

Kent Middle School

School Accountability Report Card

Reported Using Data from the 2018-19 School Year

Published During 2019-20

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 <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

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

School Contact Information (School Year 2019-20)

Entity	Contact Information
School Name	Kent Middle School
Street	800 College Avenue
City, State, Zip	Kentfield, CA 94904
Phone Number	(415) 458-5970
Principal	Grant Althouse
Email Address	galthouse@kentfieldschools.org
Website	www.kentfieldschools.org
County-District-School (CDS) Code	21 65334 6068308

Entity	Contact Information
District Name	Kentfield Elementary School District
Phone Number	(415) 458-5130
Superintendent	Liz Schott
Email Address	lschott@kentfieldschools.org
Website	www.kentfieldschools.org/district

School Description and Mission Statement (School Year 2019-20)

Principal's Message

Kent Middle School (Kent) is part of the Kentfield School District, a dynamic learning community that prepares individuals a lifetime of intellectual exploration, personal growth, and social responsibility. The District's mission is to inspire and challenge all students to live, learn, and lead to their fullest potential. The school provides a high quality education that empowers every student to reach high, work hard, and be kind. The Kent campus has recently gone through a complete facilities overhaul, including opening a new administrative building and music classroom, as well as classroom upgrades across the school. We currently educate 553 students in 5th through 8th grades. Highlights of the campus include our extensive solar powered generation facilities, an extensive wood shop, a Maker's Space, art facilities, two learning centers, science lab spaces, a well-stocked library, a state-of-the-art computer lab, our new music classroom, and two gymnasiums. Everything we do at Kent is centered around unleashing the learner within. By leveraging the talents, skills, and passions of our staff, we are able to maximize student learning. This is apparent even before the first bell rings. Students arrive on campus early to participate in zero period electives like band or chorus or they can work on projects in the Maker Space classroom. Some attend a Mathletes class, our math competition program. Other students oversee eco-action projects like Safe Routes to School, which encourages students to carpool, bicycle or walk to school. Still others enjoy the use of the library as a relaxing place to read before the day begins. With the first bell, students are greeted at the door by their teachers. The Falcon News Webcast, a daily news show produced by students, makes timely announcements and highlights the many extra-curricular activities available. Often the Falcon News features short films produced and directed by students. A visitor will likely see differentiated instruction, project-based learning, active participation by students, and classrooms extensively adorned with student projects. Some examples of these are students creating video games in a coding class, rehearsing scenes for a drama production, developing business websites in their Business Enterprise course, or watching as the 3-D printer begins producing an object students designed in the Maker Space. Kent Middle School staff are committed and exceptional educators who work collaboratively to create inquiry-based learning activities and specific student intervention strategies. Our English Language Arts and Math teachers design and implement rigorous, challenging, and differentiated common core aligned instruction designed to meet the diverse needs of all learners. Our Science department implemented the Next Generation Science Standards (NGSS) for which we earned the California Gold Ribbon Award in 2014. Social and emotional development is also a focus and a strength at Kent. Our character program received a California Distinguished School designation in 2012. Community service and service learning is deeply integrated into the curriculum. Character education lessons specific to each grade level are taught by teachers in small groups every Tuesday. Students are encouraged to complete a recommended amount of community service hours in grades 5-7, and are required to complete 10 hours by the end of 8th grade as part of their history class. All of these elements combine to create the unique environment of Kent Middle School, a place where adolescent learning and social growth come together daily.

Mission Statement

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

Vision Statement

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

School Profile

Adaline E. Kent Middle School is located in Kentfield and serves students in grades five (5) through eight (8) following a traditional calendar. At the beginning of the 2019-20 school year, 557 students were enrolled, including 13.8% in special education, 2.7% qualifying for English Language Learner support, and 8.8% qualifying for free or reduced price lunch.

Student Enrollment by Grade Level (School Year 2018-19)

Grade Level	Number of Students
Grade 5	133
Grade 6	138
Grade 7	157
Grade 8	159
Total Enrollment	587

Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	0.7
American Indian or Alaska Native	0.2
Asian	3.9
Filipino	0.3
Hispanic or Latino	15.7
Native Hawaiian or Pacific Islander	0.2
White	67
Two or More Races	8.7
Socioeconomically Disadvantaged	9.5
English Learners	6.1
Students with Disabilities	13.3
Foster Youth	0.2
Homeless	

A. Conditions of Learning

State Priority: Basic

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

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

Teacher Credentials

Teachers	School 2017-18	School 2018-19	School 2019-20	District 2019-20
With Full Credential	43.45	44.85	43	91
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2017-18	2018-19	2019-20
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0

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

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

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2019-20)

Year and month in which data were collected: September 10, 2019

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. On Tuesday, September 10, 2019, the Kentfield School District's Board of Trustees held a Public Hearing to certify the extent to which textbooks and instructional materials have been provided to students. The Board of Trustees adopted Resolution #1 which certifies as required by Education Code §60119 (1) that textbooks and instructional materials were provided to all students, including English learners, in the district to the extent that each pupil has a textbook or instructional materials, or both, to use in class and to take home, and (2) sufficient textbooks and instructional materials were provided to each student, including English learners, that are aligned to the academic content standards and consistent with the cycles and content of the curriculum frameworks in math, science, history-social science, and English/language arts. In addition to core subject areas, districts are required to disclose in their SARCs the sufficiency of instructional materials used for their visual/performing arts curricula. During the 2019-20 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 Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	2015 Units of Study in Reading, Teachers' College Reading and Writing Project 2013 Units of Study in Writing, Teachers' College Reading and Writing Project	Yes	0
Mathematics	2014 Pearson Scott Foresman (6th - 8th grades) 2016 Great Minds -Eureka Math (5th grade)	Yes	0
Science	2018 Houghton Mifflin Harcourt Science Dimensions Amplify Science	Yes	0

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
History-Social Science	2018 National Geographic Cengage Learning	Yes	0
Foreign Language	2006 Pearson Prentice Hall, Realidades	Yes	0
Health	SOS - Signs of Suicide Program TNT - Teens in Transition	Yes	0

School Facility Conditions and Planned Improvements (Most Recent Year)

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

- Facilities cleaning
- Events setup/cleanup

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

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

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

School Facility Good Repair Status (Most Recent Year)

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

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

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

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	

System Inspected	Rating	Repair Needed and Action Taken or Planned
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
Overall Rating	Exemplary	

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
English Language Arts/Literacy (grades 3-8 and 11)	79	76	77	75	50	50
Mathematics (grades 3-8 and 11)	70	69	72	72	38	39

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

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

**CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2018-19)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	584	570	97.60	2.40	76.49
Male	293	289	98.63	1.37	73.36
Female	291	281	96.56	3.44	79.72
Black or African American	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--
Asian	23	22	95.65	4.35	90.91
Filipino	--	--	--	--	--
Hispanic or Latino	94	91	96.81	3.19	47.25
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	392	383	97.70	2.30	81.20
Two or More Races	49	49	100.00	0.00	89.80
Socioeconomically Disadvantaged	59	56	94.92	5.08	44.64
English Learners	62	61	98.39	1.61	37.70
Students with Disabilities	89	87	97.75	2.25	33.33
Students Receiving Migrant Education Services					
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--

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

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

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

**CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2018-19)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	584	565	96.75	3.25	68.50
Male	293	286	97.61	2.39	69.23
Female	291	279	95.88	4.12	67.74

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Black or African American	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--
Asian	23	22	95.65	4.35	81.82
Filipino	--	--	--	--	--
Hispanic or Latino	94	91	96.81	3.19	43.96
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	392	379	96.68	3.32	72.03
Two or More Races	49	48	97.96	2.04	83.33
Socioeconomically Disadvantaged	59	56	94.92	5.08	35.71
English Learners	62	61	98.39	1.61	37.70
Students with Disabilities	89	86	96.63	3.37	20.93
Students Receiving Migrant Education Services					
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--

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

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

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

CAASPP Test Results in Science for All Students Grades Five, Eight, and Ten Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Science (grades 5, 8 and high school)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject areas of physical education.

California Physical Fitness Test Results (School Year 2018-19)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	17.3	77.4	
7	16.2	78.6	

Note: Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. The 2018-19 PFT data has not been published by CDE. The SARCs are being board approved and posted without the data to meet the 2/1/20 publishing deadline. Updated SARCs will be posted as soon as the data is published.

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site.

Opportunities for Parental Involvement (School Year 2019-20)

Parents are encouraged to get involved in their child's learning environment either by volunteering in the classroom, participating in a decision-making group, or simply attending school events. Parents stay informed on upcoming events and school activities through email, the school marquee, the school website, Kentfield weekly electronic bulletin, email blasts, and the daily bulletin. Contact the PTA President at (415) 458-5130 for more information on volunteering and other involvement opportunities.

OPPORTUNITIES TO VOLUNTEER

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

COMMITTEES

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

Safety Committee
 Equity Committee
 Technology Committee

LCAP Parent Input Opportunities

SCHOOL ACTIVITIES

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

State Priority: School Climate

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

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

Suspensions and Expulsions

Rate	School 2016-17	School 2017-18	School 2018-19	District 2016-17	District 2017-18	District 2018-19	State 2016-17	State 2017-18	State 2018-19
Suspensions	2.5	2.2	2.4	1.5	1.5	1.5	3.6	3.5	3.5
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2019-20)

The Comprehensive School Site Safety Plan was developed for Adaline E. Kent Middle School in collaboration with local agencies and the district office to fulfill Senate Bill 187 requirements. Components of this plan include child abuse reporting procedures, teacher notification of dangerous pupil procedures, disaster response procedures, procedures for safe arrival and departure from school, sexual harassment policy, and dress code policy. The school's most recent school safety plan was reviewed, updated, and discussed with school staff in November 2019.

Average Class Size and Class Size Distribution (Secondary)

Subject	2016-17	2016-17	2016-17	2016-17	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19
	Average Class Size	# of Classes* Size 1-22	# of Classes* Size 23-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-22	# of Classes* Size 23-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-22	# of Classes* Size 23-32	# of Classes* Size 33+
English	20	8	12		20	6	14		21	6	14	
Mathematics	20	7	9		16	11	9		18	15	4	
Science	24	3	9		24	2	11		24	1	12	
Social Science	26	1	10		23	3	10		23	1	12	

*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.

Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselors*	293.5

*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.

Student Support Services Staff (School Year 2018-19)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	2.0
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	1.0
Social Worker	
Nurse	.5
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	1.0
Other	

*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 2017-18)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$12,024	\$1,601	\$10,423	\$88,602
District	N/A	N/A	\$11,339	\$85,633.00
Percent Difference - School Site and District	N/A	N/A	-8.4	3.4
State	N/A	N/A	\$7,506.64	\$77,619.00
Percent Difference - School Site and State	N/A	N/A	32.5	13.2

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

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

Types of Services Funded (Fiscal Year 2018-19)

For the 2018-19 school year, Kentfield School District spent an average of \$15,998 of total general funds to educate each student (based on 2018-19 audited financial statements and in accordance with calculations defined in Education Code §41372). The table in this report 1) compares the school's per pupil expenditures from unrestricted (basic) and restricted (supplemental) sources with other schools in the district and throughout the state, and 2) compares the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding salaries can be found at the CDE website at www.cde.ca.gov/ds/fd/ec/ and www.cde.ca.gov/ds/fd/cs/. (The figures shown in the table below reflect the direct cost of educational services, per ADA, excluding food services, facilities acquisition and construction, and certain other expenditures.) In addition to general fund state funding,

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

For the 2018-19 school year, the district received categorical, special education, and support programs funds for:

- Lottery: Instructional Materials
- Special Education
- State Lottery
- Title I
- Title II
- Title III

Teacher and Administrative Salaries (Fiscal Year 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$53,755	\$49,378
Mid-Range Teacher Salary	\$82,880	\$77,190
Highest Teacher Salary	\$96,407	\$96,607
Average Principal Salary (Elementary)	\$156,602	\$122,074
Average Principal Salary (Middle)	\$157,990	\$126,560
Average Principal Salary (High)	\$0	\$126,920
Superintendent Salary	\$247,635	\$189,346
Percent of Budget for Teacher Salaries	41%	36%
Percent of Budget for Administrative Salaries	7%	6%

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

Professional Development (Most Recent Three Years)

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	4.5	4.5	4.5

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

- Next Generation Science Standards

- Multitiered System of Support
- Social & Emotional Learning Training
- Technology Training
- EL Instructional Strategies
- Differentiation
- Equity and Inclusion

Decisions concerning selection of staff development activities are performed by the principal using tools such as state assessment results and teacher surveys to determine the areas in which additional teacher training may enhance classroom instruction and increase student achievement levels. Adaline E. Kent Middle School supports ongoing professional growth throughout the year on weekly early release days. Teachers meet in both grade level and department level teams to conduct data analysis to identify areas of need. Teaching staff are provided the opportunity to participate in district-sponsored staff development workshops or training sessions as 1) a supplement to site-based staff development, 2) for reinforcement of or follow-up on previous training, or 3) follow-up training for newly implemented programs/curricula.

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

- Diversity, Equity and Inclusion
- CPR Refresher Training
- Sexual Harassment Training
- Where Everyone Belongs Leader Training
- Responsive Classroom Training
- Readers/Writers Workshop
- Beyond Diversity
- Suicide Prevention/Awareness Training

Adaline E. Kent Middle School offers support to new and veteran teachers through peer coaching and mentoring. Classified support staff receive job-related training from department supervisors and district representatives.