

Lewis H. Britton Middle School

2021-2022 School Accountability Report Card (Published During the 2022-2023 School Year)

General Information about the School Accountability Report Card (SARC)

SARC Overview



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 web page at <https://www.cde.ca.gov/fg/aa/lc/>

For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest



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

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.

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

2022-23 School Contact Information

School Name	Lewis H. Britton Middle School
Street	80 West Central Ave.
City, State, Zip	Morgan Hill, CA, 95037
Phone Number	408-201-6160
Principal	Nanette Donohue
Email Address	donohuen@mhusd.org
School Website	https://britton.mhusd.org
County-District-School (CDS) Code	43 69583 6095384

2022-23 District Contact Information

District Name	Morgan Hill Unified School District
Phone Number	408-201-6023
Superintendent	Carmen Garcia
Email Address	garciacarmen@mhusd.org
District Website Address	www.mhusd.org

2022-23 School Overview

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 675 students in grades 6th through 8th.

Britton houses approximately 176 sixth grade students, 196 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.

In 2020 our science buildings were completed. 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. 14 of the 18 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 in the A and C wings. Additionally there is a breakout room attached to each science classroom. All 6th through 8th-grade students are assigned a Chromebook for their use as a student of Britton.

Britton is undergoing a major renovation and will be for the next several years. In the next two years we hope to have our student union and front office built and in use. Additionally, we will be renovating our outdoor PE space to be more functional for the needs of our community. Long term facility enhancements being studied as part of our facilities master plan include resurfacing the blacktop, auditorium, and gym ceiling, and upgrades to the bleachers in the gym, soundproofing upgrades in the gym, PE track, cameras, lighting and the interior and exterior of Building C.

Programs

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

2022-23 School Overview

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, 7th, and 8th graders for the 2022/23 school year. In addition to ongoing professional development, AVID teachers attended the AVID Summer Institute in July.

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 (3:15 pm to 4:00 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 2 times a week broadcast that features school and community news. This program is run through our Leadership classes and after school clubs.

Cal-SOAP/Discovery Counseling- For the sixth straight year, Britton is happy to partner with Cal-SOAP, Discovery Counseling, and Community Solutions. In addition to these services, Britton applied for and received a grant from SCCOE to house an additional counselor on site to support our students' social-emotional needs. This counselor has joined our existing Wellness Center, established August 2021, and wellness team and acts as a second on-site SEL counselor.

A stand alone English Language Development (ELD) class is offered for students identified as CELDT Levels 1-3. This ELD class is offered in addition to and to support our students' grade level English class.

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. Outside of the school day, students can participate in a drum line.

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. All student grades 6-8 who participate in our elective wheel spend time using the Naviance program to learn more about college and career options.

Intramurals are offered at lunch time a few days a week. Sports include street hockey, flag football, soccer, and basketball.

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.

All students and staff on campus have access to chromebooks and technology as needed. 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 administration 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 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.

2022-23 School Overview

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.

Opportunities for Parental Involvement

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.

School Safety Plan

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.

Professional Development

Britton collaborates every Wednesday morning at 8:30 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.

About this School

2021-22 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 6	184
Grade 7	223
Grade 8	250
Total Enrollment	657

2021-22 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	48.9
Male	51.0
American Indian or Alaska Native	0.5
Asian	4.9
Black or African American	0.6
Filipino	3.0
Hispanic or Latino	62.3
Native Hawaiian or Pacific Islander	0.6
Two or More Races	2.1
White	24.0
English Learners	21.8
Foster Youth	0.0
Homeless	7.3
Migrant	2.7
Socioeconomically Disadvantaged	45.5
Students with Disabilities	16.1

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

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	25.90	88.26	327.10	87.46	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	3.10	0.84	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	1.60	5.65	18.60	4.98	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.80	2.72	12.60	3.38	12115.80	4.41
Unknown	0.90	3.30	12.40	3.33	18854.30	6.86
Total Teaching Positions	29.30	100.00	374.00	100.00	274759.10	100.00

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)						
Intern Credential Holders Properly Assigned						
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)						
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)						
Unknown						
Total Teaching Positions						

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	
Misassignments	1.60	
Vacant Positions	0.00	
Total Teachers Without Credentials and Misassignments	1.60	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.40	
Local Assignment Options	0.40	
Total Out-of-Field Teachers	0.80	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

2021-22 Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	4.60	
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.00	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

2022-23 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected		December 2022	
Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy

Reading/Language Arts	McGraw Hill Education, Study Sync	Yes	0
Mathematics	College Preparatory Mathematics, Core Connections Courses 1-3, Gr. 6-8	Yes	0
Science	HMH Integrated Science	Yes	0
History-Social Science	TCI History Alive	Yes	0
Foreign Language	Vista Higher Learning: Descubre Level 1	Yes	0

School Facility Conditions and Planned Improvements

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.

Year and month of the most recent FIT report

January 2022

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

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 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).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).
4. **College and Career Ready**
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.

SARC Reporting in the 2020-2021 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

Options

Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

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.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

The 2020-21 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-21 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-21 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-21 school year to other school years.

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.

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.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
English Language Arts/Literacy (grades 3-8 and 11)	N/A	42	N/A	49	N/A	47
Mathematics (grades 3-8 and 11)	N/A	30	N/A	36	N/A	33

2021-22 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	647	634	97.99	2.01	41.93
Female	317	309	97.48	2.52	46.43
Male	329	324	98.48	1.52	37.46
American Indian or Alaska Native	--	--	--	--	--
Asian	31	31	100.00	0.00	80.65
Black or African American	--	--	--	--	--
Filipino	21	21	100.00	0.00	76.19
Hispanic or Latino	403	394	97.77	2.23	27.30
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	29	28	96.55	3.45	60.71
White	147	144	97.96	2.04	65.97
English Learners	114	112	98.25	1.75	6.25
Foster Youth	0	0	0.00	0.00	0.00
Homeless	52	48	92.31	7.69	21.28
Military	12	12	100.00	0.00	33.33
Socioeconomically Disadvantaged	310	301	97.10	2.90	24.08
Students Receiving Migrant Education Services	18	18	100.00	0.00	11.76
Students with Disabilities	110	104	94.55	5.45	4.85

2021-22 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	646	622	96.28	3.72	29.74
Female	316	304	96.20	3.80	27.96
Male	329	317	96.35	3.65	31.23
American Indian or Alaska Native	--	--	--	--	--
Asian	31	30	96.77	3.23	73.33
Black or African American	--	--	--	--	--
Filipino	21	21	100.00	0.00	71.43
Hispanic or Latino	403	385	95.53	4.47	16.88
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	28	27	96.43	3.57	48.15
White	147	146	99.32	0.68	46.58
English Learners	114	111	97.37	2.63	2.70
Foster Youth	0	0	0.00	0.00	0.00
Homeless	51	47	92.16	7.84	8.51
Military	12	12	100.00	0.00	25.00
Socioeconomically Disadvantaged	309	295	95.47	4.53	12.88
Students Receiving Migrant Education Services	18	18	100.00	0.00	5.56
Students with Disabilities	110	103	93.64	6.36	2.91

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

For any 2020–21 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Science (grades 5, 8 and high school)	NT	28.09	NT	34.04	28.5	29.47

2021-22 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	246	237	96.34	3.66	28.09
Female	124	120	96.77	3.23	25
Male	122	117	95.9	4.1	31.3
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	156	150	96.15	3.85	16.89
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	57	55	96.49	3.51	43.64
English Learners	32	31	96.88	3.12	3.33
Foster Youth	0	0	0	0	0
Homeless	16	14	87.5	12.5	0
Military	--	--	--	--	--
Socioeconomically Disadvantaged	113	107	94.69	5.31	10.38
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	43	39	90.7	9.3	7.69

B. Pupil Outcomes

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 area of physical education.

2021-22 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. Due to changes to the 2021-22 PFT administration, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 7	95%	95%	95%	95%	95%

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 regarding the school district and at each school site.

2022-23 Opportunities for Parental Involvement

Many groups contribute to our decision-making process. Parent volunteers, students through leadership and Voices committees, 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, 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 weeks sessions cover the US Educational System, learning standards, advocacy strategies, and parent school leadership.

2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	696	681	189	27.8
Female	341	332	93	28.0
Male	354	348	96	27.6
American Indian or Alaska Native	4	4	3	75.0
Asian	32	32	3	9.4
Black or African American	10	8	3	37.5
Filipino	21	21	1	4.8
Hispanic or Latino	431	421	139	33.0
Native Hawaiian or Pacific Islander	5	5	3	60.0
Two or More Races	14	14	4	28.6
White	163	161	32	19.9
English Learners	154	153	40	26.1
Foster Youth	2	1	0	0.0
Homeless	62	58	25	43.1
Socioeconomically Disadvantaged	332	325	121	37.2
Students Receiving Migrant Education Services	21	20	2	10.0
Students with Disabilities	126	121	50	41.3

C. Engagement

State Priority: School Climate

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

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

Suspensions and Expulsions

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-20 suspensions and expulsions rate data are not comparable to other year data because the 2019-20 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 2019-20 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	5.42	3.64	2.45
Expulsions	0.26	0.11	0.05

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Suspensions	0.00	11.93	0.07	4.44	0.20	3.17
Expulsions	0.00	0.00	0.00	0.15	0.00	0.07

2021-22 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	11.93	0.00
Female	9.38	0.00
Male	14.41	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	4.76	0.00
Hispanic or Latino	13.46	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	7.14	0.00
White	10.43	0.00
English Learners	12.34	0.00
Foster Youth	0.00	0.00
Homeless	24.19	0.00
Socioeconomically Disadvantaged	16.87	0.00
Students Receiving Migrant Education Services	14.29	0.00
Students with Disabilities	14.29	0.00

2022-23 School Safety Plan

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 and are in process to hire two additional 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 five of Positive Behavior Interventions and Support (PBIS) implementation. We are in year two of a robust Climate and Culture team that reviews, updates, and trains the staff in all things climate and culture.

2019-20 Secondary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	21	16	7	4
Mathematics	27	3	9	5
Science	34		4	11
Social Science	27	4	5	9

2020-21 Secondary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	19	18	6	8
Mathematics	21	9	7	7
Science	24	6	5	9
Social Science	23	7	3	11

2021-22 Secondary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	20	14	1	10
Mathematics	27	4	9	4
Science	30	2	1	12
Social Science	30	2	2	11

2021-22 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. 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.

Title	Ratio
Pupils to Academic Counselor	438

2021-22 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. 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.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1.5
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	3.0

2020-21 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2020-21 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	4384.57	69.96	4314.62	85535
District	N/A	N/A	8495.23	\$83,657
Percent Difference - School Site and District	N/A	N/A	-65.3	2.2
State	N/A	N/A	\$6,594	\$83,102
Percent Difference - School Site and State	N/A	N/A	-41.8	2.9

2021-22 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:

Goal 1: Advance College, Career and Civic Readiness for Improved Year-Over-Year Student Achievement in Pre-K - 12th grades

Goal 2: Promote Parent/Guardian, Family, and Community Engagement in Education to Support a Shared Vision of Student Achievement

Goal 3: Enhance Student Engagement, Social Emotional Learning, and School Climate that Fosters Relationships, Wellbeing and Achievement

Goal 4: Improve Equity, Access, and Inclusion for Diverse Student Learners for increased learning in the least restrictive environment (LRE), academic progress towards goals, and overall student achievement.

2020-21 Teacher and Administrative Salaries

This table displays the 2020-21 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$50,809	\$52,478
Mid-Range Teacher Salary	\$85,955	\$80,810
Highest Teacher Salary	\$108,761	\$101,276
Average Principal Salary (Elementary)	\$134,228	\$127,080
Average Principal Salary (Middle)	\$142,204	\$134,264
Average Principal Salary (High)	\$136,760	\$147,200
Superintendent Salary	\$278,901	\$242,351
Percent of Budget for Teacher Salaries	33%	33%
Percent of Budget for Administrative Salaries	6%	6%

Professional Development

Britton collaborates every Wednesday morning at 8:30 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 SEL and ensuring all students grasp the essential standards.

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.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2020-21	2021-22	2022-23
Number of school days dedicated to Staff Development and Continuous Improvement	9	9	