

Kent Middle School

School Accountability Report Card

Reported Using Data from the 2017-18 School Year

Published During 2018-19

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, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://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 <http://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).

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.

About This School

Contact Information (School Year 2018-19)

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
E-mail Address	galthouse@kentfieldschools.org
Web Site	www.kentfieldschools.org
CDS Code	21 65334 6068308

District Contact Information	
District Name	Kentfield Elementary School District
Phone Number	(415) 458-5130
Superintendent	Liz Schott
E-mail Address	lschott@kentfieldschools.org
Web Site	www.kentfieldschools.org/district

School Description and Mission Statement (School Year 2018-19)

Principal's Message

Kent Middle School (Kent) is part of the Kentfield School District, a dynamic learning community that prepares individuals a lifetime of intellectual exploration, personal growth, and social responsibility. The District's mission is to inspire and challenge all students to live, learn, and lead to their fullest potential. The school provides a high quality education that empowers every student to reach high, work hard, and be kind. The Kent campus has recently gone through a complete facilities overhaul, including opening a new administrative building and music classroom, as well as classroom upgrades across the school. We currently service 587 students in 5th through 8th grades. Highlights of the campus include our extensive solar powered generation facilities, an extensive wood shop, a Maker's Space, art facilities, two learning centers, science lab spaces, a well-stocked library, a state-of-the-art computer lab, our new music classroom, and two gymnasiums. Everything we do at Kent is centered around unleashing the learner within. By leveraging the talents, skills, and passions of our staff, we are able to maximize student learning. This is apparent even before the first bell rings. Students arrive on campus early to participate in zero period electives like band or chorus or they can work on projects in the Maker Space classroom. Some attend a Mathletes class, our math competition program. Other students oversee eco-action projects like Safe Routes to School, which encourages students to carpool, bicycle or walk to school. Still others enjoy the use of the library as a relaxing place to read before the day begins. With the first bell, students are greeted at the door by their teachers. The Falcon News Webcast, 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. A visitor will likely see differentiated instruction, project-based learning, active participation by students, and classrooms extensively adorned with student projects. Some examples of these are students creating video games in a coding class, rehearsing scenes for a drama production, developing business websites in their Business Enterprise course, or watching as the 3-D printer begins producing an object students designed in the Maker Space. Kent Middle School staff are committed and exceptional educators who work collaboratively to create inquiry-based learning activities and specific student intervention strategies. 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 implemented the Next Generation Science Standards (NGSS) for which we earned the California Gold Ribbon Award in 2014. Social and emotional development is also a focus and a strength at Kent. Our character program received a California Distinguished School designation in 2012. Community service and service learning is deeply integrated into the curriculum. Character education lessons specific to each grade level are taught by teachers in small groups every Tuesday. Students are encouraged to complete a recommended amount of community service hours in grades 5-7, and are required to complete 10 hours by the end of 8th grade as part of their history class. All of these elements combine to create the unique environment of Kent Middle School, a place where adolescent learning and social growth come together daily.

Mission Statement

The Kentfield School District's mission is to inspire and challenge all students to live, learn, and lead to their fullest potential.

Vision Statement

Kentfield School District will deliver a quality education that empowers our students to reach high, work hard, and be kind.

School Profile

Adaline E. Kent Middle School is located in Kentfield and serves students in grades five (5) through eight (8) following a traditional calendar. At the beginning of the 2018-19 school year, 587 students were enrolled, including 7.5% in special education, 6.1% qualifying for English Language Learner support, and 9.2% qualifying for free or reduced price lunch.

Student Enrollment by Grade Level (School Year 2017-18)

Grade Level	Number of Students
Grade 5	127
Grade 6	151
Grade 7	156
Grade 8	154
Total Enrollment	588

Student Enrollment by Group (School Year 2017-18)

Student Group	Percent of Total Enrollment
Black or African American	0.9
American Indian or Alaska Native	0.3
Asian	4.9
Filipino	0.3
Hispanic or Latino	12.1
Native Hawaiian or Pacific Islander	0.2
White	68.7
Socioeconomically Disadvantaged	11.2
English Learners	4.1
Students with Disabilities	12.2
Foster Youth	0.5

A. Conditions of Learning

State Priority: Basic

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

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

Teacher Credentials

Teachers	School			District
	2016-17	2017-18	2018-19	2018-19
With Full Credential	43.05	43.45	44.85	89.93
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2016-17	2017-18	2018-19
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments *	0	0	0
Vacant Teacher Positions	0	0	0

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2018-19)

Year and month in which data were collected: September 11, 2018

All textbooks used in the core curriculum at Adaline E. Kent Middle School are aligned to the California Common Core State Standards. Instructional materials are selected from the state's most recent list of standards-based materials and adopted by the State Board of Education. The district follows the State Board of Education's six-year adoption cycle for core content materials (English/language arts, math, science, and social science). On Tuesday, September 11, 2018, the Kentfield School District's Board of Trustees held a Public Hearing to certify the extent to which textbooks and instructional materials have been provided to students. The Board of Trustees adopted Resolution #1 which certifies as required by Education Code §60119 (1) that textbooks and instructional materials were provided to all students, including English learners, in the district to the extent that each pupil has a textbook or instructional materials, or both, to use in class and to take home, and (2) sufficient textbooks and instructional materials were provided to each student, including English learners, that are aligned to the academic content standards and consistent with the cycles and content of the curriculum frameworks in math, science, history-social science, and English/language arts. In addition to core subject areas, districts are required to disclose in their SARCs the sufficiency of instructional materials used for their visual/performing arts curricula. During the 2018-19 school year, Kentfield School District provided each student, including English learners, enrolled in a visual/performing arts class with a textbook or instructional materials to use in class and to take home. These materials complied with the state's content standards and curriculum frameworks.

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	1990 McDougal Littell, The Language of Literature 2002 Prentice Hall, Timeless Voices, Timeless Themes	Yes	0
Mathematics	2014 Pearson Scott Foresman, Digits 0 % 2014 Pearson Scott Foresman, Scott Foresman - Addison Wesley enVisionMath California	Yes	0
Science	2006 Pearson Prentice Hall, Prentice Hall California Science Explorer: Focus on Earth, Life, and Physical Science	Yes	0
History-Social Science	2005 Teachers' Curriculum Institute, History Alive! California Middle Schools Program Adventure Tales of America	Yes	0
Foreign Language	2006 Pearson Prentice Hall, Realidades Student Edition - Levels A & B	Yes	0
Health	SOS - Signs of Suicide Program	Yes	0

School Facility Conditions and Planned Improvements (Most Recent Year)

The Kentfield School District takes great efforts to ensure that all schools are clean, safe, and functional through proper facilities maintenance and campus supervision. Adaline E. Kent Middle School's original facilities were built in circa 1934; ongoing maintenance and campus improvements ensure facilities remain up to date and provide adequate space for students and staff. District maintenance and site custodial staff ensure that the repairs necessary to keep the school in good condition are completed in a timely manner. A work order process is used by school and district staff to communicate non-routine maintenance requests. Emergency repairs are given the highest priority. In November 2014 Measure D was passed by the community. Highlights of the construction include the addition of new music and administrative/health buildings. All classrooms have been modernized along with upgrading our heating systems. Planned Prop 39 funding improvement projects for the 2018-19 school year included the replacement of the current Energy Management System (EMS) and replacing HVAC units using approved California Energy Commission (CEC) application. Every morning before school begins, the custodian inspects facilities for safety hazards or other conditions that need attention prior to students and staff entering school grounds. Three custodians (one morning custodian, one afternoon custodian and one part-time evening custodian) are assigned to Adaline E. Kent Middle School. The day custodian is responsible for:

- Facilities cleaning
- Events setup/cleanup

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

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

The Principal communicates with custodial staff daily concerning maintenance and school safety issues.

School Facility Good Repair Status (Most Recent Year)

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The overall rating

School Facility Good Repair Status (Most Recent Year) Year and month of the most recent FIT report: 1/9/2019		
System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	

Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: 1/9/2019	
Overall Rating	Exemplary

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, which 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); and
- 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.

**CAASPP Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students
Grades Three through Eight and Grade Eleven**

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
English Language Arts/Literacy (grades 3-8 and 11)	80.0	79.0	77.0	77.0	48.0	50.0
Mathematics (grades 3-8 and 11)	70.0	70.0	72.0	72.0	37.0	38.0

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

**CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2017-18)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	588	572	97.28	78.85
Male	293	283	96.59	75.62
Female	295	289	97.97	82.01
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	28	26	92.86	96.15
Filipino	--	--	--	--
Hispanic or Latino	81	79	97.53	62.03
Native Hawaiian or Pacific Islander	--	--	--	--
White	398	389	97.74	79.43
Two or More Races	50	48	96.00	95.83
Socioeconomically Disadvantaged	42	39	92.86	51.28

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
English Learners	60	57	95.00	38.60
Students with Disabilities	84	81	96.43	30.86
Foster Youth	--	--	--	--

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

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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 Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2017-18)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	588	573	97.45	69.63
Male	293	285	97.27	71.58
Female	295	288	97.63	67.71
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	28	26	92.86	84.62
Filipino	--	--	--	--
Hispanic or Latino	81	80	98.77	41.25
Native Hawaiian or Pacific Islander	--	--	--	--
White	398	389	97.74	73.78
Two or More Races	50	48	96	77.08
Socioeconomically Disadvantaged	42	40	95.24	27.5
English Learners	60	59	98.33	33.9
Students with Disabilities	84	80	95.24	13.75
Foster Youth	--	--	--	--

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

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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 Test Results in Science for All Students
Grades Five, Eight, and Ten**

Subject	Percentage of Students Meeting or Exceeding the State Standard					
	School		District		State	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
Science (grades 5, 8, and 10)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The CAST was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Note: 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 on both assessments.

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 areas of physical education.

California Physical Fitness Test Results (School Year 2017-18)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	8.5	21.7	65.9
7	6.4	25.6	65.4

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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 for the school district and each school site.

Opportunities for Parental Involvement (School Year 2018-19)

Parents are encouraged to get involved in their child's learning environment either by volunteering in the classroom, 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 bulletin, email blasts, and the daily bulletin. Contact the Kentfield Schools Parent Teacher Association (KSPTA) President at (415) 458-5970 for more information on how to become involved in your child's learning environment.

OPPORTUNITIES TO VOLUNTEER

- Chaperone Field Trips
- Classroom Helper
- Eco-Action Club
- Community Service Leader
- Grade Level Parent
- Library Assistant
- Office Helper
- PE Uniform Distribution
- Lunch Bar
- Student Clubs

COMMITTEES

- Communication Committee
- Finance Committee
- Kentfield Schools Foundation - Kentfield Invests in Kids (kik)
- Parent Teacher Association (KSPTA)
- Safe Routes
- School Site Council
- Strategic Planning

SCHOOL ACTIVITIES

- Back to School Night
- Dance Chaperones for Grades 7th & 8th
- Games Night for Grades 5th & 6th
- Information Events
- Open House
- Parent Education Workshops
- Principal Chats
- Student Orientation
- Student Performances
- Volunteer Luncheon
- Student Concerts

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

Rate	School			District			State		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
Suspensions	1.4	2.5	2.2	1.0	1.5	1.5	3.7	3.7	3.5
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2018-19)

The Comprehensive School Site Safety Plan was developed for Adaline E. Kent Middle School in collaboration with local agencies and the district office to fulfill Senate Bill 187 requirements. Components of this plan include child abuse reporting procedures, teacher notification of dangerous pupil procedures, disaster response procedures, procedures for safe arrival and departure from school, sexual harassment policy, and dress code policy. The school's most recent school safety plan was reviewed, updated, and discussed with school staff in November 2018.

Average Class Size and Class Size Distribution (Secondary)

Subject	2015-16				2016-17				2017-18			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	18.0	11	10		20.0	8	12		20.0	6	14	
Mathematics	18.0	9	7		20.0	7	9		16.0	11	9	
Science	25.0		11		24.0	3	9		24.0	2	11	
Social Science	24.0	3	8		26.0	1	10		23.0	3	10	

Note: Number of classes indicates how many classrooms 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.

Academic Counselors and Other Support Staff (School Year 2017-18)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	.20	588
Counselor (Social/Behavioral or Career Development)	1.60	N/A
Library Media Teacher (Librarian)	1.00	N/A
Library Media Services Staff (Paraprofessional)	0.00	N/A
Psychologist	0.50	N/A
Social Worker	0.00	N/A
Nurse	0.40	N/A
Speech/Language/Hearing Specialist	0.50	N/A
Resource Specialist (non-teaching)	2.00	N/A
Other	0.25	N/A

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

*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.

Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2016-17)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	\$11,737	\$1,679	\$10,058	\$87,160
District	N/A	N/A	\$10,917	\$84,877
Percent Difference: School Site and District	N/A	N/A	-8.2	2.7
State	N/A	N/A	\$7,125	\$76,046
Percent Difference: School Site and State	N/A	N/A	34.1	13.6

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

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

Types of Services Funded (Fiscal Year 2017-18)

For the 2017-18 school year, Kentfield School District spent an average of \$14,357 of total general funds to educate each student (based on 2017-18 audited financial statements and in accordance with calculations defined in Education Code §41372). The table in this report 1) compares the school's per pupil expenditures from unrestricted (basic) and restricted (supplemental) sources with other schools in the district and throughout the state, and 2) compares the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding salaries can be found at the CDE website at www.cde.ca.gov/ds/fd/ec/ and www.cde.ca.gov/ds/fd/cs/. (The figures shown in the table below reflect the direct cost of educational services, per ADA, excluding food services, facilities acquisition and construction, and certain other expenditures.) In addition to general fund state funding,

Kentfield School District receives state and federal categorical funding for special programs.

For the 2017-18 school year, the district received categorical, special education, and support programs funds for:

- California Clean Energy Jobs Act
- Common Core State Standards Implementation
- Education Protection Account
- Lottery: Instructional Materials
- Special Education
- State Lottery
- Title I
- Title II
- Title III

Teacher and Administrative Salaries (Fiscal Year 2016-17)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$52,701	\$48,064
Mid-Range Teacher Salary	\$81,255	\$75,417
Highest Teacher Salary	\$94,517	\$94,006
Average Principal Salary (Elementary)	\$150,521	\$119,037
Average Principal Salary (Middle)	\$151,856	\$123,140
Average Principal Salary (High)	\$0	\$135,974
Superintendent Salary	\$205,479	\$183,692
Percent of Budget for Teacher Salaries	43.0	36.0
Percent of Budget for Administrative Salaries	6.0	6.0

For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Professional Development (Most Recent Three Years)

All training and curriculum development activities at Adaline E. Kent Middle School revolve around the California Common Core State Standards. During the 2016-17, 2017-18, and 2018-19 school years, Adaline E. Kent Middle School held and will hold staff development training devoted to:

- Common Core State Standards in ELA, Math and Science
- Next Generation Science Standards
- Response to Intervention
- Social & Emotional Learning Training
- Technology Training
- EL Instructional Strategies
- Differentiation
- Equity and Inclusion

Decisions concerning selection of staff development activities are performed by the principal 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 both grade level and department level teams 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 session as 1) a supplement to site-based staff development, 2) for reinforcement of or follow-up on previous training, or 3) follow-up training for newly implemented programs/curricula.

During the 2018-19 school year, Adaline E. Kent Middle School's teachers attended the following events hosted by the Kentfield School District:

- Diversity, Equity and Inclusion
- Common Core State Standards
- CPR Refresher Training
- Sexual Harassment Training
- WEB Leader Training
- Responsive Classroom Training
- Lucy Calkins/Teachers Columbia University
- Suicide Prevention/Awareness Training

Adaline E. Kent Middle School offers support to new and veteran teachers through peer coaching and mentoring. Substitute teachers are invited to participate in designated staff development activities. All staff are encouraged to attend professional workshops and conferences. Classified support staff receive job-related training from department supervisors and district representatives.