Clifton Middle School

Designated in 2017

Clifton Middle School ● Monrovia Unified School District
Los Angeles County ● Jennifer Jackson, Principal
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2015-2016 School Statistics
(Sources: 2009 API Growth Report; 2010 AYP Report)

Community: Monrovia, Suburban (Los Angeles)
Enrollment: 649
Grade Levels: 6-8
School Schedule: Traditional Calendar

Student Demographics
- 52.4% Hispanic
- 26.3% White
- 9.6% African American
- 4.3% Filipino
- 4.3% Asian
- 0.2% Pacific Islander
- 44% Free/Reduced Lunch
- 6% English Learners
- 9.4% Students with Disabilities

2013 API: 843, school-wide (last reported rating)

(Visit http://www.cde.ca.gov/ta/ac/ar/index.asp to view this school's data for prior years.)

School Characteristics and Replicable Practices

Academic Excellence
- Literacy emphasis of creating claims, using evidence, and backing it up (C.U.B. Writing) accompanied by depth of knowledge level 3 questioning in all subject areas.
- Spanish Dual language immersion program
- Open access to honors level courses for all students
- Universal use of curriculum maps and/or pacing guides and common assessments for data-driven decision-making to inform instruction on the part of teachers.
- Heterogeneous classroom environments for English Learners
- School-wide implementation of Kagan strategies for productive student collaboration
- Emphasis on informational text in all core departments to promote reading, writing, listening, and speaking skills
- Regularly scheduled professional development on school-wide initiatives
- Special education push-in and co-teach collaborative classrooms
- Use of Document-Based Questioning (DBQ) in social science and English/language arts to appropriately scaffold for diverse learners
- Three tiers of intervention supports offered in English and mathematics during the school day.

(Continued)

Developmental Responsiveness

- Positive behavior intervention supports encompass a school-wide approach to teaching and reward behavior expectations.
- Counselor provides supports in the areas of academic preparation/planning, bullying prevention, personal/social supports, and college/career planning.
- Students are rewarded with a school-wide economy system (Cub Cash) to promote responsible, respectful, and safe behaviors that can be redeemed for various types of rewards and incentives.
- Support staff includes a counselor, nurse, school psychologist, instructional aides, and speech therapist
- 7-period day to provide a class of intervention or enrichment depending on the needs of every child.
- A wide array of school-wide activities to promote connectedness and student spirit.
- Parent-teacher conferences offered three times yearly for students in need of additional academic and/or social/emotional supports including jump start conferences prior to the start of the school year in August.
- School to home communication which include phone messages, a parent portal, website, marquee, report card newsletter and parent nights.
- Community partnerships include Adopt-A-School partners, Church partners, and Healing Connections (a combination of outside support agencies).
- Co-curricular opportunities that include the before/after school program, clubs, athletic teams, robotics team, marching band/auxiliary units, choir, drama, leadership, and after-school tutoring.
- Parent and Community members involving themselves in school events, school luncheons, field trips, campus support, and performances.

Social Equity

- Dual immersion Spanish program and a Spanish elective offering.
- Access to technology through use of computer labs, iPads, and Chromebooks using google docs.
- Culturally diverse learning materials offered through the library.
- English learner mentoring campaign to ensure every English learner has an adult advocate.
- Leadership class emphasis includes promoting kindness, appreciation, tolerance, and acceptance.
- Assemblies that incorporate relevant topics in support of the social/emotional needs of all students.
- Kindness club that promotes connectivity through activities that bring students and staff members together.
- An anonymous reporting system to provide students a safe place to report problems and/or concerns that need to be addressed.
- Recognition of a wide array of achievements which include academic achievements, effort levels, perfect and improved attendance, and good and improved behaviors.
- Comprehensive hiring process for teaching staff to acquire the best and most diverse teaching staff to mirror the school demographics.
- Opportunities for parents to become involved in conferences, IEPs, SSTs, PTSA, School Site Council, and English Learner Advisory Committees.

Organizational Support

- 7-period day to offer "Cub Academy" – enrichment/intervention support based on the needs of every child.
- Our campus Instructional Leadership Team open to all certificated staff to collaborate for share-decision making.
- A core Focus team that participates in District-wide leadership training.
- Early release Wednesdays to allow for strategic professional development and department chair led professional learning communities.
- An onsite technology coach (iCoach) that provides ongoing technology training and supports to staff.
- Counselor led student study teams to identify and implement supports needed for struggling students.
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Organizational Support (cont'd)

- Ongoing and consistent campus to home communication including phone messages, a parent portal, website, marquee, report card newsletters and parent nights.
- A Stragetic Plan for Student Achievement created using the valuable input of all school community stakeholders.
- Strategic events held to address the transition of 6th graders into the middle school environment which include a parent night, school showcase, summer registration, and a staggered start to the first day of school.
- A college-going culture integrated into all aspects of the school community.
- Data-driven instruction through common assessment data using multiple data management systems.