

SARC 2015-16

SCHOOL ACCOUNTABILITY REPORT CARD

PUBLISHED DURING 2016-17



Lewis H. Britton Middle

Address: 80 West Central Ave. Morgan Hill, CA 95037-4302

Principal: Chris Moore, Principal

Phone: (408) 201-6160

Email: moorec@mhusd.org

Web Site:

CDS Code: 43695836095384



Morgan Hill Unified

Superintendent: Steve Betando

Phone: (408) 201-6023

Email: betandos@mhusd.org

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I DATA AND ACCESS

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, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents 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 <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., state Academic Performance Index [API], federal Adequate Yearly Progress [AYP]), test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).%

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.

II ABOUT THIS SCHOOL

District Contact Information Most Recent Year

District Name: Morgan Hill Unified
 Phone Number: (408) 201-6023
 Superintendent: Steve Betando
 E-mail Address: betandos@mhusd.org
 Web Site: www.mhusd.org

School Contact Information Most Recent Year

School Name: Lewis H. Britton Middle
 Street: 80 West Central Ave.
 City, State, Zip: Morgan Hill, CA 95037-4302
 Phone Number: (408) 201-6160
 Principal: Chris Moore, Principal
 E-mail Address: moorec@mhusd.org
 Web Site:
 County-District-School
 (CDS) Code: 43695836095384

School Description and Mission Statement (School Year 2016–17)

BRITTON'S PAW PRINT

Vision/Mission

Britton Middle School will engage, empower, and inspire all students. Bobcats will apply the knowledge, skills, and attitudes necessary to become creative and resilient problems solvers, to achieve personal success and contribute responsibly to our community.

Overview

Lewis H. Britton Middle School is a public middle school in Morgan Hill, CA and part of the Morgan Hill Unified School District. Currently, we have approximately 900 students in grades 6th through 8th. Chris Moore is in his second year as principal of Britton. Mr. Moore has two years of experience as a principal, four years as an assistant principal/dean, and 15 years as a Special Education teacher. Additionally, he is a parent to two MHUSD students.

After much planning and anticipation, Britton was happy to welcome approximately 300 6th graders onto campus this year. Sixth grade students have two teachers between four core subjects (English/History and Math/Science). Like their 7th and 8th grade peers, 6th graders have physical education and an elective (Elective Wheel or Cadet Band) to complete their schedule. Additionally, sixth graders have full access to a wide range of activities, ranging from athletics to clubs. In order to make this transition a success, Britton welcomed nine voluntary transfer teachers from within MHUSD. They were: Mrs. Tirina Barnes (Nordstrom), Mrs. Valerie Brown (Nordstrom), Mr. Tony Goble (Sobrato), Mrs. Jewel Knofler (El Toro), Mrs. Kelly Parker (Barrett), Ms. Kerry Richards (P.A. Walsh), Mrs. Tina Vega (Paradise Valley), and Mr. Nathan Winchell (El Toro).

Britton continues to undergo a renaissance in learning. In 2015, we were happy to announce our designation as a California State Gold Ribbon Distinguished School and a Golden Bell Award. This past Spring, Britton was proud to announce that we were selected for the 2016-2019 Tech Academies of Innovation partnership to develop model engineering programs. The Tech Academies of Innovation is an arm of the Tech Museum of Innovation and is a partnership with schools in underserved communities to build model programs for teaching STEM (science, technology, engineering, and math). We went through a competitive and in-depth application and selection process spanning 6 months that included: an information session with the Tech, team formation, completing a customized application, reviewed/scored by the review committee, site visit, and final deliberation/selection. Joining us on this journey were Mrs. Jewel Knofler (6th Grade Math/Science Teacher), Mrs. Patricia Finck (Math Department Chair), Mrs. Tamara Miller (7th Grade Science Teacher), Mr. James Levis (Science Department Chair/MESA Advisor), and Mr. Chris Moore (Principal).

Each of our classrooms are equipped with interactive whiteboards and Chromebooks that help increase student engagement, academic rigor, content mastery and 21st Century skills. All 7th and 8th grade students are assigned a Chromebook for their use as a student of Britton. In addition, every 6th grade classroom contains a fully stocked Chromebook cart.

Many groups contribute to our decision-making process. Parent volunteers, students, administration, and staff compose the School Site Council (SSC), which makes many important budgetary and school plan decisions. Our English Language Advisory Committee (ELAC) is composed of parents of English learners. Department leaders from English, math, science, history, PE, special education, and the elective department meet with the principal once a week to stay abreast of school issues and provide input in all areas.

Critical Objectives

Over the course of the past year, Britton's staff collaborated to identify ten critical objectives for the 2016/17 school year. These critical objectives are essential in supporting our vision/mission. They are:

- Implement AVID and create a college-going culture on campus
- Create consistent classroom policies in ALL classrooms
- Implement PBIS as an alternative to traditional discipline
- Increase instructional minutes and explore alternative bell schedules
- Use PD time to develop/ensure high quality instruction
- Refine our current intervention program
- Expand our current enrichment program for ALL students
- Continue to repair and re-brand our image in the community through social/traditional media

- Welcome, involve, and empower our new staff/students
- Increase parent involvement and communication

Collaboration

Britton collaborates every Wednesday morning at 7:30 am. During this time, staff members work together to address campus-wide initiatives, work together in departments to ensure alignment across the three grade levels, receive professional development, and identify/support struggling students.

Intervention

A major component of Britton's resurgence over the past few years has been its creativity in supporting students. We are proud to be able to continue to offer those supports before, during, and after school. Supports for the 2016/17 school year are:

English Language Development (ELD)- In addition to the two-period ELD block (for students identified as CELDT Levels 1-3) and two-period General Education English/Literacy Support classes (for students identified as CELDT Level 4-5), Britton offers a morning academy based on the nationally recognized AVID Excel program. Four days a week, EL students receive support in the following areas: Study Skills, Math, and College Readiness/Awareness.

Bobcat Den- Our after school homework center is available for all students and is open Monday - Thursday (3:00 pm to 3:45 pm). During that time, students can get help on their homework, study for an upcoming test, or receive additional academic support. The Bobcat Den is staffed with two teachers, a Cal-SOAP tutor, and our librarian.

Advancement Via Individual Determination (AVID)- Britton is excited to welcome AVID back to our campus for the 2016/17 school year. AVID is an organization/program dedicated to closing the achievement gap by preparing all students for college and other postsecondary opportunities.

Read 180/Math 180- Britton continues to use Read 180 in our general/special education classes. Read 180 is an online reading intervention program that was developed by Scholastic to provide reading comprehension strategies, tools, and assessments. It facilitates instruction with close-reading strategies, academic vocabulary exercises, practice writing, and engaging discussions with the entire class. In addition to Read 180, Britton offers Math 180 in our general/special education classes. Math 180 is a math intervention program that utilizes technology/data and rebuilds the key progressions that struggling students need for success with algebra and higher-level math as defined by the Common Core Standards.

Prides- In order to provide a smaller school feel, Britton implemented academic teams (or "prides") on campus. Each grade level of students were randomly split in half and assigned to a group of core (English/Math/History/Science) teachers. Rounding out the academic prides are Elective, PE, ELD, and Special Education teachers. Prides meet once a month to interpret student data, meet with students/families, and provide direct support.

Discovery Counseling- For the second straight year, Britton is happy to partner with Discovery Counseling. In addition to individual/group counseling, Discovery works with our Physical Education staff to provide a Life Skills curriculum in all of our 6th grade PE classes.

Special Education- Britton offers two comprehensive programs: a Resource Specialist Program (RSP) and Special Day Class (SDC). Four teachers and seven Paraeducators work with our special education students daily. A speech therapist and psychologist visit our school two days a week. Students receiving RSP services typically stay in the general education classrooms for the majority of their school day and receive support in the area of English, Math, and/or Study Skills (1-3 periods/day). Students receiving SDC services are enrolled in four periods of small group/differentiated instruction in the areas of English, Math, History, and Science. Students receiving SDC services are mainstreamed for their elective and Physical Education.

Enrichment

In addition to our stellar intervention programs, Britton offers a variety of opportunities for enrichment. They are:

STEM- The cornerstone of our academic renaissance has been our implementation of STEM on campus. Along with our partnership with the Tech Museum, Britton offers a number of STEM-related clubs/programs: MESA (Mathematics, Engineering, Science Achievement), Robotics, Math Counts, and Coding.

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

The California Junior Scholastic Federation (CJSF) and National History Club emphasize service to the school and the community while fostering pride in scholastic achievement.

Partnership with Specialized Bicycles- Britton's PE department recently partnered with Specialized Bicycles to provide a unique learning experience for our students. Using Polar Heart Rate Monitors, students track their heart rates while riding one of Britton's brand new Specialized mountain bikes.

Music- In addition to our academic renaissance, Britton has seen a resurgence in our music department. Led by our new music teacher, Mr. Shawn McGinn, Britton currently offers five sections of music (Advanced Band, Beginning Band, and Cadet Band). Along with our increased sections in band, we offer a morning jazz program and a comprehensive after school winter drumline. Also, Britton's Color Guard program was tremendously successful last year, placing second place at the Santa Clara County Color Guard competition.

Activities- Britton continues to offer a variety co-curricular activities on campus daily. Students can participate on an athletic team (cross country, girls softball, wrestling, girls/boys basketball, girls/boys soccer, girls/boys volleyball, and track and field) or club (drama, MENCHU, Volcano, needleworking, etc.), attend an ASB event (dances, rallies, spirit day, etc.), or join an intramural sport at lunch.

Student Enrollment by Grade Level (School Year 2015-16)

Grade Level	Number of Students
Grade 6	0
Grade 7	309
Grade 8	318
Grade 9	0
Total Enrollment	627

Student Enrollment by Student Group (School Year 2015-16)

Student Group	Percent of Total Enrollment
Black or African American	2.4%
American Indian or Alaska Native	0.2%
Asian	5.7%
Filipino	1.6%
Hispanic or Latino	55.7%
Native Hawaiian/Pacific Islander	0%
White	32.7%
Two or More Races	1%
Socioeconomically Disadvantaged	47.7%
English Learners	10.7%
Students with Disabilities	11.8%
Foster Youth	0.2%

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.

Teacher Credentials

Teachers	School 2014-15	School 2015-16	School 2016-17	District 2016-17
With Full Credential	28	27	36	375
Without Full Credential	0	0	1	18
Teaching Outside Subject Area of Competence (with full credential)	0	4	1	11

Teacher Misassignments and Vacant Teacher Positions

Indicator	2014-15	2015-16	2016-17
Misassignments of Teachers of English Learners	2	0	1
Total Teacher Misassignments*	2	0	0
Vacant Teacher Positions	0	1	0

NOTE: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2015-16)

Location of Classes	Percent of Classes In Core Academic Subjects Taught by Highly Qualified Teachers	Percent of Classes In Core Academic Subjects Not Taught by Highly Qualified Teachers
This School	96%	4%
All Schools in District	97.77%	2.23%
High-Poverty Schools in District	98.21%	1.79%
Low-Poverty Schools in District	94.39%	5.61%

NOTE: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2016–17)

This section describes whether the textbooks and instructional materials used at the school are from the most recent adoption; whether there are sufficient textbooks and instruction materials for each student; and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Month and year in which data were collected: December 2016

Subject	Textbooks and instructional materials/year of adoption	From most recent adoption?	% Students lacking own assigned copy
Reading/Language Arts	McDougal Littell/Houghton Mifflin: Literature of Language Hampton Brown/National Geographic-Inside ELD Levels A, B, C, and D, Engage NY	yes	0%
Mathematics	College Preparatory Mathematics, Core Connections Courses 1-3, Gr. 6-8	yes	0%
Science	Glencoe/McGraw-Hill Science series	yes	0%
History-Social Science	McDougal Littell series	yes	0%
Foreign Language	Vista Higher Learning: Descubre Level 1	yes	0%
Health			0%
Visual and Performing Arts			0%
Science Laboratory Equipment (grades 9-12)			0%

School Facility Conditions and Planned Improvements

Britton Middle School was formerly a high school, then became a middle school in 1973. The campus is located in the center of Morgan Hill along Monterey Road.

We have two and a half custodians who keep our facilities clean, pick up litter, and remove graffiti. Each classroom is cleaned on a rotational basis, and the rest rooms are cleaned every day. The district maintains landscaping on a regular weekly schedule.

Maintenance, Grounds and the Custodial staff continue to work together to provide a safe, clean and well maintained learning environment to help support student achievement.

As part of the Measure G Bond funds, Britton received a technology infrastructure upgrade in February 2015 which included campus wide WiFi, a new phone system and public address system. The District has received Board approval and has selected an architectural firm to begin the design to construct a new Britton on the existing campus.

School Facility Good Repair Status

Using the most recent FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The Overall Rating

Month and year in which data were collected: June 2016

System Inspected	Repair Needed and Action Taken or Planned			
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	✓	-	-	A new gas line installed November 2015.
Interior: Interior Surfaces	✓	-	-	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	-	✓	-	
Electrical: Electrical	✓	-	-	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	-	✓	-	
Safety: Fire Safety, Hazardous Materials	✓	-	-	
Structural: Structural Damage, Roofs	-	✓	-	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	✓	-	-	

Overall Facility Rate

Month and year in which data were collected: June 2016

	Exemplary	Good	Fair	Poor
Overall Rating	-	-	✓	-

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], Science California Standards Tests) System, which 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. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with significant cognitive disabilities); and
- 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.

CAASPP Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students

Subject	Percent of Students Meeting or Exceeding the State Standards					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
English Language Arts/ Literacy (grades 3-8 and 11)	42%	43%	51%	53%	44%	48%
Mathematics (grades 3-8 and 11)	40%	38%	43%	43%	34%	36%

NOTE: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

ELA - Grade 6

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students				
Male				
Female				
Black or African American				
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic or Latino				
Native Hawaiian or Pacific Islander				
White				
Two or More Races				
Socioeconomically Disadvantaged				
English Learners				
Students with Disabilities				
Students Receiving Migrant Education Services				
Foster Youth				

NOTE: 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 on the CAAs divided by the total number of students who participated in both assessments.

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

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.

ELA - Grade 7

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	296	292	98.65%	42.81%
Male	160	160	100.00%	35.00%
Female	136	132	97.06%	52.27%
Black or African American	--	--	--	--
American Indian or Alaska Native				
Asian	16	16	100.00%	87.50%
Filipino	--	--	--	--
Hispanic or Latino	173	172	99.42%	30.81%
Native Hawaiian or Pacific Islander				
White	94	91	96.81%	60.44%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	147	146	99.32%	28.08%
English Learners	38	38	100.00%	
Students with Disabilities	39	38	97.44%	5.26%
Students Receiving Migrant Education Services	20	20	100.00%	20.00%
Foster Youth	--	--	--	--

NOTE: 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 on the CAAs divided by the total number of students who participated in both assessments.

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

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.

ELA - Grade 8

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	322	315	97.83%	43.63%
Male	176	173	98.30%	31.40%
Female	146	142	97.26%	58.45%
Black or African American	12	12	100.00%	16.67%
American Indian or Alaska Native	--	--	--	--
Asian	19	19	100.00%	84.21%
Filipino	--	--	--	--
Hispanic or Latino	166	164	98.80%	30.67%
Native Hawaiian or Pacific Islander				
White	109	105	96.33%	55.24%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	151	146	96.69%	25.52%
English Learners	24	23	95.83%	
Students with Disabilities	37	35	94.59%	2.86%
Students Receiving Migrant Education Services	17	17	100.00%	5.88%
Foster Youth	--	--	--	--

NOTE: 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 on the CAAs divided by the total number of students who participated in both assessments.

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

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.

Mathematics - Grade 6

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students				
Male				
Female				
Black or African American				
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic or Latino				
Native Hawaiian or Pacific Islander				
White				
Two or More Races				
Socioeconomically Disadvantaged				
English Learners				
Students with Disabilities				
Students Receiving Migrant Education Services				
Foster Youth				

NOTE: 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 on the CAAs divided by the total number of students who participated in both assessments.

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

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.

Mathematics - Grade 7

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	296	292	98.65%	38.36%
Male	160	160	100.00%	36.88%
Female	136	132	97.06%	40.15%
Black or African American	--	--	--	--
American Indian or Alaska Native				
Asian	16	16	100.00%	75.00%
Filipino	--	--	--	--
Hispanic or Latino	173	172	99.42%	23.84%
Native Hawaiian or Pacific Islander				
White	94	91	96.81%	58.24%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	147	146	99.32%	19.86%
English Learners	38	38	100.00%	
Students with Disabilities	39	38	97.44%	5.26%
Students Receiving Migrant Education Services	20	20	100.00%	10.00%
Foster Youth	--	--	--	--

NOTE: 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 on the CAAs divided by the total number of students who participated in both assessments.

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

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.

Mathematics - Grade 8

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	322	315	97.83%	37.14%
Male	176	173	98.30%	32.95%
Female	146	142	97.26%	42.25%
Black or African American	12	12	100.00%	16.67%
American Indian or Alaska Native	--	--	--	--
Asian	19	19	100.00%	68.42%
Filipino	--	--	--	--
Hispanic or Latino	166	164	98.80%	23.17%
Native Hawaiian or Pacific Islander	--	--	--	--
White	109	105	96.33%	52.38%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	151	146	96.69%	14.38%
English Learners	24	23	95.83%	
Students with Disabilities	37	35	94.59%	2.86%
Students Receiving Migrant Education Services	17	17	100.00%	5.88%
Foster Youth	--	--	--	--

NOTE: 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 on the CAAs divided by the total number of students who participated in both assessments.

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

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 Test Results in Science for All Students

Subject	Percentage of Students Scoring at Proficient or Advanced								
	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Science (grades 5, 8, and 10)	69%	73%	64%	66%	59%	62%	60%	56%	54%

CAASPP Test Results in Science by Student Group Grades Five, Eight, and Ten (School Year 2015-16)

Student Group	Total Enrollment	Number of Students with Valid Scores	Percent of Students with Valid Scores	Percent Proficient or Advanced
All Students	321	313	97.51%	64.22%
Male	175	172	98.29%	59.30%
Female	146	141	96.58%	70.21%
Black or African American	12	12	100.00%	33.33%
American Indian or Alaska Native	–	–	–	–
Asian	19	19	100.00%	89.47%
Filipino	–	–	–	–
Hispanic or Latino	166	164	98.80%	53.05%
Native Hawaiian or Pacific Islander				
White	109	105	96.33%	77.14%
Two or More Races	–	–	–	–
Socioeconomically Disadvantaged	151	146	96.69%	47.95%
English Learners	24	23	95.83%	13.04%
Students with Disabilities	37	35	94.59%	14.29%
Students Receiving Migrant Education Services	17	17	100.00%	35.29%
Foster Youth	–	–	–	–

Career Technical Education Programs (School Year 2015-16)

Career Technical Education Participation (School Year 2015-16)

Measure	CTE Program Participation
Number of pupils participating in CTE	
Percent of pupils completing a CTE program and earning a high school diploma	
Percent of CTE courses sequenced or articulated between the school and institutions of postsecondary education	

Courses for University of California and/or California State University Admission

UC/CSU Course Measure	Percent
2015-16 Pupils Enrolled in Courses Required for UC/CSU Admission	100%
2014-15 Graduates Who Completed All Courses Required for UC/CSU Admission	

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.

California Physical Fitness Test Results (School Year 2015-16)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
7	18.90%	24.70%	36.80%
9			

NOTE: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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 for the school district and each school site.

Opportunities for Parental Involvement - (School Year 2016–17)

We have many ways for parents to participate in our school. Parents join our School Site Council, which works with administration to make financial and educational program decisions. Parents of English learners are vital to our English Language Advisory Council (ELAC) and to our outreach efforts on behalf of Spanish speaking families. Our Home and School Club works with staff to hold a 6th Grade Orientation Night in the spring as well as several activities and a carnival to assist the school with fundraising. Parents can participate in the eighth grade field trip to Great America and seventh grade Renaissance Day. They also help with dances, campus beautification, provide snacks for standardized testing, update our disaster backpacks, and provide clerical assistance for teachers. Parents are also encouraged to participate in our homework center as tutors and in our classrooms as volunteers or guest speakers in the classroom or at our career day event. Our ELAC group is developing a parents helping parents network to help promote parenting skills and student monitoring. We always need new volunteers! The contact person for parent involvement is our principal, Chris Moore, and he can be reached at (408) 201-6160.

STATE PRIORITY: PUPIL ENGAGEMENT

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

- High school dropout rates; and
- High school graduation rates.

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

Indicator	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Dropout Rate				3.4%	7.2%	5.8%	11.40%	11.50%	10.70%
Graduation Rate				93.19%	89.24%	88.8%	80.44%	80.95%	82.27%

Completion of High School Graduation Requirements – Graduating Class of 2015 (One-Year Rate)

Student Group	School	District	State
All Students			
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino			
Native Hawaiian/Pacific Islander			
White			
Two or More Races			
Socioeconomically Disadvantaged			
English Learners			
Students with Disabilities			
Foster Youth			

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

Rate*	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Suspensions	8.64	11.54	11	5.67	3.77	3.52	4.36	3.80	3.65
Expulsions	.62	1.44	.16	.22	.25	.12	0.10	0.09	0.09

School Safety Plan – Most Recent Year

Our staff members and administration monitor the school grounds for 15 minutes before and after school each day. Administrators monitor during lunch and brunch time. We have two full-time yard supervisors that supervise the grounds. Teachers and administrators regularly review the rules for safe, responsible behavior in school and on the grounds. We have a closed campus. Visitors must enter the school through the main door and sign in at the office. Students are not allowed off campus during the school day. In addition, our students and staff are trained by the Morgan Hill Police Department on Run, Hide, Defend procedures. Additionally, Britton is currently in year one of it's Positive Behavioral Interventions and Supports (PBIS).

We revise our School Safety Plan annually as part of our School Site Council responsibilities. The plan includes procedures for emergencies, exit routes, and inventories of emergency supplies. We train all staff during a school-wide staff meetings. We practice fire and earthquake drills monthly and hold training for staff on emergency preparedness.

Promoting a positive school climate is a priority with staff and student government. Toward that end, The Bobcat Pride program has been initiated to refocus students on personal responsibility. Additionally, weekly Project Cornerstone asset building and anti-bullying activities have been incorporated into our homeroom curriculum. Britton has implemented a school and community wide anti-bullying program known as "Rachel's Challenge" which recognizes students for mutual kindness and teaches mutual respect and character building through our daily homeroom activities. The school gathers bullying reports and information frequently via anonymous methods and uses that information to help guide counseling and intervention efforts. In the past, the staff has received "Capturing Kid's Hearts" training which assists in building positive student-student and student-staff relations. Additionally, Britton has partnered with local law enforcement agencies to deliver the Yahoo! Cyber Citizenship workshop to all 6th, 7th, and 8th grade students. A separate parent workshop will be held one evening this Fall.

D. OTHER SARC INFORMATION

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

Federal Intervention Program (School Year 2016-17)

Indicator	School	District
Program Improvement Status	N/A	In PI
First Year of Program Improvement	N/A	2009-2010
Year in Program Improvement*	N/A	Year 3
Number of Schools Currently in Program Improvement	N/A	5
Percent of Schools Currently in Program Improvement	N/A	38%

NOTE: Cells with NA values do not require data.

Average Class Size and Class Size Distribution (Secondary)

Subject	Avg. Class Size	2013-14 Number of Classes*			Avg. Class Size	2014-15 Number of Classes*			Avg. Class Size	2015-16 Number of Classes*		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	25	8	12	7	23	10	14	4	27	4	11	6
Mathematics	27	6	12	7	25	6	14	4	29	2	11	7
Science	32	1	6	13	29	1	15	5	30	1	14	5
Social Science	29	3	7	11	29	3	10	9	31	0	12	7

* Number of classes indicates how many classrooms 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.

Academic Counselors and Other Support Staff (School Year 2015-16)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0	
Counselor (Social/Behavioral or Career Development)	1	N/A
Library Media Teacher (Librarian)	0	N/A
Library Media Services Staff (Paraprofessional)	.87	N/A
Psychologist	.5	N/A
Social Worker	0	N/A
Nurse	.2	N/A
Speech/Language/Hearing Specialist	.2	N/A
Resource Specialist (non - teaching)	2	N/A
Other	.25	N/A

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

* 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.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2014-15)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental / Restricted)	Expenditures Per Pupil (Basic / Unrestricted)	Average Teacher Salary
School Site	\$4568	\$49	\$4519	\$70126
District	N/A	N/A	\$6186	\$69092
Percent Difference – School Site and District	N/A	N/A	-26.95%	1.50%
State	N/A	N/A	\$5677	\$71517
Percent Difference – School Site and State	N/A	N/A	-20.40%	-1.94%

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

Types of Services Funded (Fiscal Year 2015-16)

Britton receives funding through the Local Control Funding Formula which is overseen by the School Site Counsel. These funds are targeted towards programs based on student achievement data. For example, extended day assistance is provided for all students through our homework center as well as to English Learners through our morning academy. Additionally, we are partnering with Cal-SOAP to offer three academic tutors throughout the day. Britton offers all ELD courses and support as outlined in the LEA's EL master plan including: two period block ELD instruction and EL Literacy Support courses based on CELDT levels.

All students take a reading and math inventory three times per year. That information is used to target intervention and enrichment. Intensive intervention is provided through two periods of instruction in Math or English using the Scholastic Read 180, System 44 and Math 180 programs for students who are two or more grade levels behind. Enrichment includes Math Engineering and Science Achievement (in partnership with SJSU); National History Day, and Math Acceleration. In addition, Britton students will participate in MAPP testing this year in the fall and spring.

Teacher and Administrative Salaries (Fiscal Year 2014-15)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$47967	\$43821
Mid-Range Teacher Salary	\$71004	\$69131
Highest Teacher Salary	\$89851	\$89259
Average Principal Salary (Elementary)	\$105837	\$108566
Average Principal Salary (Middle)	\$114173	\$115375
Average Principal Salary (High)	\$129331	\$125650
Superintendent Salary	\$223871	\$198772
Percent of Budget for Teacher Salaries	36%	37%
Percent of Budget for Administrative Salaries	5%	6%

NOTE: For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Advanced Placement (AP) Courses (School Year 2015-16)

Subjects	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		
English		
Fine and Performing Arts		
Foreign Language		
Mathematics		
Science		
Social Science		
All courses		

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

* Where there are student course enrollments.

Professional Development

This section provides information on the annual number of school days dedicated to staff development for the most recent three-year period.

Our teachers attend staff development during the school year. The staff meets weekly on Wednesday morning for collaboration. This time is devoted to aligning our curriculum to the California Content Standards, to meeting State mandated requirements for English learners, and to provide differentiated instructions to our students. Teachers and administrators look at test scores and review the most pressing issues of the previous year to choose specific topics. Major topics include curriculum mapping and assessing student achievement with frequent common assessments. Data is used to inform instruction, detect struggling students, and to develop intervention strategies to ensure student success. Sharing instructional strategies and seeing those strategies in action during peer observations is also a recurrent feature of our professional development.