

# Lewis H. Britton Middle School

80 West Central Ave. • Morgan Hill, CA, 95037 • 408-201-6160 • Grades 6-8  
Nanette Donohue, Principal  
donohuen@mhusd.org

## 2019-20 School Accountability Report Card Published During the 2020-21 School Year

### **Morgan Hill Unified School District**

15600 Concord Circle  
Morgan Hill, CA, 95037  
408-201-6023  
www.mhusd.org

#### **District Governing Board**

Wendy Sullivan, President

John Horner, Vice President

Mary Patterson, Trustee

Dr. Ivan Rosales-Montes, Trustee

Heather Orosco, Trustee

Dr. Carol Gittens, Trustee

Adam Escoto, Trustee

#### **District Administration**

Steve Betando  
**Superintendent**

Fawn Myers  
**Assistant Superintendent Human  
Resources**

Kirsten Perez  
**Deputy Superintendent Business  
Services**

Pilar Vazquez-Vialva  
**Assistant Superintendent  
Educational Services**

### **Vision/Mission**

Britton will create a culture of academic & social-emotional success. Every Student. Every Day.

### **Description**

Lewis H. Britton Middle School is a public middle school in Morgan Hill, CA and part of the Morgan Hill Unified School District. Currently, we have approximately 720 students in grades 6th through 8th. Nanette Donohue is principal of Britton. Mrs. Donohue has been an administrator since 2013 and has been an educator since 1999.

Britton houses approximately 230 sixth grade students, 230 7th grade students, and 230 eighth grade students. These students all take the core classes, math, science, English, and social studies. Additionally, all students participate in PE and take an elective.

Britton continues to undergo a renaissance in learning. In 2015, we were happy to announce our designation as a California State Gold Ribbon Distinguished School and a Golden Bell Award. Last year, Britton was proud to announce that we were selected for the 2016-2019 Tech Academies of Innovation partnership to develop model engineering programs. The Tech Academies of Innovation is an arm of the Tech Museum of Innovation and is a partnership with schools in underserved communities to build model programs for teaching STEM (science, technology, engineering, and math). We went through a competitive and in-depth application and selection process spanning 6 months that included: an information session with the Tech, team formation, completing a customized application, reviewed/scored by the review committee, site visit, and final deliberation/selection. Britton has completed and is currently an alumni school.

At the start of school in 2019, our students and math, history, and English teachers transitioned to our two new buildings. These buildings are state of the art and equipped with large windows, giving those inside a significant amount of natural light, new furnishings, large monitors to connect to our technology, and built in speaker systems. Eight of the twelve classrooms have retractable glass walls that open for deeper collaboration throughout classrooms. There is a breakout space attached to 4 classrooms per building that back up to the elevator. All 7th and 8th-grade students are assigned a Chromebook for their use as a student of Britton. In addition, every 6th-grade classroom contains a fully stocked Chromebook cart.

Britton is undergoing a major renovation and will be for the next several years. By December of the 2020 school year, our new science buildings will be fully functional for student use. In the following years we hope to have our student union and office built and in use. Long term facility enhancements being studied as part of our facilities master plan include a designated Makers Space and Art Room, resurfacing the blacktop and gym ceiling, and upgrades to the bleachers in the gym, soundproofing upgrades in the gym, PE track, cameras, the interior and exterior of Building C, and the auditorium.

### **Programs**

Activities- Britton continues to offer a variety of co-curricular activities on campus daily. Clubs include drama, MENCHU, dance, art, recycling, Gay-Straight Alliance (GSA), etc., Additionally, Associated Student Body (ASB) hosts many events and a variety of spirit weeks throughout the school year.

Advancement Via Individual Determination (AVID)- AVID is an organization/program dedicated to closing the achievement gap by preparing all students for college and other postsecondary opportunities. Britton is excited to offer AVID to support our 6th graders for the 2020/21 school year. In addition to ongoing professional development, AVID teachers attended the AVID Summer Institute in July. Our AVID team includes Michael Stock, Kerry Richards, Tina Vega, Jaclyn Hernandez, and Romina Incandela.

Athletics- Britton competes as a member of the East Side Athletic League and offers the following sports/teams: Cross Country (Coed), Girls Softball, Wrestling (Coed), Girls Basketball, Boys Basketball, Girls Soccer, Boys Soccer, Girls Volleyball, Boys Volleyball, and Track and Field (Coed).

Homework Club: Our after-school homework center is available for all students and is open Monday - Thursday (3:00 pm to 3:45 pm). During that time, students can get help on their homework, study for an upcoming test, or receive additional academic support. The Homework Club is staffed with two teachers, one of which is a math teacher, and one aide.

Britton TV- BTV students produce 3 times a week broadcast that features school and community news. This program is run through our Leadership classes, Mr. Ziegelman, and Mrs. Parker.

Cal-SOAP/Discovery Counseling- For the fifth straight year, Britton is happy to partner with Cal-SOAP and Discovery Counseling, and Community Solutions.

English Language Development (ELD)- In addition to the two-period ELD block (for students identified as CELDT Levels 1-3) and two-period General Education English/Literacy Support classes (for students identified as CELDT Level 4-5), Britton offers a morning academy based on the nationally recognized AVID Excel program. Four days a week, EL students receive support in the following areas: Study Skills, Math, and College Readiness/Awareness.

Music- In addition to our academic renaissance, Britton currently offers two sections of music (Advanced Band/Beginning Band, and Cadet Band). Also, Britton's Color Guard program was tremendously successful last year, placing at the Santa Clara County Color Guard competition.

Naviance- Starting two years ago, all Britton students and parents will have access to the district's Naviance program. Students and parents can start with interest surveys, college/career exploration, and post-secondary planning.

Intramurals- PE teacher Tony Goble offers the same opportunities for Britton students three days a week during lunch. Sports include street hockey, flag football, soccer, and basketball.

System 44 & Read 180, Britton continues to use System 44 and Read 180 in our general and special education classes. Read 180 is an online reading intervention program that was developed by Scholastic to provide reading comprehension strategies, tools, and assessments. It facilitates instruction with close-reading strategies, academic vocabulary exercises, practice writing, and engaging discussions with the entire class. In addition to having 3 sections of Read 180 and one section of System 44 within our general education population, Britton offers 1 additional section of each Read 180 and System 44 for our Special Education population. Students in every English class are provided the opportunity to work on English skills through an individualized Lexia Power Up program. All students spend 45 minutes per week on this program to support their individual learning needs.

Scholastic Achievement- Britton offers an academic club that foster high standards of scholarship, service, and citizenship. The Math Club allows students to be challenged by math problems as they work to think critically about complex problems.

Science, Technology, Engineering, and Mathematics (STEM)- The cornerstone of our academic renaissance has been our implementation of STEM on campus. Along with our partnership with the Tech Museum, Britton offers many STEM-related clubs/programs: MESA (Mathematics, Engineering, Science Achievement), Robotics, Math Counts, and Coding.

Special Education- Britton offers three comprehensive programs: a Resource Specialist Program (RSP) and two Special Day Class (SIGMA), and one therapeutic day program (BETA). Six teachers and nine Paraeducators work with our special education students daily. A speech therapist and psychologist are assigned to Britton as well. Students receiving RSP services typically stay in the general education classrooms for the majority of their school day and receive support in the area of English, Math, and/or Study Skills (1-3 periods/day). Last year, we've embarked in a full inclusion model for our 6th grade resource students where they maintain in their math classes and receive targeted push in academic support by either their Resource Teacher or paraprofessional aide. This year we expanded this inclusion program up to 7th grade next year. Students receiving SDC services are enrolled in four periods of small group/differentiated instruction in the areas of English, Math, History, and Science. Students receiving SDC services are mainstreamed for their elective and Physical Education.

As a response to the COVID pandemic, Britton Middle School responded by implementing many changes for our work site. First, the health and safety of all our employees and students is of highest priority. Strict adherence to protocol set forth by MHUSD and CDC were implemented immediately. Teachers were asked to work from home and when they entered the site, specific directions on where they could enter and exit were specified. All break rooms, common gathering areas, and spaces that potentially could attract multiple people coming together were shut down. New schedules were created for our front office to ensure minimal interaction between employees. Frequent cleaning and disinfecting of all common work spaces and high touch points were implemented. A daily survey is required for any Morgan Hill Unified School District employee entering our buildings or our site. This ensures that employees are doing a self-screening. We are paying close attention to covid-19 within our community to determine how many students and staff should be on campus at any given time.

With regards to technology distribution, prior to the shutdown in March, we distributed Chromebooks to every student on campus. In addition, we ensured that all of our classified employees who had technology needs were provided a Chromebook as well. Frequent technology support was provided and continues to be provided for students and staff who need additional support or need to have technology items repaired. We continue to purchase more Chromebooks and additional technology to support the virtual learning experience for both teachers and students.

Britton Middle School takes student engagement very seriously and we recognize that engaging students in the virtual environment is quite a bit different than doing so when they are on site. Britton Middle School students watch weekly admin announcements where the administrators and counselors go over important tips and strategies for keeping themselves engaged, safe, motivated during distance learning. Students also watch a weekly BrittonTV production by our leadership students. Additionally two days a week all Britton students are guided through a social emotional lesson using a common platform, Second Step. Students who are unable to receive the support needed during virtual learning are being supported by our classified, counseling, and administrative staff through home visits, calls, check-ins and constant monitoring of grades and attendance.

Parents are receiving support through our front office staff, monthly parents coffees put on by the administrator, and weekly communication through our Britton newsletter. Parents have been provided both administrators Google Voice numbers and have means to text or call for support whenever is needed.

Teachers have been supported throughout this time through professional development, purchasing of virtual tools to make the teaching experience smoother and more engaging, time together to discuss student needs and teacher strategies that have been determined successful over time. Many professional development opportunities have been provided to teachers so they can learn better strategies to engage students. Additionally, thoughtful planning has been put into our process to ensure students are placed appropriately and provided the highest level of academic rigor possible. Several reading intervention classes have been implemented this year throughout Britton the Middle School to support students who struggle with reading.

Britton Middle School teachers, staff, and administration take our job very seriously as we shift the learning experience to a virtual setting. High student engagement, high student support, and high student accountability, and targeted, just in time support for our staff are on the forefront of our mind as we navigate our new virtual environment.

## About the SARC

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 and access to prior year reports, 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 the LCAP, see the CDE LCFF webpage 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.

### 2019-20 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 6	238
Grade 7	240
Grade 8	249
<b>Total Enrollment</b>	<b>727</b>

### 2019-20 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	0.8
American Indian or Alaska Native	0.7
Asian	5.4
Filipino	2.2
Hispanic or Latino	58.2
Native Hawaiian or Pacific Islander	0.4
White	28.2
Two or More Races	3
Socioeconomically Disadvantaged	43.3
English Learners	20.5
Students with Disabilities	15
Foster Youth	0.6
Homeless	6.2

## 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 for Lewis H. Britton	18-19	19-20	20-21
With Full Credential	34	30	31
Without Full Credential	1	2	1
Teaching Outside Subject Area of Competence	1	0	0

Teacher Credentials for Morgan Hill Unified	18-19	19-20	20-21
With Full Credential	♦	♦	370
Without Full Credential	♦	♦	11
Teaching Outside Subject Area of Competence	♦	♦	9

### Teacher Misassignments and Vacant Teacher Positions at Lewis H. Britton Middle School

Indicator	18-19	19-20	20-21
Teachers of English Learners	1	1	1
Total Teacher Misassignments*	1	1	1
Vacant Teacher Positions	1	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 2020-21)

Textbooks and Instructional Materials

Year and month in which data were collected: December 2020

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	McGraw Hill Education, Study Sync <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0
Mathematics	College Preparatory Mathematics, Core Connections Courses 1-3, Gr. 6-8 <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0
Science	HMH Integrated Science <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0
History-Social Science	TCI History Alive <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0
Foreign Language	Vista Higher Learning: Descubre Level 1 <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0

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

### School Facility Conditions and Planned Improvements (Most Recent Year)

Britton Middle School was formally a high school and then became a middle school in 1973.

As part of the Measure G Bond funds, Britton received a technology infrastructure upgrade which included WiFi in every classroom and exterior, a new phone system and a new public address system including new clock and speakers throughout the campus.

The new two story classroom wings were constructed and opened the start of the 2019-2020 school year. The construction of the new science classrooms has began and is projected to be open December of 2020.

### 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 rate for each system inspected
- The overall rating

Year and month in which data were collected: June 2020

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	
<b>Interior:</b> Interior Surfaces	Poor	The remaining buildings still need modernization for paint and flooring.
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	Fair	
<b>Electrical:</b> Electrical	Good	
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	Good	The restrooms in the older building can use paint.
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	
<b>Structural:</b> Structural Damage, Roofs	Good	
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	Fair	Asphalt needs to be redone.
<b>Overall Rating</b>	<b>Fair</b>	

## 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 18-19	School 19-20	District 18-19	District 19-20	State 18-19	State 19-20
ELA	41	N/A	52	N/A	50	N/A
Math	37	N/A	43	N/A	39	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

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 Science for All Students

#### Grades Five, Eight, and High School

#### Percentage of Students Meeting or Exceeding the State Standard

Subject	School 18-19	School 19-20	District 18-19	District 19-20	State 18-19	State 19-20
Science	27	N/A	35	N/A	30	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: The new California Science Test (CAST) was first administered operationally in the 2018-2019 school year.

### 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.

### 2019-20 Percent of Students Meeting Fitness Standards

Grade Level	4 of 6	5 of 6	6 of 6
5	N/A	N/A	N/A
7	N/A	N/A	N/A
9	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-56-20 was issued which waived the requirement to administer the physical fitness performance test for the 2019-2020 school year.

**CAASPP Test Results in Science by Student Group**  
**Grades Three through Eight and Grade Eleven (School Year 2019-2020)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

**CAASPP Test Results in ELA by Student Group**  
**Grades Three through Eight and Grade Eleven (School Year 2019-2020)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.



**CAASPP Test Results in Mathematics by Student Group  
Grades Three through Eight and Grade Eleven (School Year 2019-2020)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

### 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 2020-21)

Many groups contribute to our decision-making process. Parent volunteers, students, administration, and staff compose the School Site Council (SSC), which makes many important budgetary and school plan decisions. Our English Language Advisory Committee (ELAC) is composed of parents of English learners. Department leaders from English, Math, Science, History, PE, Special Education, 6th Grade Math/Science, 6th Grade English/History, ASB, and the Elective department meet with the Principal once a week to stay abreast of school issues and provide input in all areas.

Parents have the opportunity to participate, at no cost, in the District's Project to Inspire program through the California Association of Bilingual Education. The 12 week sessions cover the US Educational System, Learning Standards, advocacy strategies, and parent school leadership.

#### 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.

#### School Safety Plan (School Year 2020-2021)

Our staff members and administration monitor the school grounds for 15 minutes before and after school. Administrators monitor during lunch and brunch time. We have two full-time yard supervisors that supervise the grounds. Teachers and administrators regularly review the rules for safe, responsible behavior in school and on the grounds. We have a closed campus. Visitors must enter the school through the main door and sign in at the office. Students are not allowed off campus during the school day. Also, our students and staff are trained by the Morgan Hill Police Department on Run, Hide, Defend procedures.

We revise our School Safety Plan annually as part of our School Site Council responsibilities. The plan includes procedures for emergencies, exit routes, and inventories of emergency supplies. We train all staff during school-wide staff meetings. We practice fire and earthquake drills monthly and hold training for staff on emergency preparedness.

Britton is in Year Two of Positive Behavior Interventions and Support (PBIS) implementation. Year Two begins the full staff implementation of teaching strategies, accolades, and expectations. The staff will review and refine the behavior expectations in the matrix established in Year One implementation. Administration and the PBIS coordinator will continue to attend additional training dates.

Due to the pandemic, our school follows all Public Health hygiene and safety precautions to prevent the spread of COVID-19.

#### Suspensions and Expulsions

(data collected between July through June, each full school year respectively)

Rate	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Suspensions	8.8	10.6	4.9	5.0	3.5	3.5
Expulsions	0	.5	.1	.2	.1	.1

#### Suspensions and Expulsions for School Year 2019-2020 Only

(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019-20	District 2019-20	State 2019-20
Suspensions	.06	.04	n/a
Expulsions	.003	.001	n/a

Note: The 2019-2020 suspensions and expulsions rate data are not comparable to prior year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to prior years.

#### D. Other SARC Information

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

##### Ratio of Pupils to Academic Counselor (School Year 2019-2020)

Title	Ratio
Academic Counselor*	807.8

\*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 2019-2020)

Title	Number of Full-Time Equivalent (FTE)
Counselor (Social/Behavioral or Career Development)	1.453
Library Media Teacher (Librarian)	n/a
Library Media Services Staff (Paraprofessional)	n/a
Psychologist	1
Social Worker	0
Nurse	.15
Speech/Language/Hearing Specialist	1
Resource Specialist (non-teaching)	n/a
Other	1.91

\*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.

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

Subject	2017-18 Average Class Size	2017-18 # of Classes* Size 1-20	2017-18 # of Classes* Size 21-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-20	2018-19 # of Classes* Size 21-32	2018-19 # of Classes* Size 33+	2019-20 Average Class Size	2019-20 # of Classes* Size 1-20	2019-20 # of Classes* Size 21-32	2019-20 # of Classes* Size 33+
English	23	11	7	10	23	12	4	9	21	16	7	4
Mathematics	25	6	10	8	25	7	7	8	27	3	9	5
Science	32		9	9	33	1	2	13	34		4	11
Social Science	29	2	9	9	30	2	5	11	27	4	5	9

\*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.

### Professional Development (Most Recent Three Years)

Measure	2018-19	2019-20	2020-21
Number of school days dedicated to Staff Development and Continuous Improvement	6	6	9

Britton collaborates every Wednesday morning at 7:30 am. During this time, staff members work together to address campus-wide initiatives, work together in departments to ensure alignment across the three grade levels, receive professional development, and identify/support struggling students. This year, Britton is focusing on PBIS, STEM, and AVID.

All teachers were provided training on strategies and platforms to teach during Distance Learning. They continue to receive ongoing support by the District's Teachers on Special Assignment.

Professional development was offered to administrators and teachers regularly during the school year and summer by district and school staff and external partners. Individual schools prioritize and align their professional development learning to their approved School Plan for Student Achievement (SPSA) and the Local Control Accountability Plan.

### FY 2018-19 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$49,318	\$49,782
Mid-Range Teacher Salary	\$83,434	\$76,851
Highest Teacher Salary	\$105,569	\$97,722
Average Principal Salary (ES)	\$127,689	\$121,304
Average Principal Salary (MS)	\$136,052	\$128,629
Average Principal Salary (HS)	\$131,848	\$141,235
Superintendent Salary	\$270,778	\$233,396

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	32.0	33.0
Administrative Salaries	6.0	6.0

\* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at [www.cde.ca.gov/ds/fd/cs/](http://www.cde.ca.gov/ds/fd/cs/).

### FY 2018-19 Expenditures Per Pupil and School Site Teacher Salaries

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	4384.57	69.96	4314.62	85535
District	N/A	N/A	8495.23	\$81,305
State	N/A	N/A	\$7,750	\$79,209

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	-65.3	5.1
School Site/ State	-56.9	7.7

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

### **Types of Services Funded**

The SPSA represents our school's allocation of resources towards specific actions designed to meet established goals. The goal-setting process is based on the school's mission and vision. Our school goals in turn help determine the relative attention and resources that will be directed toward each of the State's eight priority areas. The priority areas are addressed through the actions in our SPSA, and they are monitored throughout the year by reporting progress to our stakeholder groups, School Site Council and English Language Advisory Committee, who are consulted and provide input regarding recommendations for revisions to the plan. The overarching goal of the SPSA is the constant improvement of the educational outcomes for all students.

Along with the district, the current three-year SPSA continues to be organized under three goal areas:

1. College and Career Readiness: With an equity lens, MHUSD will provide rigorous curriculum and instruction that includes critical thinking skills, academic, and digital literacy in all subject areas to ensure post-secondary success (college or career readiness) for all students.
2. Parent Engagement All parents are valued as partners in their child's education and are empowered to support their child's preparation for college or career readiness.
3. Student Engagement & School Climate: Increase student engagement, connectedness to school and community, and inspire productive persistence in ALL students to graduate college and career ready

### **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).

### **California School Dashboard**

The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.