

## Lewis H. Britton Middle

### California Department of Education School Accountability Report Card Reported Using Data from the 2016-17 School Year

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.

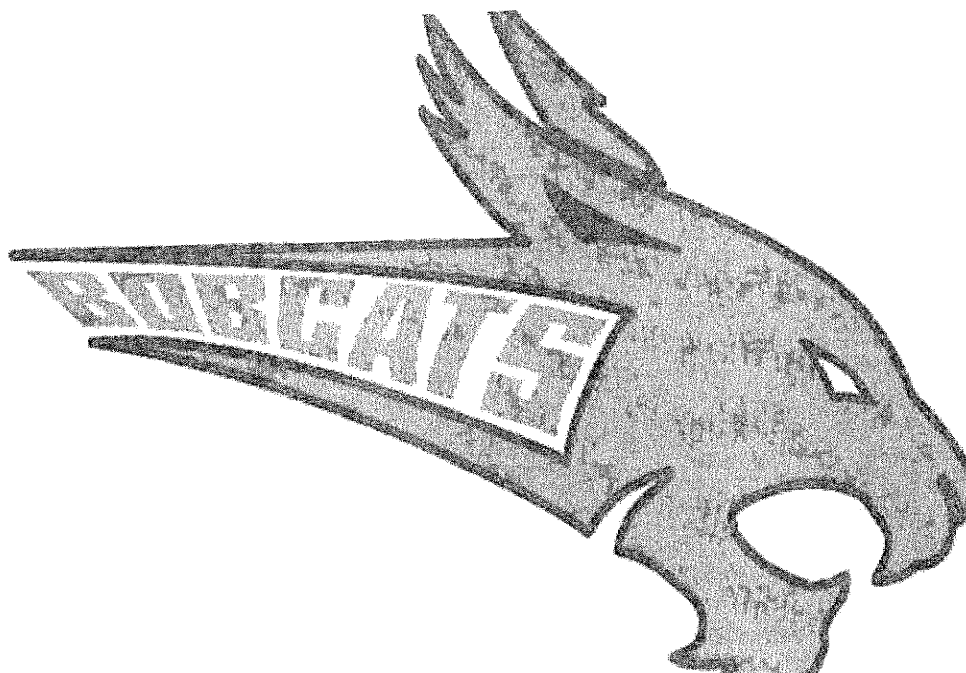
- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/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](#) 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).

#### 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.



# About This School

## Contact Information (School Year 2017-18)

District Contact Information (School Year 2017-18)		School Contact Information (School Year 2017-18)	
District Name	Morgan Hill Unified	School Name	Lewis H. Britton Middle
Phone Number	(408) 201-6023	Street	80 West Central Ave.
Superintendent	Steve Betando	City, State, Zip	Morgan Hill, Ca, 95037-4302
E-mail Address	<a href="mailto:betandos@mhusd.org">betandos@mhusd.org</a>	Phone Number	408-201-6160
Web Site	<a href="http://www.mhusd.org">www.mhusd.org</a>	Principal	Chris Moore, Principal
		E-mail Address	<a href="mailto:moorec@mhusd.org">moorec@mhusd.org</a>
		County-District-School (CDS) Code	43695836095384

Last updated: 11/28/2017

## School Description and Mission Statement (School Year 2017-18)

### 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 third year as principal of Britton. Mr. Moore has three 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 last year. Sixth grade students continue to 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.

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. Last year, 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. Britton is currently in Year Two of the program.

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.

In addition to supplying Chromebooks to every student on campus, the 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.

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.

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.

## **Programs**

**Activities-** Britton continues to offer a variety of co-curricular activities on campus daily. Clubs include: drama, MENCHU, needleworking, Gay-Straight Alliance (GSA), etc., Additionally, Associated Student Body (ASB) hosts four dances a year and a variety of spirit weeks throughout the school year.

**Advancement Via Individual Determination (AVID)-** AVID is an organization/program dedicated to closing the achievement gap by preparing all students for college and other postsecondary opportunities. Britton is excited to offer two sections of AVID to support our 7th and 8th graders for the 2017/18 school year. Additionally, AVID is offered to 6th graders during the Elective Wheel. In addition to ongoing professional development, AVID teachers attended the AVID Summer Institute in July. Our AVID team includes: Meredith Watts (8th Grade), Tammy Miller (7th Grade), Meissa Moralez (6th Grade), and Francisco Gil (Guidance Counselor).

**Athletics-** Britton competes as a member of the East Side Athletic League and offers the following sports/teams: Cross Country (Coed), Girls Softball, Wrestling (Coed), Girls Basketball, Boys Basketball, Girls Soccer, Boys Soccer, Girls Volleyball, Boys Volleyball, and Track and Field (Coed).

**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.

**Britton TV-** BTV is Britton's Broadcast Journalism program. In its 5th season on the air, BTV students produce a daily broadcast that features school and community news.

**Cal-SOAP/Discovery Counseling-** For the third straight year, Britton is happy to partner with Cal-SOAP and 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.

**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.

**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.

**Naviance-** Starting this year, all Britton students and parents will access to the district's Naviance program. Students and parents can start with interest surveys, college/career exploration, and post-secondary planning.

**One Yard/Intramurals-** Britton recently partnered with One Yard to provide structured, play opportunities for Bobcats before school and at lunch three days a week (M-W-F). In addition, PE teacher Tony Goble offers the same opportunities for Britton students on Tuesdays and Thursdays. Starting last spring, One Yard began offering additional sports opportunities for Britton students after school twice a week. Sports include: street hockey, flag football, soccer, and basketball.

**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.

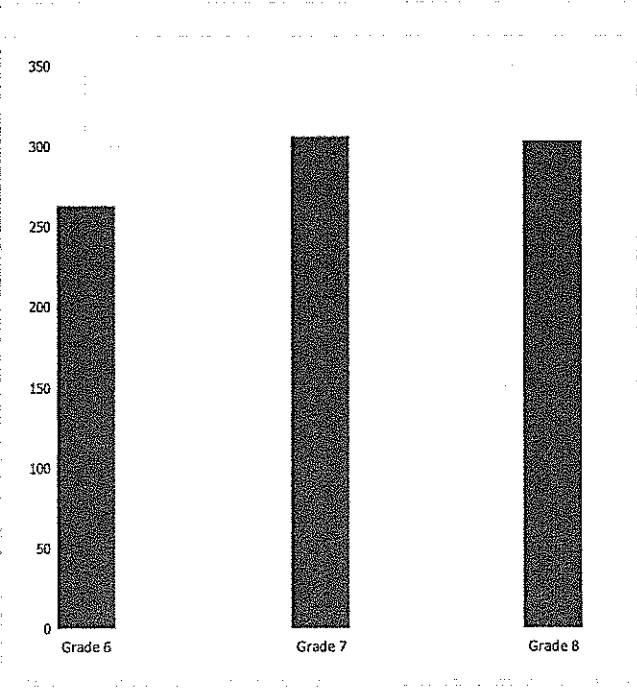
**Scholastic Achievement-** Britton offers two academic clubs that foster high standards of scholarship, service and citizenship. The California Junior Scholastic Federation (CJSF) and National History Club emphasize service to the school and the community while fostering pride in scholastic achievement.

**Science, Technology, Engineering, and Mathematics (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.

**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.

### Student Enrollment by Grade Level (School Year 2016-17)

Grade Level	Number of Students
Grade 6	263
Grade 7	306
Grade 8	303
<b>Total Enrollment</b>	<b>872</b>



Last updated: 12/18/2017

### Student Enrollment by Student Group (School Year 2016-17)

Student Group	Percent of Total Enrollment
Black or African American	2.2 %
American Indian or Alaska Native	0.6 %
Asian	5.6 %
Filipino	1.5 %
Hispanic or Latino	61.4 %
Native Hawaiian or Pacific Islander	0.2 %
White	27.1 %
Two or More Races	0.8 %
Other	0.6 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	49.8 %
English Learners	12.8 %
Students with Disabilities	12.5 %
Foster Youth	0.7 %

Last updated: 12/18/2017

## A. Conditions of Learning

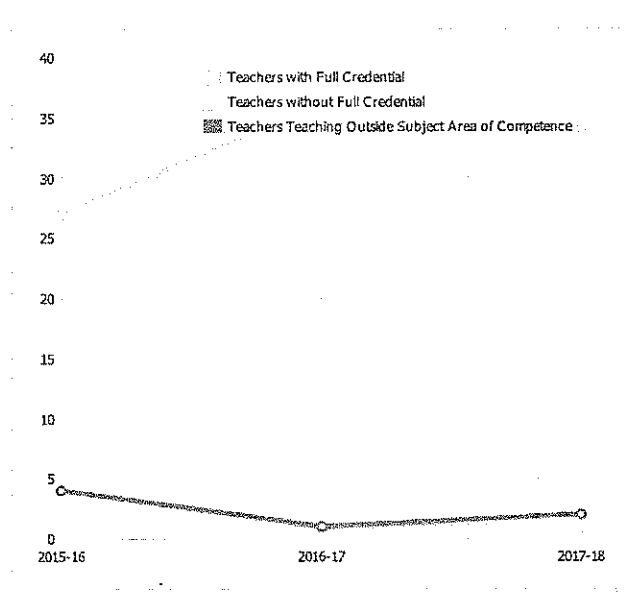
### State Priority: Basic

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

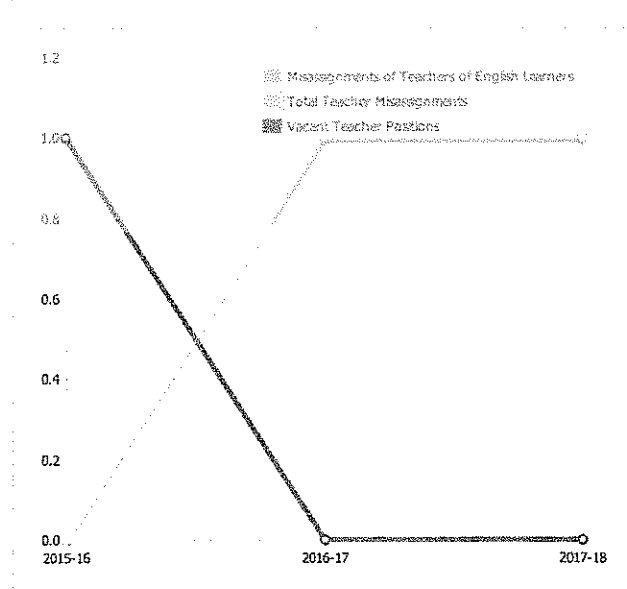
Teachers	School			District
	2015-16	2016-17	2017-18	2017-18
With Full Credential	27	36	34	379
Without Full Credential	0	1	1	19
Teachers Teaching Outside Subject Area of Competence (with full credential)	4	1	2	12



Last updated: 12/4/2017

#### Teacher Misassignments and Vacant Teacher Positions

Indicator	2015-16	2016-17	2017-18
	Misassignments of Teachers of English Learners	0	1
Total Teacher Misassignments*	0	1	1
Vacant Teacher Positions	1	0	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.

Last updated: 1/17/2018

**Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2017-18)**

Year and month in which the data were collected: December 2017

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	McGraw Hill Education, Study Sync	Yes	0.0 %
Mathematics	College Preparatory Mathematics, Core Connections Courses 1-3, Gr. 6-8	Yes	0.0 %
Science	Glencoe/McGraw-Hill Science series	Yes	0.0 %
History-Social Science	McDougal Littell series	Yes	0.0 %
Foreign Language	Vista Higher Learning: Descubre Level 1	Yes	0.0 %
Health			0.0 %
Visual and Performing Arts			0.0 %
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0.0 %

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

Last updated: 12/14/2017

## 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 which will include classrooms, student union, and administrative office.

*Last updated: 1/17/2018*

## School Facility Good Repair Status

Year and month of the most recent FIT report: July 2017

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	A new gas line was installed November 2015
Interior: Interior Surfaces	Fair	Aging countertops in some of the rooms
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Fair	Although custodians work hard to ensure the cleanliness of the facility, it is an aging campus.
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/Fountains	Fair	Aging flooring and partitions
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Fair	Most roofs have been replaced with the exception of the administration wing and Auditorium.
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	

## Overall Facility Rate

Year and month of the most recent FIT report: July 2017

Overall Rating	Fair
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*Last updated: 1/17/2018*

## 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, 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. 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); 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 ELA and Mathematics for All Students

##### Grades Three through Eight and Grade Eleven (School Year 2016-17)

Subject	Percentage of Students Meeting or Exceeding the State Standards					
	School		District		State	
	2015-16	2016-17	2015-16	2016-17	2015-16	2016-17
English Language Arts / Literacy (grades 3-8 and 11)	43%	46%	53%	52%	48%	48%
Mathematics (grades 3-8 and 11)	38%	36%	43%	42%	36%	37%

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.

*Last updated: 12/18/2017*



## CAASPP Test Results in ELA by Student Group

### Grades Three through Eight and Grade Eleven (School Year 2016-17)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	885	871	98.42%	45.92%
Male	453	447	98.68%	38.93%
Female	432	424	98.15%	53.30%
Black or African American	20	20	100.00%	40.00%
American Indian or Alaska Native	--	--	--	--
Asian	51	50	98.04%	78.00%
Filipino	13	13	100.00%	84.62%
Hispanic or Latino	542	534	98.52%	35.58%
Native Hawaiian or Pacific Islander	--	--	--	--
White	234	232	99.15%	62.93%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	446	438	98.21%	31.74%
English Learners	294	288	97.96%	20.49%
Students with Disabilities	111	108	97.30%	12.96%
Students Receiving Migrant Education Services	35	34	97.14%	26.47%
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 (i.e., achieved Level 3--Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: 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.

Last updated: 12/18/2017

## CAASPP Test Results in Mathematics by Student Group

### Grades Three through Eight and Grade Eleven (School Year 2016-17)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	885	872	98.53%	36.01%
Male	453	446	98.45%	31.61%
Female	432	426	98.61%	40.61%
Black or African American	20	20	100.00%	30.00%
American Indian or Alaska Native	--	--	--	--
Asian	51	51	100.00%	78.43%
Filipino	13	13	100.00%	92.31%
Hispanic or Latino	542	535	98.71%	23.93%
Native Hawaiian or Pacific Islander	--	--	--	--
White	234	231	98.72%	54.11%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	446	439	98.43%	22.32%
English Learners	294	290	98.64%	14.48%
Students with Disabilities	111	109	98.20%	--
Students Receiving Migrant Education Services	35	34	97.14%	11.76%
Foster Youth	--	--	--	--

Note: 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.

Note: 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.

Last updated: 12/18/2017

## CAASPP Test Results in Science for All Students

### Grades Five, Eight and Ten

Subject	Percentage of Students Scoring at Proficient or Advanced					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Science (grades 5, 8, and 10)	73.0%	64.0%	59.0%	62.0%	56%	54%

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

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.

Note: The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

*Last updated: 12/18/2017*

# 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 2016-17)

Percentage of Students Meeting Fitness Standards			
Grade Level	Four of Six Fitness Standards	Five of Six Fitness Standards	Six of Six Fitness Standards
7	16.1%	23.4%	19.1%

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.

*Last updated: 1/17/2018*

## 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 schoolsite

#### Opportunities for Parental Involvement (School Year 2017-18)

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, 6th Grade Math/Science, 6th Grade English/History, ASB, and the Elective department meet with the Principal once a week to stay abreast of school issues and provide input in all areas.

*Last updated: 11/28/2017*

# State Priority: School Climate

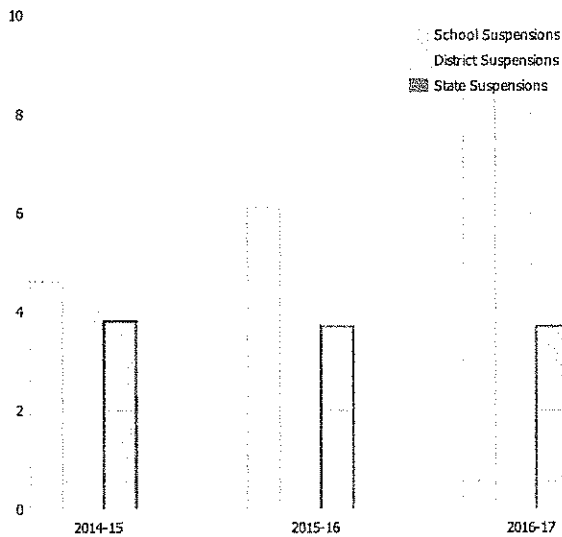
The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

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

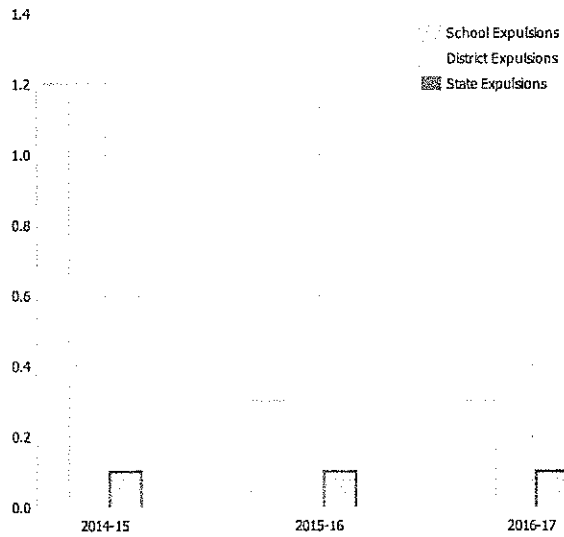
## Suspensions and Expulsions

Rate	School			District			State		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
Suspensions	4.6%	6.1%	8.7%	3.8%	3.5%	4.2%	3.8%	3.7%	3.7%
Expulsions	1.2%	0.3%	0.3%	0.3%	0.1%	0.1%	0.1%	0.1%	0.1%

Suspensions



Expulsions



Last updated: 12/19/2017

## School Safety Plan (School Year 2017-18)

Our staff members and administration monitor the school grounds for 15 minutes before and after school. Administrators monitor during lunch and brunch time. We have 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.

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.

Britton is in Year Two of Positive Behavior Interventions and Support (PBIS) implementation. Year Two begins the full staff implementation of teaching strategies, accolades, and expectations. The staff will review and refine the behavior expectations in the matrix established in Year One implementation. Administration and the PBIS coordinator will continue to attend additional training dates.

Last updated: 11/28/2017

## 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.

### Average Class Size and Class Size Distribution (Secondary)

Subject	2014-15				2015-16				2016-17			
	Average Class Size	Number of Classes *			Average Class Size	Number of Classes *			Average Class Size	Number of Classes *		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	23.0	10	14	4	24.0	11	12	6	25.0	11	8	10
Mathematics	25.0	6	14	4	17.0	5	0	0	12.0	6	0	0
Science	29.0	1	15	5	30.0	1	14	6	33.0	0	6	12
Social Science	29.0	3	10	9	31.0	1	9	10	32.0	1	5	13

\* 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.

*Last updated: 1/10/2018*

### Academic Counselors and Other Support Staff (School Year 2016-17)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	1.0	
Counselor (Social/Behavioral or Career Development)		N/A
Library Media Teacher (Librarian)		N/A
Library Media Services Staff (Paraprofessional)	1.0	N/A
Psychologist	0.5	N/A
Social Worker		N/A
Nurse	0.1	N/A
Speech/Language/Hearing Specialist	2.0	N/A
Resource Specialist (non-teaching)	2.0	N/A
Other		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.

*Last updated: 1/18/2018*

### Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2015-16)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$5052.7	\$9.7	\$5043.0	\$71073.0
District	N/A	N/A	\$7067.2	\$72134.0
Percent Difference – School Site and District	N/A	N/A	-33.4%	-1.5%
State	N/A	N/A	\$6574.0	\$74476.0
Percent Difference – School Site and State	N/A	N/A	-26.4%	-4.7%

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

*Last updated: 12/4/2017*

## Types of Services Funded (Fiscal Year 2016-17)

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 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:

1. College and Career Readiness: With an equity lens, MHUSD will provide rigorous curriculum and instruction that includes critical thinking skills, academic and digital literacy in all subject areas to ensure post-secondary success (college or career readiness) for all students.
2. Parent Engagement All parents are valued as partners in their child's education and are empowered to support their child's preparation for college or career readiness.
3. Student Engagement & School Climate: Increase student engagement, connectedness to school and community, and inspire productive persistence in ALL students to graduate college and career ready

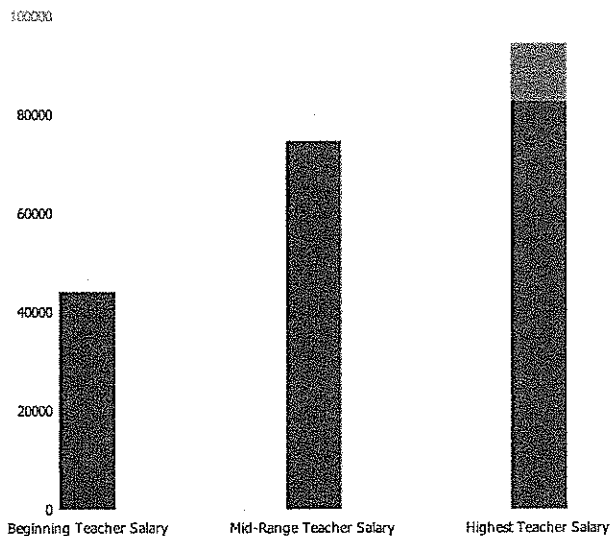
Last updated: 11/28/2017

## Teacher and Administrative Salaries (Fiscal Year 2015-16)

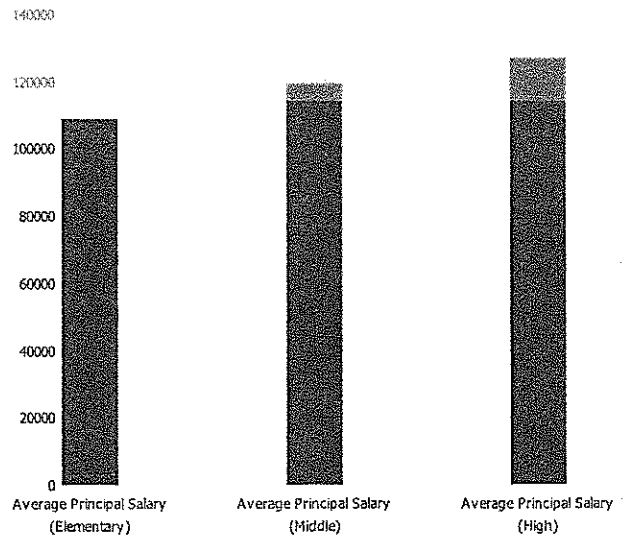
Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$44,069	\$46,511
Mid-Range Teacher Salary	\$74,554	\$73,293
Highest Teacher Salary	\$94,334	\$92,082
Average Principal Salary (Elementary)	\$108,912	\$113,263
Average Principal Salary (Middle)	\$119,272	\$120,172
Average Principal Salary (High)	\$126,792	\$131,203
Superintendent Salary	\$230,587	\$213,732
Percent of Budget for Teacher Salaries	36.0%	36.0%
Percent of Budget for Administrative Salaries	6.0%	5.0%

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

Teacher Salary Chart



Principal Salary Chart



Last updated: 1/10/2018



## Advanced Placement (AP) Courses (School Year 2016-17)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	0	N/A
English	0	N/A
Fine and Performing Arts	0	N/A
Foreign Language	0	N/A
Mathematics	0	N/A
Science	0	N/A
Social Science	0	N/A
All Courses	0	0.0%

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

\*Where there are student course enrollments of at least one student.

*Last updated: 12/18/2017*

## Professional Development

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. This year, Britton is focusing on PBIS, STEM, and AVID.

*Last updated: 12/7/2017*