

Lewis H. Britton Middle School

2022-2023 School Accountability Report Card (Published During the 2023-2024 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.

2023-24 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

2023-24 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	www.mhusd.org

2023-24 School Description and Mission Statement

Lewis H. Britton Middle School:

Lewis H. Britton Middle School is a public middle school in Morgan Hill, CA, part of the Morgan Hill Unified School District. Currently, Britton has just under 600 students in grades six through eight. Nanette Donohue is principal of Britton Middle School. Mrs. Donohue has been a public educator since 2000 and an administrator since 2013.

Britton houses approximately 173 sixth-grade students, 197 seventh-grade students, and 229 eighth-grade students. These students all take the core classes, including math, science, English, and social studies. Additionally, all students participate in PE and take an elective or intervention class.

Britton continues to undergo a renaissance in learning. In 2015, Britton was happy to announce a California State Gold Ribbon Distinguished School designation and a Golden Bell Award. Britton was proud to announce the selection for the 2016-2019 Tech Academies of Innovation partnership to develop model engineering programs. Britton continues offering STEM opportunities and various STEM engineering after-school clubs throughout the school day. In addition, Britton has been undergoing a physical renovation that started in 2018 and will continue through the 2023-2024 school year. By the end of the project, four new buildings will be constructed, one building will be renovated, two will be demolished, and our outdoor blacktop, eating areas, and parking lot will all be constructed.

In 2019, Britton was identified for Additional Targeted Support and Improvement (ATSI) for Students with Disabilities (SWD) based on Red and Orange indicators in all areas on the California School Dashboard for two years. Due to the suspension of the California School Dashboard in 2020 and 2021 due to COVID-19, the California Department of Education has not yet updated the list of schools identified for ATSI in the 2022-2023 school year.

Each classroom has a TV monitor, embedded speakers, wireless projection capabilities, an additional stand-alone monitor, and live streaming software. Additionally, all students are assigned a Chromebook for use as Britton students.

In addition to supplying Chromebooks to every student on campus, the PE department partnered with Specialized Bicycles to provide a unique learning experience for students. Using Polar Heart Rate Monitors, students track their heart rates while riding one of Britton's stationary Specialized mountain bikes. The PE department also has a circuit training area filled with various

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weights and mats to facilitate daily PE experiences and a circuit training elective.

Professional Development

The Britton teaching staff collaborates every Wednesday. 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 narrowing the focus to create intentional professional learning teams that concentrate on ways to help students' literacy and mathematics growth and the social-emotional well-being of each student.

Programs

Activities- Britton continues to offer a variety of daily co-curricular activities on campus. Clubs include drama, Britton TV club, yearbook, robotics, art, Gay-Straight Alliance (GSA), etc.; additionally, the Associated Student Body (ASB), in conjunction with leadership students, hosts a variety of campus climate events and spirit weeks throughout the school year.

The SPSA aligns with the district LCAP by addressing needs in the following areas.

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 two sections of AVID to support 7th and 8th graders. Additionally, AVID is offered to 6th graders during the elective wheel. In addition to ongoing professional development, AVID teachers and counselors attend AVID Summer Institute.

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 Center - The after-school homework center is available for all students and is open Monday - Thursday (3:05 pm to 4:00 pm). Students can get help with their homework, study for an upcoming test, or receive additional academic support during that time. The Homework Club is staffed with teachers, a Cal-SOAP tutor, and other staff, as needed.

Britton TV- BTV students produce a daily broadcast that features school and community news. This program is run through the Leadership classes.

Yearbook club- Britton will offer a yearbook as a stand-alone elective. In addition to this class, a yearbook club will also be provided after school.

Outside Supports and Services - Britton is happy to partner with Youth Amplify aftercare, Discovery Counseling, Community Solutions, and other outside supports and services to provide individual and group counseling for students.

Britton's Wellness Center- This service is widely popular at Britton and is staffed by a wellness counselor and a support clerk. Students with difficulties throughout the day may use the center to cool down, reset, and speak to somebody as needed. The counselor also provides more targeted support at the tier 2/3 level as required.

Cal-SOAP - Britton works with Cal-SOAP to provide college students with the opportunity to work as tutors with our most at-risk students in our literacy support classes, English language development classes, and homework center.

English Language Development (ELD)- ELD is offered as a two-period block for students identified as CELDT Levels 1-3.

Music- Besides the academic Renaissance, Britton offers two music sections (Advanced Band and Beginning Band). Also, Britton's Color Guard program was tremendously successful, placing second place in the Santa Clara County Color Guard competition in 2019.

Naviance- 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 postsecondary planning. The Naviance curriculum is embedded into the 7th and 8th-grade elective wheels experiences.

Lunchtime sports programs - Britton provides structured team contests during lunch and various 'fun' additional experiences, such as tug-o-war, water balloon volleyball, etc, to keep students entertained. In addition, a staff member supervises opportunities for students to participate in group sports during lunch. Soccer balls and basketballs are available to all students during lunch.

Reading & Math Interventions- Britton continues to provide reading and math interventions during the school day. Students in

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every English class can work on their English skills through an individualized Lexia Power Up program. All students spend 45 minutes weekly on this program to support their learning needs. In addition, two teachers offer targeted instruction for students who struggle in specific skills and domains as determined by MAP and Edulastic data.

Scholastic Achievement- Britton offers academic clubs that foster high scholarship, service, and citizenship standards.

Special Education

Currently, Britton has four comprehensive Special Education programs. First, Britton offers full inclusion for students who require Specialized Academic Instruction. This program includes all 6th, 7th, and 8th-grade students who receive resource support. Students are in general education classes with support and instruction from Special Education teachers and paraeducators. Second, Britton offers stand-alone English, Math, social studies, and science support as needed and identified within individuals' IEPs. In addition, Britton hosts the ALPHA (Autism Learning Program focused on Higher Academics) middle school program. The ALPHA program serves students with Autism and provides them with the support needed as they learn to navigate middle school. Additionally, the district's middle school BETA program, Behavior, Emotional, Therapeutic, Academics, is housed at Britton Middle School starting in the 2023-2024 school year. In all of the special education programs, maximizing opportunity for inclusion while meeting students' academic needs is the goal.

Opportunities for Stakeholder Input

Many groups contribute to the decision-making process. Parent volunteers, students, administration, and staff compose the School Site Council (SSC), which makes many important budgetary and school plan decisions. The English Language Advisory Committee (ELAC) comprises parents of students identified as 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 weekly to stay abreast of school issues and provide input in all areas.

School Safety Plan

Staff members and administrators monitor the school grounds for 15 minutes before and after school. Administrators typically monitor students before and after school and during lunch and brunch. Two full-time student supervisors supervise the grounds. Teachers and administrators regularly review the rules for safe, responsible behavior in school and on the grounds. Britton has 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, students and staff are trained by the Morgan Hill Police Department on Run, Hide, and Defend procedures.

Britton revises 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. Britton trains all staff during school-wide staff meetings. Britton practices fire and earthquake drills monthly and holds staff training on emergency preparedness. Britton is in Year Two of Positive Behavior Interventions and Support (PBIS) implementation. Year three continues the full staff implementation of teaching strategies, external rewards, and expectations. The staff is revising the matrix used for the past two years to shift from CPR - cooperation, pride, and respect, to BMS - Be Responsible, Make Safe Choices, and Show Respect. A PBIS team will continue to attend Professional Development and share it with staff.

Funding

The SPSA represents the 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. The school goals help determine the relative attention and resources 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 educational partner 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.

Students are served through district-wide programs as described in the district's Local Control Accountability Plan (LCAP). This School Plan for Student Achievement (SPSA) represents the school's allocation of resources towards unique school-level needs as determined by a review of student outcome data and educational partner input. This needs assessment is further analyzed to determine the root causes that inform the actions laid out in this plan. Actions are monitored for effectiveness through various metrics, and plans are adjusted to ensure that actions demonstrate the desired outcome. Program and service evaluations must consider the degree to which plans have been implemented with fidelity and ample time for expected outcomes to be demonstrable.

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The SPSA continues to be organized under four goals aligned with the district's LCAP. The action categories under each goal are also aligned to the LCAP, enabling cross-referencing between various plans. A Multi-Tiered System of Support structures the actions to distinguish core programs from strategic or intensive support programs. As the goals and categories are broad, there is ample flexibility for various programs and services and an infrastructure to share professional learning about program effectiveness in meeting common goals. These goals are:

1. College and Career Readiness: With an equity lens, MHUSD will provide vigorous curriculum and instruction that includes critical thinking skills and academic and digital literacy in all subject areas to ensure all students' postsecondary success (college or career readiness). (This goal has seven everyday actions, including staffing, professional development, core and support educational programs, and basic services).
2. Parent Engagement All parents are valued as partners in their child's education and are empowered to support their child's college or career readiness preparation. (This goal has two actions: general parent engagement and targeted engagement and outreach for parents of underrepresented students).
3. Student Engagement & School Climate: Increase student engagement and connectedness to school and community, and inspire productive persistence in ALL students to graduate college and career ready (This goal has two actions, including general campus climate and engagement services as well as strategic and intensive support for struggling students).
4. Improve Equity, Access, and Inclusion for Diverse Student Learners for increased opportunities for learning in the least restrictive environment (LRE), academic progress toward goals, and student achievement

About this School

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 6	178
Grade 7	192
Grade 8	234
Total Enrollment	604

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	47%
Male	52.8%
American Indian or Alaska Native	0.5%
Asian	5.1%
Black or African American	1.3%
Filipino	2.6%
Hispanic or Latino	62.4%
Native Hawaiian or Pacific Islander	0.5%
Two or More Races	2.8%
White	21.5%
English Learners	20.5%
Homeless	9.4%
Migrant	2.6%
Socioeconomically Disadvantaged	47.4%
Students with Disabilities	14.7%

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)	22.70	88.30	312.70	86.75	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	3.50	0.97	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	2.50	9.99	37.60	10.43	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.12	4.50	1.27	11953.10	4.28
Unknown	0.40	1.56	2.00	0.57	15831.90	5.67
Total Teaching Positions	25.70	100.00	360.40	100.00	279044.80	100.00

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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	0.50
Misassignments	1.60	2.00
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	1.60	2.50

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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	0.00
Local Assignment Options	0.40	0.00
Total Out-of-Field Teachers	0.80	0.00

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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)	4.6	10.1
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	0

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

2023-24 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, Positive Prevention Plus by Red Cross	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	November 2023
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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		

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 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).

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.

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.

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 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
English Language Arts/Literacy (grades 3-8 and 11)	42	32	49	46	47	46
Mathematics (grades 3-8 and 11)	30	25	36	35	33	34

2022-23 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	598	593	99.16	0.84	32.43
Female	282	279	98.94	1.06	37.28
Male	314	312	99.36	0.64	27.65
American Indian or Alaska Native	--	--	--	--	--
Asian	30	30	100.00	0.00	63.33
Black or African American	--	--	--	--	--
Filipino	17	17	100.00	0.00	88.24
Hispanic or Latino	372	369	99.19	0.81	21.74
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	36	36	100.00	0.00	38.89
White	129	127	98.45	1.55	46.46
English Learners	107	105	98.13	1.87	0.00
Foster Youth	0	0	0	0	0
Homeless	56	55	98.21	1.79	12.73
Military	--	--	--	--	--
Socioeconomically Disadvantaged	309	307	99.35	0.65	16.01
Students Receiving Migrant Education Services	16	16	100.00	0.00	12.50
Students with Disabilities	87	87	100.00	0.00	1.15

2022-23 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	597	592	99.16	0.84	25.17
Female	282	279	98.94	1.06	26.88
Male	313	311	99.36	0.64	23.47
American Indian or Alaska Native	--	--	--	--	--
Asian	30	30	100.00	0.00	63.33
Black or African American	--	--	--	--	--
Filipino	17	17	100.00	0.00	58.82
Hispanic or Latino	371	368	99.19	0.81	14.95
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	36	36	100.00	0.00	41.67
White	129	127	98.45	1.55	39.37
English Learners	106	105	99.06	0.94	1.90
Foster Youth	0	0	0	0	0
Homeless	56	55	98.21	1.79	9.09
Military	--	--	--	--	--
Socioeconomically Disadvantaged	308	306	99.35	0.65	12.42
Students Receiving Migrant Education Services	16	16	100.00	0.00	6.25
Students with Disabilities	87	86	98.85	1.15	2.33

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.

Science test results include the CAST 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 CAST 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.

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.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
Science (grades 5, 8 and high school)	28.09	26.55	34.04	35.35	29.47	30.29

2022-23 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	228	226	99.12	0.88	26.55
Female	109	108	99.08	0.92	28.70
Male	119	118	99.16	0.84	24.58
American Indian or Alaska Native	0	0	0	0	0
Asian	12	12	100.00	0.00	75.00
Black or African American	0	0	0	0	0
Filipino	--	--	--	--	--
Hispanic or Latino	142	141	99.30	0.70	14.89
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	17	17	100.00	0.00	35.29
White	51	50	98.04	1.96	40.00
English Learners	33	33	100.00	0.00	0.00
Foster Youth	0	0	0	0	0
Homeless	20	20	100.00	0.00	5.00
Military	--	--	--	--	--
Socioeconomically Disadvantaged	120	120	100.00	0.00	14.17
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	39	39	100.00	0.00	0.00

2022-23 Career Technical Education Programs

2022-23 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	

Course Enrollment/Completion

This table displays the course enrollment/completion of University of California (UC) and/or California State University (CSU) admission requirements.

UC/CSU Course Measure	Percent
2022-23 Pupils Enrolled in Courses Required for UC/CSU Admission	
2021-22 Graduates Who Completed All Courses Required for UC/CSU Admission	

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.

2022-23 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. The administration of the PFT during 2021-22 and 2022-23 school years, 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	95.6	96.2	96.2	95.6	83.6

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.

2023-24 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.

C. Engagement

State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school Dropout Rates;
- High school Graduation Rates; and
- Chronic Absenteeism

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Dropout Rate				3.3	5.1	2.8	9.4	7.8	8.2
Graduation Rate				89.2	92.5	92.8	83.6	87	86.2

2022-23 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2022-23 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at www.cde.ca.gov/ds/ad/acgrinfo.asp.

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	0.0	0.0	0.0
Female	0.0	0.0	0.0
Male	0.0	0.0	0.0
Non-Binary			
American Indian or Alaska Native	0.0	0.0	0.0
Asian	0.0	0.0	0.0
Black or African American	0.0	0.0	0.0
Filipino	0.0	0.0	0.0
Hispanic or Latino	0.0	0.0	0.0
Native Hawaiian or Pacific Islander	0.0	0.0	0.0
Two or More Races	0.0	0.0	0.0
White	0.0	0.0	0.0
English Learners	0.0	0.0	0.0
Foster Youth	0.0	0.0	0.0
Homeless	0.0	0.0	0.0
Socioeconomically Disadvantaged	0.0	0.0	0.0
Students Receiving Migrant Education Services	0.0	0.0	0.0
Students with Disabilities	0.0	0.0	0.0

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	624	621	128	20.6
Female	290	289	60	20.8
Male	332	330	68	20.6
Non-Binary	2	2	0	0.0
American Indian or Alaska Native	3	3	0	0.0
Asian	32	32	1	3.1
Black or African American	8	8	3	37.5
Filipino	17	17	3	17.6
Hispanic or Latino	389	386	91	23.6
Native Hawaiian or Pacific Islander	3	3	1	33.3
Two or More Races	17	17	0	0.0
White	134	134	25	18.7
English Learners	134	133	31	23.3
Foster Youth	1	1	1	100.0
Homeless	68	68	20	29.4
Socioeconomically Disadvantaged	326	325	85	26.2
Students Receiving Migrant Education Services	16	16	1	6.3
Students with Disabilities	94	93	30	32.3

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.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Suspensions	0.00	11.93	14.58	0.07	4.44	4.90	0.20	3.17	3.60
Expulsions	0.00	0.00	0.00	0.00	0.15	0.03	0.00	0.07	0.08

2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	14.58	0
Female	13.1	0
Male	15.96	0
Non-Binary		
American Indian or Alaska Native	0	0
Asian	3.13	0
Black or African American	0	0
Filipino	0	0
Hispanic or Latino	16.45	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	5.88	0
White	13.43	0
English Learners	23.13	0
Foster Youth	0	0
Homeless	13.24	0
Socioeconomically Disadvantaged	19.63	0
Students Receiving Migrant Education Services	12.5	0
Students with Disabilities	18.09	0

2023-24 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 three full-time yard supervisors who 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, and 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 on emergency preparedness for staff.

Britton implemented Positive Behavior Interventions and Support (PBIS) in 2017. Our Climate and Culture team reviews, updates, and trains the staff in all things climate and culture.

D. Other SARC Information Information Required in the SARC

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

2020-21 Elementary 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 class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
6	23	21	21	15

2021-22 Elementary 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 class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
6	24	15	11	15

2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 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 class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	0	0	0	0
1	0	0	0	0
2	0	0	0	0
3	0	0	0	0
4	0	0	0	0
5	0	0	0	0
6	25	14	8	19
Other	0	0	0	0

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

2022-23 Secondary Average Class Size and Class Size Distribution

This table displays the 2022-23 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	15	9	2
Mathematics	27	4	10	3
Science	28	2	7	6
Social Science	33	0	6	7

2022-23 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	1208

2022-23 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)	0.5
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	1
Psychologist	1
Social Worker	
Nurse	.3
Speech/Language/Hearing Specialist	1
Resource Specialist (non-teaching)	
Other	3.5

Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 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	\$89,709
Percent Difference - School Site and District	N/A	N/A	-65.3	2.2
State	N/A	N/A	\$7,607	\$87,362
Percent Difference - School Site and State	N/A	N/A	-41.8	2.9

Fiscal Year 2022-23 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 toward goals, and overall student achievement.

Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 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	\$54,619	\$54,190
Mid-Range Teacher Salary	\$92,401	\$85,111
Highest Teacher Salary	\$116,918	\$104,999
Average Principal Salary (Elementary)	\$141,746	\$132,492
Average Principal Salary (Middle)	\$150,439	\$140,987
Average Principal Salary (High)	\$163,233	\$153,884
Superintendent Salary	\$275,000	\$255,503
Percent of Budget for Teacher Salaries	32.32%	32.09%
Percent of Budget for Administrative Salaries	6.39%	5.25%

2022-23 Advanced Placement (AP) Courses

This table displays the percent of student in AP courses at this school.

Percent of Students in AP Courses

This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student.

Subject	Number of AP Courses Offered
Computer Science	0
English	0
Fine and Performing Arts	0
Foreign Language	0
Mathematics	0
Science	0
Social Science	0
Total AP Courses Offered Where there are student course enrollments of at least one student.	0

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	2021-22	2022-23	2023-24
Number of school days dedicated to Staff Development and Continuous Improvement			3