

Kent Middle School

School Accountability Report Card

Reported Using Data from the 2016-17 School Year

Published During 2017-18

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 2017-18)

School Contact Information	
School Name	Kent Middle School
Street	800 College Avenue
City, State, Zip	Kentfield, CA 94904
Phone Number	(415) 458-5970
Principal	Skip Kniesche
E-mail Address	skniesche@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 2017-18)

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. Our school campus, is currently undergoing classroom upgrades along with a new music and administrative building, after the passage of a community bond, supports 588 students across 5th – 8th grades. Highlights of the campus include our extensive solar powered generation facilities, an active garden with organic produce, an extensive wood shop, a Maker's Space, art facilities, science lab spaces, a well-stocked library, a state-of-the-art computer lab, 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 in the filmmaking elective. 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 or specific student intervention strategies. Five years ago, Kent was one of the first schools in Southern Marin to adopt and plan Common Core curriculum for Language Arts and Math by developing lessons, assessments and materials. At the same time, 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 2017-18 school year, 588 students were enrolled, including 12.2% in special education, 4.1% qualifying for English Language Learner support, and 4.1% qualifying for free or reduced price lunch.

Student Enrollment by Grade Level (School Year 2016-17)

Grade Level	Number of Students
Grade 5	149
Grade 6	154
Grade 7	148
Grade 8	149
Total Enrollment	600

Student Enrollment by Group (School Year 2016-17)

Student Group	Percent of Total Enrollment
Black or African American	1.2
American Indian or Alaska Native	0.3
Asian	4.8
Filipino	0.7
Hispanic or Latino	10.3
Native Hawaiian or Pacific Islander	0.2
White	69.8
Two or More Races	9.2
Socioeconomically Disadvantaged	6.2
English Learners	3.3
Students with Disabilities	10.3
Foster Youth	0

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
	2015-16	2016-17	2017-18	2017-18
With Full Credential	39	43.05	43.45	88.50
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence (with full credential)	1	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2015-16	2016-17	2017-18
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments *	1	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 2017-18)

Year and month in which data were collected: September 12, 2017

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 12, 2017, 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 #2 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 SARC's the sufficiency of instructional materials used for their visual/performing arts curricula. During the 2016-17 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 2017-18 school year include replacing current Energy Management System (EMS) 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: 7/20/2017				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical: Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: 7/20/2017				
Overall Rating	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, 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	
	2015-16	2016-17	2015-16	2016-17	2015-16	2016-17
English Language Arts/Literacy (grades 3-8 and 11)	86	80	83	77	48	48
Mathematics (grades 3-8 and 11)	74	70	74	72	36	37

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.

**CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2016-17)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	592	580	97.97	80.14
Male	313	307	98.08	74.51
Female	279	273	97.85	86.45
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	29	28	96.55	89.29
Filipino	--	--	--	--
Hispanic or Latino	66	63	95.45	68.25
Native Hawaiian or Pacific Islander	--	--	--	--
White	409	403	98.53	81.14
Two or More Races	53	53	100	86.54
Socioeconomically Disadvantaged	39	37	94.87	51.35
English Learners	47	45	95.74	37.78

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
Students with Disabilities	65	64	98.46	30.16

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 2016-17)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	593	581	97.98	69.88
Male	314	308	98.09	67.86
Female	279	273	97.85	72.16
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	29	29	100	72.41
Filipino	--	--	--	--
Hispanic or Latino	66	64	96.97	42.19
Native Hawaiian or Pacific Islander	--	--	--	--
White	410	402	98.05	74.13
Two or More Races	53	53	100	79.25
Socioeconomically Disadvantaged	40	39	97.5	25.64
English Learners	47	47	100	23.4
Students with Disabilities	66	65	98.48	12.31

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	Percent of Students Scoring at Proficient or Advanced					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Science (grades 5, 8, and 10)	83	83	83	83	56	54

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

Note: Scores are not shown 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: The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

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 2016-17)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	6.8	19.2	69.9
7	5.5	27.6	63.4

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 schoolsite.

Opportunities for Parental Involvement (School Year 2017-18)

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
- Garden Club
- 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's Coffees
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		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
Suspensions	0.4	1.4	2.5	0.3	1.0	1.5	3.8	3.7	3.6
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2017-18)

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 October 2017.

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Federal Intervention Program (School Year 2017-18)

Indicator	School	District
Program Improvement Status	Not in PI	Not In PI
First Year of Program Improvement		
Year in Program Improvement*		
Number of Schools Currently in Program Improvement	N/A	0
Percent of Schools Currently in Program Improvement	N/A	0

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

Average Class Size and Class Size Distribution (Secondary)

Subject	2014-15				2015-16				2016-17			
	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	15	6		18	11	10		20	8	12	
Mathematics	20	7	6		18	9	7		20	7	9	
Science	24	1	9		25		11		24	3	9	
Social Science	24	2	8		24	3	8		26	1	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 2016-17)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	.20	600
Counselor (Social/Behavioral or Career Development)	1.20	N/A
Library Media Teacher (Librarian)	1.00	N/A
Library Media Services Staff (Paraprofessional)	0.00	N/A
Psychologist	0.60	N/A
Social Worker	0.00	N/A
Nurse	0.40	N/A
Speech/Language/Hearing Specialist	0.20	N/A
Resource Specialist	0.00	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 2015-16)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	\$11,381	\$1,509	\$9,871	\$84,088
District	N/A	N/A	\$10,258	\$82,979
Percent Difference: School Site and District	N/A	N/A	-3.8	1.3
State	N/A	N/A	\$6,574	\$74,194
Percent Difference: School Site and State	N/A	N/A	40.1	12.5

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

Types of Services Funded (Fiscal Year 2016-17)

For the 2016-17 school year, Kentfield School District spent an average of \$13,598 of total general funds to educate each student (based on 2015-16 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 2016-17 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 2015-16)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$52,179	\$47,034
Mid-Range Teacher Salary	\$80,450	\$73,126
Highest Teacher Salary	\$93,581	\$91,838
Average Principal Salary (Elementary)	\$146,109	\$116,119
Average Principal Salary (Middle)	\$147,417	\$119,610
Average Principal Salary (High)		\$115,194
Superintendent Salary	\$195,684	\$178,388
Percent of Budget for Teacher Salaries	41%	37%
Percent of Budget for Administrative Salaries	6%	6%

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 2015-, 2016-17, and 2017-18 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

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 sessions 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 2017-18 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.