

Lewis H Britton Middle
School Accountability Report Card
Reported Using Data from the 2020—2021 School Year
California Department of Education

Address:	80 West Central Ave. Morgan Hill, CA , 95037-4302	Principal:	Nanette Donohue Principal
Phone:	(408) 201-6160	Grade Span:	6-8

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 <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or 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.

About This School

Nanette Donohue

Principal, Britton Middle

About Our School

Contact

Britton Middle
80 West Central Ave.
Morgan Hill, CA 95037-4302

Phone: (408) 201-6160
Email: ddonohuen@mhusd.org

Contact Information (School Year 2021—2022)

District Contact Information (School Year 2021—2022)

District Name	Morgan Hill Unified
Phone Number	(408) 201-6023
Superintendent	Garcia, Carmen
Email Address	garciacarmen@mhusd.org
Website	www.mhusd.org

School Contact Information (School Year 2021—2022)

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	Nanette Donohue, Principal
Email Address	donohuen@mhusd.org
Website	https://britton.mhusd.org/
County-District-School (CDS) Code	436958361095384

Last updated: 1/14/22

School Description and Mission Statement (School Year 2021—2022)

Vision/Mission

Britton will create a culture of academic & social-emotional success. Every Student. Every Day.

Description

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 675 students in grades 6th through 8th. Nanette Donohue is principal of Britton.

Britton houses approximately 195 sixth grade students, 235 seventh grade students, and 245 eighth grade students. Students all take the core classes, math, science, English, and social studies. Additionally, all students participate in PE and take an elective.

Britton is undergoing a major renovation and will be for the next several years. In next two years we hope to have our student union and front office built and in use. Additionally, we will be renovating our outdoor PE space to be more functional for the needs of our community. Long term facility enhancements being studied as part of our facilities master plan include resurfacing the blacktop, auditorium, gym ceiling, upgrades to the bleachers in the gym, soundproofing upgrades in the gym, PE track, cameras, lighting, and the interior and exterior of Building C.

Programs

Activities- Britton continues to offer a variety of co-curricular activities on campus daily. Clubs include drama, MENCHU, dance, art, and Gay-Straight Alliance (GSA). Additionally, Associated Student Body (ASB) hosts many events 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 AVID to support our 6th, 7th, and 8th graders for the 2021/22 school year. In addition to ongoing professional development, AVID teachers attended the AVID Summer Institute in July.

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).

Homework Club: 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 Homework Club is staffed with two teachers, one of which is a math teacher and one aide.

Britton TV- BTV students broadcast 2 times a week which feature school and community news.

Cal-SOAP - For the sixth straight year, Britton is happy to partner with Cal-SOAP to provide academic tutoring and college and career guidance. We continue to partner with Discovery Counseling and Community Solutions. In addition to these services, Britton established a wellness center in 2021 to support students' overall well being.

A stand alone English Language Development (ELD) class is offered for students identified as multi-lingual learners in ELPAC Levels 1 -3.

Music- In addition to our academic renaissance, Britton currently offers two sections of music (Advanced Band/Beginning Band, and Cadet Band). Also, Britton's Color Guard program was tremendously successful last year, placing at the Santa Clara County Color Guard competition. Outside of the school day, students can participate in a drumline.

Naviance- Starting two years ago, all Britton students and parents will have access to the district's Naviance program. Students and parents can start with interest surveys, college/career exploration, and post-secondary planning. All student grades 6-8 who participate in our elective wheel spend time using the Naviance program to learn more about college and career options.

Intramurals are offered at lunch time a few days a week. Sports include street hockey, flag football, soccer, and basketball.

Read 180, Britton continues to use Read 180 in our general and 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. We currently offer 2 sections of Read 180 in our general education population, Britton offers students in every English class the opportunity to work on English skills through an individualized Lexia Power Up program. All students spend 45 minutes per week on this program to support their individual learning needs.

Scholastic Achievement- Britton offers an academic club that foster high standards of scholarship, service, and citizenship. The Math Club allows students to be challenged by math problems as they work to think critically about complex problems.

Special Education- Britton offers a comprehensive program: Based on IEP goals and services needs, students at Britton can participate in inclusion English and Math, Resource English, math, science, and social studies,

As a response to the COVID pandemic, Britton Middle School responded by implementing many changes for our work site. All staff and students are required to wear a mask while inside buildings. Frequent cleaning and disinfecting of all common work spaces and high touch points were implemented. On-site COVID testing is provided weekly for staff, students in band, and students in extracurricular sports. Students who were determined to have close contact to a COVID positive person are offered on-site testing as well.

Parents are receiving support through our front office staff, monthly parent coffee meetings put on by the administrator, and weekly communication through our Britton newsletter. Parents have been provided both administrators Google Voice numbers and have means to text or call for support whenever is needed.

Teachers have been supported throughout this time through professional development and purchasing of virtual tools to make the teaching experience smoother and more engaging. This time together allows them to discuss student needs and teacher strategies that have been determined successful over time. Many professional development opportunities have been provided to teachers so they can learn better strategies to engage students. Additionally, thoughtful planning has been put into our process to ensure students are placed appropriately and provided the highest level of academic rigor possible. Several reading intervention classes have been implemented this year throughout Britton the Middle School to support students who struggle with reading.

Britton Middle School teachers, staff, and administration take our job very seriously as we shift the learning experience to a virtual setting. High student engagement, high student support, high student accountability, and targeted, just in time support, for our staff are on the forefront of our mind as we navigate our new virtual environment.

Student Enrollment by Grade Level (School Year 2020—2021)

Grade Level	Number of Students
Grade 6	209
Grade 7	243
Grade 8	243
Total Enrollment	695

Student Enrollment by Student Group (School Year 2020—2021)

Student Group	Student Group	Student Group (Other)	Student Group
Black or African American	0.40%	Socioeconomically Disadvantaged	45.30%
American Indian or Alaska Native	0.40%	English Learners	20.90%
Asian	5.60%	Students with Disabilities	16.80%
Filipino	2.70%	Foster Youth	0.40%
Hispanic or Latino	58.60%	Homeless	9.10%
Native Hawaiian or Pacific Islander	0.40%		
White	27.10%		
Two or More Races	3.20%		

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

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2021—2022)

Year and month in which the data were collected: December 2021

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Read 180 Stage A-C System 44 McGraw StudySync grade 6-8	Yes	0%
Mathematics	CPM Core Connections 1-3	Yes	0%
Science	HMH Integrated. Science 6-8	Yes	0%
History-Social Science	TCI Ancient World TCI Medieval World TCI US Through Industrialism	Yes	0%
Foreign Language	Descubre (Spanish)	Yes	0%
Health	Positive Prevention Plus Grade 7 spec. GenEd or SpEd	Yes	0%
Visual and Performing Arts	n/a		0%
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0%

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

Last updated: 12/28/21

School Facility Conditions and Planned Improvements

This campus has the benefit of many new classrooms and science rooms (in new buildings constructed over the past 5 years). There is a current modernization taking place at one of the remaining original classroom wings. Unfortunately, while the new buildings are in nice shape and well maintained, the older buildings are currently suffering from finishes that are near the end of their life and are in need of maintenance. Also, many of the spaces are not kept in a neat and organized fashion, and as such, appear difficult to clean. Finally, there are a lot of existing rooms on campus that appear to be vacant and are being used for storage that is not well organized and, again, not well maintained.

Last updated: 1/18/22

School Facility Good Repair Status

Using the most recently collected Facility Inspection Tool (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 rate for each system inspected
- The overall rating

Year and month of the most recent FIT report: January 2022

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	

Overall Facility Rate

Year and month of the most recent FIT report: January 2022

Overall Rating Good

Last updated: 1/18/22

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 Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2019-2020	School 2020-2021	District 2019-2020	District 2020-2021	State 2019-2020	State 2020-2021
English Language Arts / Literacy (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019—2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019—2020 school year.

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.

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

Last updated: 1/10/22

Britton Middle School

English Language Arts	Total Enrollment	Number Tested	Percent Tested	Percent not Tested	Percent at or above grade level.
All	691	670	97%	3%	81%
Female	340	334	98%	2%	85%
Male	350	336	96%	4%	76%
American Indian or Alaskan Native	3	3	100%	0%	
Asian	37	37	100%	0%	100%
Black or African American	3	3	100%	0%	
Filipino	17	17	100%	0%	100%
Hispanic or Latino	408	396	97%	3%	73%
Native Hawaiian or Pacific Islander	3	2	67%	33%	
Not Specified	12	12	100%	0%	75%
Two or More Races	24	23	96%	4%	96%
White	184	177	96%	4%	91%
English Learners	128	125	98%	2%	58%
Foster Youth	4	4	100%	0%	
Homeless	81	78	96%	4%	68%
Military	35	34	97%	3%	76%
Socioeconomically Disadvantaged	299	290	97%	3%	70%
Migrant Education	20	19	95%	5%	58%
Students with Disabilities	118	115	97%	3%	43%

Mathematics	Total Enrollment	Number Tested	Percent Tested	Percent not Tested	Percent at or above grade level.
All	691	664	96%	4%	81%
Female	340	330	97%	3%	83%
Male	350	334	95%	5%	78%
American Indian or Alaskan Native	3	2	67%	33%	
Asian	37	37	100%	0%	100%
Black or African American	3	3	100%	0%	
Filipino	17	17	100%	0%	100%
Hispanic or Latino	408	388	95%	5%	72%
Native Hawaiian or Pacific Islander	3	3	100%	0%	
Not Specified	12	12	100%	0%	75%
Two or More Races	24	24	100%	0%	100%
White	184	178	97%	3%	90%
English Learners	128	121	95%	5%	58%
Foster Youth	4	3	75%	25%	
Homeless	81	75	93%	7%	65%
Military	35	34	97%	3%	76%
Socioeconomically Disadvantaged	299	285	95%	5%	68%
Migrant Education	20	18	90%	10%	0%
Students with Disabilities	118	111	94%	6%	38%

Note: NWEA MAP growth assessments in Mathematics and English Language Arts/Reading were administered in the spring of 2020-21 to students in grades 3-8, 11. Percent at or above grade level was determined by the number of students scoring above one standard deviation below the NWEA Nationally Normed grade level averages determined by the pre-pandemic NWEA National norm study. Student groups with less than 10 members do not report Percent At or Above grade level in accordance with Federal Data Privacy requirements.

CAASPP Test Results in Science for All Students
Grades Five, Eight and High School
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2019-2020	School 2020-2021	District 2019-2020	District 2020-2021	State 2019-2020	State 2020-2021
Science (grades 5, 8, and high school)	N/A	N/T	N/A	N/T	N/A	28.72

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

Note: The 2019—2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019—2020 school year.

Note: The new California Science Test (CAST) was first administered operationally in the 2018—2019 school year.

Last updated: 1/10/22

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 2020—2021)

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
5	N/A	N/A	N/A
7	N/A	N/A	N/A
9	N/A	N/A	N/A

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

Note: The 2019—2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019—2020 school year.

Last updated: 1/10/22

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 2021-2022)

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. Home and School Club is another parent group that provides a variety of support in fundraising, event planning, and other school related projects.

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 2018-2019	School 2019-2020	School 2020-2021	District 2018-2019	District 2019-2020	District 2020-2021	State 2018-2019	State 2019-2020	State 2020-2021
Dropout Rate	--	--	--	12.20%	9.00%	3.30%	9.00%	8.90%	9.40%
Graduation Rate	--	--	--	84.00%	87.00%	89.20%	84.50%	84.20%	83.60%

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

(data collected between July through June, each full school year respectively)

Rate	School 2018-2019	School 2020-2021	District 2018-2019	District 2020-2021	State 2018-2019	State 2020-2021
Suspensions	10.64%	0.00%	4.97%	0.07%	3.47%	0.20%
Expulsions	0.50%	0.00%	0.16%	0.00%	0.08%	0.00%

Suspensions and Expulsions for School Year 2019—2020 Only

(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019-2020	District 2019-2020	State 2019-2020
Suspensions	5.42%	3.64%	2.45%
Expulsions	0.26%	0.11%	0.05%

Note: The 2019—2020 suspensions and expulsions rate data are not comparable to prior year data because the 2019—2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019—2020 school year compared to prior years.

Last updated: 1/10/22

School Safety Plan (School Year 2021-2022)

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. Also, 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 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 (PBLIS) 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 PBLIS coordinator will continue to attend additional training dates.

Average Class Size and Class Size Distribution (Secondary) (School Year 2018-2019)

Subject	Average Class Size	Number of Classes *1-22	Number of Classes *23-32	Number of Classes 33+
English	23.00	12	4	9
Math	25.00	7	7	8
Science	33.00	1	2	13
Social Science	30.00	2	5	11

* 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.

Average Class Size and Class Size Distribution (Secondary) (School Year 2019-2020)

Subject	Average Class Size	Number of Classes *1-22	Number of Classes *23-32	Number of Classes 33+
English	21.00	16	7	4
Math	27.00	3	9	5
Science	34.00	0	5	11
Social Science	27.00	4	4	9

* 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.

Average Class Size and Class Size Distribution (Secondary) (School Year 2020-2021)

Subject	Average Class Size	Number of Classes *1-22	Number of Classes *23-32	Number of Classes 33+
English	19.00	18	6	8
Math	21.00	9	7	7
Science	24.00	6	5	9
Social Science	23.00	7	3	11

Last updated: 1/10/22

* 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.

Ratio of Pupils to Academic Counselor (School Year 2020—2021)

Title	Ratio
Pupils to Academic Counselor*	496.4

Last updated: 1/1/00

* 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.

Student Support Services Staff (School Year 2020—2021)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1.14
Library Media Teacher (Librarian)	0.00
Library Media Services Staff (Paraprofessional)	0.00
Psychologist	1.00
Social Worker	0.00
Nurse	0.15
Speech/Language/Hearing Specialist	1.00
Resource Specialist (non-teaching)	0.00
Other	0.00

Last updated: 1/1/00

* 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 2019-2020)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$5733.46	\$42.58	\$5690.88	\$86122.00
District	N/A	N/A	\$8232.56	\$82914.00
Percent Difference – School Site and District	N/A	N/A	-36.50%	3.80%
State	N/A	N/A	\$8443.83	\$81044.00
Percent Difference – School Site and State	N/A	N/A	-38.90%	6.10%

Last updated: 1/11/22

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

Types of Services Funded (Fiscal Year 2020–2021)

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:

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

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.

Measure	2019-2020	2020-2021	2021-2022
Number of school days dedicated to Staff Development and Continuous Improvement	6	9	9