School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Lewis H. Britton Middle School	43 69583 6095384	5/22/2024	6/18/2024

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan (LCAP) process.

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp), and for federal Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements for both the SPSA and federal ATSI planning requirements.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the local educational agency (LEA) that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 64001(g)(1), the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

This plan is being used by Lewis H. Britton Middle School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

> Schoolwide Program
> Additional Targeted Support and Improvement
> Based on the CA Schools Dashboard, Britton has been identified for ATSI for the following student group(s): English Learners, Students with Disabilities

This template is based on the December, 2023 CDE revision of the School Plan for Student Achievement. Some modifications have been made to inform the SPSA development process.

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Plan Description

Briefly describe your school's plan for effectively meeting ESSA's planning requirements in alignment with the Local Control and Accountability Plan (LCAP) and other federal, state, and local programs.

This plan is being used by Lewis H. Britton Middle School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

Schoolwide Program
› Additional Targeted Support and Improvement
Based on the CA Schools Dashboard, Britton has been identified for ATSI for the following student group(s): English Learners, Students with Disabilities

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 around 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 210 sixth-grade students, 187 seventh-grade students, and 212 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 English Learner class.

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 2024-2025 school year. By the end of the project, four new buildings will be constructed, one building will be renovated, one will be demolished, our gym will be renovated, and our outdoor blacktop, eating areas, and parking lot will all be constructed.

In 2024, Britton was identified for Additional Targeted Support & Improvement (ATSI) for English Learners (EL) and Students with Disabilities (SWD)

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

In addition to supplying Chromebooks to every student on campus, the PE department partnered with Specialized Bicycles to provide a unique learning experience. Using 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 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. Britton is narrowing the focus to building common units and formative and summative assessments this year. We are taking those common assessments to disaggregate the data and learn how better to serve our students with their literacy and mathematics growth.

Programs
Activities—Britton continues to offer a variety of co-curricular activities on campus daily. 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.

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).

Britton TV & Yearbook—Britton offers a stand-alone journalism class that produces our weekly BTV and yearbook. Students produce a twice-weekly broadcast that features school and community news. In addition to this class, a yearbook club will also be provided after school. This program is run through the Leadership classes.

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 counseling interns. 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.

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

Music—Britton offers three music sections: Advanced Band, Beginning Band, and a 6th-grade elective wheel. During the elective wheel, students experiment with bucket drumming and choir. In addition to music, Britton's Color Guard program has been tremendously successful and works closely with Live Oak's Color Guard.

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 every English and math class can work on their English skills through an individualized iReady program. All students spend 45 minutes weekly on this program in each subject to support their learning needs.

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, our goal is to meet students' academic needs while maximizing opportunities for inclusion is the goal while.

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 training for staff 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 out 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 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.

The SPSA continues to be organized under three 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:

1.0 Academics: Through equitable, inclusive access, advance college, career, and civic readiness for all students
- 1.1. Elementary School: Improve literacy and math proficiency for all elementary students with a focus on closing the opportunity gap for students identified as English Learners, Students with Disabilities, Homeless and Foster Youth, and Socioeconomically Disadvantaged
- 1.2 Middle School: Build community and a supportive learning environment for all students by providing an equitable, rigorous, and culturally responsive curriculum for middle school academic success with a focus on closing the opportunity gap for students identified as English Learners, Students with Disabilities, Homeless and Foster Youth, and Socioeconomically Disadvantaged
- 1.3 High School: Implement and support the transition from middle to high school to increase on-track graduation rates, college and career preparation, CTE completion, and post-secondary attainment as evidenced in the California Dashboard and local indicators of student success.
- 1.4 English Learners: Facilitate English learner success in accessing grade-level academics and developing English language proficiency to ensure equitable opportunities for all students.
- 1.5 Inclusive Practices: Foster a culture of inclusivity and equity to improve access to educational opportunities for all students, including students identified with diverse backgrounds, abilities, and needs.

2.0 Family and Community Engagement: Promote family and community engagement and participation in the education process for all students

3.0 School Climate and Culture: Enhance student achievement through student engagement, social-emotional learning, and a school climate that cultivates relationships and well-being.
- 3.1 Attend to Social-Emotional Learning and Development: Within the three-year cycle of this plan, develop whole-child wellness centers at the two middle and two high school schools, K-8 and elementary sites, and our alternative high school to improve timely student and community access to our growing inventory of social-emotional and school-linked services. Provide social-emotional learning strategies and practices intentionally designed, assessed, and monitored for student outcomes within multi-tiered support systems. Build a community of practice in collaboration with staff and students to establish culturally responsive and inclusive school-wide equity practices that create the conditions for belonging, safe learning environments, and meaningful learning experiences by June 2027.

Educational Partner Involvement

How, when, and with whom did Lewis H. Britton Middle School consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

All educational partner groups are consulted when developing this plan. At various times throughout the year, the administration worked with parents during School Site Council Meetings, Home and School Meetings, ELAC meetings, and Parent/Principal Conversations. Additionally, Britton staff have been consulted during staff meetings, the Hannover Survey conducted in Winter 2024, and our department leadership meetings. Students have been consulted through homeroom and on surveys.

During the 2023-2024 school year,
School Site Council meetings 9/20/23, 10/19/23, 11/16/23, 1/18/24, 2/15/24, 3/21/24, 4/18/24, 5/23/24
ELAC Meetings, 9/27/23, 10/25/23,11/15/23,1/17/24, 2/27/24, 3/19/24, 4/23/24, 5/21/24
Principal Conversations 8/17/23, 9/22/23, 10/20/23, 11/17/23, 1/19/24, 3/22/24, 4/19/24, 5/24/24

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

This section is required for all schools eligible for ATSI and CSI.

Needs Assessment Findings: English Learners, Students with Disabilities

Many resource inequalities are impacting the learning of students with disabilities and English Learners within our community. These include but are not limited to the fairness of education. Students with disabilities and English learners oftentimes experience lower learning expectations within a classroom setting than a typical learner or a student who speaks English as their primary language. Higher class sizes also make it more challenging for teachers to provide the targeted, specialized support needed for students to learn at high levels. There is a higher level of turnover within our special education department at Morgan Hill Unified, which contributes to lower consistency among teachers. Additionally, our English Language Development program within Morgan Hill is evolving. Consistent expectations around the placement of English Learners into ELD classes are shifting, and high-quality curriculum is still being researched.

The district is working to remedy resource inequalities, including, but not limited to, early Intervention and family academic engagement.

Comprehensive Needs Assessment Components

Identify and describe any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

California School Dashboard (Dashboard) Indicators

Referring to the California School Dashboard (Dashboard), any state indicator for which overall performance was in the "Red" or "Orange" performance category.

According to the CA School Dashboard, our state indicators identify the areas for 'all students' ranking in the red zone: English Learner's Progress, English Language Arts, Suspension Rate, and Mathematics.

Referring to the California School Dashboard (Dashboard), any state indicator for which performance for any student group was two or more performance levels below the "all student" performance.

No student groups fell two performance bands below the 'all students' performance.

Other Needs

In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

Additionally, our Winter iReady data indicates that 45% of our students score two or more grade levels below in math, and 44% of our students score two or more grade levels below in reading. We noticed that our students struggle to understand and apply academic vocabulary. Additionally, students have gaps in their ability to read both academic and narrative writing, which has ripple effects throughout our academic disciplines. -

Our district administered Hanover Research LCAP Survey, 2023 indicates that of the 194 students who took the survey, 68% of the students reported that they have multiple ways of engaging in learning inside and outside the classroom. This information tells us that we need to shift how we make learning visible to our students and provide them more opportunities to learn in different ways.

School and Student Performance Data

Student Enrollment

This report displays the annual K-12 public school enrollment by student ethnicity and grade level for Lewis H. Britton Middle School. Annual enrollment consists of the number of students enrolled on Census Day (the first Wednesday in October). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	**Percent of Enrollment**			**Number of Students**		
	21-22	**22-23**	**23-24**	**21-22**	**22-23**	**23-24**
American Indian	0.46%	0.5%	0.65%	3	3	4
African American	0.61%	1.32%	1.31%	4	8	8
Asian	4.87%	5.13%	5.71%	32	31	35
Filipino	3.04%	2.65%	2.61%	20	16	16
Hispanic/Latino	62.25%	62.42%	61.99%	409	377	380
Pacific Islander	0.61%	0.5%	0.65%	4	3	4
White	24.05%	21.52%	21.37%	158	130	131
Multiple/No Response	2.13%	2.81%	2.45%	14	17	15
			Total Enrollment	657	604	613

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	**Number of Students**		
	21-22	**22-23**	**23-24**
Grade 6	184	178	215
Grade 7	223	192	186
Grade 8	250	234	212
Total Enrollment	657	604	613

Conclusions based on this data:

1. The number of 6th graders enrolled at Britton decreased by 54 students over the past three school years.

2. The number of 7th graders enrolled at Britton decreased by 17 students over the past three school years.

3. The number of 8th graders enrolled at Britton increased by one student over the past three school years.

School and Student Performance Data

English Learner (EL) Enrollment

This report displays the annual K-12 public school enrollment by English Language Acquisition Status (ELAS). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

English Learner (EL) Enrollment						
Student Group	**Number of Students**			**Percent of Students**		
	21-22	**22-23**	**23-24**	**21-22**	**22-23**	**23-24**
English Learners	143	124	125	20.9%	21.8%	20.4%
Fluent English Proficient (FEP)	95	105	104	13.8%	14.5%	17.0%
Reclassified Fluent English Proficient (RFEP)				10.3%		

Conclusions based on this data:

1. The percentage of students identified as English Learners decreased by over 1% since the previous year's data.

2. The percentage of students identified as FEP overall has increased by 2.9% since last school yaer.

3. The percentage of students identified as RFEP has (NO DATA AT THIS TIME)

School and Student Performance Data

CAASPP Results
English Language Arts/Literacy (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's Smarter Balanced Assessment System web page for more information.

Overall Participation for All Students											
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 6	211	183	172	0	177	171	0	177	170	0.0	96.7	99.4
Grade 7	241	219	197	0	215	196	0	214	196	0.0	98.2	99.5
Grade 8	237	245	229	0	242	226	0	241	226	0.0	98.8	98.7
All Grades	689	647	598	0	634	593	0	632	592	0.0	98.0	99.2

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

Overall Achievement for All Students												
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 6		2496.	2473.		10.17	8.24		28.25	18.24		27.68	25.29		33.90	48.24
Grade 7		2523.	2505.		14.95	9.18		28.04	28.06		21.96	20.92		35.05	41.84
Grade 8		2542.	2519.		14.52	10.18		29.05	22.57		27.39	26.55		29.05	40.71
All Grades	N/A	N/A	N/A		13.45	9.29		28.48	23.14		25.63	24.32		32.44	43.24

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Reading Demonstrating understanding of literary and non-fictional texts								
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	20-21	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**
Grade 6		15.25	11.76		52.54	37.65		32.20	50.59
Grade 7		16.82	12.24		61.21	60.20		21.96	27.55
Grade 8		14.94	12.83		55.60	49.12		29.46	38.05
All Grades		15.66	12.33		56.65	49.49		27.69	38.18

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Writing Producing clear and purposeful writing								
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	20-21	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**
Grade 6		11.93	6.47		50.57	44.12		37.50	49.41
Grade 7		17.84	13.78		46.95	43.37		35.21	42.86
Grade 8		10.79	13.27		57.26	46.02		31.95	40.71
All Grades		13.49	11.49		51.90	44.59		34.60	43.92

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Listening Demonstrating effective communication skills								
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	20-21	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**
Grade 6		13.56	5.29		64.97	74.71		21.47	20.00
Grade 7		11.68	6.63		72.90	73.98		15.42	19.39
Grade 8		14.94	9.29		73.44	72.57		11.62	18.14
All Grades		13.45	7.26		70.89	73.65		15.66	19.09

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Research/Inquiry Investigating, analyzing, and presenting information								
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	20-21	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**
Grade 6		9.60	11.76		70.62	60.00		19.77	28.24
Grade 7		16.36	9.69		63.08	60.20		20.56	30.10
Grade 8		17.43	11.95		66.39	66.81		16.18	21.24
All Grades		14.87	11.15		66.46	62.67		18.67	26.18

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Conclusions based on this data:

1. Over the three-year span, the overall percentage of students scoring below standard in reading increased by 10.49%.

2. Over the three-year span, the overall percentage of students scoring below standard in writing increased by 9.32%.

3. Over the three-year span, the overall percentage of students scoring below standard in research and inquiry increased by 7.51%.

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's [Smarter Balanced Assessment System](#) web page for more information.

Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 6	211	183	172	0	177	170	0	177	170	0.0	96.7	98.8
Grade 7	241	218	197	0	209	196	0	209	196	0.0	95.9	99.5
Grade 8	237	245	228	0	236	226	0	236	226	0.0	96.3	99.1
All Grades	689	646	597	0	622	592	0	622	592	0.0	96.3	99.2

Overall Participation for All Students

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

Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 6		2477.	2471.		13.56	8.82		15.82	10.59		23.73	31.18		46.89	49.41
Grade 7		2513.	2495.		14.35	12.24		19.62	16.84		24.40	23.47		41.63	47.45
Grade 8		2511.	2501.		14.83	11.50		11.44	14.60		27.12	21.68		46.61	52.21
All Grades	N/A	N/A	N/A		14.31	10.98		15.43	14.19		25.24	25.00		45.02	49.83

Overall Achievement for All Students

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Concepts & Procedures Applying mathematical concepts and procedures								
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 6		13.56	7.06		38.98	40.59		47.46	52.35
Grade 7		16.27	14.29		42.58	38.78		41.15	46.94
Grade 8		14.83	11.06		41.95	40.71		43.22	48.23
All Grades		14.95	10.98		41.32	40.03		43.73	48.99

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems								
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 6		8.47	5.29		45.20	54.71		46.33	40.00
Grade 7		15.79	12.24		47.85	46.94		36.36	40.82
Grade 8		15.68	11.95		48.31	50.88		36.02	37.17
All Grades		13.67	10.14		47.27	50.68		39.07	39.19

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Communicating Reasoning Demonstrating ability to support mathematical conclusions								
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 6		9.60	9.41		61.58	56.47		28.81	34.12
Grade 7		13.40	10.71		57.89	59.69		28.71	29.59
Grade 8		12.29	7.08		58.47	56.64		29.24	36.28
All Grades		11.90	8.95		59.16	57.60		28.94	33.45

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Conclusions based on this data:

1. Over the three years, the overall percentage of students scoring below standard in concepts and procedures increased by 5.26%

2. Over the three years, the overall percentage of students scoring below standard in problem-solving & modeling/data analysis increased by 0.12%

3. Over the three years, the overall percentage of students scoring below standard in communicating reasoning increased by 4.51%

School and Student Performance Data

The English Language Proficiency Assessments for California (ELPAC) system is used to determine and monitor the progress of the English language proficiency for students whose primary language is not English. The ELPAC is aligned with the 2012 California English Language Development Standards and assesses four domains: listening, speaking, reading, and writing.

Visit the California Department of Education's English Language Proficiency Assessments for California (ELPAC) web page or the ELPAC.org website for more information about the ELPAC.

ELPAC Results

Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
6	1528.1	1524.2	1524.6	1534.9	1535.5	1529.1	1520.6	1512.4	1519.6	38	43	29
7	1533.6	1544.2	1536.5	1544.8	1557.9	1543.5	1521.9	1530.1	1529.1	50	43	43
8	1574.3	1555.9	1529.9	1595.2	1557.1	1534.3	1553.0	1554.3	1525.1	43	42	34
All Grades										131	128	106

ELPAC Summative Assessment Data — Number of Students and Mean Scale Scores for All Students

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
6	18.92	7.14	13.79	43.24	50.00	48.28	24.32	33.33	31.03	13.51	9.52	6.90	37	42	29
7	26.00	34.88	23.26	36.00	30.23	44.19	24.00	20.93	9.30	14.00	13.95	23.26	50	43	43
8	34.88	26.19	17.65	41.86	45.24	38.24	16.28	21.43	14.71	6.98	7.14	29.41	43	42	34
All Grades	26.92	22.83	18.87	40.00	41.73	43.40	21.54	25.20	16.98	11.54	10.24	20.75	130	127	106

Overall Language — Percentage of Students at Each Performance Level for All Students

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Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
6	37.84	42.86	34.48	43.24	45.24	51.72	10.81	9.52	10.34	8.11	2.38	3.45	37	42	29
7	44.00	51.16	44.19	38.00	30.23	32.56	12.00	6.98	11.63	6.00	11.63	11.63	50	43	43
8	58.14	45.24	44.12	30.23	33.33	17.65	6.98	14.29	11.76	4.65	7.14	26.47	43	42	34
All Grades	46.92	46.46	41.51	36.92	36.22	33.02	10.00	10.24	11.32	6.15	7.09	14.15	130	127	106

Oral Language — Percentage of Students at Each Performance Level for All Students

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Written Language Percentage of Students at Each Performance Level for All Students														
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
6	5.41	0.00	0.00	21.62	21.43	27.59	43.24	45.24	37.93	29.73	33.33	34.48	37	42	29
7	10.00	9.30	6.98	16.00	30.23	30.23	40.00	32.56	32.56	34.00	27.91	30.23	50	43	43
8	9.30	11.90	2.94	34.88	35.71	23.53	44.19	33.33	38.24	11.63	19.05	35.29	43	42	34
All Grades	8.46	7.09	3.77	23.85	29.13	27.36	42.31	37.01	35.85	25.38	26.77	33.02	130	127	106

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Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
6	16.22	0.00	13.79	70.27	90.48	79.31	13.51	9.52	6.90	37	42	29
7	16.00	9.30	4.65	64.00	62.79	62.79	20.00	27.91	32.56	50	43	43
8	16.28	14.63	5.88	72.09	68.29	55.88	11.63	17.07	38.24	43	41	34
All Grades	16.15	7.94	7.55	68.46	73.81	65.09	15.38	18.25	27.36	130	126	106

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Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
6	72.22	76.19	58.62	27.78	23.81	41.38	0.00	0.00	0.00	36	42	29
7	74.00	83.33	79.07	24.00	7.14	13.95	2.00	9.52	6.98	50	42	43
8	85.71	67.57	61.76	9.52	27.03	14.71	4.76	5.41	23.53	42	37	34
All Grades	77.34	76.03	67.92	20.31	19.01	21.70	2.34	4.96	10.38	128	121	106

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Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
6	5.41	0.00	3.45	29.73	35.71	37.93	64.86	64.29	58.62	37	42	29
7	12.00	13.95	9.30	28.00	46.51	41.86	60.00	39.53	48.84	50	43	43
8	25.58	28.57	11.76	34.88	30.95	32.35	39.53	40.48	55.88	43	42	34
All Grades	14.62	14.17	8.49	30.77	37.80	37.74	54.62	48.03	53.77	130	127	106

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Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
6	10.81	14.29	20.69	72.97	64.29	68.97	16.22	21.43	10.34	37	42	29
7	14.00	13.95	23.26	74.00	67.44	53.49	12.00	18.60	23.26	50	43	43
8	2.33	2.44	0.00	86.05	87.80	73.53	11.63	9.76	26.47	43	41	34
All Grades	9.23	10.32	15.09	77.69	73.02	64.15	13.08	16.67	20.75	130	126	106

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Conclusions based on this data:

1. Over the past three school years, the overall mean scale scores for oral language decreased for each grade: 6, 7, and 8.

2. Over the past three school years, for each grade, 6, 7, and 8, the overall mean scale scores for written language increased slightly for 6th graders and decreased for 7th and 8th graders.

3. Over the past three school years, for our 6th and 7th grade students, the percentage of students at Performance Level 1 in written language decreased in 6th and 8th grade and stayed the same in 7th grade.

School and Student Performance Data

California School Dashboard
Student Population
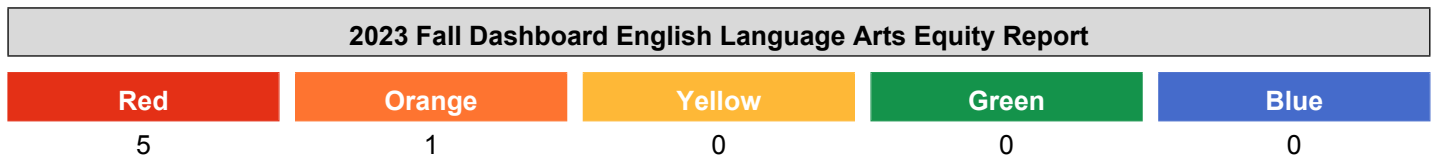
The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

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

2022-23 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
604	**47.4**	**20.5**	Students whose well being is the responsibility of a court.
Total Number of Students enrolled in Lewis H. Britton Middle School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	

2022-23 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	124	20.5
Foster Youth		
Homeless	57	9.4
Socioeconomically Disadvantaged	286	47.4
Students with Disabilities	89	14.7

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	8	1.3
American Indian	3	0.5
Asian	31	5.1
Filipino	16	2.6
Hispanic	377	62.4
Two or More Races	17	2.8
Pacific Islander	3	0.5
White	130	21.5

Conclusions based on this data:

1. Britton's population of students identified as English Learners consists of 20.5% of our student population.

2. Britton's population of Students with Disabilities consists of 14.7% of our student population.

3. Britton's population of students identified as Socioeconomically Disadvantaged consists of 47.4% of our student population.

School and Student Performance Data

Overall Performance

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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

2023 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts Orange	**Chronic Absenteeism** Yellow	**Suspension Rate** Red
Mathematics Orange		
English Learner Progress Orange		

Conclusions based on this data:

1. In 2023 Britton's chronic absenteeism rate fell within the yellow for academic engagement.

2. In 2023 Britton's ELA rate fell within the orange performance range.

3. In 2023 Britton's Math rate fell within the orange performance range.

School and Student Performance Data

Academic Performance
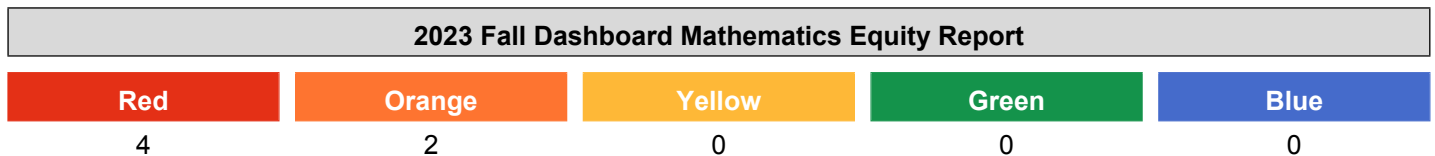### English Language Arts

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Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard English Language Arts Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
5	1	0	0	0

This section provides a view of how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2023 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Orange	Red	No Performance Color
49.1 points below standard	115 points below standard	0 Students
Decreased Significantly -23.8 points	Decreased Significantly -36.2 points	
572 Students	147 Students	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
Red	Red	Red
112.2 points below standard	92.2 points below standard	148.7 points below standard
Decreased Significantly -27.5 points	Decreased Significantly -26.7 points	Decreased -12.5 points
52 Students	291 Students	90 Students

2023 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
Less than 11 Students	Less than 11 Students	53.2 points above standard	70.6 points above standard
		Decreased Significantly - 20.7 points	Maintained +1.3 points
8 Students	3 Students	28 Students	16 Students

Hispanic	Two or More Races	Pacific Islander	White
Red	9.9 points below standard	Less than 11 Students	Orange
77.5 points below standard	Decreased Significantly - 65.3 points	3 Students	6.3 points below standard
Decreased Significantly - 18.6 points	16 Students		Decreased Significantly - 29.1 points
357 Students			123 Students

This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in English Language Arts.

2023 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
145.6 points below standard	60.8 points below standard	31.4 points below standard
Decreased Significantly -30 points	Decreased Significantly -43.9 points	Decreased Significantly -19.9 points
94 Students	53 Students	355 Students

Conclusions based on this data:

1. Britton's current students identified as English Learners scored 145 below standard as compared to Britton's reclassified students identified as English Learners who scored 60.8 points below standard.

2. In the 2023 Fall Dashboard English Language Arts Performance by Race/Ethnicity, students identified as Hispanic scored 77.5 points below standard.

3. In the 2023 Fall Dashboard English Language Arts Performance for All Students/Student Group, our students identified as English Learners, Students with Disabilities, Socioeconomically Disadvantaged, and Homeless scored within the red range.
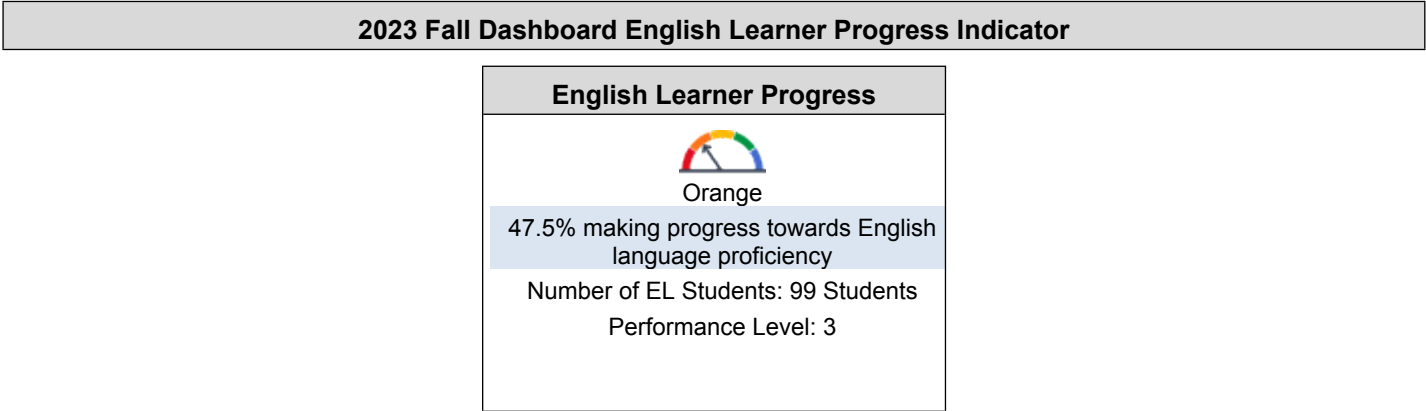
School and Student Performance Data

Academic Performance
Mathematics

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard Mathematics Equity Report

Red	Orange	Yellow	Green	Blue
4	2	0	0	0

This section provides a view of how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2023 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	English Learners	Foster Youth
Orange	Red	No Performance Color
78.5 points below standard	148.6 points below standard	0 Students
Decreased Significantly -15.4 points	Decreased Significantly -18.7 points	
571 Students	147 Students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
Orange	Red	Red
127.9 points below standard	123.9 points below standard	187.7 points below standard
Increased +4.6 points	Decreased -8.3 points	Decreased -9.2 points
52 Students	290 Students	89 Students

2023 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
Less than 11 Students	Less than 11 Students	61.3 points above standard	10 points above standard
8 Students	3 Students	Decreased Significantly - 28.6 points	Decreased Significantly - 39.4 points
		28 Students	16 Students

Hispanic	Two or More Races	Pacific Islander	White
Red	16.8 points below standard	Less than 11 Students	Orange
107.9 points below standard	Decreased Significantly -79 points	3 Students	32.9 points below standard
Decreased -6.3 points	16 Students		Decreased -13.3 points
356 Students			123 Students

This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in mathematics

2023 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
183.1 points below standard	87.4 points below standard	61 points below standard
Decreased Significantly -16.2 points	Decreased -10 points	Decreased -15 points
94 Students	53 Students	354 Students

Conclusions based on this data:

1. In the 2023 Fall Dashboard Mathematics Performance for All Students/Student Group, students identified as English Learners, Socioeconomically Disadvantaged, and students with disabilities scored in the red range.

2. In the 2023 Fall Dashboard Mathematics Performance by Race/Ethnicity, students identified as Hispanic scored 107.9 points below standard and fell within the red' range.

3. In the 2023 Fall Dashboard Mathematics Data Comparisons for English Learners, current students identified as English Learners scored 183.1 points below standard whereas students identified as reclassified English Learners scored 87.4 points below standard.

School and Student Performance Data

Academic Performance
English Learner Progress

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

2023 Fall Dashboard English Learner Progress Indicator

English Learner Progress
Orange
47.5% making progress towards English language proficiency
Number of EL Students: 99 Students
Performance Level: 3

This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2023 Fall Dashboard Student English Language Acquisition Results			
Decreased One ELPI Level	**Maintained ELPI Level 1, 2L, 2H, 3L, or 3H**	**Maintained ELPI Level 4**	**Progressed At Least One ELPI Level**
14	37	1	46

Conclusions based on this data:

1. In the 2023 Fall Dashboard English Learner Progress Indicator, students identified as English Learners scored in the orange range with 47.5 making progress toward English language proficiency.

2. In the 2023 Fall Dashboard Student English Language Acquisition Results, 14 students identified as English Learners decreased by one level.

3. In the 2023 Fall Dashboard Student English Language Acquisition Results, 46 students identified as English Learners progressed at least one ELPI level.

School and Student Performance Data

Academic Engagement
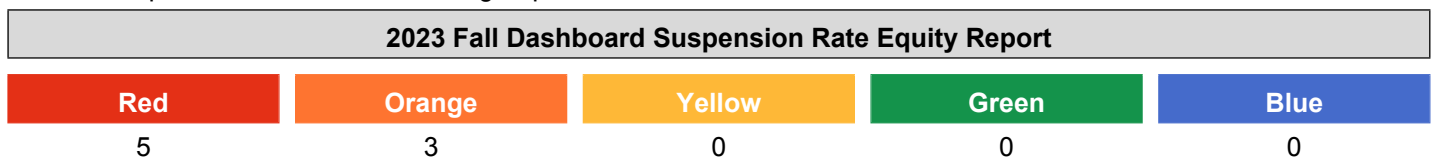### Chronic Absenteeism

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard Chronic Absenteeism Equity Report

Red	Orange	Yellow	Green	Blue

This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2023 Fall Dashboard Chronic Absenteeism for All Students/Student Group

All Students	English Learners	Foster Youth
Yellow	Orange	Less than 11 Students
20.6% Chronically Absent	23.3% Chronically Absent	
Declined Significantly -7.1	Declined -2.8	1 Student
621 Students	133 Students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
Orange	Yellow	Orange
29.4% Chronically Absent	26.2% Chronically Absent	32.3% Chronically Absent
Declined -13.7	Declined Significantly -11.1	Declined -9.1
68 Students	325 Students	93 Students

2023 Fall Dashboard Chronic Absenteeism by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Less than 11 Students 8 Students	Less than 11 Students 3 Students	Green 3.1% Chronically Absent Declined -6.3 32 Students	17.6% Chronically Absent Increased 12.9 17 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Yellow 23.6% Chronically Absent Declined Significantly -9.4 386 Students	10.5% Chronically Absent Declined -6.7 38 Students	Less than 11 Students 3 Students	Yellow 18.7% Chronically Absent Declined -1.2 134 Students

Conclusions based on this data:

1. In the 2023 Fall Dashboard Chronic Absenteeism for All Students/Student Group, All students had yellow chronic absenteeism at 20.6%.

2. In the 2023 Fall Dashboard Chronic Absenteeism no student groups students fell within the red chronic absenteeism.

3. In the 2023 Fall Dashboard Chronic Absenteeism by Race/Ethnicity, the following students identified as Hispanic had a 23.6% chronically absent rate, putting them in the yellow category.

School and Student Performance Data

Conditions & Climate
Suspension Rate

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard Suspension Rate Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
5	3	0	0	0

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

2023 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Red	Red	Less than 11 Students
14.6% suspended at least one day	23.1% suspended at least one day	1 Student
Increased Significantly 6.1	Increased 14	
624 Students	134 Students	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
Orange	Red	Red
13.2% suspended at least one day	19.6% suspended at least one day	18.1% suspended at least one day
Declined -4.5	Increased Significantly 7.6	Increased 7.8
68 Students	326 Students	94 Students

2023 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
Less than 11 Students 8 Students	Less than 11 Students 3 Students	Orange 3.1% suspended at least one day Increased 3.1 32 Students	0% suspended at least one day Declined -4.8 17 Students

Hispanic	Two or More Races	Pacific Islander	White
Red 16.5% suspended at least one day Increased Significantly 7.4 389 Students	Orange 10.5% suspended at least one day Increased 10.5 38 Students	Less than 11 Students 3 Students	Red 13.4% suspended at least one day Increased 5.5 134 Students

Conclusions based on this data:

1. In the 2023 Fall Dashboard Suspension Rate for All Students/Student Group, 14.6% of students have been suspended at least once.

2. In the 2023 Fall Dashboard Suspension Rate for All Students/Student Group, students identified as Homeless have been suspended at least once at a rate of 13.2%.

3. In the 2023 Fall Dashboard Suspension Rate by Race/Ethnicity, students identified as Hispanic were suspended at least once at a rate of 16.5% as compared to the students identified as White who were suspended at least once at a rate of 13.4%.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal 1

Title and Description of School Goal
Broad statement that describes the desired result to which all strategies/activities are directed.

Academics
48.7% of students did not meet their typical growth goal level as measured by the iReady Reading Assessment.
61.7% of English Learners did not meet their typical growth goal level as measured by the iReady Reading Assessment.
40% of students with disabilities did not meet their typical growth goal level as measured by the iReady Reading Assessment.
64% of students did not meet their typical growth goal level as measured by the iReady Math Assessment.
66.4% of English Learners did not meet their typical growth goal level as measured by the iReady Math Assessment.
69.7% of students with disabilities did not meet their typical growth goal level as measured by the iReady Math Assessment.

The percentage of students identified in each of the above student groups did not meet their typcial growth goals on the iReady reading and math assessments will increase by at least 5% by June 2025.

14.3% of students identified as English Learners decreased at least one ELPI level at the rate of CAASPP 2024 Dashboard.

The percentage of students identified as English Learners who did not meet their typical growth goals in the California Dashboard, 2023 will increase by at least 10% by June 2025.

LCAP Goal to which this School Goal is Aligned
LCAP goal to which this school goal is aligned.

Aligned with LCAP Goal 1

Identified Need
A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

48.7% of students did not meet their typical growth goal level as measured by the iReady Reading Assessment.
61.7% of English Learners did not meet their typical growth goal level as measured by the iReady Reading Assessment.
40% of students with disabilities did not meet their typical growth goal level as measured by the iReady Reading Assessment.
64% of students did not meet their typical growth goal level as measured by the iReady Math Assessment.
66.4% of English Learners did not meet their typical growth goal level as measured by the iReady Math Assessment.
69.7% of students with disabilities did not meet their typical growth goal level as measured by the iReady Math Assessment.
14.3% of students identified as English Learners decreased at least one ELPI level at the rate of CAASPP 2024 Data.

Annual Measurable Outcomes
Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
iReady Winter 2024 to iReady Winter 2025	As determined by the iReady Winter 2023, the percentage of Britton students, including English Learners and students with disabilities, met reading growth projections at a rate of: All Students: 51.3% English Learners: 38.3% Students with Disabilities: 60% As determined by the iReady Winter 2023, the percentage of Britton students, including English Learners and students with disabilities, met math growth projections at a rate of: All Students: 36% English Learners: 33.6% Students with Disabilities: 30.3%	By May 2025, the percentage of Britton students, including English Learners and students with disabilities, will meet the expected growth by an increase of 5% or more. This will be measured by their iReady scores in Reading and Math.
CAASPP 2024 Dashboard	EL students maintained or progressed at least one ELPI level at the rate of 46.9%.	During the 2024-2025 school year, 10% more Current EL students will progress at least one ELPI level.

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
1.1	Programs intended to extend learning, as written below, in math and Reading and reduce their chronic absenteeism will be funded with Goal 1 in mind.	All Students with a focus on students identified as underperforming or disadvantaged including Foster, Homeless, Socioeconomically Disadvantaged, English Learners, and Students with Disabilities and underperforming Hispanic/Latino	53874.28 LCFF PLC Planning time for teachers, stipends, substitute pay, department planning days, professional consulting services, rentals, leases, repairs, chromebooks, books & supplies 57416.68 LCFF, Unrestricted Lottery Clerical, rentals, leases, repairs, professional consulting services, teacher planning, school business , certificated taxes,chromebooks, books & supplies 38303.12 Title I Super Sub Sub Days

Annual Review

SPSA Year Reviewed: 2023-24

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

During the 2023-2024 school year, our district shifted away from using NWEA MAP data in middle school and shifted toward iReady Assessment Data.

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

The budget expenditures were on par with what was expected.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Changes will be made to reflect the current assessment software adopted by MHUSD and aligned across comprehensive middle schools.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal 2

Title and Description of School Goal
Broad statement that describes the desired result to which all strategies/activities are directed.

Family/Guardian and Community Engagement
The percentage of parents engaged in their child's education will increase by at least 10% as measured by attendance at parent engagement events by June 2025.

LCAP Goal to which this School Goal is Aligned
LCAP goal to which this school goal is aligned.

Aligned with LCAP Goal 2

Identified Need
A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

260 parents report participation in Family, and Community activities at Britton Middle School. Our success can be attributed to adding student performances and incentives to our nightly activities, encouraging parents to attend.

Annual Measurable Outcomes
Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Events held	Outside of ELAC, H&S Club, and SSC meetings, twelve parent events, an increase of four, were held online or in person during the 2023-2024 school year.	In addition to our monthly ELAC meetings and School Site Council meetings, Britton will hold monthly parent coffees, orientations, back-to-school nights, and other parent education meetings throughout the school year.
Parent/Guardian attendance logs	A digital attendance log was provided at each parent event. Our data shows that over the course of the school year, 260 family participants are reported to have attended an event at Britton Middle School.	During the 2024-2025 school year, we will increase participation by 10%.

Strategies/Activities
Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
2.1	Increase the opportunities parents and guardians have to participate in their child's education by providing them the time, space, opportunity, and education on various topics surrounding their child's education and social-emotional wellbeing. These topics will be determined prior to the start of	All Students	1065.1 Title I Postage

school in August of 2022 in collaboration with our climate and culture team members.		

Annual Review

SPSA Year Reviewed: 2023-24

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

Implementing one digital sign in sheet was an effective way to capture participation amongst our community.

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

There was no need to purchase the software needed to gather this data, therefore, no budget was required.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

The goal was shifted to maintain our high quality program offerings, yet continue to encourage higher rates of participation.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal 3

Title and Description of School Goal
Broad statement that describes the desired result to which all strategies/activities are directed.

School Culture & Climate The percentage of students who feel connected to school will increase to at least 75% as measured by Hanover LCAP Survey.

LCAP Goal to which this School Goal is Aligned
LCAP goal to which this school goal is aligned.

Aligned with LCAP Goal 3

Identified Need
A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Social-emotional needs post COVID have increased dramatically. In addition, there is an increased need to provide targeted engagement activities to encourage our student population to be present and attentive at school. Over the past year, we've see a drop in chronic absenteeism and an increase in students participating in activities at school. We will continue to capitalize on the forward movement we've begun to see.

Annual Measurable Outcomes
Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
HANOVER SURVEY RESULTS	Students answered the question: "I have multiple ways to engage in my learning both inside and outside the classroom." Student Response: 68% positive	By May 2025, the total number of Britton students will feel they have multiple ways to engage in their learning inside and outside the classroom by 10%.
Suspension Data California Dashboard 2023-2024,	During the 2023-2024 school year, our overall student population was suspended at least one day at a rate of 14.6%, an increase of 6.1% from the previous year.	By May 2025, our overall student population will who are suspended at least one day will decrease 10%.

Strategies/Activities
Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
3.1	Increase a sense of belonging on campus for all of our students through during school and outside of school day programming. In an attempt to foster a sense of belonging, and in addition to the items listed below, we intend to hire outside agencies, tbd, to provide a space outside of the school day	All Students	8180.75 LCFF Chronic Absenteeism Classified Staffing

		7172 Extra Curricular Cross country, Color Guard, Gopher Sports, Amazon, Logo Lockers, Greensport, certificated taxes 11545.82 LCFF, Unrestricted Lottery Certificated Staffing: Stipends/Clubs
where students can participate in activities such as sports, clubs, music, etc.		

Annual Review

SPSA Year Reviewed: 2023-24

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

As a school site, we continue to meet weekly to discuss the climate and culture of the team. During these meetings we discuss programs, and the shifts that may need to occur in order to best engage our student population. We also continue to strengthen our classroom practices and elective opportunities provided to our students in order to engage them at high levels.

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

No major discrepancy occurred between the proposed and actual spending needs.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

No major changes were made.

Budget Summary

Complete the Budget Summary Table below. Schools may include additional information, and adjust the table as needed. The Budget Summary is required for schools funded through the Consolidated Application (ConApp).

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$177,557.75
Total Federal Funds Provided to the School from the LEA for CSI	$

Other Federal, State, and Local Funds

List the additional Federal programs that the school includes in the schoolwide program. Adjust the table as needed.

Note: If the school is not operating a Title I schoolwide program, this section is not applicable and may be deleted.

Federal Programs	Allocation ($)
Title I	$39,368.22

Subtotal of additional federal funds included for this school: $39,368.22

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

State or Local Programs	Allocation ($)
Extra Curricular	$7,172.00
LCFF	$62,055.03
LCFF, Unrestricted Lottery	$68,962.50

Subtotal of state or local funds included for this school: $138,189.53

Total of federal, state, and/or local funds for this school: $177,557.75

Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance

Expenditures by Funding Source

Funding Source	Amount
Extra Curricular	7,172.00
LCFF	62,055.03
LCFF, Unrestricted Lottery	68,962.50
Title I	39,368.22

Expenditures by Budget Reference

Budget Reference	Amount

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
	Extra Curricular	7,172.00
	LCFF	62,055.03
	LCFF, Unrestricted Lottery	68,962.50
	Title I	39,368.22

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	149,594.08
Goal 2	1,065.10
Goal 3	26,898.57

School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

1 School Principal

6 Classroom Teachers

2 Other School Staff

3 Parent or Community Members

0 Secondary Students

Name of Members	Role
1. Nanette Donohue	Principal
2. Alfonso Gallegos	Other School Staff
3. Kelly Parker	Classroom Teacher
4. Richard Punches	Classroom Teacher
5. Estefani Mendoza	Classroom Teacher
6. Sierra Silva	Classroom Teacher
7. Tamera Miller	Classroom Teacher
8. Sendy Ramirez Moya	Parent or Community Member
9. Andrea Reynolds	Other School Staff
10. Bryan Esperitu	Parent or Community Member
11. James Azar	Parent or Community Member

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

Signature	Committee or Advisory Group Name
	English Learner Advisory Committee

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on 5/12/2024.

Attested:

Principal, Nanette Donohue on
SSC Chairperson, Jamez Azar on

Instructions

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan (LCAP) process.

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp) pursuant to California *Education Code* (*EC*) Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the local educational agency (LEA) that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with *EC* 64001(g)(1), the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

For questions related to specific sections of the template, please see instructions below.

Instructions: Table of Contents

- Plan Description
- Educational Partner Involvement
- Comprehensive Needs Assessment
- Goals, Strategies/Activities, and Expenditures
- Annual Review
- Budget Summary
- Appendix A: Plan Requirements for Title I Schoolwide Programs
- Appendix B: Select State and Federal Programs

For additional questions or technical assistance related to LEA and school planning, please contact the CDE's Local Agency Systems Support Office, at LCFF@cde.ca.gov.
For programmatic or policy questions regarding Title I schoolwide planning, please contact the LEA, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

Plan Description
Briefly describe the school's plan to effectively meet the ESSA requirements in alignment with the LCAP and other federal, state, and local programs.

Additional CSI Planning Requirements:
Schools eligible for CSI must briefly describe the purpose of this plan by stating that this plan will be used to meet federal CSI planning requirements.

Additional ATSI Planning Requirements:
Schools eligible for ATSI must briefly describe the purpose of this plan by stating that this plan will be used to meet federal ATSI planning requirements.

Educational Partner Involvement
Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Within California, these stakeholders are referred to as educational partners. Schools must share the SPSA with school site-level advisory groups, as applicable (e.g., English Learner Advisory committee, student advisory groups, tribes and tribal organizations present in the community, as appropriate, etc.) and seek input from these advisory groups in the development of the SPSA.

The Educational Partner Engagement process is an ongoing, annual process. Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

Additional CSI Planning Requirements:
When completing this section for CSI, the LEA must partner with the school and its educational partners in the development and implementation of this plan.

Additional ATSI Planning Requirements:
This section meets the requirements for ATSI.

Resource Inequities

This section is required for all schools eligible for ATSI and CSI.

Additional CSI Planning Requirements:
- Schools eligible for CSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required school-level needs assessment.
- Identified resource inequities must be addressed through implementation of the CSI plan.
- Briefly identify and describe any resource inequities identified as a result of the required school-level needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

Additional ATSI Planning Requirements:
- Schools eligible for ATSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required school-level needs assessment.
- Identified resource inequities must be addressed through implementation of the ATSI plan.
- Briefly identify and describe any resource inequities identified as a result of the required school-level needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

Comprehensive Needs Assessment
Referring to the California School Dashboard (Dashboard), identify: (a) any state indicator for which overall performance was in the "Red" or "Orange" performance category AND (b) any state indicator for which performance for any student group was two or more performance levels below the "all student" performance. In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

SWP Planning Requirements:
When completing this section for SWP, the school shall describe the steps it is planning to take to address these areas of low performance and performance gaps to improve student outcomes.

Completing this section fully addresses all SWP relevant federal planning requirements.

CSI Planning Requirements:
When completing this section for CSI, the LEA shall describe the steps the LEA will take to address the areas of low performance, low graduation rate, and/or performance gaps for the school to improve student outcomes.

Completing this section fully addresses all relevant federal planning requirements for CSI.

ATSI Planning Requirements:
Completing this section fully addresses all relevant federal planning requirements for ATSI.

Goals, Strategies/Activities, and Expenditures
In this section, a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

Additional CSI Planning Requirements:
When completing this section to meet federal planning requirements for CSI, improvement goals must also align with the goals, actions, and services in the LEA's LCAP.

Additional ATSI Planning Requirements:
When completing this section to meet federal planning requirements for ATSI, improvement goals must also align with the goals, actions, and services in the LEA's LCAP.

Goal

Well-developed goals will clearly communicate to educational partners what the school plans to accomplish, what the school plans to do in order to accomplish the goal, and how the school will know when it has accomplished the goal. A goal should be specific enough to be measurable in either quantitative or qualitative terms. Schools should assess the performance of their student groups when developing goals and the related strategies/activities to achieve such goals. SPSA goals should align to the goals and actions in the LEA's LCAP.

A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve?

It can be helpful to use a framework for writing goals such the S.M.A.R.T. approach.
A S.M.A.R.T. goal is:

- **S**pecific,
- **M**easurable,
- **A**chievable,
- **R**ealistic, and
- **T**ime-bound.

A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.
A school may number the goals using the "Goal #" for ease of reference.

Additional CSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal CSI planning requirements.

Additional ATSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Identified Need

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including local and state indicator data from the Dashboard and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

Additional CSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal CSI planning requirements.

Additional ATSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the

baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

Additional CSI Planning Requirements:
When completing this section for CSI, the school must include school-level metrics related to the metrics that led to the school's eligibility for CSI.

Additional ATSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Strategies/Activities Table
Describe the strategies and activities being provided to meet the goal.
Complete the table as follows:

- Strategy/Activity #: Number the strategy/activity using the "Strategy/Activity #" for ease of reference.
- Description: Describe the strategy/activity.
- Students to be Served: Identify in the Strategy/Activity Table either All Students or one or more specific student groups that will benefit from the strategies and activities. ESSA Section 1111(c)(2) requires the schoolwide plan to identify either "All Students" or one or more specific student groups, including socioeconomically disadvantaged students, students from major racial and ethnic groups, students with disabilities, and English learners.
- Proposed Expenditures: List the amount(s) for the proposed expenditures. Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to *EC* Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.
- Funding Sources: List the funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Planned strategies/activities address the findings of the comprehensive needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.

Additional CSI Planning Requirements:
- When completing this section for CSI, this plan must include evidence-based interventions and align to the goals, actions, and services in the LEA's LCAP.
- When completing this section for CSI, this plan must address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.
Note: Federal school improvement funds for CSI shall not be used in schools identified for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.

Additional ATSI Planning Requirements:
- When completing this section for ATSI, this plan must include evidence-based interventions and align with the goals, actions, and services in the LEA's LCAP.

- When completing this section for ATSI, this plan must address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.
- When completing this section for ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the ATSI designation.

Note: Federal school improvement funds for CSI shall not be used in schools identified for ATSI. Schools eligible for ATSI do not receive funding but are required to include evidence-based interventions and align with the goals, actions, and services in the LEA's LCAP.

Annual Review

In the following Goal Analysis prompts, identify any material differences between what was planned and what actually occurred as well as significant changes in strategies/activities and/or expenditures from the prior year. This annual review and analysis should be the basis for decision-making and updates to the plan.

Goal Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal.

- Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between the intended implementation and/or material difference between the budgeted expenditures to implement the strategies/activities to meet the articulated goal.
- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

Note: If the school is in the first year of implementing the goal, the Annual Review section is not required and this section may be left blank and completed at the end of the year after the plan has been executed.

Additional CSI Planning Requirements:
- When completing this section for CSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the federal CSI planning requirements.
- CSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for CSI planning requirements.

Additional ATSI Planning Requirements:
- When completing this section for ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the federal ATSI planning requirements.
- ATSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for ATSI planning requirements.

Budget Summary

In this section, a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp.

Note: If the school is not operating a Title I schoolwide program, this section is not applicable and may be deleted.

Additional CSI Planning Requirements:
- From its total allocation for CSI, the LEA may distribute funds across its schools that are eligible for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

Note: CSI funds may not be expended at or on behalf of schools not eligible for CSI.

Additional ATSI Planning Requirements:
Note: Federal funds for CSI shall not be used in schools eligible for ATSI.

Budget Summary Table

A school receiving funds allocated through the ConApp should complete the Budget Summary Table as follows:
- **Total Funds Provided to the School Through the ConApp:** This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.
- **Total Funds Budgeted for Strategies to Meet the Goals in the SPSA:** This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school receiving funds from its LEA for CSI should complete the Budget Summary Table as follows:
- **Total Federal Funds Provided to the School from the LEA for CSI:** This amount is the total amount of funding provided to the school from the LEA for the purpose of developing and implementing the CSI plan for the school year set forth in the CSI LEA Application for which funds were received.

Appendix A: Plan Requirements

Schoolwide Program Requirements

This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.

A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the Schoolsite Council (SSC). The content of a SPSA must be aligned with school goals for improving student achievement.

Requirements for Development of the Plan

    I.   The development of the SPSA shall include both of the following actions:

        A.   Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.

            1.   The comprehensive needs assessment of the entire school shall:

                a.   Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need).

                b.   Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to:

                    i.   Help the school understand the subjects and skills for which teaching and learning need to be improved.

                    ii.   Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards.

                    iii.   Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.

                    iv.   Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.

                    v.   Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.

        B.   Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

Requirements for the Plan

    II.   The SPSA shall include the following:

        A.   Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.

        B.   Evidence-based strategies, actions, or services (described in Strategies and Activities)

1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will:
   a. Provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards
   b. Use methods and instructional strategies that:
      i. Strengthen the academic program in the school,
      ii. Increase the amount and quality of learning time, and
      iii. Provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.
   c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:
      i. Strategies to improve students' skills outside the academic subject areas;
      ii. Preparation for and awareness of opportunities for postsecondary education and the workforce;
      iii. Implementation of a schoolwide tiered model to prevent and address problem behavior;
      iv. Professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
      v. Strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the LEA (may include funds allocated via the ConApp, federal funds, and any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.
D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
   1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
   2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and
   3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Educational Partner Involvement and/or Strategies/Activities).
F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to:
    1. Ensure that those students' difficulties are identified on a timely basis; and
    2. Provide sufficient information on which to base effective assistance to those students.
G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).
I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: Title 34 of the *Code of Federal Regulations* (34 *CFR*), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. *EC* sections 64001 et. seq.

Appendix B: Plan Requirements for School to CSI/ATSI Planning Requirements

For questions or technical assistance related to meeting federal school improvement planning requirements, please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Comprehensive Support and Improvement

The LEA shall partner with educational partners (including principals and other school leaders, teachers, and parents) to locally develop and implement the CSI plan for the school to improve student outcomes, and specifically address the metrics that led to eligibility for CSI (Educational Partner Involvement).

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (S*ections: Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable*);

2. Include evidence-based interventions (*Sections: Strategies/Activities, Annual Review and Update, as applicable*) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at https://www2.ed.gov/fund/grant/about/discretionary/2023-non-regulatory-guidance-evidence.pdf);

   Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments

3. Be based on a school-level needs assessment (S*ections: Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable*); and

4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (S*ections: Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable*).

Authority Cited: Sections 1003(e)(1)(A), 1003(i), 1111(c)(4)(B), and 1111(d)(1) of the ESSA.

Single School Districts and Charter Schools Eligible for ESSA School Improvement

Single school districts (SSDs) or charter schools that are eligible for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (*EC* Section 64001[a] as amended by Assembly Bill 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the LCAP and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (*EC* Section 52062[a] as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: *EC* sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

CSI Resources

For additional CSI resources, please see the following links:

- **CSI Planning Requirements** (see Planning Requirements tab): https://www.cde.ca.gov/sp/sw/t1/csi.asp

- **CSI Webinars**: https://www.cde.ca.gov/sp/sw/t1/csiwebinars.asp

- **CSI Planning Summary for Charters and Single-school Districts**: https://www.cde.ca.gov/sp/sw/t1/csiplansummary.asp

Additional Targeted Support and Improvement

A school eligible for ATSI shall:

1. Identify resource inequities, which may include a review of LEA- and school-level budgeting, which will be addressed through implementation of its TSI plan (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities, and Annual Review and Update, as applicable*).

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B), and 1111(d)(2)(c) of the ESSA.

Single School Districts and Charter Schools Eligible for ESSA School Improvement

Single school districts (SSDs) or charter schools that are eligible for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (*EC* Section 64001[a] as amended by Assembly Bill [AB] 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the local control and accountability plan (LCAP) and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (*EC* Section 52062[a] as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: *EC* sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

ATSI Resources:

For additional ATSI resources, please see the following CDE links:

- ATSI Planning Requirements (see Planning Requirements tab): https://www.cde.ca.gov/sp/sw/t1/tsi.asp

- ATSI Planning and Support Webinar: https://www.cde.ca.gov/sp/sw/t1/documents/atsiplanningwebinar22.pdf

- ATSI Planning Summary for Charters and Single-school Districts: https://www.cde.ca.gov/sp/sw/t1/atsiplansummary.asp

Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:

- Programs included on the ConApp: https://www.cde.ca.gov/fg/aa/co/
- ESSA Title I, Part A: School Improvement: https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp
- Available Funding: https://www.cde.ca.gov/fg/fo/af/

Updated by the California Department of Education, October 2023

School Year: **2024-25**

School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Lewis H. Britton Middle School	43 69583 6095384	5/22/2024	

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan (LCAP) process.

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp), and for federal Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements for both the SPSA and federal ATSI planning requirements.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the local educational agency (LEA) that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 64001(g)(1), the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

This plan is being used by Lewis H. Britton Middle School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

> Schoolwide Program
> Additional Targeted Support and Improvement
> Based on the CA Schools Dashboard, Britton has been identified for ATSI for the following student group(s): English Learners, Students with Disabilities

This template is based on the December, 2023 CDE revision of the School Plan for Student Achievement. Some modifications have been made to inform the SPSA development process.

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Plan Description

Briefly describe your school's plan for effectively meeting ESSA's planning requirements in alignment with the Local Control and Accountability Plan (LCAP) and other federal, state, and local programs.

This plan is being used by Lewis H. Britton Middle School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

> Schoolwide Program
> Additional Targeted Support and Improvement
> Based on the CA Schools Dashboard, Britton has been identified for ATSI for the following student group(s): English Learners, Students with Disabilities

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 around 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 210 sixth-grade students, 187 seventh-grade students, and 212 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 English Learner class.

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 2024-2025 school year. By the end of the project, four new buildings will be constructed, one building will be renovated, one will be demolished, our gym will be renovated, and our outdoor blacktop, eating areas, and parking lot will all be constructed.

In 2024, Britton was identified for Additional Targeted Support & Improvement (ATSI) for English Learners (EL) and Students with Disabilities (SWD)

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

In addition to supplying Chromebooks to every student on campus, the PE department partnered with Specialized Bicycles to provide a unique learning experience. Using 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 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. Britton is narrowing the focus to building common units and formative and summative assessments this year. We are taking those common assessments to disaggregate the data and learn how better to serve our students with their literacy and mathematics growth.

Programs
Activities—Britton continues to offer a variety of co-curricular activities on campus daily. 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.

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).

Britton TV & Yearbook—Britton offers a stand-alone journalism class that produces our weekly BTV and yearbook. Students produce a twice-weekly broadcast that features school and community news. In addition to this class, a yearbook club will also be provided after school. This program is run through the Leadership classes.

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 counseling interns. 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.

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

Music—Britton offers three music sections: Advanced Band, Beginning Band, and a 6th-grade elective wheel. During the elective wheel, students experiment with bucket drumming and choir. In addition to music, Britton's Color Guard program has been tremendously successful and works closely with Live Oak's Color Guard.

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 every English and math class can work on their English skills through an individualized iReady program. All students spend 45 minutes weekly on this program in each subject to support their learning needs.

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, our goal is to meet students' academic needs while maximizing opportunities for inclusion is the goal while.

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 training for staff 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 out 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 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.

The SPSA continues to be organized under three 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. Academics Goal for Consideration: Through equitable, inclusive access, advance college, career, and civic readiness for all students
   - Middle School: Build community and a supportive learning environment for all students by providing an equitable, rigorous, and culturally responsive curriculum for middle school academic success with a focus on closing the opportunity gap for students identified as English Learners, Students with Disabilities, Homeless and Foster Youth, and Socioeconomically Disadvantaged
   - English Learners: Facilitate English learner success in accessing grade-level academics and developing English language proficiency to ensure equitable opportunities for all students.
   - Inclusive Practices: Foster a culture of inclusivity and equity to improve access to educational opportunities for all students, including students with diverse backgrounds, abilities, and needs.

2. Family & Community 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. School Climate and Culture Goal for Consideration: Enhance student achievement through student engagement, social-emotional learning, and a school climate that cultivates relationships and well-being.

Educational Partner Involvement

How, when, and with whom did Lewis H. Britton Middle School consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

All educational partner groups are consulted when developing this plan. At various times throughout the year, the administration worked with parents during School Site Council Meetings, Home and School Meetings, ELAC meetings, and Parent/Principal Conversations. Additionally, Britton staff have been consulted during staff meetings, the Hannover Survey conducted in Winter 2024, and our department leadership meetings. Students have been consulted through homeroom and on surveys.

During the 2023-2024 school year,
School Site Council meetings 9/20/23, 10/19/23, 11/16/23, 1/18/24, 2/15/24, 3/21/24, 4/18/24, 5/23/24
ELAC Meetings, 9/27/23, 10/25/23,11/15/23,1/17/24, 2/27/24, 3/19/24, 4/23/24, 5/21/24
Principal Conversations 8/17/23, 9/22/23, 10/20/23, 11/17/23, 1/19/24, 3/22/24, 4/19/24, 5/24/24

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

This section is required for all schools eligible for ATSI and CSI.

Needs Assessment Findings: English Learners, Students with Disabilities

Many resource inequalities are impacting the learning of students with disabilities and English Learners within our community. These include but are not limited to the fairness of education. Students with disabilities and English learners oftentimes experience lower learning expectations within a classroom setting than a typical learner or a student who speaks English as their primary language. Higher class sizes also make it more challenging for teachers to provide the targeted, specialized support needed for students to learn at high levels. There is a higher level of turnover within our special education department at Morgan Hill Unified, which contributes to lower consistency among teachers. Additionally, our English Language Development program within Morgan Hill is evolving. Consistent expectations around the placement of English Learners into ELD classes are shifting, and high-quality curriculum is still being researched.

The district is working to remedy resource inequalities, including, but not limited to, early Intervention and family academic engagement.

Comprehensive Needs Assessment Components

Identify and describe any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

California School Dashboard (Dashboard) Indicators
Referring to the California School Dashboard (Dashboard), any state indicator for which overall performance was in the "Red" or "Orange" performance category.

According to the CA School Dashboard, our state indicators identify the areas for 'all students' ranking in the red zone: English Learner's Progress, English Language Arts, Suspension Rate, and Mathematics.

Referring to the California School Dashboard (Dashboard), any state indicator for which performance for any student group was two or more performance levels below the "all student" performance.

No student groups fell two performance bands below the 'all students' performance.

Other Needs
In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

Additionally, our Winter iReady data indicates that 45% of our students score two or more grade levels below in math and 44% of our students score two or more grade levels below in reading. We noticed that our students struggle to understand and apply academic vocabulary. Additionally students have gaps in their ability to read both academic and narrative writing, which has ripple effects throughout our academic disciplines.

Our district administered Hanover Research LCAP Survey, 2023 indicates that of the 194 students who took the survey, 68% of the students reported that they have multiple ways of engaging in learning inside and outside the classroom. This information tells us that we need to shift how we make learning visible to our students and provide them more opportunities to learn in different ways.

School and Student Performance Data

Student Enrollment

This report displays the annual K-12 public school enrollment by student ethnicity and grade level for Lewis H. Britton Middle School. Annual enrollment consists of the number of students enrolled on Census Day (the first Wednesday in October). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	**Percent of Enrollment**			**Number of Students**		
	20-21	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**
American Indian	0.4%	0.46%	0.5%	3	3	3
African American	0.4%	0.61%	1.32%	3	4	8
Asian	5.6%	4.87%	5.13%	39	32	31
Filipino	2.7%	3.04%	2.65%	19	20	16
Hispanic/Latino	58.6%	62.25%	62.42%	407	409	377
Pacific Islander	0.4%	0.61%	0.5%	3	4	3
White	27.1%	24.05%	21.52%	188	158	130
Multiple/No Response	3.2%	2.13%	2.81%	22	14	17
			Total Enrollment	695	657	604

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	**Number of Students**		
	20-21	**21-22**	**22-23**
Grade 6	209	184	178
Grade 7	243	223	192
Grade 8	243	250	234
Total Enrollment	695	657	604

Conclusions based on this data:

1. The number of 6th graders enrolled at Britton decreased by 54 students over the past three school years.

2. The number of 7th graders enrolled at Britton decreased by 17 students over the past three school years.

3. The number of 8th graders enrolled at Britton increased by one student over the past three school years.

School and Student Performance Data

English Learner (EL) Enrollment

This report displays the annual K-12 public school enrollment by English Language Acquisition Status (ELAS). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

English Learner (EL) Enrollment						
Student Group	**Number of Students**			**Percent of Students**		
	20-21	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**
English Learners (EL)	145	143	124	20.9%	21.8%	20.5%
Fluent English Proficient (FEP)	96	95	105	13.8%	14.5%	17.4%
Reclassified Fluent English Proficient (RFEP)	15			10.3%		

Conclusions based on this data:

1. The percentage of students identified as English Learners decreased by over 1% since the previous year's data.

2. The percentage of students identified as FEP overall has increased by 2.9% since last school yaer.

3. The percentage of students identified as RFEP has (NO DATA AT THIS TIME)

School and Student Performance Data

CAASPP Results
English Language Arts/Literacy (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's Smarter Balanced Assessment System web page for more information.

Overall Participation for All Students											
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 6	211	183	172	0	177	171	0	177	170	0.0	96.7	99.4
Grade 7	241	219	197	0	215	196	0	214	196	0.0	98.2	99.5
Grade 8	237	245	229	0	242	226	0	241	226	0.0	98.8	98.7
All Grades	689	647	598	0	634	593	0	632	592	0.0	98.0	99.2

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

Overall Achievement for All Students														
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 6		2496.	2473.		10.17	8.24		28.25	18.24		27.68	25.29		33.90	48.24
Grade 7		2523.	2505.		14.95	9.18		28.04	28.06		21.96	20.92		35.05	41.84
Grade 8		2542.	2519.		14.52	10.18		29.05	22.57		27.39	26.55		29.05	40.71
All Grades	N/A	N/A	N/A		13.45	9.29		28.48	23.14		25.63	24.32		32.44	43.24

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Reading Demonstrating understanding of literary and non-fictional texts								
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	20-21	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**
Grade 6		15.25	11.76		52.54	37.65		32.20	50.59
Grade 7		16.82	12.24		61.21	60.20		21.96	27.55
Grade 8		14.94	12.83		55.60	49.12		29.46	38.05
All Grades		15.66	12.33		56.65	49.49		27.69	38.18

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Writing Producing clear and purposeful writing								
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	20-21	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**
Grade 6		11.93	6.47		50.57	44.12		37.50	49.41
Grade 7		17.84	13.78		46.95	43.37		35.21	42.86
Grade 8		10.79	13.27		57.26	46.02		31.95	40.71
All Grades		13.49	11.49		51.90	44.59		34.60	43.92

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Listening Demonstrating effective communication skills								
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	20-21	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**
Grade 6		13.56	5.29		64.97	74.71		21.47	20.00
Grade 7		11.68	6.63		72.90	73.98		15.42	19.39
Grade 8		14.94	9.29		73.44	72.57		11.62	18.14
All Grades		13.45	7.26		70.89	73.65		15.66	19.09

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Research/Inquiry Investigating, analyzing, and presenting information								
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	20-21	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**
Grade 6		9.60	11.76		70.62	60.00		19.77	28.24
Grade 7		16.36	9.69		63.08	60.20		20.56	30.10
Grade 8		17.43	11.95		66.39	66.81		16.18	21.24
All Grades		14.87	11.15		66.46	62.67		18.67	26.18

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Conclusions based on this data:

1. Over the three-year span, the overall percentage of students scoring below standard in reading increased by 10.49%.

2. Over the three-year span, the overall percentage of students scoring below standard in writing increased by 9.32%.

3. Over the three-year span, the overall percentage of students scoring below standard in research and inquiry increased by 7.51%.

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's Smarter Balanced Assessment System web page for more information.

Overall Participation for All Students											
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 6	211	183	172	0	177	170	0	177	170	0.0	96.7	98.8
Grade 7	241	218	197	0	209	196	0	209	196	0.0	95.9	99.5
Grade 8	237	245	228	0	236	226	0	236	226	0.0	96.3	99.1
All Grades	689	646	597	0	622	592	0	622	592	0.0	96.3	99.2

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

Overall Achievement for All Students											
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 6		2477.	2471.		13.56	8.82		15.82	10.59		23.73	31.18		46.89	49.41
Grade 7		2513.	2495.		14.35	12.24		19.62	16.84		24.40	23.47		41.63	47.45
Grade 8		2511.	2501.		14.83	11.50		11.44	14.60		27.12	21.68		46.61	52.21
All Grades	N/A	N/A	N/A		14.31	10.98		15.43	14.19		25.24	25.00		45.02	49.83

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Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 6		13.56	7.06		38.98	40.59		47.46	52.35
Grade 7		16.27	14.29		42.58	38.78		41.15	46.94
Grade 8		14.83	11.06		41.95	40.71		43.22	48.23
All Grades		14.95	10.98		41.32	40.03		43.73	48.99

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 6		8.47	5.29		45.20	54.71		46.33	40.00
Grade 7		15.79	12.24		47.85	46.94		36.36	40.82
Grade 8		15.68	11.95		48.31	50.88		36.02	37.17
All Grades		13.67	10.14		47.27	50.68		39.07	39.19

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 6		9.60	9.41		61.58	56.47		28.81	34.12
Grade 7		13.40	10.71		57.89	59.69		28.71	29.59
Grade 8		12.29	7.08		58.47	56.64		29.24	36.28
All Grades		11.90	8.95		59.16	57.60		28.94	33.45

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Conclusions based on this data:

1. Over the three years, the overall percentage of students scoring below standard in concepts and procedures increased by 5.26%

2. Over the three years, the overall percentage of students scoring below standard in problem-solving & modeling/data analysis increased by 0.12%

3. Over the three years, the overall percentage of students scoring below standard in communicating reasoning increased by 4.51%

School and Student Performance Data

The English Language Proficiency Assessments for California (ELPAC) system is used to determine and monitor the progress of the English language proficiency for students whose primary language is not English. The ELPAC is aligned with the 2012 California English Language Development Standards and assesses four domains: listening, speaking, reading, and writing.

Visit the California Department of Education's English Language Proficiency Assessments for California (ELPAC) web page or the ELPAC.org website for more information about the ELPAC.

ELPAC Results

Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
6	1528.1	1524.2	1524.6	1534.9	1535.5	1529.1	1520.6	1512.4	1519.6	38	43	29
7	1533.6	1544.2	1536.5	1544.8	1557.9	1543.5	1521.9	1530.1	1529.1	50	43	43
8	1574.3	1555.9	1529.9	1595.2	1557.1	1534.3	1553.0	1554.3	1525.1	43	42	34
All Grades										131	128	106

ELPAC Summative Assessment Data — Number of Students and Mean Scale Scores for All Students

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Overall Language — Percentage of Students at Each Performance Level for All Students

Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
6	18.92	7.14	13.79	43.24	50.00	48.28	24.32	33.33	31.03	13.51	9.52	6.90	37	42	29
7	26.00	34.88	23.26	36.00	30.23	44.19	24.00	20.93	9.30	14.00	13.95	23.26	50	43	43
8	34.88	26.19	17.65	41.86	45.24	38.24	16.28	21.43	14.71	6.98	7.14	29.41	43	42	34
All Grades	26.92	22.83	18.87	40.00	41.73	43.40	21.54	25.20	16.98	11.54	10.24	20.75	130	127	106

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Oral Language — Percentage of Students at Each Performance Level for All Students

Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
6	37.84	42.86	34.48	43.24	45.24	51.72	10.81	9.52	10.34	8.11	2.38	3.45	37	42	29
7	44.00	51.16	44.19	38.00	30.23	32.56	12.00	6.98	11.63	6.00	11.63	11.63	50	43	43
8	58.14	45.24	44.12	30.23	33.33	17.65	6.98	14.29	11.76	4.65	7.14	26.47	43	42	34
All Grades	46.92	46.46	41.51	36.92	36.22	33.02	10.00	10.24	11.32	6.15	7.09	14.15	130	127	106

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Written Language Percentage of Students at Each Performance Level for All Students														
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
6	5.41	0.00	0.00	21.62	21.43	27.59	43.24	45.24	37.93	29.73	33.33	34.48	37	42	29
7	10.00	9.30	6.98	16.00	30.23	30.23	40.00	32.56	32.56	34.00	27.91	30.23	50	43	43
8	9.30	11.90	2.94	34.88	35.71	23.53	44.19	33.33	38.24	11.63	19.05	35.29	43	42	34
All Grades	8.46	7.09	3.77	23.85	29.13	27.36	42.31	37.01	35.85	25.38	26.77	33.02	130	127	106

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
6	16.22	0.00	13.79	70.27	90.48	79.31	13.51	9.52	6.90	37	42	29
7	16.00	9.30	4.65	64.00	62.79	62.79	20.00	27.91	32.56	50	43	43
8	16.28	14.63	5.88	72.09	68.29	55.88	11.63	17.07	38.24	43	41	34
All Grades	16.15	7.94	7.55	68.46	73.81	65.09	15.38	18.25	27.36	130	126	106

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
6	72.22	76.19	58.62	27.78	23.81	41.38	0.00	0.00	0.00	36	42	29
7	74.00	83.33	79.07	24.00	7.14	13.95	2.00	9.52	6.98	50	42	43
8	85.71	67.57	61.76	9.52	27.03	14.71	4.76	5.41	23.53	42	37	34
All Grades	77.34	76.03	67.92	20.31	19.01	21.70	2.34	4.96	10.38	128	121	106

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Grade Level	Reading Domain Percentage of Students by Domain Performance Level for All Students											
	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
6	5.41	0.00	3.45	29.73	35.71	37.93	64.86	64.29	58.62	37	42	29
7	12.00	13.95	9.30	28.00	46.51	41.86	60.00	39.53	48.84	50	43	43
8	25.58	28.57	11.76	34.88	30.95	32.35	39.53	40.48	55.88	43	42	34
All Grades	14.62	14.17	8.49	30.77	37.80	37.74	54.62	48.03	53.77	130	127	106

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Grade Level	Writing Domain Percentage of Students by Domain Performance Level for All Students											
	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
6	10.81	14.29	20.69	72.97	64.29	68.97	16.22	21.43	10.34	37	42	29
7	14.00	13.95	23.26	74.00	67.44	53.49	12.00	18.60	23.26	50	43	43
8	2.33	2.44	0.00	86.05	87.80	73.53	11.63	9.76	26.47	43	41	34
All Grades	9.23	10.32	15.09	77.69	73.02	64.15	13.08	16.67	20.75	130	126	106

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Conclusions based on this data:

1. Over the past three school years, the overall mean scale scores for oral language decreased for each grade: 6, 7, and 8.

2. Over the past three school years, for each grade, 6, 7, and 8, the overall mean scale scores for written language increased slightly for 6th graders and decreased for 7th and 8th graders.

3. Over the past three school years, for our 6th and 7th grade students, the percentage of students at Performance Level 1 in written language decreased in 6th and 8th grade and stayed the same in 7th grade.

School and Student Performance Data

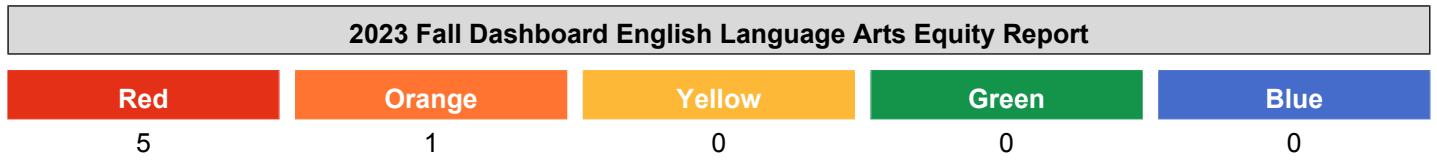## California School Dashboard
Student Population

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

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

2022-23 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
604	**47.4**	**20.5**	Students whose well being is the responsibility of a court.
Total Number of Students enrolled in Lewis H. Britton Middle School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	

2022-23 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	124	20.5
Foster Youth		
Homeless	57	9.4
Socioeconomically Disadvantaged	286	47.4
Students with Disabilities	89	14.7

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	8	1.3
American Indian	3	0.5
Asian	31	5.1
Filipino	16	2.6
Hispanic	377	62.4
Two or More Races	17	2.8
Pacific Islander	3	0.5
White	130	21.5

Conclusions based on this data:

1. Britton's population of students identified as English Learners consists of 20.5% of our student population.

2. Britton's population of Students with Disabilities consists of 14.7% of our student population.

3. Britton's population of students identified as Socioeconomically Disadvantaged consists of 47.4% of our student population.

School and Student Performance Data

Overall Performance

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

2023 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts Orange	**Chronic Absenteeism** Yellow	**Suspension Rate** Red
Mathematics Orange		
English Learner Progress Orange		

Conclusions based on this data:

1. In 2023 Britton's chronic absenteeism rate fell within the yellow for academic engagement.

2. In 2023 Britton's ELA rate fell within the orange performance range.

3. In 2023 Britton's Math rate fell within the orange performance range.

School and Student Performance Data

Academic Performance
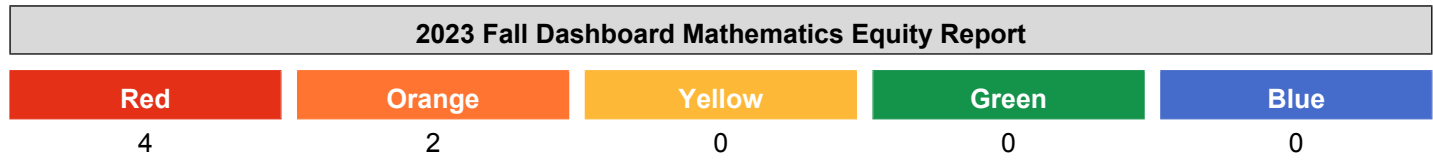### English Language Arts

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard English Language Arts Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
5	1	0	0	0

This section provides a view of how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2023 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Orange	Red	No Performance Color
49.1 points below standard	115 points below standard	0 Students
Decreased Significantly -23.8 points	Decreased Significantly -36.2 points	
572 Students	147 Students	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
Red	Red	Red
112.2 points below standard	92.2 points below standard	148.7 points below standard
Decreased Significantly -27.5 points	Decreased Significantly -26.7 points	Decreased -12.5 points
52 Students	291 Students	90 Students

2023 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Less than 11 Students 8 Students	Less than 11 Students 3 Students	53.2 points above standard Decreased Significantly - 20.7 points 28 Students	70.6 points above standard Maintained +1.3 points 16 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
 Red 77.5 points below standard Decreased Significantly - 18.6 points 357 Students	9.9 points below standard Decreased Significantly - 65.3 points 16 Students	Less than 11 Students 3 Students	 Orange 6.3 points below standard Decreased Significantly - 29.1 points 123 Students

This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in English Language Arts.

2023 Fall Dashboard English Language Arts Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
145.6 points below standard Decreased Significantly -30 points 94 Students	60.8 points below standard Decreased Significantly -43.9 points 53 Students	31.4 points below standard Decreased Significantly -19.9 points 355 Students

Conclusions based on this data:

1. Britton's current students identified as English Learners scored 145 below standard as compared to Britton's reclassified students identified as English Learners who scored 60.8 points below standard.

2. In the 2023 Fall Dashboard English Language Arts Performance by Race/Ethnicity, students identified as Hispanic scored 77.5 points below standard.

3. In the 2023 Fall Dashboard English Language Arts Performance for All Students/Student Group, our students identified as English Learners, Students with Disabilities, Socioeconomically Disadvantaged, and Homeless scored within the red range.
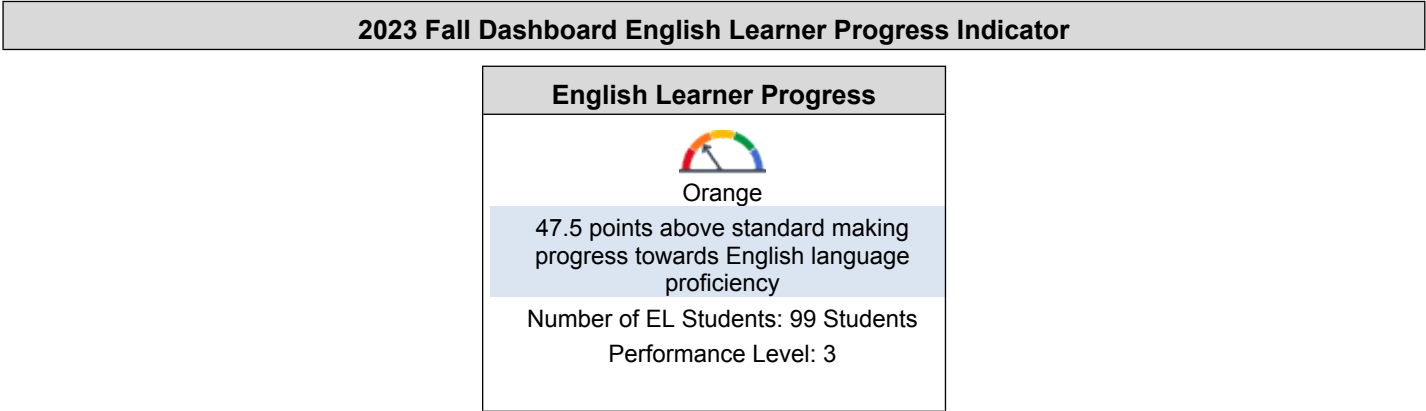
School and Student Performance Data

Academic Performance
Mathematics

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard Mathematics Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
4	2	0	0	0

This section provides a view of how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2023 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	English Learners	Foster Youth
Orange	Red	No Performance Color
78.5 points below standard	148.6 points below standard	0 Students
Decreased Significantly -15.4 points	Decreased Significantly -18.7 points	
571 Students	147 Students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
Orange	Red	Red
127.9 points below standard	123.9 points below standard	187.7 points below standard
Increased +4.6 points	Decreased -8.3 points	Decreased -9.2 points
52 Students	290 Students	89 Students

2023 Fall Dashboard Mathematics Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Less than 11 Students 8 Students	Less than 11 Students 3 Students	61.3 points above standard Decreased Significantly - 28.6 points 28 Students	10 points above standard Decreased Significantly - 39.4 points 16 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Red 107.9 points below standard Decreased -6.3 points 356 Students	16.8 points below standard Decreased Significantly -79 points 16 Students	Less than 11 Students 3 Students	Orange 32.9 points below standard Decreased -13.3 points 123 Students

This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in mathematics

2023 Fall Dashboard Mathematics Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
183.1 points below standard Decreased Significantly -16.2 points 94 Students	87.4 points below standard Decreased -10 points 53 Students	61 points below standard Decreased -15 points 354 Students

Conclusions based on this data:

1. In the 2023 Fall Dashboard Mathematics Performance for All Students/Student Group, students identified as English Learners, Socioeconomically Disadvantaged, and students with disabilities scored in the red range.

2. In the 2023 Fall Dashboard Mathematics Performance by Race/Ethnicity, students identified as Hispanic scored 107.9 points below standard and fell within the red' range.

3. In the 2023 Fall Dashboard Mathematics Data Comparisons for English Learners, current students identified as English Learners scored 183.1 points below standard whereas students identified as reclassified English Learners scored 87.4 points below standard.

School and Student Performance Data

Academic Performance
English Learner Progress

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

2023 Fall Dashboard English Learner Progress Indicator

English Learner Progress
Orange
47.5 points above standard making progress towards English language proficiency
Number of EL Students: 99 Students
Performance Level: 3

This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2023 Fall Dashboard Student English Language Acquisition Results			
Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
14	37	1	46

Conclusions based on this data:

1. In the 2023 Fall Dashboard English Learner Progress Indicator, students identified as English Learners scored in the orange range with 47.5 making progress toward English language proficiency.

2. In the 2023 Fall Dashboard Student English Language Acquisition Results, 14 students identified as English Learners decreased by one level.

3. In the 2023 Fall Dashboard Student English Language Acquisition Results, 46 students identified as English Learners progressed at least one ELPI level.

School and Student Performance Data

Academic Engagement
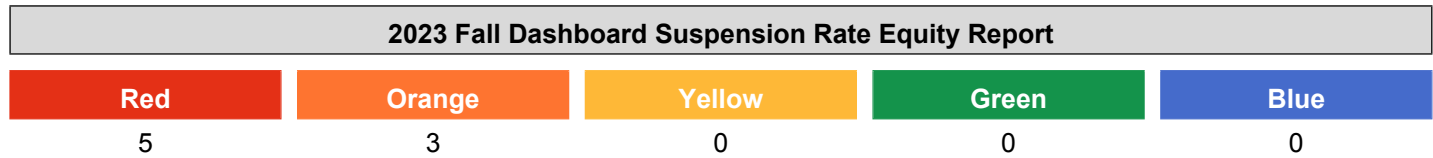### Chronic Absenteeism

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard Chronic Absenteeism Equity Report

Red	Orange	Yellow	Green	Blue

This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2023 Fall Dashboard Chronic Absenteeism for All Students/Student Group

All Students	English Learners	Foster Youth
Yellow	Orange	Less than 11 Students
20.6% Chronically Absent	23.3% Chronically Absent	1 Student
Declined Significantly -7.1	Declined -2.8	
621 Students	133 Students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
Orange	Yellow	Orange
29.4% Chronically Absent	26.2% Chronically Absent	32.3% Chronically Absent
Declined -13.7	Declined Significantly -11.1	Declined -9.1
68 Students	325 Students	93 Students

2023 Fall Dashboard Chronic Absenteeism by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Less than 11 Students 8 Students	Less than 11 Students 3 Students	Green 3.1% Chronically Absent Declined -6.3 32 Students	17.6% Chronically Absent Increased 12.9 17 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Yellow 23.6% Chronically Absent Declined Significantly -9.4 386 Students	10.5% Chronically Absent Declined -6.7 38 Students	Less than 11 Students 3 Students	Yellow 18.7% Chronically Absent Declined -1.2 134 Students

Conclusions based on this data:

1. In the 2023 Fall Dashboard Chronic Absenteeism for All Students/Student Group, All students had yellow chronic absenteeism at 20.6%.

2. In the 2023 Fall Dashboard Chronic Absenteeism no student groups students fell within the red chronic absenteeism.

3. In the 2023 Fall Dashboard Chronic Absenteeism by Race/Ethnicity, the following students identified as Hispanic had a 23.6% chronically absent rate, putting them in the yellow category.

School and Student Performance Data

Conditions & Climate
Suspension Rate

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard Suspension Rate Equity Report

Red	Orange	Yellow	Green	Blue
5	3	0	0	0

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

2023 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Foster Youth
Red	Red	Less than 11 Students
14.6% suspended at least one day	23.1% suspended at least one day	1 Student
Increased Significantly 6.1	Increased 14	
624 Students	134 Students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
Orange	Red	Red
13.2% suspended at least one day	19.6% suspended at least one day	18.1% suspended at least one day
Declined -4.5	Increased Significantly 7.6	Increased 7.8
68 Students	326 Students	94 Students

2023 Fall Dashboard Suspension Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Less than 11 Students 8 Students	Less than 11 Students 3 Students	 Orange 3.1% suspended at least one day Increased 3.1 32 Students	0% suspended at least one day Declined -4.8 17 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
 Red 16.5% suspended at least one day Increased Significantly 7.4 389 Students	 Orange 10.5% suspended at least one day Increased 10.5 38 Students	Less than 11 Students 3 Students	 Red 13.4% suspended at least one day Increased 5.5 134 Students

Conclusions based on this data:

1. In the 2023 Fall Dashboard Suspension Rate for All Students/Student Group, 14.6% of students have been suspended at least once.

2. In the 2023 Fall Dashboard Suspension Rate for All Students/Student Group, students identified as Homeless have been suspended at least once at a rate of 13.2%.

3. In the 2023 Fall Dashboard Suspension Rate by Race/Ethnicity, students identified as Hispanic were suspended at least once at a rate of 16.5% as compared to the students identified as White who were suspended at least once at a rate of 13.4%.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal 1

Title and Description of School Goal
Broad statement that describes the desired result to which all strategies/activities are directed.

Academics
48.7% of students did not meet their typical growth goal level as measured by the iReady Reading Assessment.
61.7% of English Learners did not meet their typical growth goal level as measured by the iReady Reading Assessment.
40% of students with disabilities did not meet their typical growth goal level as measured by the iReady Reading Assessment.
64% of students did not meet their typical growth goal level as measured by the iReady Math Assessment.
66.4% of English Learners did not meet their typical growth goal level as measured by the iReady Math Assessment.
69.7% of students with disabilities did not meet their typical growth goal level as measured by the iReady Math Assessment.

The percentage of students identified in each of the above student groups did not meet their typcial growth goals on the iReady reading and math assessments will increase by at least 5% by June 2025.

14.3% of students identified as English Learners decreased at least one ELPI level at the rate of CAASPP 2024 Dashboard.

The percentage of students identified as English Learners who did not meet their typical growth goals in the California Dashboard, 2023 will increase by at least 10% by June 2025.

LCAP Goal to which this School Goal is Aligned
LCAP goal to which this school goal is aligned.

Aligned with LCAP Goal 1

Identified Need
A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

48.7% of students did not meet their typical growth goal level as measured by the iReady Reading Assessment.
61.7% of English Learners did not meet their typical growth goal level as measured by the iReady Reading Assessment.
40% of students with disabilities did not meet their typical growth goal level as measured by the iReady Reading Assessment.
64% of students did not meet their typical growth goal level as measured by the iReady Math Assessment.
66.4% of English Learners did not meet their typical growth goal level as measured by the iReady Math Assessment.
69.7% of students with disabilities did not meet their typical growth goal level as measured by the iReady Math Assessment.
14.3% of students identified as English Learners decreased at least one ELPI level at the rate of CAASPP 2024 Data.

Annual Measurable Outcomes
Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
iReady Winter 2024 to iReady Winter 2025	As determined by the iReady Winter 2023, the percentage of Britton students, including English Learners and students with disabilities, met reading growth projections at a rate of: All Students: 51.3% English Learners: 38.3% Students with Disabilities: 60% As determined by the iReady Winter 2023, the percentage of Britton students, including English Learners and students with disabilities, met math growth projections at a rate of: All Students: 36% English Learners: 33.6% Students with Disabilities: 30.3%	By May 2025, the percentage of Britton students, including English Learners and students with disabilities, will meet the expected growth by an increase of 5% or more. This will be measured by their iReady scores in Reading and Math.
CAASPP 2024 Dashboard	EL students maintained or progressed at least one ELPI level at the rate of 46.9%.	During the 2024-2025 school year, 10% more Current EL students will progress at least one ELPI level.

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
1.1	Programs intended to extend learning, as written below, in math and Reading and reduce their chronic absenteeism will be funded with Goal 1 in mind.	All Students with a focus on students identified as underperforming or disadvantaged including Foster, Homeless, Socioeconomically Disadvantaged, English Learners, and Students with Disabilities and underperforming Hispanic/Latino	53874.28 LCFF PLC Planning time for teachers, stipends, substitute pay, department planning days, professional consulting services, rentals, leases, repairs, chromebooks, books & supplies 57416.68 LCFF, Unrestricted Lottery Clerical, rentals, leases, repairs, professional consulting services, teacher planning, school business , certificated taxes,chromebooks, books & supplies 38303.12 Title I Super Sub Sub Days

Annual Review

SPSA Year Reviewed: 2023-24

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

During the 2023-2024 school year, our district shifted away from using NWEA MAP data in middle school and shifted toward iReady Assessment Data.

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

The budget expenditures were on par with what was expected.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Changes will be made to reflect the current assessment software adopted by MHUSD and aligned across comprehensive middle schools.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal 2

Title and Description of School Goal
Broad statement that describes the desired result to which all strategies/activities are directed.

Family/Guardian and Community Engagement
The percentage of parents engaged in their child's education will increase by at least 10% as measured by attendance at parent engagement events by June 2025.

LCAP Goal to which this School Goal is Aligned
LCAP goal to which this school goal is aligned.

Aligned with LCAP Goal 2

Identified Need
A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

260 parents report participation in Family, and Community activities at Britton Middle School. Our success can be attributed to adding student performances and incentives to our nightly activities, encouraging parents to attend.

Annual Measurable Outcomes
Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Events held	Outside of ELAC, H&S Club, and SSC meetings, twelve parent events, an increase of four, were held online or in person during the 2023-2024 school year.	In addition to our monthly ELAC meetings and School Site Council meetings, Britton will hold monthly parent coffees, orientations, back-to-school nights, and other parent education meetings throughout the school year.
Parent/Guardian attendance logs	A digital attendance log was provided at each parent event. Our data shows that over the course of the school year, 260 family participants are reported to have attended an event at Britton Middle School.	During the 2024-2025 school year, we will increase participation by 10%.

Strategies/Activities
Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
2.1	Increase the opportunities parents and guardians have to participate in their child's education by providing them the time, space, opportunity, and education on various topics surrounding their child's education and social-emotional wellbeing. These topics will be determined prior to the start of	All Students	1065.1 Title I Postage

	school in August of 2022 in collaboration with our climate and culture team members.		

Annual Review

SPSA Year Reviewed: 2023-24

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

Implementing one digital sign in sheet was an effective way to capture participation amongst our community.

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

There was no need to purchase the software needed to gather this data, therefore, no budget was required.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

The goal was shifted to maintain our high quality program offerings, yet continue to encourage higher rates of participation.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal 3

Title and Description of School Goal
Broad statement that describes the desired result to which all strategies/activities are directed.

School Culture & Climate The percentage of students who feel connected to school will increase to at least 75% as measured by Hanover LCAP Survey.

LCAP Goal to which this School Goal is Aligned
LCAP goal to which this school goal is aligned.

Aligned with LCAP Goal 3

Identified Need
A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Social-emotional needs post COVID have increased dramatically. In addition, there is an increased need to provide targeted engagement activities to encourage our student population to be present and attentive at school. Over the past year, we've see a drop in chronic absenteeism and an increase in students participating in activities at school. We will continue to capitalize on the forward movement we've begun to see.

Annual Measurable Outcomes
Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
HANOVER SURVEY RESULTS	Students answered the question: "I have multiple ways to engage in my learning both inside and outside the classroom." Student Response: 68% positive	By May 2025, the total number of Britton students will feel they have multiple ways to engage in their learning inside and outside the classroom by 10%.
Suspension Data California Dashboard 2023-2024,	During the 2023-2024 school year, our overall student population was suspended at least one day at a rate of 14.6%, an increase of 6.1% from the previous year.	By May 2025, our overall student population will who are suspended at least one day will decrease 10%.

Strategies/Activities
Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
3.1	Increase a sense of belonging on campus for all of our students through during school and outside of school day programming. In an attempt to foster a sense of belonging, and in addition to the items listed below, we intend to hire outside agencies, tbd, to provide a space outside of the school day	All Students	8180.75 LCFF Chronic Absenteeism Classified Staffing

		7172 Extra Curricular Cross country, Color Guard, Gopher Sports, Amazon, Logo Lockers, Greensport, certificated taxes 11545.82 LCFF, Unrestricted Lottery Certificated Staffing: Stipends/Clubs
where students can participate in activities such as sports, clubs, music, etc.		

Annual Review

SPSA Year Reviewed: 2023-24

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

As a school site, we continue to meet weekly to discuss the climate and culture of the team. During these meetings we discuss programs, and the shifts that may need to occur in order to best engage our student population. We also continue to strengthen our classroom practices and elective opportunities provided to our students in order to engage them at high levels.

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

No major discrepancy occurred between the proposed and actual spending needs.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

No major changes were made.

Budget Summary

Complete the Budget Summary Table below. Schools may include additional information, and adjust the table as needed. The Budget Summary is required for schools funded through the Consolidated Application (ConApp).

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$177,557.75
Total Federal Funds Provided to the School from the LEA for CSI	$

Other Federal, State, and Local Funds

List the additional Federal programs that the school includes in the schoolwide program. Adjust the table as needed.

Note: If the school is not operating a Title I schoolwide program, this section is not applicable and may be deleted.

Federal Programs	Allocation ($)
Title I	$39,368.22

Subtotal of additional federal funds included for this school: $39,368.22

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

State or Local Programs	Allocation ($)
Extra Curricular	$7,172.00
LCFF	$62,055.03
LCFF, Unrestricted Lottery	$68,962.50

Subtotal of state or local funds included for this school: $138,189.53

Total of federal, state, and/or local funds for this school: $177,557.75

Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance

Expenditures by Funding Source

Funding Source	Amount
Extra Curricular	7,172.00
LCFF	62,055.03
LCFF, Unrestricted Lottery	68,962.50
Title I	39,368.22

Expenditures by Budget Reference

Budget Reference	Amount

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
	Extra Curricular	7,172.00
	LCFF	62,055.03
	LCFF, Unrestricted Lottery	68,962.50
	Title I	39,368.22

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	149,594.08
Goal 2	1,065.10
Goal 3	26,898.57

School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

1 School Principal

6 Classroom Teachers

2 Other School Staff

3 Parent or Community Members

0 Secondary Students

Name of Members	Role
1. Nanette Donohue	Principal
2. Alfonso Gallegos	Other School Staff
3. Kelly Parker	Classroom Teacher
4. Richard Punches	Classroom Teacher
5. Estefani Mendoza	Classroom Teacher
6. Sierra Silva	Classroom Teacher
7. Tamera Miller	Classroom Teacher
8. Sendy Ramirez Moya	Parent or Community Member
9. Andrea Reynolds	Other School Staff
10. Bryan Esperitu	Parent or Community Member
11. James Azar	Parent or Community Member

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

Signature	Committee or Advisory Group Name
	English Learner Advisory Committee

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on 5/12/2024.

Attested:

	Principal, Nanette Donohue on
	SSC Chairperson, Jamez Azar on

Instructions

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan (LCAP) process.

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp) pursuant to California *Education Code* (*EC*) Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the local educational agency (LEA) that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with *EC* 64001(g)(1), the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

For questions related to specific sections of the template, please see instructions below.

Instructions: Table of Contents

For additional questions or technical assistance related to LEA and school planning, please contact the CDE's Local Agency Systems Support Office, at LCFF@cde.ca.gov.

For programmatic or policy questions regarding Title I schoolwide planning, please contact the LEA, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

Plan Description

Briefly describe the school's plan to effectively meet the ESSA requirements in alignment with the LCAP and other federal, state, and local programs.

Additional CSI Planning Requirements:
Schools eligible for CSI must briefly describe the purpose of this plan by stating that this plan will be used to meet federal CSI planning requirements.

Additional ATSI Planning Requirements:
Schools eligible for ATSI must briefly describe the purpose of this plan by stating that this plan will be used to meet federal ATSI planning requirements.

Educational Partner Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Within California, these stakeholders are referred to as educational partners. Schools must share the SPSA with school site-level advisory groups, as applicable (e.g., English Learner Advisory committee, student advisory groups, tribes and tribal organizations present in the community, as appropriate, etc.) and seek input from these advisory groups in the development of the SPSA.

The Educational Partner Engagement process is an ongoing, annual process. Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

Additional CSI Planning Requirements:
When completing this section for CSI, the LEA must partner with the school and its educational partners in the development and implementation of this plan.

Additional ATSI Planning Requirements:
This section meets the requirements for ATSI.

Resource Inequities

This section is required for all schools eligible for ATSI and CSI.

Additional CSI Planning Requirements:
- Schools eligible for CSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required school-level needs assessment.
- Identified resource inequities must be addressed through implementation of the CSI plan.
- Briefly identify and describe any resource inequities identified as a result of the required school-level needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

Additional ATSI Planning Requirements:
- Schools eligible for ATSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required school-level needs assessment.
- Identified resource inequities must be addressed through implementation of the ATSI plan.
- Briefly identify and describe any resource inequities identified as a result of the required school-level needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

Comprehensive Needs Assessment
Referring to the California School Dashboard (Dashboard), identify: (a) any state indicator for which overall performance was in the "Red" or "Orange" performance category AND (b) any state indicator for which performance for any student group was two or more performance levels below the "all student" performance. In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

SWP Planning Requirements:
When completing this section for SWP, the school shall describe the steps it is planning to take to address these areas of low performance and performance gaps to improve student outcomes.

Completing this section fully addresses all SWP relevant federal planning requirements.

CSI Planning Requirements:
When completing this section for CSI, the LEA shall describe the steps the LEA will take to address the areas of low performance, low graduation rate, and/or performance gaps for the school to improve student outcomes.

Completing this section fully addresses all relevant federal planning requirements for CSI.

ATSI Planning Requirements:
Completing this section fully addresses all relevant federal planning requirements for ATSI.

Goals, Strategies/Activities, and Expenditures
In this section, a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

Additional CSI Planning Requirements:
When completing this section to meet federal planning requirements for CSI, improvement goals must also align with the goals, actions, and services in the LEA's LCAP.

Additional ATSI Planning Requirements:
When completing this section to meet federal planning requirements for ATSI, improvement goals must also align with the goals, actions, and services in the LEA's LCAP.

Goal

Well-developed goals will clearly communicate to educational partners what the school plans to accomplish, what the school plans to do in order to accomplish the goal, and how the school will know when it has accomplished the goal. A goal should be specific enough to be measurable in either quantitative or qualitative terms. Schools should assess the performance of their student groups when developing goals and the related strategies/activities to achieve such goals. SPSA goals should align to the goals and actions in the LEA's LCAP.

A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve?

It can be helpful to use a framework for writing goals such the S.M.A.R.T. approach.
A S.M.A.R.T. goal is:

- **S**pecific,
- **M**easurable,
- **A**chievable,
- **R**ealistic, and
- **T**ime-bound.

A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.
A school may number the goals using the "Goal #" for ease of reference.

Additional CSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal CSI planning requirements.

Additional ATSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Identified Need

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including local and state indicator data from the Dashboard and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

Additional CSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal CSI planning requirements.

Additional ATSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the

baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

Additional CSI Planning Requirements:
When completing this section for CSI, the school must include school-level metrics related to the metrics that led to the school's eligibility for CSI.

Additional ATSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Strategies/Activities Table
Describe the strategies and activities being provided to meet the goal.
Complete the table as follows:

- Strategy/Activity #: Number the strategy/activity using the "Strategy/Activity #" for ease of reference.
- Description: Describe the strategy/activity.
- Students to be Served: Identify in the Strategy/Activity Table either All Students or one or more specific student groups that will benefit from the strategies and activities. ESSA Section 1111(c)(2) requires the schoolwide plan to identify either "All Students" or one or more specific student groups, including socioeconomically disadvantaged students, students from major racial and ethnic groups, students with disabilities, and English learners.
- Proposed Expenditures: List the amount(s) for the proposed expenditures.
  Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to *EC* Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.
- Funding Sources: List the funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Planned strategies/activities address the findings of the comprehensive needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.

Additional CSI Planning Requirements:
- When completing this section for CSI, this plan must include evidence-based interventions and align to the goals, actions, and services in the LEA's LCAP.
- When completing this section for CSI, this plan must address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.
Note: Federal school improvement funds for CSI shall not be used in schools identified for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.

Additional ATSI Planning Requirements:
- When completing this section for ATSI, this plan must include evidence-based interventions and align with the goals, actions, and services in the LEA's LCAP.

- When completing this section for ATSI, this plan must address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.
- When completing this section for ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the ATSI designation.

Note: Federal school improvement funds for CSI shall not be used in schools identified for ATSI. Schools eligible for ATSI do not receive funding but are required to include evidence-based interventions and align with the goals, actions, and services in the LEA's LCAP.

Annual Review

In the following Goal Analysis prompts, identify any material differences between what was planned and what actually occurred as well as significant changes in strategies/activities and/or expenditures from the prior year. This annual review and analysis should be the basis for decision-making and updates to the plan.

Goal Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal.

- Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between the intended implementation and/or material difference between the budgeted expenditures to implement the strategies/activities to meet the articulated goal.
- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

Note: If the school is in the first year of implementing the goal, the Annual Review section is not required and this section may be left blank and completed at the end of the year after the plan has been executed.

Additional CSI Planning Requirements:
- When completing this section for CSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the federal CSI planning requirements.
- CSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for CSI planning requirements.

Additional ATSI Planning Requirements:
- When completing this section for ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the federal ATSI planning requirements.
- ATSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for ATSI planning requirements.

Budget Summary

In this section, a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp.

Note: If the school is not operating a Title I schoolwide program, this section is not applicable and may be deleted.

Additional CSI Planning Requirements:
- From its total allocation for CSI, the LEA may distribute funds across its schools that are eligible for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

Note: CSI funds may not be expended at or on behalf of schools not eligible for CSI.

Additional ATSI Planning Requirements:
Note: Federal funds for CSI shall not be used in schools eligible for ATSI.

Budget Summary Table

A school receiving funds allocated through the ConApp should complete the Budget Summary Table as follows:
- **Total Funds Provided to the School Through the ConApp:** This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.
- **Total Funds Budgeted for Strategies to Meet the Goals in the SPSA:** This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school receiving funds from its LEA for CSI should complete the Budget Summary Table as follows:
- **Total Federal Funds Provided to the School from the LEA for CSI:** This amount is the total amount of funding provided to the school from the LEA for the purpose of developing and implementing the CSI plan for the school year set forth in the CSI LEA Application for which funds were received.

Appendix A: Plan Requirements

Schoolwide Program Requirements

This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.

A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the Schoolsite Council (SSC). The content of a SPSA must be aligned with school goals for improving student achievement.

Requirements for Development of the Plan

I.   The development of the SPSA shall include both of the following actions:

    A.   Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.

        1.   The comprehensive needs assessment of the entire school shall:

            a.   Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need).

            b.   Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to:

                i.   Help the school understand the subjects and skills for which teaching and learning need to be improved.

                ii.   Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards.

                iii.   Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.

                iv.   Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.

                v.   Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.

    B.   Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

Requirements for the Plan

II.   The SPSA shall include the following:

    A.   Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.

    B.   Evidence-based strategies, actions, or services (described in Strategies and Activities)

1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will:
   a. Provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards
   b. Use methods and instructional strategies that:
      i. Strengthen the academic program in the school,
      ii. Increase the amount and quality of learning time, and
      iii. Provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.
   c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:
      i. Strategies to improve students' skills outside the academic subject areas;
      ii. Preparation for and awareness of opportunities for postsecondary education and the workforce;
      iii. Implementation of a schoolwide tiered model to prevent and address problem behavior;
      iv. Professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
      v. Strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the LEA (may include funds allocated via the ConApp, federal funds, and any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.
D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
   1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
   2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and
   3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Educational Partner Involvement and/or Strategies/Activities).

F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to:
   1. Ensure that those students' difficulties are identified on a timely basis; and
   2. Provide sufficient information on which to base effective assistance to those students.

G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.

H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).

I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: Title 34 of the *Code of Federal Regulations* (34 *CFR*), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. *EC* sections 64001 et. seq.

Appendix B: Plan Requirements for School to CSI/ATSI Planning Requirements

For questions or technical assistance related to meeting federal school improvement planning requirements, please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Comprehensive Support and Improvement

The LEA shall partner with educational partners (including principals and other school leaders, teachers, and parents) to locally develop and implement the CSI plan for the school to improve student outcomes, and specifically address the metrics that led to eligibility for CSI (Educational Partner Involvement).

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (S*ections: Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable*);

2. Include evidence-based interventions (*Sections: Strategies/Activities, Annual Review and Update, as applicable*) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at https://www2.ed.gov/fund/grant/about/discretionary/2023-non-regulatory-guidance-evidence.pdf);

   Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments

3. Be based on a school-level needs assessment (S*ections: Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable*); and

4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (S*ections: Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable*).

Authority Cited: Sections 1003(e)(1)(A), 1003(i), 1111(c)(4)(B), and 1111(d)(1) of the ESSA.

Single School Districts and Charter Schools Eligible for ESSA School Improvement

Single school districts (SSDs) or charter schools that are eligible for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (*EC* Section 64001[a] as amended by Assembly Bill 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the LCAP and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (*EC* Section 52062[a] as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: *EC* sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

CSI Resources

For additional CSI resources, please see the following links:

- **CSI Planning Requirements** (see Planning Requirements tab): https://www.cde.ca.gov/sp/sw/t1/csi.asp

- **CSI Webinars**: https://www.cde.ca.gov/sp/sw/t1/csiwebinars.asp

- **CSI Planning Summary for Charters and Single-school Districts**: https://www.cde.ca.gov/sp/sw/t1/csiplansummary.asp

Additional Targeted Support and Improvement

A school eligible for ATSI shall:

1. Identify resource inequities, which may include a review of LEA- and school-level budgeting, which will be addressed through implementation of its TSI plan (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities, and Annual Review and Update, as applicable*).

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B), and 1111(d)(2)(c) of the ESSA.

Single School Districts and Charter Schools Eligible for ESSA School Improvement

Single school districts (SSDs) or charter schools that are eligible for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (*EC* Section 64001[a] as amended by Assembly Bill [AB] 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the local control and accountability plan (LCAP) and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (*EC* Section 52062[a] as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: *EC* sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

ATSI Resources:

For additional ATSI resources, please see the following CDE links:

- ATSI Planning Requirements (see Planning Requirements tab): https://www.cde.ca.gov/sp/sw/t1/tsi.asp

- ATSI Planning and Support Webinar: https://www.cde.ca.gov/sp/sw/t1/documents/atsiplanningwebinar22.pdf

- ATSI Planning Summary for Charters and Single-school Districts: https://www.cde.ca.gov/sp/sw/t1/atsiplansummary.asp

Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:

- Programs included on the ConApp: https://www.cde.ca.gov/fg/aa/co/
- ESSA Title I, Part A: School Improvement: https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp
- Available Funding: https://www.cde.ca.gov/fg/fo/af/

Updated by the California Department of Education, October 2023