

Lewis H. Britton Middle School

2024-2025 School Accountability Report Card

(Published During the 2025-2026 School Year)

General Information about the School Accountability Report Card (SARC)

SARC Overview



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

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

DataQuest



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

California School Dashboard



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

Internet Access

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

2025-26 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

2025-26 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

2025-26 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

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

2025-26 School Description and Mission Statement

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

2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 6	206
Grade 7	243
Grade 8	193
Total Enrollment	637

2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	48.8
Male	51.2
American Indian or Alaska Native	0.5
Asian	6
Black or African American	1.1
Filipino	1.9
Hispanic or Latino	61.7
Native Hawaiian or Pacific Islander	0.5
Two or More Races	3.5
White	21.5
English Learners	17
Foster Youth	0.3
Homeless	10.4
Migrant	2.7
Socioeconomically Disadvantaged	46.2
Students with Disabilities	13.8

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.

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)	22.7	88.3	312.7	86.75	234405.2	84
Intern Credential Holders Properly Assigned	0	0	3.5	0.97	4853	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	2.5	9.99	37.6	10.43	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0	0.12	4.5	1.27	11953.1	4.28
Unknown/Incomplete/NA	0.4	1.56	2	0.57	15831.9	5.67
Total Teaching Positions	25.7	100	360.4	100	279044.8	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.

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)	19.2	71.52	313.9	80.52	231142.4	83.24
Intern Credential Holders Properly Assigned	0	0	3.7	0.96	5566.4	2
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	6.3	23.49	56.1	14.39	14938.3	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0	0	5.2	1.34	11746.9	4.23
Unknown/Incomplete/NA	1.3	4.95	10.8	2.79	14303.8	5.15
Total Teaching Positions	26.8	100	389.8	100	277698	100

Note: The data in this table is based on 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.

2023-24 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)	22.3	81.8	313	77.83	230039.4	100
Intern Credential Holders Properly Assigned	0	0	5.4	1.36	6213.8	2.23
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	4.9	18.2	74.4	18.52	16855	6.04
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0	0	8.6	2.15	12112.8	4.34
Unknown/Incomplete/NA	0	0	0.5	0.12	13705.8	4.91
Total Teaching Positions	27.2	100	402.2	100	278927.1	100

Note: The data in this table is based on 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	2021-22	2022-23	2023-24
Permits and Waivers	0.50	0	1
Misassignments	2.00	6.3	3.9
Vacant Positions	0.00	0	0
Total Teachers Without Credentials and Misassignments	2.50	6.3	4.9

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

Indicator	2021-22	2022-23	2023-24
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0	0
Local Assignment Options	0.00	0	0
Total Out-of-Field Teachers	0.00	0	0

Class Assignments

Indicator	2021-22	2022-23	2023-24
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	10.1	18.1	14.1
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0	0	0

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

2025-26 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected		December 2022
Subject	List of Textbooks and Other Instructional Materials / Indicate if from Most Recent Adoption / Year of Adoption	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	McGraw Hill Education, Study Sync	0
Mathematics	College Preparatory Mathematics, Core Connections Courses 1-3, Gr. 6-8	0
Science	HMH Integrated Science, Positive Prevention Plus by Red Cross	0
History-Social Science	TCI History Alive	0
Foreign Language	Vista Higher Learning: Descubre Level 1	0
Health	Positive Prevention Plus	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			January 2025	
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 Assessments 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.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
English Language Arts/Literacy (grades 3-8 and 11)	41	43	48	50	47	48
Mathematics (grades 3-8 and 11)	29	33	37	38	35	37

2024-25 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	634	613	96.69	3.31	43.39
Female	306	295	96.41	3.59	51.19
Male	328	318	96.95	3.05	36.16
American Indian or Alaska Native	--	--	--	--	--
Asian	37	35	94.59	5.41	71.43
Black or African American	--	--	--	--	--
Filipino	12	11	91.67	8.33	63.64
Hispanic or Latino	388	375	96.65	3.35	34.40
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	43	42	97.67	2.33	59.52

White	139	135	97.12	2.88	57.04
English Learners	92	84	91.30	8.70	9.52
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	201	191	95.02	4.98	23.56
Students Receiving Migrant Education Services	15	15	100.00	0.00	26.67
Students with Disabilities	87	84	96.55	3.45	7.14

2024-25 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	634	618	97.48	2.52	33.17
Female	306	298	97.39	2.61	35.23
Male	328	320	97.56	2.44	31.25
American Indian or Alaska Native	--	--	--	--	--
Asian	37	36	97.30	2.70	61.11
Black or African American	--	--	--	--	--
Filipino	12	12	100.00	0.00	41.67
Hispanic or Latino	388	377	97.16	2.84	22.81
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	43	42	97.67	2.33	45.24
White	139	136	97.84	2.16	52.21
English Learners	92	88	95.65	4.35	0.00
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--

Socioeconomically Disadvantaged	201	193	96.02	3.98	17.10
Students Receiving Migrant Education Services	15	15	100.00	0.00	26.67
Students with Disabilities	87	83	95.40	4.60	8.43

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 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
Science (grades 5, 8 and high school)	28.16	38.67	35	36.92	30.73	32.33

2024-25 CAASPP Test Results in Science by Student Group

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	186	181	97.31	2.69	38.67
Female	87	84	96.55	3.45	40.48
Male	99	97	97.98	2.02	37.11
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	116	112	96.55	3.45	31.25
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	41	40	97.56	2.44	55.00
English Learners	23	21	91.30	8.70	4.76
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	--	--	--	--	--
Socioeconomically Disadvantaged	50	47	94.00	6.00	10.64
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	22	21	95.45	4.55	14.29

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.

2024-25 California Physical Fitness Test Participation Rates

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	91.3	93.2	91.3	94.3	92

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.

2025-26 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.

Monthly Principal Chats: Regular meetings with other parent leaders provide a platform for parents to share insights and concerns.

Home and School Club: Regular meetings with other parent leaders provide a platform for collaboration, innovation, and service toward our student population.

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.

2024-25 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	672	659	171	25.9
Female	334	325	88	27.1
Male	338	334	83	24.9
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	38	38	6	15.8
Black or African American	--	--	--	--
Filipino	13	12	0	0.0
Hispanic or Latino	414	407	123	30.2
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	24	24	6	25.0
White	145	142	30	21.1
English Learners	118	118	37	31.4
Foster Youth	--	--	--	--
Homeless	79	76	29	38.2
Socioeconomically Disadvantaged	342	335	107	31.9
Students Receiving Migrant Education Services	17	17	3	17.6
Students with Disabilities	95	93	32	34.4

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 data.

Suspensions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
14.58	5.54	7.14	4.9	5.08	3.47	3.6	3.28	2.94

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.

This table displays expulsions data.

Expulsions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0	0	0.15	0.03	0.13	0.09	0.08	0.07	0.06

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 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	7.14	0.15
Female	4.79	0.30
Male	9.47	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	2.63	0.00
Black or African American	0.00	0.00
Filipino	7.69	0.00
Hispanic or Latino	9.42	0.24
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	4.17	0.00
White	2.07	0.00
English Learners	9.32	0.00
Foster Youth	0.00	0.00
Homeless	12.66	0.00
Socioeconomically Disadvantaged	10.23	0.00
Students Receiving Migrant Education Services	5.88	0.00
Students with Disabilities	15.79	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.

2025-26 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:

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.

2022-23 Secondary Average Class Size and Class Size Distribution

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

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	20	15	9	2
Mathematics	27	4	10	3
Science	28	2	7	6
Social Science	33	0	6	7

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

2024-25 Secondary Average Class Size and Class Size Distribution

This table displays the 2024-25 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	22	10	10	4
Mathematics	24	6	7	5
Science	27	3	6	7
Social Science	29	2	6	7

2024-25 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	306.5

2024-25 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)	2
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	1
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	3.5

Fiscal Year 2023-24 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2023-24 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	\$11,386.67	\$178.84	\$11,207.83	\$107,303
District	N/A	N/A	\$11,095.33	\$105,310
Percent Difference - School Site and District	N/A	N/A	1.0	1.9
State	N/A	N/A	\$11,146	\$100,065
Percent Difference - School Site and State	N/A	N/A	0.6	7.0

Fiscal Year 2024-25 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

Fiscal Year 2024-25 Types of Services Funded

and Achievement

Fiscal Year 2023-24 Teacher and Administrative Salaries		
This table displays the 2023-24 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	\$63,686	\$62,145
Mid-Range Teacher Salary	\$107,739	\$97,088
Highest Teacher Salary	\$136,327	\$120,436
Average Principal Salary (Elementary)	\$154,729	\$151,343
Average Principal Salary (Middle)	\$164,219	\$159,514
Average Principal Salary (High)	\$178,185	\$177,261
Superintendent Salary	\$297,357	\$294,805
Percent of Budget for Teacher Salaries	32.11%	29.95%
Percent of Budget for Administrative Salaries	5.62%	5.4%

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	2023-24	2024-25	2025-26
Number of school days dedicated to Staff Development and Continuous Improvement	3	6	6

