School Year: **2023-24**

School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Kent Middle School	21 65334 6068308	6/07/2022	6/14/2022

Purpose and Description

Briefly describe the purpose of this plan (Select from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Schoolwide Program
Comprehensive Support and Improvement
Targeted Support and Improvement

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

Kent Middle School (KMS) and the Kentfield School District (KSD) are committed to the academic, social, and creative success of every student in our system. Strategic, specific, and actionable goals have been formalized through the KSD LCAP, naming student academic success, nurturing exceptional educators, fiscally responsible budgeting, and community partnerships as four key goal areas for focus in the coming years. This SPSA plan provides greater focus on specific actions our school will take to address the academic and social/emotional needs of every Kent learner, focusing most intently on students who are not yet achieving grade level benchmark, and/or students who are not showing adequate academic progress. Further, our plan highlights the need to address specific demographic groups on our campus, including English Language Learners, students of color, and students of lower socio economic status. We intend to leverage professional development to further advance our exceptional staff's capacity in standards based feedback practices, culturally responsive teaching, rigor and differentiation, to better meet the needs of all groups on our campus. Our plan further engages community in our academic program, and considers the importance of parent/community education and partnership in our academic and social endeavors.

Educational Partner Involvement

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

Involvement Process for the SPSA and Annual Review and Update

During the development of this SPSA plan, the school worked closely with Kent Middle School Site Council to assess our current program, monitor progress on our previous year's SPSA plan, and develop goal areas and actions for the future. The school worked with Grade Level Chairs representing each grade level, as well as Curriculum Coordinators representing each curricular group to discuss and plan to implement the action items captured in this plan. The school discussed goals and actions as a part of staff meetings and informal planning meetings. Additionally, school goals and action items have been discussed with the KSPTA as a part of the principal update at regularly scheduled general PTA meetings, during a community Principal Coffee, during site ELAC meetings, and a district DELAC meeting.

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
American Indian	%	%	0%		0	0
African American	1.1%	0.98%	1.17%	6	5	6
Asian	4.7%	4.89%	4.48%	25	25	23
Filipino	0.4%	0.39%	0.58%	2	2	3
Hispanic/Latino	15.1%	15.85%	15.2%	80	81	78
Pacific Islander	%	0.20%	0.19%		1	1
White	65.5%	64.38%	64.13%	347	329	329
Multiple/No Response	11.1%	13.31%	14.23%	59	68	73
			Total Enrollment	530	511	513

Student Enrollment
Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	20-21	21-22	22-23
Grade 5	122	132	136
Grade 6	127	113	134
Grade 7	144	127	114
Grade 8	137	139	129
Total Enrollment	530	511	513

Conclusions based on this data:

1. Kent Middle Schools is a predominantly white community, with Latinx students making up the second largest demographic group. Given the disproportionate demographic make-up of our school, students of color may feel a lesser sense of belonging and inclusion at our school, a reality that we must address.

School and Student Performance Data

Student Enrollment
English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
English Learners	26	20	26	4.9%	3.9%	5.1%
Fluent English Proficient (FEP)	79	84	77	14.9%	16.4%	15.0%
Reclassified Fluent English Proficient (RFEP)	43	50	50	8.1%	9.7%	9.7%

School and Student Performance Data

CAASPP Results
English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 5	123	133		0	133		0	133		0.0	100.0	
Grade 6	126	116		0	113		0	113		0.0	97.4	
Grade 7	141	128		0	126		0	126		0.0	98.4	
Grade 8	133	141		0	138		0	138		0.0	97.9	
All Grades	523	518		0	510		0	510		0.0	98.5	

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 5		2547.			36.84			35.34			15.79			12.03	
Grade 6		2563.			30.97			35.40			19.47			14.16	
Grade 7		2612.			34.13			45.24			12.70			7.94	
Grade 8		2618.			34.78			39.86			15.22			10.14	
All Grades	N/A	N/A	N/A		34.31			39.02			15.69			10.98	

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 5		33.83			58.65			7.52	
Grade 6		29.20			56.64			14.16	
Grade 7		30.16			61.11			8.73	
Grade 8		33.33			55.80			10.87	
All Grades		31.76			58.04			10.20	

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 5		33.08			54.14			12.78	
Grade 6		28.32			56.64			15.04	
Grade 7		40.48			50.00			9.52	
Grade 8		39.86			49.28			10.87	
All Grades		35.69			52.35			11.96	

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 5		21.05			71.43			7.52	
Grade 6		23.89			68.14			7.96	
Grade 7		23.81			71.43			4.76	
Grade 8		23.19			70.29			6.52	
All Grades		22.94			70.39			6.67	

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 5		33.08			57.89			9.02	
Grade 6		25.66			66.37			7.96	
Grade 7		34.92			60.32			4.76	
Grade 8		31.16			60.14			8.70	
All Grades		31.37			60.98			7.65	

Conclusions based on this data:

1. There is a trend (not entirely consistent) that fewer students are performing below standard as they progress through the grades at Kent. This trend appears fairly consistent in each modality of literacy, with some outliers.
2. Between 85 and 90% of our students are reading at or near grade level standard.
3. Reading, Listening, and Research/Inquiry are three relative areas of strength for our students in literacy, while Writing is a relative area for growth.

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 5	123	133		0	133		0	133		0.0	100.0	
Grade 6	126	116		0	115		0	115		0.0	99.1	
Grade 7	141	128		0	127		0	127		0.0	99.2	
Grade 8	133	141		0	139		0	139		0.0	98.6	
All Grades	523	518		0	514		0	514		0.0	99.2	

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 5		2552.			44.36			17.29			24.06			14.29	
Grade 6		2561.			31.30			26.96			26.09			15.65	
Grade 7		2615.			48.82			19.69			18.90			12.60	
Grade 8		2609.			35.25			23.74			25.90			15.11	
All Grades	N/A	N/A	N/A		40.08			21.79			23.74			14.40	

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 5		39.10			45.86			15.04	
Grade 6		26.09			53.91			20.00	
Grade 7		47.24			40.94			11.81	
Grade 8		37.41			46.76			15.83	
All Grades		37.74			46.69			15.56	

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 5		39.85			45.11			15.04	
Grade 6		24.35			55.65			20.00	
Grade 7		42.52			48.82			8.66	
Grade 8		37.41			50.36			12.23	
All Grades		36.38			49.81			13.81	

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 5		32.33			58.65			9.02	
Grade 6		23.48			66.09			10.43	
Grade 7		40.16			51.97			7.87	
Grade 8		26.62			62.59			10.79	
All Grades		30.74			59.73			9.53	

Conclusions based on this data:

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

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
5	*	*	*	*	*	*	*	*	*	10	9	5
6	*	*	*	*	*	*	*	*	*	5	6	8
7	*	*	*	*	*	*	*	*	*	*	4	5
8	*	*	*	*	*	*	*	*	*	*	*	*
All Grades										20	21	21

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
7	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
8	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	45.00	23.81	28.57	30.00	47.62	42.86	15.00	9.52	19.05	10.00	19.05	9.52	20	21	21

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
7	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
8	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	70.00	57.14	57.14	20.00	19.05	14.29	0.00	4.76	19.05	10.00	19.05	9.52	20	21	21

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
7	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
8	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	10.00	4.76	4.76	25.00	23.81	23.81	45.00	47.62	57.14	20.00	23.81	14.29	20	21	21

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
5	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*
7	*	*	*	*	*	*	*	*	*	*	*	*
8	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	10.00	4.76	23.81	75.00	76.19	61.90	15.00	19.05	14.29	20	21	21

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
5	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*
7	*	*	*	*	*	*	*	*	*	*	*	*
8	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	90.00	76.19	66.67	5.00	4.76	23.81	5.00	19.05	9.52	20	21	21

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
5	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*
7	*	*	*	*	*	*	*	*	*	*	*	*
8	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	15.00	14.29	9.52	55.00	52.38	57.14	30.00	33.33	33.33	20	21	21

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
5	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*
7	*	*	*	*	*	*	*	*	*	*	*	*
8	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	15.00	0.00	19.05	70.00	80.95	71.43	15.00	19.05	9.52	20	21	21

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Conclusions based on this data:

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

School and Student Performance Data

Student Population

For the past two years, many state and federal accountability requirements were waived or adjusted due to the impact of the COVID-19 pandemic on LEAs, schools, and students. Beginning with the 2021-22 school year, the requirements to hold schools and districts accountable for student outcomes has returned with the release of the 2022 California School Dashboard (Dashboard). The Every Student Succeeds Act is requiring all states to determine schools eligible for support. Similarly, under state law, Assembly Bill (AB) 130, which was signed into law in 2021, mandates the return of the Dashboard using only current year performance data to determine LEAs for support. Therefore, to meet this state requirement, only the 2021-22 school year data will be reported on the 2022 Dashboard for state indicators. (Data for Change [or the difference from prior year] and performance colors will not be reported.)

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

2021-22 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
511	**11.7**	**3.9**	Students whose well being is the responsibility of a court.
Total Number of Students enrolled in Kent Middle School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	

2021-22 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	20	3.9
Foster Youth		
Homeless	3	0.6
Socioeconomically Disadvantaged	60	11.7
Students with Disabilities	79	15.5

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	5	1.0
American Indian		
Asian	25	4.9
Filipino	2	0.4
Hispanic	81	15.9
Two or More Races	68	13.3
Pacific Islander	1	0.2
White	329	64.4

Conclusions based on this data:

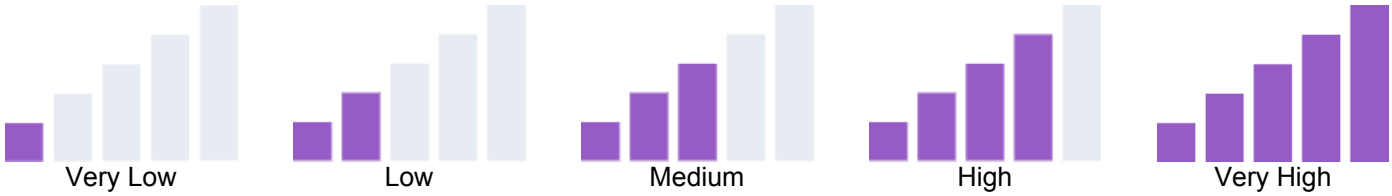
1. We are a predominantly white school, so we must pay particular attention to the needs of students of color, who may not feel a sense of belonging, or may feel that their identities are not reflected in our school program and school community.
2. The percent of students with disabilities at our school surpasses the typical average (5-10%) at 15.5%.
3. While 12% socially economically disadvantaged is a relatively small percentage of our school, it is essential that we strategically plan around the needs of these students.

School and Student Performance Data

Overall Performance

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



2022 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts: Very High	Chronic Absenteeism: Medium	Suspension Rate: Low
Mathematics: High		
English Learner Progress: No Performance Level		

Conclusions based on this data:

1. Students are generally achieving success and progress in English Language Arts and mathematics, with ELA as the clear area of strength.
2. Chronic Absenteeism and attendance patterns in general, needs to be monitored and improved.

School and Student Performance Data

Academic Performance
English Language Arts

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).

Very Low
Lowest Performance

Low

Medium

High

Very High
Highest Performance

This section provides number of student groups in each level.

2022 Fall Dashboard English Language Arts Equity Report

Very Low	Low	Medium	High	Very High
0	4	0	0	2

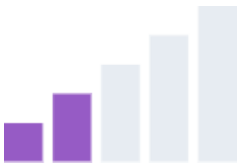
This section provides a view of how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in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

2022 Fall Dashboard English Language Arts Performance for All Students/Student Group

All Students

Very High
47.6 points above standard
505 Students

English Learners



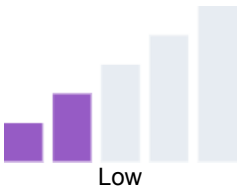
Low
32.5 points below standard
53 Students

Foster Youth

Homeless

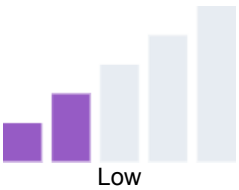
No Performance Level
1 Student

Socioeconomically Disadvantaged

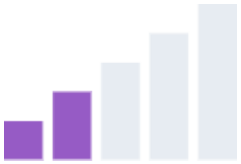


Low
7.8 points below standard
60 Students

Students with Disabilities



Low
37.6 points below standard
83 Students

2022 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Level 5 Students		No Performance Level 100.3 points above standard 25 Students	No Performance Level 2 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
 Low 10.2 points below standard 79 Students	Very High 64.1 points above standard 67 Students	No Performance Level 1 Student	Very High 56.5 points above standard 326 Students

This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in English Language Arts.

2022 Fall Dashboard English Language Arts Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
115.0 points below standard 12 Students	8.3 points below standard 41 Students	55.3 points above standard 402 Students

Conclusions based on this data:

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

School and Student Performance Data

Academic Performance
Mathematics

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).

This section provides number of student groups in each level.

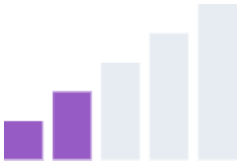
2022 Fall Dashboard Mathematics Equity Report				
Very Low	**Low**	**Medium**	**High**	**Very High**
0	4	0	0	2

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

2022 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	English Learners	Foster Youth
High	Low	
27.8 points above standard	72.5 points below standard	
506 Students	53 Students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Level	Low	Low
1 Student	49.5 points below standard	63.0 points below standard
	60 Students	83 Students

2022 Fall Dashboard Mathematics Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Level 5 Students		No Performance Level 92.0 points above standard 25 Students	No Performance Level 2 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
 Low 49.8 points below standard 79 Students	Very High 56.7 points above standard 67 Students	No Performance Level 1 Student	Very High 38.5 points above standard 327 Students

This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in mathematics

2022 Fall Dashboard Mathematics Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
138.8 points below standard 12 Students	53.2 points below standard 41 Students	39.3 points above standard 403 Students

Conclusions based on this data:

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

School and Student Performance Data

Academic Performance
English Learner Progress

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

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

2022 Fall Dashboard English Learner Progress Indicator

English Learner Progress
No Performance Level
68.4 making progress towards English language proficiency
Number of EL Students: 19 Students
Performance Level: No Performance Level

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

2022 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
5.3%	26.3%	0.0%	68.4%

Conclusions based on this data:

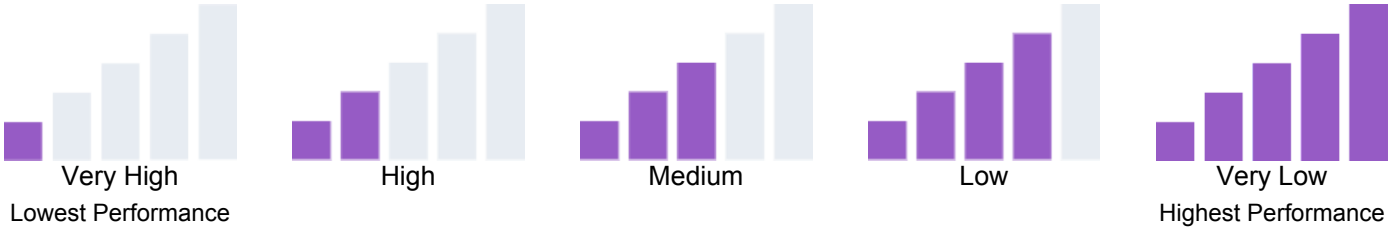
1. Our English Language Learners are making progress to English Language Proficiency.

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



This section provides number of student groups in each level.

2022 Fall Dashboard Chronic Absenteeism Equity Report

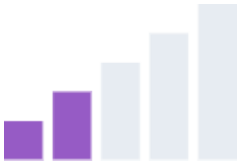
Very High	High	Medium	Low	Very Low
0	2	2	1	0

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

2022 Fall Dashboard Chronic Absenteeism for All Students/Student Group

All Students	English Learners	Foster Youth
Medium	No Performance Level	
8.9% Chronically Absent	10.7% Chronically Absent	
519 Students	28 Students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Level	Medium	High
Less than 11 Students	9.2% Chronically Absent	16.7% Chronically Absent
4 Students	65 Students	84 Students

2022 Fall Dashboard Chronic Absenteeism by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Level		No Performance Level	No Performance Level
Less than 11 Students		4% Chronically Absent	Less than 11 Students
5 Students		25 Students	2 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
			
High	Low	No Performance Level	Medium
14.3% Chronically Absent	2.9% Chronically Absent	Less than 11 Students	9% Chronically Absent
84 Students	69 Students	1 Student	333 Students

Conclusions based on this data:

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

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

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

Goal 1

By June, 2024 all Kent students will meet grade level standards in English Language Arts and Mathematics as measured by the MAP Growth Assessment or CAASPP Assessment, and/or meet at least one trimester of progress targets as measured by the MAP Growth assessment. Students with an identified learning profile requiring goals and services will meet goal areas in reading and mathematics.

Identified Need

Not all students are performing at grade level. Students who are not performing at grade level need supports to accelerate their learning.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
MAP Growth Assessment in Reading	Between 70 and 90% of grade levels are meeting standard in ELA.	Students meet grade level benchmark in reading and/or meet at least one term's growth target.
MAP Growth Assessment in Mathematics	Between 70 and 90% of grade levels are meeting standard in Math.	Students meet grade level benchmark in mathematics and/or meet at least one term's growth target.
CAASPP ELA	Between 60 and 80% of grade levels are meeting standard in ELA	Students meet or exceed standard on the CAASPP ELA assessment.
IEP Goal Progress	TBD	Students who do not yet meet grade level benchmark nor meet at least one term's growth target on MAP Growth, will meet goals in the areas of reading and mathematics.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Standards Based Feedback - Provide consistent feedback to students and families regarding student progress toward proficiency with essential learning standards established in each class. Utilize proficiency scales before, during, and after instruction to individualize instruction and support mastery of essential skills and content. Align teacher practices to provide consistent application of standards based feedback methods.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
398,788	

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Schoolwide Support Plan - Implement the comprehensive Multi Tiered System of Support (MTSS) plan at Kent reflecting tier 1, tier 2 and tier 3 student support expectations, as well as processes for discussing, monitoring, and providing support for all students.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
248,607	

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

English Language Learners

Strategy/Activity

ELD - Provide professional development in English Language Development standards and instructional strategies, and embed English Language Development instruction across content areas.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
349,694	

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Rigor and Challenge - Increase rigor and challenge through differentiated instruction. Provide training and guidance for teachers on differentiation that provides for extension of learning through application, analysis, and evaluation. Utilize standards based feedback tools to intentionally increase opportunities for rigor and challenge related to essential skills in each course.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
398,788	

Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Relevance - Increase relevance of instruction through specific and explicit connection to real world contexts, current global issues, and student interests.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)

Strategy/Activity 6

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Homework Practices - Implement homework practices that support maximum academic benefit, foster student independence, and ensure balance between academics and life outside of school.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s) Source(s)

Strategy/Activity 7

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Formative Assessment - Utilize 22/23 school year MAP Growth results and CAASPP results as a baseline for 23/24, and administer the MAP Growth assessment at the end of the first and second trimesters. Strategically utilize MAP Growth results to inform instruction schoolwide and to monitor student-by-student progress in reading and mathematics, through data analysis at regular intervals in grade level, curriculum, and full staff meetings.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s) Source(s)

349,694

Strategy/Activity 8

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Student Feedback and Follow Up - Academic Experience - Utilize 22/23 YouthTruth survey results to understand the self-reported student academic experience at school, and use results to set grade level goals for focus. Engage students in focus groups to elicit feedback regarding students' academic experiences at school. Establish mechanism for students to provide timely feedback to teachers about their experience in school.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s) Source(s)

349,694

Strategy/Activity 9

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Communication with Families - Establish processes to share timely academic progress updates with students and families to provide visibility with students' areas of academic strength and challenge, as well as the content covered in each course. These updates will include student progress toward proficiency with essential standards established with each course as well as MAP Growth results in reading and mathematics.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
259,305	

Strategy/Activity 10

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Monitoring Readiness for 9th Grade - Establish and implement a process for seeking feedback from recent Kent graduates to determine level of academic readiness for 9th grade.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
248,607	

Annual Review

SPSA Year Reviewed: 2022-23

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

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

We implemented all of the actions captured in the 2022/23 SPSA for Kent Middle School. While we did not reach our goal of 100% of students meeting grade level benchmark in language arts and

mathematics and/or students meeting growth targets, we did capture significant progress among our students in language arts and mathematics. Based on MAP Growth formative assessment data administered in the fall and winter, between 75 and 90% of Kent students were meeting grade level benchmark. We also saw many students who did not meet grade level benchmark , meet one trimesters worth of growth target.

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

We implemented our plan as written for the 2022/23 school year.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Our primary focus this coming school year will be to accelerate student learning across all demographic groups, especially as we provide more detailed standards based feedback. We are committing to a data-driven model of regular data monitoring and analysis of student work to inform decision making and instructional approaches. We are also further improving our feedback and grading system, and intend to monitor the efficacy of this change on student learning outcomes.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

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

Goal 2

All Kent students report experiencing a safe and supportive school environment, as reflected in YouthTruth student survey responses.

Identified Need

Due to a variety of factors, not all Kent students report experiencing a safe and supportive school environment.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
YouthTruth Student Survey	Between 65 and 80% of Kent students report feeling safe and supported at school.	Students report experiencing a safe and supportive school environment, as evidenced by student responses to school climate specific questions.
YouthTruth Community Survey	Generally, Kent families report that their students feel safe and supported at school.	Families report their children experiencing a safe and supportive school environment, as evidenced by family responses to school climate specific questions.
YouthTruth Staff Survey	Generally, Kent staff report that students seems safe and supported at school.	Staff report a safe and supportive school environment, as evidenced by staff responses to school climate specific questions.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Advisory - Implement a weekly advisory lesson schedule that prioritizes social and emotional learning, shared problem solving, social justice education, and collaborative learning through this non-academic instructional block.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
453,943	

Strategy/Activity 2

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Throughlines - Consistently utilize grade level throughlines (5th - Independence, 6th - Impact, 7th - Perseverance, 8th - Legacy) to provide cohesion and context to schoolwide activities and events, and for students to make connections across the curriculum.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
453,943	

Strategy/Activity 3

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Culturally Responsive Teaching - Connect content taught across subject areas to real-life contexts, with specific focus on relevance to the diverse spectrum of students in each classroom.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
259,943	

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Grade Level Assemblies - Implement a schedule of regular grade level assemblies. Utilize grade level assemblies to build community and connection among members of each grade level, to practice social and emotional learning competencies, and to reinforce themes explored during advisory. Utilize student leaders to help facilitate grade level assemblies.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
259,305	

Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Restorative Justice - Employ restorative justice practices in response to student discipline, to demonstrate a culture of learning, growth, and personal responsibility. Provide professional development on restorative practices to build staff skills of restorative practices and to enhance consistency of implementation.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
259,305	

Strategy/Activity 6

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Digital Citizenship - Implement a series of digital citizenship lessons to support and encourage responsible use of technology at school and beyond. Share digital citizenship lessons and tools with families to establish a school to home partnership on responsible technology use.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
453,943	

Strategy/Activity 7

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Incident Reports - Develop and implement a process for students to easily and anonymously report incidents of mistreatment that affect their experience at school.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
248,607	

Strategy/Activity 8

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Student Leadership - Support and develop student leadership capacity through Student Leadership Board, the WEB Leader Program, and Student Leaders' Antiracism Movement (SLAM!). Utilize student leaders whenever possible to support school initiatives and communication.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
453,943	

Strategy/Activity 9

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Student Connectedness - Support a broad offering of lunchtime and school clubs, including clubs designed by and for students, and including clubs that support a wide range of student experiences and identities (i.e. SLAM! and GSA Club). Hold an Activity Fair at the beginning and middle of the year to make clubs visible and to include as many students as possible in clubs.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
870,951	

Strategy/Activity 10

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Student Attendance - Monitor student attendance with a focus on students with chronic absenteeism and provide support to families of chronically absent students to improve attendance.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
349,694	

Strategy/Activity 11

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Student Feedback - Social Experience - Utilize 22/23 YouthTruth survey results to understand the self-reported student social experience at school, and use results to set grade level goals for focus. Engage students in focus groups to elicit feedback regarding students' social experiences at school.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
453,943	

Strategy/Activity 12

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Relationships - Emphasize the importance of student-to-teacher relationships, and prioritize instructional and non-instructional time to establish rapport, build trust, and form bonds. Nurture student-to-student relationships to ensure connection, safety, and belonging for all students at school.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)

Strategy/Activity 13

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Mental Health - Establish and employ systems to closely monitor student mental health and overall wellness. Prepare to intervene with a spectrum of counseling supports when students are experiencing social and emotional distress, and/or mental health challenges. Seek feedback from students about efficacy of mental health supports.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
453,943	

Strategy/Activity 14

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Student Profile - Utilize Kentfield School District's Profile of a Socially Conscious 8th Grader with Kent students to help students understand the essential skills, attributes, and knowledge needed to influence positive change in the world. Provide intentional opportunities for students to develop and reflect upon those skills, attributes, and knowledge.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
259,305	

Annual Review

SPSA Year Reviewed: 2022-23

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

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

We implemented all actions as written in the 2022/23 SPSA plan for Kent Middle School. Review of relevant YouthTruth data suggests that between 68 and 85% of Kent students report feeling safe and supported at school, depending on the grade level.

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

We implemented all actions as written in the 2022/23 SPSA plan for Kent Middle School.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

We continue to emphasize the importance of relationships, relevance, and rigor in education, and have prioritized fostering relationships between teachers and their students, so that instruction is personalized and individualized, and trust is nurtured. We are further developing leadership opportunities for older students at our school, and coordinating monthly grade level assemblies for more connection between students, their peers, timely topics, and grade level themes.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

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

Goal 3

Kent Teachers and staff report high job satisfaction, consistent support for their teaching practice, and collaborative relationship with colleagues and staff, as evidenced by staff YouthTruth survey results.

Identified Need

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

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
YouthTruth Staff Survey	~90-95% of Kent staff report high job satisfaction and support of their work at the school site.	Staff report high job satisfaction, consistent support for their teaching practice, and collaborative relationship with colleagues and staff, as evidenced by staff YouthTruth survey results, on questions specific to these concepts.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Standards Based Grading - Provide regular support and coaching around implementing standards based feedback and grading, and ensure that teachers have professional time dedicated to effectively implement this grading system, and experiencing success with its implementation.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s) Source(s)

398,788	

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Professional Development - Provide all faculty with professional development around key initiatives at our school, and create structures through which teachers can advocate for their professional development needs to experience success with key initiatives.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
398,788	

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Homework Practices - Provide regular support and coaching around implementation of homework practices that support maximum academic benefit, foster student independence, and ensure balance between academics and life outside of school.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Cross Curricular Connection - Emphasize a focus on essential standards and essential learnings, and commit staff meeting and professional development time to support teachers in implementing a standards-based feedback system.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
398,788	

Strategy/Activity 5

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Collaborative Teams - Ensure consistent grade level and curriculum team meetings to foster collaboration, co-planning, and shared problems solving among school teams.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)

Strategy/Activity 6

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Wellness - Establish systems to monitor school staff physical, mental, and social wellness, and intervene with support and care when needed.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
49,170	

Strategy/Activity 7

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Staff Feedback Mechanism - Utilize 22/23 YouthTruth survey results to understand the self-reported staff experience at school, and use results to set administrative goals for focus. Establish

a process to elicit staff feedback about their professional experience at our school at regular intervals.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
49,170	

Annual Review

SPSA Year Reviewed: 2022-23

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

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

We implemented the 2022/23 SPSA plan as written, and results on our YouthTruth survey among faculty suggest that between 90 and 95% of Kent staff feel supported and valued in their work.

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

We implemented the 2022/23 SPSA plan as written.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

With our continued focus on standards based grading, we intend to keep a close eye on the support of staff through this important change. Additionally, with increasing behavior challenges among our students, we will need to monitor staff comfort with administration's response to discipline situations.

School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

1 School Principal

2 Classroom Teachers

3 Other School Staff

6 Parent or Community Members

5 Secondary Students

Name of Members	Role
Grant Althouse	Principal
Alice Whitt	Classroom Teacher
Melissa Stephens	Classroom Teacher
Catherine Teller	Other School Staff
Jeanne Sellers	Other School Staff
Wendy Holmes	Other School Staff
Vivienne Fitzgerald	Secondary Student
Ayansh Singh	Secondary Student
Ale Levi	Secondary Student
Vanessa McCloskey	Secondary Student
Jennifer Hamm	Parent or Community Member
Cari Irwin	Parent or Community Member
Deb Crudo	Parent or Community Member
Lisa Lalanne	Parent or Community Member
Megan Hirschbein	Parent or Community Member
Tory Grigg	Parent or Community Member
Cade Bouligny	Secondary Student

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

Signature	Committee or Advisory Group Name
	English Learner Advisory Committee
	Other: KSPTA

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on 6/7/22.

Attested:

	Principal, Grant Althouse on 6/7/23
	SSC Chairperson, Tory Grigg, Megan Hirschbein on 6/7/23