

Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at <https://www2.calstate.edu/>.

2025-26 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/
Grade Span	5-8
County-District-School (CDS) Code	21 65334 6068308

2025-26 District Contact Information

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

2025-26 School Description and Mission Statement

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 student-centered classroom spaces, a fully

2025-26 School Description and Mission Statement

stocked wood shop, a Maker's Space, art studio, two learning centers, science lab and teaching spaces, an extensive school library, a state-of-the-art music facility, 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 experienced 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 implements 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, leadership, journalism, poetry, drama, and more. Our Physical Education department emphasizes collaboration, teamwork, and 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. Teachers in all classes provide feedback to students through standards-based-grading practices, with students tracking their progress on essential learnings and habits developed through participation in each class, rather than traditional A-F letter grades. 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. A. E. Kent Middle School was awarded as a California Distinguished School in February, 2024 and a California School to Watch in January, 2025.

About this School

2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 5	99
Grade 6	113
Grade 7	141
Grade 8	135
Total Enrollment	488

2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	52.3
Male	47.3
Non-Binary	0.4
Asian	3.1
Black or African American	0.6
Filipino	1
Hispanic or Latino	16.6
Native Hawaiian or Pacific Islander	0.2
Two or More Races	14.1
White	64.3
English Learners	4.7
Homeless	0.4
Socioeconomically Disadvantaged	11.5
Students with Disabilities	15

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.

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)	23.4	67.22	56.7	82.02	234405.2	84
Intern Credential Holders Properly Assigned	0	0	0	0	4853	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	10.4	29.92	10.4	15.09	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	1	2.86	1	1.44	11953.1	4.28
Unknown/Incomplete/NA	0	0	1	1.44	15831.9	5.67
Total Teaching Positions	34.9	100	69.2	100	279044.8	100

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

2022-23 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	24.5	69.66	55.8	82.7	231142.4	83.24
Intern Credential Holders Properly Assigned	0	0	0	0	5566.4	2
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	9.1	26.05	10.1	15.07	14938.3	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0	0	0	0	11746.9	4.23
Unknown/Incomplete/NA	1.4	4.23	1.4	2.21	14303.8	5.15
Total Teaching Positions	35.2	100	67.5	100	277698	100

Note: The data in this table is based on 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.

2023-24 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	21.2	62.02	53.5	80.47	230039.4	100
Intern Credential Holders Properly Assigned	0.8	2.34	0.8	1.2	6213.8	2.23
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	1.9	5.79	1.9	2.98	16855	6.04
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	7.1	20.85	7.1	10.72	12112.8	4.34
Unknown/Incomplete/NA	3	8.95	3	4.6	13705.8	4.91
Total Teaching Positions	34.2	100	66.5	100	278927.1	100

Note: The data in this table is based on 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	2021-22	2022-23	2023-24
Permits and Waivers	0.00	0	0
Misassignments	10.40	9.1	1.9
Vacant Positions	0.00	0	0
Total Teachers Without Credentials and Misassignments	10.40	9.1	1.9

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

Indicator	2021-22	2022-23	2023-24
Credentialed Teachers Authorized on a Permit or Waiver	1.00	0	1.8
Local Assignment Options	0.00	0	5.3
Total Out-of-Field Teachers	1.00	0	7.1

Class Assignments

Indicator	2021-22	2022-23	2023-24
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	28.9	25.4	5.8
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0	0	0

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

2025-26 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 addition to core subject areas, districts are required to disclose in their SARC's the sufficiency of instructional materials used for their visual/performing arts curricula. During the 2021-22, 2022-23, 2023-24, 2024-25, and 2025-26 school years, 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

January, 2026

Subject	List of Textbooks and Other Instructional Materials / Indicate if from Most Recent Adoption / Year of 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	0
Mathematics	2019 Big Ideas (6th-8th) 2025 Bid Ideas (5th)	0
Science	2018 Houghton Mifflin Harcourt Science Dimensions Amplify Science (5th Grade)	0
History-Social Science	2018 National Geographic Cengage Learning	0
Foreign Language	2018 Autentico	0
Health	SOS - Signs of Suicide Program Superstar Health Education - Sex Ed Program, 8th Grade Puberty Talk Growth and Development Education, 5th Grade Alcohol, Tobacco, Cannabis Abuse lessons	0
Visual and Performing Arts	Teacher designed units based on state VAPA standards	0

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

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 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. In November 2024 Measure E was passed by our community to support safe, warm, and dry facilities for our students and staff. These funds generated by this Bond measure will support infrastructure on our school sites that will replace roofs, conserve energy, and increase safety for our children.

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 evening custodian) are assigned to Adaline E. Kent Middle School. The day custodian is responsible for:

- Facilities cleaning
- Events setup/cleanup
- Support of school operations

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				October 2025
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		

B. Pupil Outcomes

State Priority: Pupil Achievement

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

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

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

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

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

Percentage of Students Meeting or Exceeding the State Standard on CAASPP						
<p>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.</p> <p>To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.</p> <p>ELA and mathematics test results include the Smarter Balanced Summative Assessments and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.</p>						
Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
English Language Arts/Literacy (grades 3-8 and 11)	81	81	77	79	47	48
Mathematics (grades 3-8 and 11)	69	76	71	76	35	37

2024-25 CAASPP Test Results in ELA by Student Group

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

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

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	489	476	97.34	2.66	81.30
Female	255	249	97.65	2.35	85.14
Male	232	225	96.98	3.02	76.89
American Indian or Alaska Native	0	0	0	0	0
Asian	15	15	100.00	0.00	93.33
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	81	80	98.77	1.23	57.50
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	70	65	92.86	7.14	81.54
White	313	306	97.76	2.24	87.91
English Learners	16	15	93.75	6.25	6.67
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	62	61	98.39	1.61	63.93
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	74	70	94.59	5.41	37.14

2024-25 CAASPP Test Results in Math by Student Group

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

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

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	488	475	97.34	2.66	76.11
Female	255	248	97.25	2.75	76.61
Male	231	225	97.40	2.60	75.34
American Indian or Alaska Native	0	0	0	0	0
Asian	15	15	100.00	0.00	93.33
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	81	81	100.00	0.00	43.75
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	69	64	92.75	7.25	77.78
White	313	305	97.44	2.56	84.59
English Learners	16	16	100.00	0.00	6.25
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	62	62	100.00	0.00	46.77
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	73	70	95.89	4.11	28.57

CAASPP Test Results in Science for All Students

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

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

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

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

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
Science (grades 5, 8 and high school)	63.32	62.82	63.48	62.55	30.73	32.52

2024-25 CAASPP Test Results in Science by Student Group

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	236	234	99.15	0.85	62.82
Female	126	125	99.21	0.79	68.80
Male	109	108	99.08	0.92	55.56
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	43	43	100.00	0.00	34.88
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	39	38	97.44	2.56	63.16
White	140	139	99.29	0.71	71.94
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	34	34	100.00	0.00	26.47
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	38	38	100.00	0.00	26.32

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.

2024-25 California Physical Fitness Test Participation Rates					
This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT requires only participation results for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.					
Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	100%	100%	100%	100%	100%
Grade 7	86%	82%	82%	81%	79%

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.

2025-26 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 announcements sent to parents who opt in for daily community.
OPPORTUNITIES TO VOLUNTEER School Lunch Program KSPTA Member KSPTA Event Coordinator Binder Hospital Support Library Volunteer Carline Supervision Misc. Classroom Support Lead Room Parent - 5th Grade 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 (ELAC)

2025-26 Opportunities for Parental Involvement

Kentfield Schools Parent Teacher Association (KSPTA)

SCHOOL ACTIVITIES

Back to School Night

Informational Events

Open House

Parent Education Workshops (scheduled periodically throughout the year)

Music Performances (8 evening concerts)

Principal Coffees (monthly)

Student Orientation

After School Athletics

Lunchtime Clubs

2024-25 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	494	492	26	5.3
Female	258	256	13	5.1
Male	234	234	13	5.6
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	15	15	0	0.0
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	82	81	8	9.9
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	70	70	3	4.3
White	318	317	15	4.7
English Learners	23	23	2	8.7
Foster Youth	--	--	--	--
Homeless	--	--	--	--
Socioeconomically Disadvantaged	65	65	4	6.2
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	76	76	12	15.8

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

C. Engagement

State Priority: School Climate

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

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

Suspensions and Expulsions

This table displays suspensions data.

Suspensions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
2.71	1.54	2.43	1.95	1.22	1.54	3.6	3.28	2.94

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

This table displays expulsions data.

Expulsions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0	0	0	0	0	0	0.08	0.07	0.06

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

2024-25 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	2.43	0.00
Female	0.39	0.00
Male	4.70	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	6.67	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	4.88	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	1.43	0.00
White	1.89	0.00
English Learners	13.04	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	7.69	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	7.89	0.00

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

2025-26 School Safety Plan

The safety of our students and staff is a primary concern for us at Kent Middle School. The school makes concerted efforts to maintain students' physical and social-emotional safety through extensive emergency preparedness practice, by establishing clear guidelines for expected student behavior, ensuring Kent has an orderly and well maintained campus, and providing learning experiences and counseling services that support students' positive social-emotional wellness.

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.

In conjunction with the district's Comprehensive School Safety Plan, Kent has developed a detailed emergency preparedness plan to respond to emergency situations in predetermined and organized ways. There are clear procedures in place in the event of different unforeseen and unexpected natural disasters and other instances that require swift actions to keep our students and staff safe. These include fire, earthquake, shelter in place, lockdowns (level 1 and level 2), and tsunami. Staff members are trained on the processes needed to follow, and students are oriented on their responsibilities in the various emergency scenarios. Staff members are assigned to designated emergency teams, such as security, search and rescue, first aid, student release, and student supervision, and each team plays a critical role in the event of a school-wide evacuation scenario. Emergency drills are conducted on a monthly basis throughout the school year on a pre-planned schedule that aligns with CA Ed Code requirements.

2022-23 Secondary Average Class Size and Class Size Distribution

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

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	17	23	4	0
Mathematics	17	13	2	0
Science	24	4	6	0
Social Science	23	5	6	0

2023-24 Secondary Average Class Size and Class Size Distribution

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

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	16	14	8	
Mathematics	19	7	8	
Science	26	2	8	
Social Science	25	2	8	

2024-25 Secondary Average Class Size and Class Size Distribution

This table displays the 2024-25 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	17	7	
Mathematics	18	7	10	
Science	27		10	
Social Science	27		5	

2024-25 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	366.43

2024-25 Student Support Services Staff

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

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1.6
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	1
Social Worker	
Nurse	0.4
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	0.6

Fiscal Year 2023-24 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2023-24 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	\$14,601	\$2,047	\$12,554	\$92,939
District	N/A	N/A	\$14,983	
Percent Difference - School Site and District	N/A	N/A	-17.6	-6.0
State	N/A	N/A	\$11,146	\$100,089
Percent Difference - School Site and State	N/A	N/A	11.9	-7.4

Fiscal Year 2024-25 Types of Services Funded

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

Fiscal Year 2024-25 Types of Services Funded

For the 2024/25 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

Fiscal Year 2023-24 Teacher and Administrative Salaries

This table displays the 2023-24 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		\$61,516
Mid-Range Teacher Salary		\$95,479
Highest Teacher Salary		\$125,208
Average Principal Salary (Elementary)		\$152,668
Average Principal Salary (Middle)		\$156,487
Average Principal Salary (High)		\$165,427
Superintendent Salary		\$242,781
Percent of Budget for Teacher Salaries	34.85%	29.76%
Percent of Budget for Administrative Salaries	6.98%	5.74%

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 2023-24, 2024-25, and 2025-26 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

Professional Development

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	2023-24	2024-25	2025-26
Number of school days dedicated to Staff Development and Continuous Improvement	4.5	4.5	