



# 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                  | 5/4/2021                               | 6/8/2021                  |

## 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 culturally responsive teaching and differentiation, to better meet the needs of disenfranchised 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.

# Stakeholder 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. The school discussed the plan, goals, and actions as a part of staff meetings and informal planning meetings. Additionally, the SPSA plan was discussed with the KSPTA as a part of the principal update.

# School and Student Performance Data

## Student Enrollment Enrollment By Student Group

| Student Enrollment by Subgroup |                       |        |        |                    |       |       |
|--------------------------------|-----------------------|--------|--------|--------------------|-------|-------|
| Student Group                  | Percent of Enrollment |        |        | Number of Students |       |       |
|                                | 17-18                 | 18-19  | 19-20  | 17-18              | 18-19 | 19-20 |
| American Indian                | 0.34%                 | 0.17%  | 0.18%  | 2                  | 1     | 1     |
| African American               | 0.85%                 | 0.68%  | 0.72%  | 5                  | 4     | 4     |
| Asian                          | 4.93%                 | 3.92%  | 4.13%  | 29                 | 23    | 23    |
| Filipino                       | 0.34%                 | 0.34%  | 0.36%  | 2                  | 2     | 2     |
| Hispanic/Latino                | 12.07%                | 15.67% | 13.82% | 71                 | 92    | 77    |
| Pacific Islander               | 0.17%                 | 0.17%  | 0%     | 1                  | 1     | 0     |
| White                          | 68.71%                | 66.95% | 68.94% | 404                | 393   | 384   |
| Multiple/No Response           | 4.08%                 | 3.41%  | 9.52%  | 24                 | 20    | 13    |
| <b>Total Enrollment</b>        |                       |        |        | 588                | 587   | 557   |

## Student Enrollment Enrollment By Grade Level

| Student Enrollment by Grade Level |                    |       |       |
|-----------------------------------|--------------------|-------|-------|
| Grade                             | Number of Students |       |       |
|                                   | 17-18              | 18-19 | 19-20 |
| Grade 5                           | 127                | 133   | 130   |
| Grade 6                           | 151                | 138   | 136   |
| Grade 7                           | 156                | 157   | 137   |
| Grade 8                           | 154                | 159   | 154   |
| <b>Total Enrollment</b>           | 588                | 587   | 557   |

### 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.
2. Kent Middle School is steadily declining in enrollment. Too significant a decline in enrollment has implications for the offerings in our instructional program.

# School and Student Performance Data

## Student Enrollment English Learner (EL) Enrollment

| English Learner (EL) Enrollment               |                    |       |       |                     |       |       |
|---|--------------------|-------|-------|---------------------|-------|-------|
| Student Group                                 | Number of Students |       |       | Percent of Students |       |       |
|   | 17-18              | 18-19 | 19-20 | 17-18               | 18-19 | 19-20 |
| English Learners                              | 24                 | 36    | 15    | 4.1%                | 6.1%  | 2.7%  |
| Fluent English Proficient (FEP)               | 68                 | 75    | 83    | 11.6%               | 12.8% | 14.9% |
| Reclassified Fluent English Proficient (RFEP) | 5                  | 1     | 21    | 25.0%               | 4.2%  | 58.3% |

### Conclusions based on this data:

1. The number of English Language Learners that we serve at Kent is fairly stable at approximately 20 students per academic year.
2. With relatively few English Language Learners compared to our full school population, we have a challenge to adequately serve the variety of needs within this group, due to the difficulty of resource allocation for a small group.
3. Reclassification rate differs significantly from year to year.

# 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 |       |       |
|  | 16-17                  | 17-18 | 18-19 | 16-17                | 17-18 | 18-19 | 16-17              | 17-18 | 18-19 | 16-17                  | 17-18 | 18-19 |
| Grade 5                                | 149                    | 129   | 134   | 147                  | 126   | 133   | 147                | 126   | 133   | 98.7                   | 97.7  | 99.3  |
| Grade 6                                | 150                    | 150   | 136   | 150                  | 148   | 134   | 150                | 148   | 134   | 100                    | 98.7  | 98.5  |
| Grade 7                                | 146                    | 157   | 155   | 142                  | 156   | 155   | 141                | 156   | 155   | 97.3                   | 99.4  | 100   |
| Grade 8                                | 145                    | 152   | 159   | 139                  | 142   | 148   | 139                | 142   | 148   | 95.9                   | 93.4  | 93.1  |
| All Grades                             | 590                    | 588   | 584   | 578                  | 572   | 570   | 577                | 572   | 570   | 98                     | 97.3  | 97.6  |

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

| Overall Achievement for All Students |                  |       |       |            |       |       |                |       |       |                   |       |       |                |       |       |
|--------------------------------------|------------------|-------|-------|------------|-------|-------|----------------|-------|-------|-------------------|-------|-------|----------------|-------|-------|
| Grade Level                          | Mean Scale Score |       |       | % Standard |       |       | % Standard Met |       |       | % Standard Nearly |       |       | % Standard Not |       |       |
|                                      | 16-17            | 17-18 | 18-19 | 16-17      | 17-18 | 18-19 | 16-17          | 17-18 | 18-19 | 16-17             | 17-18 | 18-19 | 16-17          | 17-18 | 18-19 |
| Grade 5                              | 2551.            | 2558. | 2551. | 43.54      | 42.06 | 43.61 | 31.29          | 31.75 | 24.81 | 11.56             | 17.46 | 18.80 | 13.61          | 8.73  | 12.78 |
| Grade 6                              | 2596.            | 2593. | 2590. | 40.00      | 45.27 | 44.03 | 45.33          | 33.11 | 37.31 | 11.33             | 12.16 | 11.19 | 3.33           | 9.46  | 7.46  |
| Grade 7                              | 2620.            | 2617. | 2618. | 40.43      | 35.90 | 40.65 | 41.13          | 43.59 | 41.29 | 11.35             | 16.67 | 10.97 | 7.09           | 3.85  | 7.10  |
| Grade 8                              | 2624.            | 2639. | 2616. | 33.09      | 42.96 | 34.46 | 46.76          | 40.14 | 39.86 | 15.11             | 11.97 | 16.89 | 5.04           | 4.93  | 8.78  |
| All Grades                           | N/A              | N/A   | N/A   | 39.34      | 41.43 | 40.53 | 41.07          | 37.41 | 36.14 | 12.31             | 14.51 | 14.39 | 7.28           | 6.64  | 8.95  |

| Reading<br>Demonstrating understanding of literary and non-fictional texts |                  |       |       |                       |       |       |                  |       |       |
|--|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| Grade Level  | % Above Standard |       |       | % At or Near Standard |       |       | % Below Standard |       |       |
|  | 16-17            | 17-18 | 18-19 | 16-17                 | 17-18 | 18-19 | 16-17            | 17-18 | 18-19 |
| Grade 5  | 45.58            | 48.41 | 48.12 | 40.82                 | 39.68 | 39.10 | 13.61            | 11.90 | 12.78 |
| Grade 6  | 45.33            | 52.03 | 41.67 | 45.33                 | 35.81 | 47.73 | 9.33             | 12.16 | 10.61 |
| Grade 7  | 45.39            | 45.51 | 51.61 | 45.39                 | 44.87 | 36.77 | 9.22             | 9.62  | 11.61 |
| Grade 8  | 47.48            | 49.30 | 37.67 | 45.32                 | 42.25 | 47.95 | 7.19             | 8.45  | 14.38 |
| All Grades   | 45.93            | 48.78 | 44.88 | 44.19                 | 40.73 | 42.76 | 9.88             | 10.49 | 12.37 |

| Writing<br>Producing clear and purposeful writing |                  |       |       |                       |       |       |                  |       |       |
|---|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| Grade Level                                       | % Above Standard |       |       | % At or Near Standard |       |       | % Below Standard |       |       |
|   | 16-17            | 17-18 | 18-19 | 16-17                 | 17-18 | 18-19 | 16-17            | 17-18 | 18-19 |
| Grade 5   | 47.62            | 53.17 | 36.84 | 41.50                 | 34.92 | 49.62 | 10.88            | 11.90 | 13.53 |
| Grade 6   | 52.67            | 53.38 | 54.48 | 42.00                 | 36.49 | 40.30 | 5.33             | 10.14 | 5.22  |
| Grade 7   | 59.57            | 55.13 | 62.58 | 33.33                 | 38.46 | 30.97 | 7.09             | 6.41  | 6.45  |
| Grade 8   | 44.60            | 50.70 | 46.58 | 49.64                 | 43.66 | 45.21 | 5.76             | 5.63  | 8.22  |
| All Grades  | 51.13            | 53.15 | 50.53 | 41.59                 | 38.46 | 41.20 | 7.28             | 8.39  | 8.27  |

| Listening<br>Demonstrating effective communication skills |                  |       |       |                       |       |       |                  |       |       |
|---|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| Grade Level   | % Above Standard |       |       | % At or Near Standard |       |       | % Below Standard |       |       |
|   | 16-17            | 17-18 | 18-19 | 16-17                 | 17-18 | 18-19 | 16-17            | 17-18 | 18-19 |
| Grade 5   | 40.14            | 26.19 | 27.07 | 50.34                 | 66.67 | 63.16 | 9.52             | 7.14  | 9.77  |
| Grade 6   | 34.67            | 33.11 | 32.09 | 62.67                 | 60.14 | 62.69 | 2.67             | 6.76  | 5.22  |
| Grade 7   | 34.04            | 20.51 | 29.03 | 56.74                 | 73.08 | 63.23 | 9.22             | 6.41  | 7.74  |
| Grade 8   | 35.25            | 37.32 | 28.77 | 61.15                 | 55.63 | 67.81 | 3.60             | 7.04  | 3.42  |
| All Grades  | 36.05            | 29.20 | 29.23 | 57.71                 | 63.99 | 64.26 | 6.24             | 6.82  | 6.51  |

| Research/Inquiry<br>Investigating, analyzing, and presenting information |                  |       |       |                       |       |       |                  |       |       |
|--|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| Grade Level  | % Above Standard |       |       | % At or Near Standard |       |       | % Below Standard |       |       |
|  | 16-17            | 17-18 | 18-19 | 16-17                 | 17-18 | 18-19 | 16-17            | 17-18 | 18-19 |
| Grade 5  | 43.54            | 45.24 | 43.61 | 42.18                 | 46.83 | 42.86 | 14.29            | 7.94  | 13.53 |
| Grade 6  | 52.00            | 52.03 | 42.54 | 43.33                 | 39.86 | 50.00 | 4.67             | 8.11  | 7.46  |
| Grade 7  | 50.35            | 51.92 | 49.68 | 43.97                 | 42.95 | 41.94 | 5.67             | 5.13  | 8.39  |
| Grade 8  | 43.88            | 55.63 | 43.84 | 46.76                 | 40.14 | 46.58 | 9.35             | 4.23  | 9.59  |
| All Grades   | 47.49            | 51.40 | 45.07 | 44.02                 | 42.31 | 45.25 | 8.49             | 6.29  | 9.68  |

**Conclusions based on this data:**

1. There is a trend (no 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. Writing and Listening are two relative areas of strength for our students in literacy.

# 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 |       |       |
|  | 16-17                  | 17-18 | 18-19 | 16-17                | 17-18 | 18-19 | 16-17              | 17-18 | 18-19 | 16-17                  | 17-18 | 18-19 |
| Grade 5                                | 149                    | 129   | 134   | 146                  | 126   | 133   | 146                | 126   | 133   | 98                     | 97.7  | 99.3  |
| Grade 6                                | 150                    | 150   | 136   | 150                  | 149   | 133   | 150                | 149   | 133   | 100                    | 99.3  | 97.8  |
| Grade 7                                | 146                    | 157   | 155   | 142                  | 156   | 154   | 142                | 156   | 154   | 97.3                   | 99.4  | 99.4  |
| Grade 8                                | 146                    | 152   | 159   | 141                  | 142   | 145   | 141                | 142   | 145   | 96.6                   | 93.4  | 91.2  |
| All Grades                             | 591                    | 588   | 584   | 579                  | 573   | 565   | 579                | 573   | 565   | 98                     | 97.4  | 96.7  |

\* 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 |       |       |
|                                      | 16-17            | 17-18 | 18-19 | 16-17      | 17-18 | 18-19 | 16-17          | 17-18 | 18-19 | 16-17             | 17-18 | 18-19 | 16-17          | 17-18 | 18-19 |
| Grade 5                              | 2545.            | 2568. | 2557. | 37.67      | 57.94 | 40.60 | 27.40          | 15.08 | 28.57 | 19.86             | 12.70 | 21.05 | 15.07          | 14.29 | 9.77  |
| Grade 6                              | 2583.            | 2572. | 2598. | 32.67      | 41.61 | 46.62 | 38.00          | 27.52 | 30.08 | 25.33             | 17.45 | 15.79 | 4.00           | 13.42 | 7.52  |
| Grade 7                              | 2617.            | 2598. | 2593. | 45.07      | 39.74 | 37.66 | 26.76          | 25.64 | 29.22 | 17.61             | 25.00 | 20.13 | 10.56          | 9.62  | 12.99 |
| Grade 8                              | 2633.            | 2643. | 2617. | 48.23      | 51.41 | 38.62 | 24.82          | 20.42 | 23.45 | 16.31             | 17.61 | 25.52 | 10.64          | 10.56 | 12.41 |
| All Grades                           | N/A              | N/A   | N/A   | 40.76      | 47.12 | 40.71 | 29.36          | 22.51 | 27.79 | 19.86             | 18.50 | 20.71 | 10.02          | 11.87 | 10.80 |

| Concepts & Procedures<br>Applying mathematical concepts and procedures |                  |       |       |                       |       |       |                  |       |       |  |
|--|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|--|
| Grade Level  | % Above Standard |       |       | % At or Near Standard |       |       | % Below Standard |       |       |  |
|  | 16-17            | 17-18 | 18-19 | 16-17                 | 17-18 | 18-19 | 16-17            | 17-18 | 18-19 |  |
| Grade 5  | 50.00            | 63.49 | 54.89 | 24.66                 | 19.05 | 28.57 | 25.34            | 17.46 | 16.54 |  |
| Grade 6  | 43.33            | 48.99 | 58.65 | 42.67                 | 30.87 | 28.57 | 14.00            | 20.13 | 12.78 |  |
| Grade 7  | 56.34            | 44.23 | 51.95 | 29.58                 | 39.74 | 30.52 | 14.08            | 16.03 | 17.53 |  |
| Grade 8  | 56.03            | 57.04 | 45.83 | 31.21                 | 27.46 | 36.11 | 12.77            | 15.49 | 18.06 |  |
| All Grades   | 51.30            | 52.88 | 52.66 | 32.12                 | 29.84 | 31.03 | 16.58            | 17.28 | 16.31 |  |

| Problem Solving & Modeling/Data Analysis<br>Using appropriate tools and strategies to solve real world and mathematical problems |                  |       |       |                       |       |       |                  |       |       |  |
|--|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|--|
| Grade Level  | % Above Standard |       |       | % At or Near Standard |       |       | % Below Standard |       |       |  |
|  | 16-17            | 17-18 | 18-19 | 16-17                 | 17-18 | 18-19 | 16-17            | 17-18 | 18-19 |  |
| Grade 5  | 35.62            | 53.17 | 34.59 | 48.63                 | 27.78 | 55.64 | 15.75            | 19.05 | 9.77  |  |
| Grade 6  | 36.00            | 39.60 | 43.61 | 56.00                 | 41.61 | 47.37 | 8.00             | 18.79 | 9.02  |  |
| Grade 7  | 48.59            | 45.51 | 38.31 | 41.55                 | 39.74 | 45.45 | 9.86             | 14.74 | 16.23 |  |
| Grade 8  | 50.35            | 55.63 | 44.14 | 36.17                 | 35.92 | 39.31 | 13.48            | 8.45  | 16.55 |  |
| All Grades   | 42.49            | 48.17 | 40.18 | 45.77                 | 36.65 | 46.73 | 11.74            | 15.18 | 13.10 |  |

| Communicating Reasoning<br>Demonstrating ability to support mathematical conclusions |                  |       |       |                       |       |       |                  |       |       |
|--|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| Grade Level  | % Above Standard |       |       | % At or Near Standard |       |       | % Below Standard |       |       |
|  | 16-17            | 17-18 | 18-19 | 16-17                 | 17-18 | 18-19 | 16-17            | 17-18 | 18-19 |
| Grade 5  | 32.88            | 46.83 | 31.58 | 50.68                 | 38.89 | 51.13 | 16.44            | 14.29 | 17.29 |
| Grade 6  | 37.33            | 41.61 | 47.37 | 55.33                 | 40.27 | 42.11 | 7.33             | 18.12 | 10.53 |
| Grade 7  | 47.18            | 42.95 | 35.71 | 44.37                 | 46.79 | 53.25 | 8.45             | 10.26 | 11.04 |
| Grade 8  | 41.84            | 45.77 | 35.86 | 46.81                 | 43.66 | 46.90 | 11.35            | 10.56 | 17.24 |
| All Grades   | 39.72            | 44.15 | 37.52 | 49.40                 | 42.58 | 48.50 | 10.88            | 13.26 | 13.98 |

**Conclusions based on this data:**

1. Between 65 and 70% of our students are meeting or exceeding standard in mathematics.
2. Communicating Reasoning and Problem Solving are two relative areas of strength for our students in mathematics, and Concepts/Procedures is one relative area of challenge.
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

## Student Population

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

| 2018-19 Student Population |                                 |                  |              |
|----------------------------|---------------------------------|------------------|--------------|
| Total Enrollment           | Socioeconomically Disadvantaged | English Learners | Foster Youth |
| <b>587</b>                 | <b>9.5</b>                      | <b>6.1</b>       | <b>0.2</b>   |

This is the total number of students enrolled.

This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.

This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.

This is the percent of students whose well-being is the responsibility of a court.

| 2018-19 Enrollment for All Students/Student Group |       |            |
|---|-------|------------|
| Student Group                                     | Total | Percentage |
| English Learners                                  | 36    | 6.1        |
| Foster Youth                                      | 1     | 0.2        |
| Socioeconomically Disadvantaged                   | 56    | 9.5        |
| Students with Disabilities                        | 78    | 13.3       |

| Enrollment by Race/Ethnicity |       |            |
|------------------------------|-------|------------|
| Student Group                | Total | Percentage |
| African American             | 4     | 0.7        |
| American Indian              | 1     | 0.2        |
| Asian                        | 23    | 3.9        |
| Filipino                     | 2     | 0.3        |
| Hispanic                     | 92    | 15.7       |
| Two or More Races            | 51    | 8.7        |
| Pacific Islander             | 1     | 0.2        |
| White                        | 393   | 67.0       |





### 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 13%.
3. While 10% 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

### 2019 Fall Dashboard Overall Performance for All Students

| Academic Performance   | Academic Engagement   | Conditions & Climate  |
|--|---|---|
| <p data-bbox="186 426 479 457"><b>English Language Arts</b></p>  <p data-bbox="297 508 368 535">Green</p> | <p data-bbox="673 426 950 457"><b>Chronic Absenteeism</b></p>  <p data-bbox="768 508 852 535">Orange</p> | <p data-bbox="1177 426 1388 457"><b>Suspension Rate</b></p>  <p data-bbox="1255 508 1326 535">Yellow</p> |
| <p data-bbox="251 625 414 657"><b>Mathematics</b></p>  <p data-bbox="297 707 368 735">Green</p>           |   |   |

#### Conclusions based on this data:

1. Students are generally achieving success and progress in English Language Arts and mathematics.
2. Chronic Absenteeism and attendance patterns in general, needs to be monitored and improved.

# School and Student Performance Data

## Academic Performance English Language Arts







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

| 2019 Fall Dashboard English Language Arts Performance for All Students/Student Group  |   |  |
|---|---|--|
| <p><b>All Students</b></p>  <p>Green</p> <p>57.4 points above standard</p> <p>Declined -8.5 points</p> <p>564</p>           | <p><b>English Learners</b></p>  <p>Orange</p> <p>29 points below standard</p> <p>Declined -10.3 points</p> <p>56</p>                  | <p><b>Foster Youth</b></p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>1</p>   |
| <p><b>Homeless</b></p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>1</p> | <p><b>Socioeconomically Disadvantaged</b></p>  <p>Orange</p> <p>13.1 points below standard</p> <p>Declined -8.4 points</p> <p>55</p> | <p><b>Students with Disabilities</b></p>  <p>Yellow</p> <p>35.8 points below standard</p> <p>Increased ++5 points</p> <p>86</p> |

**2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity**

| African American   | American Indian  | Asian   | Filipino   |
|--|--|---|--|
| <br>No Performance Color<br>Less than 11 Students - Data Not Displayed for Privacy<br>4 | <br>No Performance Color<br>Less than 11 Students - Data Not Displayed for Privacy<br>1 | <br>No Performance Color<br>107 points above standard<br>Increased ++3 points<br>22     | <br>No Performance Color<br>Less than 11 Students - Data Not Displayed for Privacy<br>2 |
| Hispanic   | Two or More Races  | Pacific Islander  | White  |
| <br>Yellow<br>0.7 points above standard<br>Declined Significantly -16.7 points<br>87    | <br>Green<br>69.7 points above standard<br>Declined Significantly -21.2 points<br>49    | <br>No Performance Color<br>Less than 11 Students - Data Not Displayed for Privacy<br>1 | <br>Green<br>65.4 points above standard<br>Declined -4.2 points<br>381                  |

This section provides a view of Student Assessment Results and other aspects of this school’s performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

**2019 Fall Dashboard English Language Arts Data Comparisons for English Learners**

| Current English Learner   | Reclassified English Learners  | English Only  |
|---|--|---|
| 88.4 points below standard<br>Declined Significantly -15.3 points<br>16 | 5.2 points below standard<br>Declined Significantly -23.4 points<br>40 | 65.2 points above standard<br>Declined -8 points<br>459 |

**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.

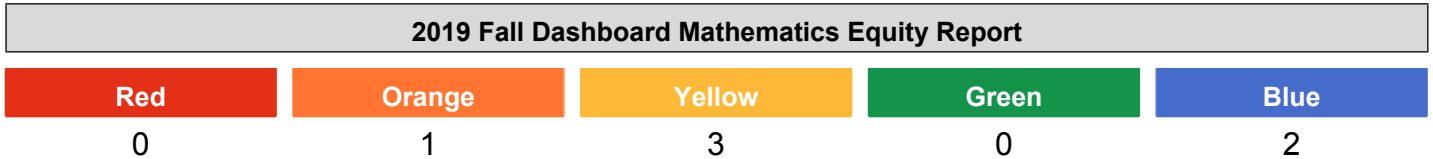
# School and Student Performance Data

## Academic Performance Mathematics







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

| 2019 Fall Dashboard Mathematics Performance for All Students/Student Group  |  |   |
|---|--|---|
| <p><b>All Students</b></p>  <p>Green</p> <p>33.9 points above standard</p> <p>Declined -4.5 points</p> <p>559</p>           | <p><b>English Learners</b></p>  <p>Yellow</p> <p>54.7 points below standard</p> <p>Increased ++3 points</p> <p>56</p>                                      | <p><b>Foster Youth</b></p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>1</p>                        |
| <p><b>Homeless</b></p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>1</p> | <p><b>Socioeconomically Disadvantaged</b></p>  <p>Yellow</p> <p>41.1 points below standard</p> <p>Increased Significantly<br/>++25.4 points</p> <p>55</p> | <p><b>Students with Disabilities</b></p>  <p>Yellow</p> <p>78.1 points below standard</p> <p>Increased Significantly<br/>++23.2 points</p> <p>85</p> |

### 2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

| African American  | American Indian   | Asian  | Filipino   |
|---|---|--|--|
| <br>No Performance Color<br>Less than 11 Students - Data Not Displayed for Privacy<br>4  | <br>No Performance Color<br>Less than 11 Students - Data Not Displayed for Privacy<br>1  | <br>No Performance Color<br><span style="background-color: #e1eef6; padding: 2px;">89.8 points above standard</span><br>Declined -4.1 points<br>22 | <br>No Performance Color<br>Less than 11 Students - Data Not Displayed for Privacy<br>2   |
| Hispanic  | Two or More Races   | Pacific Islander   | White  |
| <br>Orange<br><span style="background-color: #e1eef6; padding: 2px;">26.8 points below standard</span><br>Maintained -1.6 points<br>87 | <br>Blue<br><span style="background-color: #e1eef6; padding: 2px;">63.5 points above standard</span><br>Maintained -0.6 points<br>48 | <br>No Performance Color<br>Less than 11 Students - Data Not Displayed for Privacy<br>1  | <br>Blue<br><span style="background-color: #e1eef6; padding: 2px;">41.3 points above standard</span><br>Maintained -2.8 points<br>377 |

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

### 2019 Fall Dashboard Mathematics Data Comparisons for English Learners

| Current English Learner   | Reclassified English Learners  | English Only  |
|---|--|---|
| <span style="background-color: #e1eef6; padding: 2px;">96.8 points below standard</span><br>Maintained ++2.3 points<br>16 | <span style="background-color: #e1eef6; padding: 2px;">37.8 points below standard</span><br>Declined -8.2 points<br>40 | <span style="background-color: #e1eef6; padding: 2px;">42.4 points above standard</span><br>Declined -3.7 points<br>454 |

**Conclusions based on this data:**

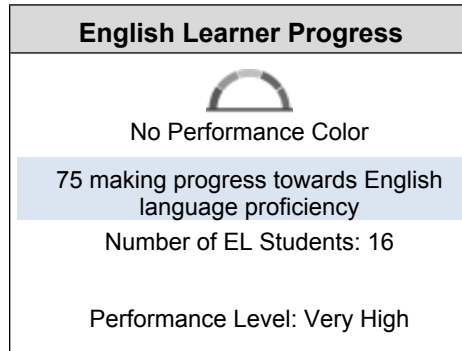
1. We are better addressing the needs of English Language Learners and Socioeconomically Disadvantaged students in mathematics than English Language Arts, but this is an area to continue to improve upon.
2. We need to better serve our Latinx students' progress in the area of mathematics to ensure grade level proficiency.

# School and Student Performance Data

## Academic Performance English Learner Progress

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

### 2019 Fall Dashboard English Learner Progress Indicator



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.

### 2019 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 |
|--------------------------|--|-------------------------|------------------------------------|
|                          |  | 12.5                    | 62.5                               |

#### Conclusions based on this data:

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

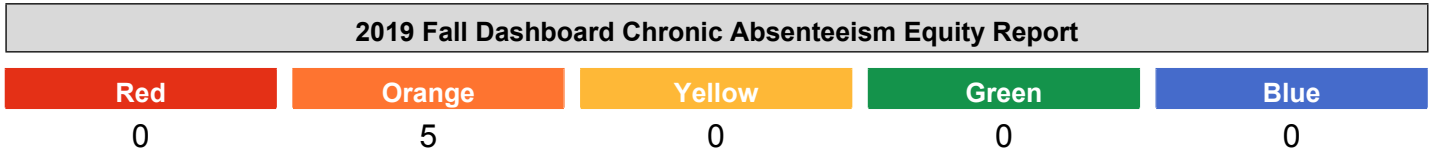
# School and Student Performance Data

## Academic Engagement Chronic Absenteeism







The performance levels are color-coded and range from lowest-to-highest performance in the following order:



This section provides number of student groups in each color.











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.

| 2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group  |   |   |
|---|---|---|
| <p><b>All Students</b></p>  <p>Orange</p> <p>7.8</p> <p>Increased +1.7</p> <p>591</p>  | <p><b>English Learners</b></p>  <p>No Performance Color</p> <p>13.2</p> <p>Declined -1.7</p> <p>38</p>     | <p><b>Foster Youth</b></p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>1</p> |
| <p><b>Homeless</b></p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>1</p> | <p><b>Socioeconomically Disadvantaged</b></p>  <p>Orange</p> <p>13.3</p> <p>Increased +2.7</p> <p>60</p> | <p><b>Students with Disabilities</b></p>  <p>Orange</p> <p>14.9</p> <p>Increased +6.7</p> <p>94</p>                          |



**2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity**

| African American   | American Indian  | Asian   | Filipino   |
|--|--|---|--|
| <br>No Performance Color<br>Less than 11 Students - Data Not Displayed for Privacy<br>5 | <br>No Performance Color<br>Less than 11 Students - Data Not Displayed for Privacy<br>1 | <br>No Performance Color<br>4.3<br>Declined -6<br>23                                    | <br>No Performance Color<br>Less than 11 Students - Data Not Displayed for Privacy<br>2 |
| Hispanic   | Two or More Races  | Pacific Islander  | White  |
| <br>Orange<br>8.4<br>Increased +1.1<br>95   | <br>Orange<br>10.1<br>Increased +5.9<br>69  | <br>No Performance Color<br>Less than 11 Students - Data Not Displayed for Privacy<br>1 | <br>Orange<br>7.3<br>Increased +1.4<br>395  |

**Conclusions based on this data:**

- Chronic Absenteeism is an issue at our school that we need to improve upon, affecting all demographic groups.

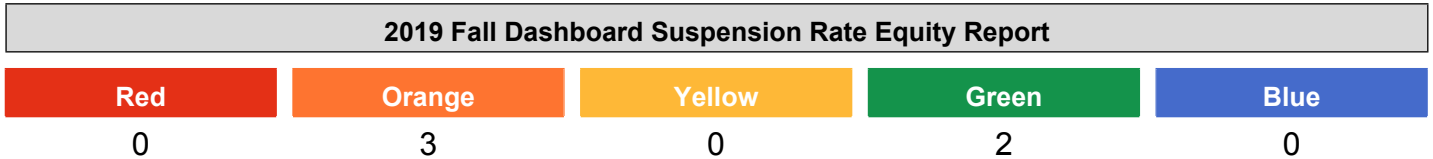
# School and Student Performance Data

## Conditions & Climate Suspension Rate







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

| 2019 Fall Dashboard Suspension Rate for All Students/Student Group   |  |  |
|--|--|--|
| <p><b>All Students</b></p>  Yellow<br>2.4<br>Maintained +0.2<br>594                     | <p><b>English Learners</b></p>  No Performance Color<br>5.3<br>Increased +1.6<br>38 | <p><b>Foster Youth</b></p>  No Performance Color<br>Less than 11 Students - Data Not<br>1 |
| <p><b>Homeless</b></p>  No Performance Color<br>Less than 11 Students - Data Not<br>1 | <p><b>Socioeconomically Disadvantaged</b></p>  Orange<br>10<br>Increased +6<br>60 | <p><b>Students with Disabilities</b></p>  Green<br>7.4<br>Declined -0.8<br>95           |

### 2019 Fall Dashboard Suspension Rate by Race/Ethnicity

| African American   | American Indian  | Asian   | Filipino   |
|--|--|---|--|
| <br>No Performance Color<br>Less than 11 Students - Data<br>5 | <br>No Performance Color<br>Less than 11 Students - Data<br>1 | <br>No Performance Color<br>0<br>Maintained 0<br>23           | <br>No Performance Color<br>Less than 11 Students - Data<br>2 |
| Hispanic   | Two or More Races  | Pacific Islander  | White  |
| <br>Orange<br>2.1<br>Increased +0.9<br>95                     | <br>Orange<br>4.3<br>Increased +1.5<br>69                     | <br>No Performance Color<br>Less than 11 Students - Data<br>1 | <br>Green<br>1.8<br>Declined -0.7<br>398                      |

This section provides a view of the percentage of students who were suspended.

### 2019 Fall Dashboard Suspension Rate by Year

| 2017 | 2018 | 2019 |
|------|------|------|
|      | 2.2  | 2.4  |

**Conclusions based on this data:**

1. We typically have so few suspensions that it is difficult to draw conclusions based on this data.

# 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 with an intention to eliminate the opportunity gap by providing a rich well-rounded educational program that targets the needs of all learners.

## Goal 1

By June, 2022 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 goals 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     | TBD                     | Students meet grade level benchmark in reading and/or meet at least one term's growth target.   |
| MAP Growth Assessment in Mathematics | TBD                     | Students meet grade level benchmark in mathematics and/or meet at least one term's growth target.   |
| CAASPP                               | TBD                     | Students meet or exceed standard in English Language Arts and Mathematics. For students who do not, students will meet at least one term's growth target on MAP Growth. |
| 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**

Design and implement a comprehensive Multi Tiered System of Support (MTSS) plan at Kent to establish 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)

**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**

Establish entrance and exit criteria for all intervention programs prior to the start of the 2021/22 school year, and monitor student progress in each intervention at each hexamexter mark (6 weeks).

**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 3**

**Students to be Served by this Strategy/Activity**

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

Students performing below grade level standard in English Language Arts or Mathematics

**Strategy/Activity**

Evaluate effectiveness of current intervention classes and curricular materials. Additionally, differentiate between before and during school intervention programs to evaluate strengths and challenges of different models.

**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

Utilize end of 20/21 school year MAP Growth results as a baseline for 21/22, and administer the assessment at the end of the first, second, and third trimester, and strategically utilize MAP Growth results to inform instruction school wide, 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)

### **Strategy/Activity 5**

#### **Students to be Served by this Strategy/Activity**

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

English Language Learners

#### Strategy/Activity

Provide professional development in English Language Development standards and instructional strategies, and embedding 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)

### **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

Quantify the student learning impact of looping in 7th to 8th grade English Language Arts and Spanish to determine if this is a practice to pursue in future years at Kent.

#### **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)

English Language Learners

Strategy/Activity

Design, implement, and monitor effectiveness of a two-class English Language Learner Pathway for students at Kent, including English Language Development (Level 1), and Academic Language Development (Level 2) for intermediate English Language Learners, as well as recently reclassified 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)

### **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

Continue to monitor the implementation and effectiveness of our new mathematics curriculum, with a focus on differentiation and supplementation, where unit assessments suggest they are 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)

### **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

Continue to develop efficacy with the units of study in Reading and Writing, with a specific focus on developing student writing, and targeting individualized and small group instruction in reading.

### **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)

## **Annual Review**

### **SPSA Year Reviewed: 2020-21**

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 as many of the strategies/activities intended for the 20/21 school year as we could, given the limitations of the pandemic and three instructional approaches across the year (distance learning, hybrid, full in person). We are in the process of reviewing recent student performance data to understand progress made, as well as the baseline on which we are building for the 21/22 school year.

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

Given the three instructional approaches for the 20/21 school year (distance learning, hybrid, full in person), implementation of strategies/activities were quite different than we anticipated, and we adjusted to each instructional approach with the objective of maximizing student learning.

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. We are committing to a data-driven model of regular data monitoring and analysis of student work to inform decision making and instructional approaches.



# 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 our 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   | TBD                     | Students report experiencing a safe and supportive school environment, as evidenced by student responses to school climate specific questions.               |
| YouthTruth Community Survey | TBD                     | Families report their children experiencing a safe and supportive school environment, as evidenced by family responses to school climate specific questions. |
| YouthTruth Staff Survey     | TBD                     | 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

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)

### **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

Design and implement a weekly advisory lesson schedule that prioritizes social and emotional learning, shared problem solving, 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)

### **Strategy/Activity 3**

#### **Students to be Served by this Strategy/Activity**

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

All Students, particularly students of color

#### Strategy/Activity

Research, design, and implement a 5-8 scope and sequence of social justice education, and employ elements of Culturally Responsive Teaching to all classes 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)

### **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

Institutionalize dimensions of gender work by ensuring a gender identity learning experience at each grade level, each year. (5th - Family Life, 6th - Life Skills, 7th - Life Skills, 8th - Teens in Transition)

#### **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 5**

#### **Students to be Served by this Strategy/Activity**

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

All Students, particularly students who feel a lack of connection to school, as well as students who identify in ways that are not reflected in our dominant culture.

### Strategy/Activity

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. PANGEA Club and ID Club)

#### **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

Employ restorative justice practices in response to student discipline, to demonstrate a culture of learning, growth and personal responsibility.

#### **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, particularly students who are struggling academically, socially, and emotionally.

**Strategy/Activity**

Leverage counseling support to maximize student social, emotional and academic wellness.

**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 8**

**Students to be Served by this Strategy/Activity**

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

All Students

**Strategy/Activity**

Institutionalize service learning at Kent through the required courses 7th grade Service Innovation and 8th Grade Social Action, and support school wide service to others through the Together We Can initiative.

**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)

# 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 and retain excellent and inspiring 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 | TBD                     | 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

Design and implement a professional development plan to ensure that teachers experience regular coaching and training in areas of interest and areas of need.

### 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 2

### Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

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 3

### Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Through professional development and collaborative time, emphasize a focus on essential standards and essential learnings, and commit to cross curricular instruction to move students toward mastery of essential learnings.

### 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)

# Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

## Budget Summary

| Description   | Amount                  |
|---|-------------------------|
| Total Funds Provided to the School Through the Consolidated Application | \$ <input type="text"/> |
| Total Federal Funds Provided to the School from the LEA for CSI         | \$ <input type="text"/> |
| Total Funds Budgeted for Strategies to Meet the Goals in the SPSA       | \$ <input type="text"/> |

## Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

| Federal Programs | Allocation (\$) |
|------------------|-----------------|
|------------------|-----------------|

Subtotal of additional federal funds included for this school: \$

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

| State or Local Programs | Allocation (\$) |
|-------------------------|-----------------|
|-------------------------|-----------------|

Subtotal of state or local funds included for this school: \$

Total of federal, state, and/or local funds for this school: \$

# 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
- 4 Classroom Teachers
- 2 Other School Staff
- 6 Parent or Community Members
- 4 Secondary Students

| Name of Members  | Role                       |
|------------------|----------------------------|
| Grant Althouse   | Principal                  |
| Sandy Wells      | Classroom Teacher          |
| Shannon Janney   | Classroom Teacher          |
| Tricia Beales    | Classroom Teacher          |
| Michael Martinez | Classroom Teacher          |
| Wendy Holmes     | Other School Staff         |
| Roshan Kapur     | Secondary Student          |
| Sofia Achtner    | Secondary Student          |
| Holly Thomas     | Secondary Student          |
| Charlie Poser    | Secondary Student          |
| Lindsay Tonderys | Parent or Community Member |
| Renato Beltran   | Parent or Community Member |
| Ina Gotlieb      | Parent or Community Member |
| Joelle Williams  | Parent or Community Member |
| Megan Hirschbein | Parent or Community Member |
| Tory Grigg       | Parent or Community Member |
| Lisa Sandberg    | Other School Staff         |

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**

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 5/4/21.

Attested:



Principal, Grant Althouse on 6/1/21



SSC Chairperson, Lindsay Tonderys on 6/1/21