# Lewis H. Britton Middle School

## 2023-2024 School Accountability Report Card
## (Published During the 2024-2025 School Year)

## General Information about the School Accountability Report Card (SARC)

### SARC Overview

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at https://www.cde.ca.gov/ta/ac/sa/.
- For more information about the LCFF or the LCAP, see the CDE LCFF web page at https://www.cde.ca.gov/fg/aa/lc/.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

A hard copy of the School Accountability Report Card is available at your School Office, upon request.

### DataQuest

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

### California School Dashboard

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

### Internet Access

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

| | |
|---|---|
| **Admission Requirements for the University of California (UC)** | Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at https://admission.universityofcalifornia.edu/. |
| **Admission Requirements for the California State University (CSU)** | Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at https://www2.calstate.edu/. |

## 2024-25 School Contact Information

| | |
|---|---|
| **School Name** | Lewis H. Britton Middle School |
| **Street** | 80 West Central Ave. |
| **City, State, Zip** | Morgan Hill, CA, 95037 |
| **Phone Number** | 408-201-6160 |
| **Principal** | Nanette Donohue |
| **Email Address** | donohuen@mhusd.org |
| **School Website** | https://britton.mhusd.org |
| **Grade Span** | 6-8 |
| **County-District-School (CDS) Code** | 43 69583 6095384 |

## 2024-25 District Contact Information

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

## 2024-25 School Description and Mission Statement

Lewis H. Britton Middle School: A Hub of Learning and Growth

Lewis H. Britton Middle School, a cornerstone of the Morgan Hill Unified School District, serves approximately 640 students in grades 6-8. Under the leadership of Principal Nanette Donohue, the school is committed to providing a comprehensive education that fosters academic excellence, social-emotional well-being, and a love of learning.

Academic Focus and Innovation

## 2024-25 School Description and Mission Statement

Britton Middle School offers a rigorous academic program that prepares students for high school and beyond. Core subjects such as English Language Arts, Mathematics, Science, and Social Studies are taught by highly qualified teachers who utilize innovative instructional strategies. The school also emphasizes the importance of technology integration, providing students with Chromebooks for personalized learning experiences.

Enrichment Opportunities

To enrich the educational experience, Britton Middle School offers a variety of extracurricular activities. Students can participate in sports, clubs, and arts programs, including band, choir, and theater. The school also provides opportunities for students to engage in STEM activities, such as robotics and engineering.

Support Services

The school is committed to supporting the needs of all students. A dedicated team of counselors, psychologists, and special education teachers provides individualized support to students who require additional assistance. The school also offers a variety of intervention programs to help students who are struggling academically or socially.

School Climate and Culture

Britton Middle School strives to create a positive and inclusive school climate. The school's Positive Behavioral Interventions and Supports (PBIS) program promotes positive behavior and social skills. Additionally, the school emphasizes the importance of character education and community service. The Britton Middle School Climate and Culture team plays a vital role in fostering a positive and supportive learning environment for all students. This dedicated group of counselors, administrators, and school psychologists collaboratively assesses student needs, identifies potential challenges, and develops comprehensive support plans. Utilizing a continuum of interventions such as Student Support Teams (SSTs), Restorative Justice practices, Check-In/Check-Out, the Wellness Center, behavior plans, home visits, IEPs, and 504 plans, the team ensures that students receive the appropriate level of support to address their social-emotional well-being. This proactive and multi-faceted approach not only helps students overcome obstacles but also cultivates a school culture where all individuals feel valued, respected, and empowered to succeed academically and personally.

Ongoing Improvement

Britton Middle School is continually seeking ways to improve its educational program. Through ongoing professional development, data-driven decision-making, and collaboration with parents and community members, the school aims to provide the best possible education for its students.

# About this School

## 2023-24 Student Enrollment by Grade Level

| Grade Level | Number of Students |
|---|---|
| **Grade 6** | 215 |
| **Grade 7** | 186 |
| **Grade 8** | 212 |
| **Total Enrollment** | 613 |

## 2023-24 Student Enrollment by Student Group

| Student Group | Percent of Total Enrollment |
|---|---|
| **Female** | 47.6 |
| **Male** | 52.4 |
| **American Indian or Alaska Native** | 0.7 |
| **Asian** | 5.7 |
| **Black or African American** | 1.3 |
| **Filipino** | 2.6 |
| **Hispanic or Latino** | 62 |
| **Native Hawaiian or Pacific Islander** | 0.7 |
| **Two or More Races** | 2.4 |
| **White** | 21.4 |
| **English Learners** | 20.4 |
| **Homeless** | 7.5 |
| **Migrant** | 2.6 |
| **Socioeconomically Disadvantaged** | 47.1 |
| **Students with Disabilities** | 13.2 |

## A. Conditions of Learning

### State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

## 2020-21 Teacher Preparation and Placement

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

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

## 2021-22 Teacher Preparation and Placement

| Authorization/Assignment | School Number | School Percent | District Number | District Percent | State Number | State Percent |
|---|---|---|---|---|---|---|
| **Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)** | 22.70 | 88.30 | 312.70 | 86.75 | 234405.20 | 84.00 |
| **Intern Credential Holders Properly Assigned** | 0.00 | 0.00 | 3.50 | 0.97 | 4853.00 | 1.74 |
| **Teachers Without Credentials and Misassignments ("ineffective" under ESSA)** | 2.50 | 9.99 | 37.60 | 10.43 | 12001.50 | 4.30 |
| **Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)** | 0.00 | 0.12 | 4.50 | 1.27 | 11953.10 | 4.28 |
| **Unknown/Incomplete/NA** | 0.40 | 1.56 | 2.00 | 0.57 | 15831.90 | 5.67 |
| **Total Teaching Positions** | 25.70 | 100.00 | 360.40 | 100.00 | 279044.80 | 100.00 |

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

## 2022-23 Teacher Preparation and Placement

| Authorization/Assignment | School Number | School Percent | District Number | District Percent | State Number | State Percent |
|---|---|---|---|---|---|---|
| **Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)** | 19.20 | 71.52 | 313.90 | 80.52 | 231142.40 | 100.00 |
| **Intern Credential Holders Properly Assigned** | 0.00 | 0.00 | 3.70 | 0.96 | 5566.40 | 2.00 |
| **Teachers Without Credentials and Misassignments ("ineffective" under ESSA)** | 6.30 | 23.49 | 56.10 | 14.39 | 14938.30 | 5.38 |
| **Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)** | 0.00 | 0.00 | 5.20 | 1.34 | 11746.90 | 4.23 |
| **Unknown/Incomplete/NA** | 1.30 | 4.95 | 10.80 | 2.79 | 14303.80 | 5.15 |
| **Total Teaching Positions** | 26.80 | 100.00 | 389.80 | 100.00 | 277698 | 100 |

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

## Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

| Authorization/Assignment | 2020-21 | 2021-22 | 2022-23 |
|---|---|---|---|
| **Permits and Waivers** | 0.00 | 0.50 | 0 |
| **Misassignments** | 1.60 | 2.00 | 6.3 |
| **Vacant Positions** | 0.00 | 0.00 | 0 |
| **Total Teachers Without Credentials and** | 1.60 | 2.50 | 6.3 |

## Credentialed Teachers Assigned Out-of-Field (considered "out-of-field" under ESSA)

| Indicator | 2020-21 | 2021-22 | 2022-23 |
|---|---|---|---|
| **Credentialed Teachers Authorized on a Permit or Waiver** | 0.40 | 0.00 | 0 |
| **Local Assignment Options** | 0.40 | 0.00 | 0 |
| **Total Out-of-Field Teachers** | 0.80 | 0.00 | 0 |

## Class Assignments

| Indicator | 2020-21 | 2021-22 | 2022-23 |
|---|---|---|---|
| **Misassignments for English Learners** (a percentage of all the classes with English learners taught by teachers that are misassigned) | 4.60 | 10.1 | 18.1 |
| **No credential, permit or authorization to teach** (a percentage of all the classes taught by teachers with no record of an authorization to teach) | 0.00 | 0 | 0 |

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

## 2024-25 Quality, Currency, Availability of Textbooks and Other Instructional Materials

| | |
|---|---|
| **Year and month in which the data were collected** | December 2022 |

| Subject | Textbooks and Other Instructional Materials/year of Adoption | From Most Recent Adoption ? | Percent Students Lacking Own Assigned Copy |
|---|---|---|---|
| **Reading/Language Arts** | McGraw Hill Education, Study Sync | Yes | 0 |
| **Mathematics** | College Preparatory Mathematics, Core Connections Courses 1-3, Gr. 6-8 | Yes | 0 |
| **Science** | HMH Integrated Science, Positive Prevention Plus by Red Cross | Yes | 0 |
| **History-Social Science** | TCI History Alive | Yes | 0 |
| **Foreign Language** | Vista Higher Learning:  Descubre Level 1 | Yes | 0 |

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

## School Facility Conditions and Planned Improvements

Britton Middle School, originally a high school established in 1973, has undergone significant modernization in recent years. Measure G Bond funds facilitated a technology infrastructure upgrade, including robust Wi-Fi coverage throughout the campus, a new phone system, and a state-of-the-art public address system with integrated clocks and speakers. The construction of new two-story classroom wings commenced in 2019, followed by the completion of new science classrooms in 2020. In June 2024, the new student union building was finalized, featuring an indoor dining area, a cutting-edge cafeteria, and a stunning library with panoramic views of El Toro. Britton boasts all-new classrooms, offices, cafeterias, libraries, and student union buildings. Furthermore, Coach Jim Green's Gymnasium is scheduled for an upgrade during the spring of 2025, ensuring continued improvements to the school's facilities.

| | |
|---|---|
| **Year and month of the most recent FIT report** | November 2023 |

| System Inspected | Rate Good | Rate Fair | Rate Poor | Repair Needed and Action Taken or Planned |
|---|---|---|---|---|
| **Systems:** Gas Leaks, Mechanical/HVAC, Sewer | X | | | |

## School Facility Conditions and Planned Improvements

| | | | | |
|---|---|---|---|---|
| **Interior:** Interior Surfaces | X | | | |
| **Cleanliness:** Overall Cleanliness, Pest/Vermin Infestation | X | | | |
| **Electrical** | X | | | |
| **Restrooms/Fountains:** Restrooms, Sinks/ Fountains | X | | | |
| **Safety:** Fire Safety, Hazardous Materials | X | | | |
| **Structural:** Structural Damage, Roofs | X | | | |
| **External:** Playground/School Grounds, Windows/ Doors/Gates/Fences | X | | | |

## Overall Facility Rate

| Exemplary | Good | Fair | Poor |
|---|---|---|---|
| | X | | |

# B. Pupil Outcomes

## State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

**Statewide Assessments**
(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

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

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

**College and Career Ready**
The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

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

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

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

| Subject | School 2022-23 | School 2023-24 | District 2022-23 | District 2023-24 | State 2022-23 | State 2023-24 |
|---|---|---|---|---|---|---|
| **English Language Arts/Literacy** (grades 3-8 and 11) | 32 | 41 | 46 | 48 | 46 | 47 |
| **Mathematics** (grades 3-8 and 11) | 25 | 29 | 35 | 37 | 34 | 35 |

## 2023-24 CAASPP Test Results in ELA by Student Group

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

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

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

| CAASPP Student Groups | CAASPP Total Enrollment | CAASPP Number Tested | CAASPP Percent Tested | CAASPP Percent Not Tested | CAASPP Percent Met or Exceeded |
|---|---|---|---|---|---|
| **All Students** | 620 | 602 | 97.10 | 2.90 | 40.53 |
| **Female** | 298 | 288 | 96.64 | 3.36 | 47.22 |
| **Male** | 322 | 314 | 97.52 | 2.48 | 34.39 |
| **American Indian or Alaska Native** | -- | -- | -- | -- | -- |
| **Asian** | 36 | 36 | 100.00 | 0.00 | 72.22 |
| **Black or African American** | -- | -- | -- | -- | -- |
| **Filipino** | 16 | 16 | 100.00 | 0.00 | 50.00 |
| **Hispanic or Latino** | 385 | 373 | 96.88 | 3.12 | 31.10 |
| **Native Hawaiian or Pacific Islander** | -- | -- | -- | -- | -- |
| **Two or More Races** | 36 | 35 | 97.22 | 2.78 | 42.86 |

| | | | | | |
|---|---|---|---|---|---|
| **White** | 130 | 125 | 96.15 | 3.85 | 60.00 |
| **English Learners** | 108 | 102 | 94.44 | 5.56 | 2.94 |
| **Foster Youth** | 0 | 0 | 0 | 0 | 0 |
| **Homeless** | -- | -- | -- | -- | -- |
| **Military** | -- | -- | -- | -- | -- |
| **Socioeconomically Disadvantaged** | 223 | 214 | 95.96 | 4.04 | 25.70 |
| **Students Receiving Migrant Education Services** | 15 | 15 | 100.00 | 0.00 | 26.67 |
| **Students with Disabilities** | 83 | 77 | 92.77 | 7.23 | 2.60 |

## 2023-24 CAASPP Test Results in Math by Student Group

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

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

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

| CAASPP Student Groups | CAASPP Total Enrollment | CAASPP Number Tested | CAASPP Percent Tested | CAASPP Percent Not Tested | CAASPP Percent Met or Exceeded |
|---|---|---|---|---|---|
| **All Students** | 619 | 603 | 97.42 | 2.58 | 29.19 |
| **Female** | 297 | 289 | 97.31 | 2.69 | 25.95 |
| **Male** | 322 | 314 | 97.52 | 2.48 | 32.17 |
| **American Indian or Alaska Native** | -- | -- | -- | -- | -- |
| **Asian** | 36 | 36 | 100.00 | 0.00 | 55.56 |
| **Black or African American** | -- | -- | -- | -- | -- |
| **Filipino** | 16 | 16 | 100.00 | 0.00 | 50.00 |
| **Hispanic or Latino** | 385 | 375 | 97.40 | 2.60 | 18.93 |
| **Native Hawaiian or Pacific Islander** | -- | -- | -- | -- | -- |
| **Two or More Races** | 36 | 35 | 97.22 | 2.78 | 28.57 |
| **White** | 130 | 126 | 96.92 | 3.08 | 52.38 |
| **English Learners** | 108 | 102 | 94.44 | 5.56 | 1.96 |
| **Foster Youth** | 0 | 0 | 0 | 0 | 0 |
| **Homeless** | 0 | 0 | 0 | 0 | 0 |
| **Military** | -- | -- | -- | -- | -- |

| | | | | | |
|---|---|---|---|---|---|
| **Socioeconomically Disadvantaged** | 222 | 213 | 95.95 | 4.05 | 14.08 |
| **Students Receiving Migrant Education Services** | 15 | 15 | 100.00 | 0.00 | 13.33 |
| **Students with Disabilities** | 83 | 78 | 93.98 | 6.02 | 6.41 |

## CAASPP Test Results in Science for All Students

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

Science test results include the CAST and the CAA for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

| Subject | School 2022-23 | School 2023-24 | District 2022-23 | District 2023-24 | State 2022-23 | State 2023-24 |
|---|---|---|---|---|---|---|
| **Science** (grades 5, 8 and high school) | 26.55 | 28.16 | 35.35 | 35.00 | 30.29 | 30.73 |

## 2023-24 CAASPP Test Results in Science by Student Group

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

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|---|---|---|---|---|---|
| **All Students** | 214 | 207 | 96.73 | 3.27 | 28.16 |
| **Female** | 94 | 91 | 96.81 | 3.19 | 19.78 |
| **Male** | 120 | 116 | 96.67 | 3.33 | 34.78 |
| **American Indian or Alaska Native** | -- | -- | -- | -- | -- |
| **Asian** | 15 | 15 | 100.00 | 0.00 | 60.00 |
| **Black or African American** | -- | -- | -- | -- | -- |
| **Filipino** | -- | -- | -- | -- | -- |
| **Hispanic or Latino** | 134 | 130 | 97.01 | 2.99 | 13.95 |
| **Native Hawaiian or Pacific Islander** | -- | -- | -- | -- | -- |
| **Two or More Races** | 11 | 10 | 90.91 | 9.09 | -- |
| **White** | 40 | 39 | 97.50 | 2.50 | 53.85 |
| **English Learners** | 38 | 35 | 92.11 | 7.89 | 0.00 |
| **Foster Youth** | 0 | 0 | 0 | 0 | 0 |
| **Homeless** | 0 | 0 | 0 | 0 | 0 |
| **Military** | 0 | 0 | 0 | 0 | 0 |
| **Socioeconomically Disadvantaged** | 82 | 77 | 93.90 | 6.10 | 17.11 |
| **Students Receiving Migrant Education Services** | -- | -- | -- | -- | -- |
| **Students with Disabilities** | 27 | 26 | 96.30 | 3.70 | 4.00 |

## B. Pupil Outcomes

## State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

### 2023-24 California Physical Fitness Test Results

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

| Grade Level | Component 1: Aerobic Capacity | Component 2: Abdominal Strength and Endurance | Component 3: Trunk Extensor and Strength and Flexibility | Component 4: Upper Body Strength and Endurance | Component 5: Flexibility |
|---|---|---|---|---|---|
| **Grade 7** | 99 | 98.4 | 97.4 | 98.4 | 97.9 |

## C. Engagement

## State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

### 2024-25 Opportunities for Parental Involvement

Britton Middle School values the partnership between home and school and offers numerous opportunities for parent involvement:

School Site Council (SSC): Parents, students, staff, and administration collaborate on key decisions regarding school budgets and plans.

English Language Advisory Committee (ELAC): Parents of English learners play an active role in shaping language education policies and practices.

Departmental Meetings: Regular meetings with department leaders provide a platform for parents to share insights and concerns.

Project to Inspire: Parents can participate in this free 12-week program offered by the California Association of Bilingual Education, covering the US education system, learning standards, advocacy strategies, and school leadership.

By actively engaging in these opportunities, parents can help ensure that Britton Middle School continues to provide a high-quality education for all students.

## 2023-24 Chronic Absenteeism by Student Group

| Student Group | Cumulative Enrollment | Chronic Absenteeism Eligible Enrollment | Chronic Absenteeism Count | Chronic Absenteeism Rate |
|---|---|---|---|---|
| **All Students** | 867 | 632 | 133 | 21.0 |
| **Female** | 417 | 304 | 72 | 23.7 |
| **Male** | 450 | 328 | 61 | 18.6 |
| **Non-Binary** | -- | -- | -- | -- |
| **American Indian or Alaska Native** | -- | -- | -- | -- |
| **Asian** | 48 | 36 | 2 | 5.6 |
| **Black or African American** | -- | -- | -- | -- |
| **Filipino** | 22 | 16 | 2 | 12.5 |
| **Hispanic or Latino** | 540 | 395 | 101 | 25.6 |
| **Native Hawaiian or Pacific Islander** | -- | -- | -- | -- |
| **Two or More Races** | 22 | 15 | 2 | 13.3 |
| **White** | 188 | 133 | 20 | 15.0 |
| **English Learners** | 170 | 136 | 35 | 25.7 |
| **Foster Youth** | -- | -- | -- | -- |
| **Homeless** | 96 | 75 | 23 | 30.7 |
| **Socioeconomically Disadvantaged** | 422 | 319 | 83 | 26.0 |
| **Students Receiving Migrant Education Services** | 20 | 16 | 1 | 6.3 |
| **Students with Disabilities** | 128 | 89 | 25 | 28.1 |

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

## C. Engagement

### State Priority: School Climate

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

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

## Suspensions and Expulsions

This table displays suspensions and expulsions data.

| Rate | School 2021-22 | School 2022-23 | School 2023-24 | District 2021-22 | District 2022-23 | District 2023-24 | State 2021-22 | State 2022-23 | State 2023-24 |
|---|---|---|---|---|---|---|---|---|---|
| **Suspensions** | 11.93 | 14.58 | 5.54 | 4.44 | 4.9 | 5.08 | 3.17 | 3.6 | 3.28 |
| **Expulsions** | 0 | 0 | 0 | 0.15 | 0.03 | 0.13 | 0.07 | 0.08 | 0.07 |

## 2023-24 Suspensions and Expulsions by Student Group

| Student Group | Suspensions Rate | Expulsions Rate |
|---|---|---|
| **All Students** | 5.54 | 0.00 |
| **Female** | 5.04 | 0.00 |
| **Male** | 6.00 | 0.00 |
| **Non-Binary** | 0.00 | 0.00 |
| **American Indian or Alaska Native** | 0.00 | 0.00 |
| **Asian** | 0.00 | 0.00 |
| **Black or African American** | 0.00 | 0.00 |
| **Filipino** | 9.09 | 0.00 |
| **Hispanic or Latino** | 6.48 | 0.00 |
| **Native Hawaiian or Pacific Islander** | 0.00 | 0.00 |
| **Two or More Races** | 9.09 | 0.00 |
| **White** | 1.60 | 0.00 |
| **English Learners** | 9.41 | 0.00 |
| **Foster Youth** | 0.00 | 0.00 |
| **Homeless** | 6.25 | 0.00 |
| **Socioeconomically Disadvantaged** | 8.53 | 0.00 |
| **Students Receiving Migrant Education Services** | 5.00 | 0.00 |
| **Students with Disabilities** | 10.94 | 0.00 |

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

## 2024-25 School Safety Plan

Britton Middle School is committed to providing a safe and secure learning environment for all students, staff, and visitors. Our Comprehensive School Safety Plan (CSSP) was last reviewed, updated, and board-approved on February 6, 2024. This plan was subsequently discussed with school faculty and a student representative on September 21, 2023.

Key Safety Measures:

## 2024-25 School Safety Plan

Campus Supervision: Our staff members and administration monitor the school grounds 15 minutes before and after school. Administrators supervise during lunch and brunch. Three full-time yard supervisors ensure student safety throughout the day.

Controlled Access: Britton Middle School operates on a closed campus. All visitors must sign in at the main office.

Emergency Procedures: We have comprehensive emergency plans in place, including procedures for fire, earthquake, and active shooter situations. Regular drills and training sessions ensure that our staff and students know how to respond to emergencies.

Mental Health Support: The school provides a variety of mental health services to support students' emotional well-being.

Positive Behavior Interventions and Supports (PBIS): Britton Middle School's Positive Behavior Interventions and Supports (PBIS) program is designed to foster a positive and supportive school climate that promotes appropriate student behavior. While our suspension data may appear higher on the state SARC due to comparisons with K-12 schools, it's important to remember that suspension rates typically peak during the middle school years (grades 6-8). While our rates may exceed the state average for all grade levels, they align more closely with the expected range for middle schools. We remain committed to continuously refining our PBIS program and supporting our students' social-emotional growth.

Collaboration with Law Enforcement: We work closely with the Morgan Hill Police Department to implement safety protocols, including Run, Hide, and Defend training.

By prioritizing safety and implementing effective strategies, Britton Middle School aims to create a secure and nurturing environment for all.

## 2021-22 Secondary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

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

## 2022-23 Secondary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

| Subject | Average Class Size | Number of Classes with 1-22 Students | Number of Classes with 23-32 Students | Number of Classes with 33+ Students |
|---|---|---|---|---|
| **English Language Arts** | 20 | 15 | 9 | 2 |
| **Mathematics** | 27 | 4 | 10 | 3 |
| **Science** | 28 | 2 | 7 | 6 |
| **Social Science** | 33 | | 6 | 7 |

## 2023-24 Secondary Average Class Size and Class Size Distribution

This table displays the 2023-24 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

| Subject | Average Class Size | Number of Classes with 1-22 Students | Number of Classes with 23-32 Students | Number of Classes with 33+ Students |
|---|---|---|---|---|
| **English Language Arts** | 25 | 6 | 9 | 3 |
| **Mathematics** | 28 | 3 | 6 | 6 |
| **Science** | 28 | 2 | 6 | 6 |
| **Social Science** | 31 | 1 | 2 | 10 |

## 2023-24 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

| Title | Ratio |
|---|---|
| **Pupils to Academic Counselor** | 320 |

## 2023-24 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. The "Other" category is for all other student support services staff positions not listed.

| Title | Number of FTE Assigned to School |
|---|---|
| **Counselor (Academic, Social/Behavioral or Career Development)** | 3 |
| **Library Media Teacher (Librarian)** | 0 |
| **Library Media Services Staff (Paraprofessional)** | 1 |
| **Psychologist** | 1 |
| **Social Worker** | 0 |
| **Nurse** | . |
| **Speech/Language/Hearing Specialist** | 1 |
| **Resource Specialist (non-teaching)** | 0 |
| **Other** | 30 |

## Fiscal Year 2022-23 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2022-23 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

| Level | Total Expenditures Per Pupil | Expenditures Per Pupil (Restricted) | Expenditures Per Pupil (Unrestricted) | Average Teacher Salary |
|---|---|---|---|---|
| **School Site** | $10,862.94 | $181.82 | $10,681.12 | $107,303 |
| **District** | N/A | N/A | $10,555 | $106,381 |
| **Percent Difference - School Site and District** | N/A | N/A | 1.2 | 0.9 |
| **State** | N/A | N/A | $10,771 | $94,694 |
| **Percent Difference - School Site and State** | N/A | N/A | -0.8 | 12.5 |

## Fiscal Year 2023-24 Types of Services Funded

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

Along with the district, the current three-year SPSA continues to be organized under three goal areas:
Goal 1: Advance College, Career and Civic Readiness for Improved Year-Over-Year Student Achievement in Pre-K - 12th grades
Goal 2: Promote Parent/Guardian, Family, and Community Engagement in Education to Support a Shared Vision of Student Achievement
Goal 3: Enhance Student Engagement, Social Emotional Learning, and School Climate that Fosters Relationships, Wellbeing and Achievement

## Fiscal Year 2022-23 Teacher and Administrative Salaries

This table displays the 2022-23 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at http://www.cde.ca.gov/ds/fd/cs/.

| Category | District Amount | State Average for Districts in Same Category |
|---|---|---|
| **Beginning Teacher Salary** | $60,081 | $58,855 |
| **Mid-Range Teacher Salary** | $101,641 | $92,519 |
| **Highest Teacher Salary** | $128,610 | $114,665 |
| **Average Principal Salary (Elementary)** | $145,971 | $142,791 |
| **Average Principal Salary (Middle)** | $154,924 | $151,078 |
| **Average Principal Salary (High)** | $168,098 | $167,094 |
| **Superintendent Salary** | $297,357 | $281,086 |
| **Percent of Budget for Teacher Salaries** | 32% | 31% |
| **Percent of Budget for Administrative Salaries** | 6% | 5% |

## Professional Development

Britton Middle School fosters a collaborative learning environment through weekly Wednesday morning meetings at 8:30 am. These meetings provide a platform for staff to:

Address campus-wide initiatives: Ensure consistency and alignment across departments.

Collaborate within departments: Share best practices and address grade-level-specific challenges.

Engage in professional development: Participate in targeted training sessions to enhance teaching practices.

Identify and support struggling students: Proactively address student needs and implement appropriate interventions.

Britton prioritizes the development of students' Social-Emotional Learning (SEL) skills and ensures all students master essential academic standards.

All teachers receive comprehensive training on various instructional strategies and utilize a range of teaching platforms to enhance student learning. In addition to weekly departmental and staff meetings, ongoing support is provided by the District's Teachers on Special Assignment.

Professional development opportunities are regularly offered to administrators and teachers throughout the school year and during the summer by district and school staff, as well as external partners. Individual schools prioritize professional development aligned with their approved School Plan for Student Achievement (SPSA) and the Local Control Accountability Plan (LCAP) to ensure that learning experiences directly address the unique needs of their student population.

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

| Subject | 2022-23 | 2023-24 | 2024-25 |
|---|---|---|---|
| **Number of school days dedicated to Staff Development and Continuous Improvement** | | 3 | 6 |