

# Kent Middle School

## School Accountability Report Card

### Reported Using Data from the 2015-16 School Year

### Published During 2016-17

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 2016-17)**

<b>School Contact Information</b>	
<b>School Name</b>	Kent Middle School
<b>Street</b>	800 College Avenue
<b>City, State, Zip</b>	Kentfield, CA 94904
<b>Phone Number</b>	(415) 458-5970
<b>Principal</b>	Skip Kniesche
<b>E-mail Address</b>	skniesche@kentfieldschools.org
<b>Web Site</b>	www.kentfieldschools.org
<b>CDS Code</b>	21 65334 6068308

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

## School Description and Mission Statement (School Year 2016-17)

### 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, which was remodeled in 2005 after a community bond, supports 573 students across 5th – 8th grades. Highlights of the campus include our extensive solar powered generation facilities, an active garden with organic produce and a chicken coop, 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. Four 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 began implementing the Next Generation Science Standards 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 2015-16 school year, 573 students were enrolled, including 8.4% in special education, 3.3% qualifying for English Language Learner support, and 3.3% qualifying for free or reduced price lunch.

### Student Enrollment by Grade Level (School Year 2015-16)

Grade Level	Number of Students
Grade 5	152
Grade 6	144
Grade 7	145
Grade 8	132
<b>Total Enrollment</b>	<b>573</b>

### Student Enrollment by Group (School Year 2015-16)

Student Group	Percent of Total Enrollment
Black or African American	0.9
American Indian or Alaska Native	0
Asian	4.7
Filipino	0.5
Hispanic or Latino	11.9
Native Hawaiian or Pacific Islander	0
White	67.5
Two or More Races	9.9
Socioeconomically Disadvantaged	5.2
English Learners	3.3
Students with Disabilities	9.2
Foster Youth	0

## A. Conditions of Learning

### State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (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
	2014-15	2015-16	2016-17	2016-17
With Full Credential	39	39	43.05	87.60
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence (with full credential)	0	1	0	0

### Teacher Misassignments and Vacant Teacher Positions

Indicator	2014-15	2015-16	2016-17
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments *	0	1	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.

### Core Academic Classes Taught by Highly Qualified Teachers (School Year 2015-16)

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100.0	0.0
All Schools in District	100.0	0.0
High-Poverty Schools in District	0.0	0.0
Low-Poverty Schools in District	100.0	0.0

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

### Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2016-17)

Year and month in which data were collected: September 13, 2016

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 13, 2016, 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 2015-16 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

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
History-Social Science	2005 Teachers' Curriculum Institute, History Alive! California Middle Schools Program	Yes	0
Foreign Language	2006 Pearson Prentice Hall, Realidades Student Edition - Levels A & B	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. Recently, the addition of a 40' x 80' mural created by students and an electronic message board donated by the PTA was completed. In November 2014 the Master Plan for Bond Measure D was completed. Highlights of the Master Plan include 15 new classrooms as well as improved parking and classroom modernizations. Planned Prop 39 funding improvement projects for the 2016-17 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)

School Facility Good Repair Status (Most Recent Year)				
Year and month of the most recent FIT report: 11/7/2016				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces	X			
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	X			
<b>Electrical:</b> Electrical	X			
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			
<b>Safety:</b> Fire Safety, Hazardous Materials	X			

School Facility Good Repair Status (Most Recent Year)				
Year and month of the most recent FIT report: 11/7/2016				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
<b>Structural:</b> Structural Damage, Roofs	X			
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

#### Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: 11/7/2016				
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. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with 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

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
<b>English Language Arts/Literacy</b>	84	86	79	83	44	48
<b>Mathematics</b>	75	74	74	74	34	36

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 2015-16)

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
<b>All Students</b>	5	155	151	97.4	82.0
	6	144	142	98.6	88.7
	7	148	141	95.3	84.4
	8	133	133	100.0	88.0
<b>Male</b>	5	73	72	98.6	76.4
	6	86	86	100.0	83.7

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
	7	92	86	93.5	81.4
	8	62	62	100.0	79.0
Female	5	82	79	96.3	87.2
	6	58	56	96.5	96.4
	7	56	55	98.2	89.1
	8	71	71	100.0	95.8
Black or African American	5	--	--	--	--
	6	--	--	--	--
	7	--	--	--	--
Asian	5	--	--	--	--
	6	--	--	--	--
	7	--	--	--	--
	8	--	--	--	--
Filipino	5	--	--	--	--
	7	--	--	--	--
Hispanic or Latino	5	21	21	100.0	55.0
	6	19	18	94.7	83.3
	7	13	12	92.3	58.3
	8	16	16	100.0	62.5
White	5	97	93	95.9	83.9
	6	85	85	100.0	91.8
	7	109	104	95.4	86.5
	8	98	98	100.0	90.8
Two or More Races	5	15	15	100.0	100.0
	6	21	21	100.0	85.7
	7	12	11	91.7	90.9
	8	--	--	--	--
Socioeconomically Disadvantaged	5	--	--	--	--
	6	--	--	--	--
	7	--	--	--	--
	8	--	--	--	--
English Learners	5	11	11	100.0	20.0
	6	--	--	--	--
	7	--	--	--	--
	8	--	--	--	--
Students with Disabilities	5	17	15	88.2	50.0
	6	14	13	92.9	38.5

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
	7	21	18	85.7	38.9
	8	--	--	--	--
Foster Youth	5	--	--	--	--
	6	--	--	--	--
	7	--	--	--	--
	8	--	--	--	--

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 on the CAAs divided by the total number of students who participated in both assessments.

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 2015-16)**

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	5	155	150	96.8	67.8
	6	144	143	99.3	76.9
	7	148	143	96.6	79.7
	8	133	133	100.0	72.7
Male	5	73	72	98.6	68.1
	6	86	86	100.0	76.7
	7	92	88	95.7	80.7
	8	62	62	100.0	67.2
Female	5	82	78	95.1	67.5
	6	58	57	98.3	77.2
	7	56	55	98.2	78.2
	8	71	71	100.0	77.5
Black or African American	5	--	--	--	--
	6	--	--	--	--
	7	--	--	--	--
Asian	5	--	--	--	--
	6	--	--	--	--
	7	--	--	--	--
	8	--	--	--	--
Filipino	5	--	--	--	--
	7	--	--	--	--



Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
<b>Hispanic or Latino</b>	5	21	20	95.2	20.0
	6	19	18	94.7	61.1
	7	13	13	100.0	69.2
	8	16	16	100.0	62.5
<b>White</b>	5	97	93	95.9	73.1
	6	85	85	100.0	81.2
	7	109	105	96.3	80.0
	8	98	98	100.0	72.2
<b>Two or More Races</b>	5	15	15	100.0	85.7
	6	21	21	100.0	76.2
	7	12	11	91.7	90.9
	8	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	5	--	--	--	--
	6	--	--	--	--
	7	--	--	--	--
	8	--	--	--	--
<b>English Learners</b>	5	11	10	90.9	20.0
	6	--	--	--	--
	7	--	--	--	--
	8	--	--	--	--
<b>Students with Disabilities</b>	5	17	14	82.3	21.4
	6	14	13	92.9	15.4
	7	21	20	95.2	15.0
	8	--	--	--	--
<b>Foster Youth</b>	5	--	--	--	--
	6	--	--	--	--
	7	--	--	--	--
	8	--	--	--	--

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 on the CAAs divided by the total number of students who participated in both assessments.

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

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
<b>Science (grades 5, 8, and 10)</b>	89	83	83	89	83	83	60	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.

### CAASPP Test Results in Science by Student Group Grades Five, Eight, and Ten (School Year 2015-16)

Student Group	Total Enrollment	# of Students with Valid Scores	% of Students with Valid Scores	% of Students Proficient or Advanced
All Students	288	281	97.6	82.6
Male	135	133	98.5	83.5
Female	153	148	96.7	81.8
Asian	13	13	100.0	84.6
Hispanic or Latino	37	36	97.3	55.6
White	195	189	96.9	85.2
Two or More Races	25	25	100.0	100.0
Socioeconomically Disadvantaged	14	13	92.9	46.2
English Learners	13	12	92.3	16.7
Students with Disabilities	27	22	81.5	40.9

Note: Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores.

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.

### State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the Other Pupil Outcomes State Priority (Priority 8):

- Pupil outcomes in the subject areas of physical education.

### California Physical Fitness Test Results (School Year 2015-16)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	9.3	22.5	67.5
7	6.7	18.5	71.1

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 Parental Involvement State Priority (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 2016-17)

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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, Falcon Facts 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  
Snack Bar

#### 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 School Climate State Priority (Priority 6):

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

### Suspensions and Expulsions

Rate	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
<b>Suspensions</b>	1.3	0.4	1.4	1.3	0.3	1.0	4.4	3.8	3.7
<b>Expulsions</b>	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

### School Safety Plan (School Year 2016-17)

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 2016.

## 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 2016-17)

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

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

### Average Class Size and Class Size Distribution (Secondary)

Subject	2013-14				2014-15				2015-16			
	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+
<b>English</b>	19	14	8		18	15	6		24	0	6	0
<b>Mathematics</b>	17	11	7		20	7	6		24	0	6	0
<b>Science</b>	24	1	10		24	1	9		24	0	6	0
<b>Social Science</b>	24	1	10		24	2	8		24	0	6	0

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 2015-16)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	1.40	409
Counselor (Social/Behavioral or Career Development)	0.20	N/A
Library Media Teacher (Librarian)	1.00	N/A
Library Media Services Staff (Paraprofessional)	0.00	N/A
Psychologist	0.50	N/A
Social Worker	0.00	N/A
Nurse	0.40	N/A
Speech/Language/Hearing Specialist	0.20	N/A
Resource Specialist	3.00	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 2014-15)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	\$11,591	\$1,456	\$10,135	\$81,204
District	N/A	N/A	\$10,258	\$79,763
Percent Difference: School Site and District	N/A	N/A	-1.2	1.8
State	N/A	N/A	\$5,677	\$71,610
Percent Difference: School Site and State	N/A	N/A	78.5	13.4

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

### Types of Services Funded (Fiscal Year 2015-16)

For the 2015-16 school year, Kentfield School District spent an average of \$13,498 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/](http://www.cde.ca.gov/ds/fd/ec/) and [www.cde.ca.gov/ds/fd/cs/](http://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 2015-16 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 2014-15)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$50,660	\$44,507
Mid-Range Teacher Salary	\$78,107	\$68,910
Highest Teacher Salary	\$90,855	\$88,330
Average Principal Salary (Elementary)	\$139,072	\$111,481
Average Principal Salary (Middle)	\$140,315	\$115,435
Average Principal Salary (High)		\$113,414
Superintendent Salary	\$186,375	\$169,821
Percent of Budget for Teacher Salaries	44%	39%
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 2015-16 school year, Adaline E. Kent Middle School held 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 session as 1) a supplement to site-based staff development, 2) for reinforcement of or follow-up on previous training, or 3) follow-up training for newly implemented programs/curricula.

During the 2016-17 school year, Adaline E. Kent Middle School's teachers attended the following events hosted by the Kentfield School District:

- No Bully Training
- Common Core State Standards
- CPR Refresher Training
- Sexual Harassment Training
- WEB Leader Training
- Responsive Classroom 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.