

Mesa View Middle School

School Accountability Report Card

Reported Using Data from the 2017-18 School Year

Published During 2018-19

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 at <http://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).

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 2018-19)

School Contact Information	
School Name	Mesa View Middle School
Street	17601 Avilla Lane
City, State, Zip	Huntington Beach, CA 92647
Phone Number	(714) 842-6608
Principal	Randy Lempert
E-mail Address	rlempert@ovsd.org
Web Site	www.ovsd.org/mesa
CDS Code	30-66613-6066849

District Contact Information	
District Name	Ocean View School District
Phone Number	(714) 847-2551
Superintendent	Dr. Carol Hansen
E-mail Address	chansen@ovsd.org
Web Site	www.ovsd.org

School Description and Mission Statement (School Year 2018-19)

The Ocean View School District is located in western Orange County and serves over 8,000 students from pre-kindergarten through eighth grade. Ocean View School District is dedicated to educational excellence and the continuous academic growth of all students, which supports its motto: "Encouraging a Deliberate and Global Education."

Mesa View Middle School is one of four middle schools in the Ocean View School District in Huntington Beach and has had a proud tradition of providing outstanding learning and growth opportunities for all students. Mesa View is located in a community of single-family homes adjacent to the city's sprawling Central Park and near two local high schools and business centers. It has nearby access to beaches, museums, art centers, amusement parks and two local community colleges.

Several diverse groups come together at Mesa View to form a single body of learners. The staff of 34 teachers and 22 support personnel work with a diverse student population. In addition to the regular program, the school supports three separate special education classes (5% including Special Day and Emotionally Disturbed), resource and speech services (5%), and the District Gifted And Talented Education (GATE) magnet program (35%).

Mesa View has earned a reputation of providing learning environments that are safe, inclusive, and supportive of learning. Our teaming model at the sixth grade level allows us to assist and support our students during the transition to middle school. Teachers share two groups of students in a 108-minute block of time. Students have one teacher for English/language Arts and Social Science and another for math and science. Students also have the opportunity to experience a trimester exploratory wheel or participate in a beginning band class. In seventh and eighth grade, each class period is 54 minutes.

At Mesa View, we are proud of our students' achievements. We believe that these successes are a direct reflection and compliment to the talents and support of our students, parents, and community, as well as the professional competency and dedication of our teachers and staff members. We are committed to providing a strong, standards-based curriculum and innovative instructional strategies to all our students. Additionally, a continuous review of student outcomes ensures that all students receive rigorous instruction that actively engages them in their learning. In an effort to develop 21st century skills, instruction is supported with Chromebooks in many of our classrooms, and SMART Boards in every classroom. Elective classes foster a variety of skills and interests in our students, including instrumental music, performing arts, Spanish language, and exploratory wheels (art, computers, STEM, drama, gardening, and creative writing). Mesa View also added a peer mentoring program for the 2018-19 school year called WEB (Where Everyone Belongs). The WEB program is designed to help with the transition to middle school and promote a positive school climate. This year, every 6th grade student has a peer mentor to support and check in on them on a regular basis.

MISSION STATEMENT: Through innovation and collaboration, Mesa View scholars will be lifelong learners who take pride in their relationships, community, and success at school.

Student Enrollment by Grade Level (School Year 2017-18)

Grade Level	Number of Students
Grade 6	286
Grade 7	265
Grade 8	262
Total Enrollment	813

Student Enrollment by Group (School Year 2017-18)

Student Group	Percent of Total Enrollment
Black or African American	1.5
American Indian or Alaska Native	0.4
Asian	17.6
Filipino	1.2
Hispanic or Latino	29.9
Native Hawaiian or Pacific Islander	0.1
White	42.3
Socioeconomically Disadvantaged	31.9
English Learners	9.2
Students with Disabilities	8.0
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			District
	2016-17	2017-18	2018-19	2018-19
With Full Credential	34	33.3	32.9	317.9
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2016-17	2017-18	2018-19
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments *	0	0	0
Vacant Teacher Positions	0	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.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2018-19)

Year and month in which data were collected: 10/2018

All textbooks used in the core curriculum are aligned with the California Content Standards and Frameworks per the adoption process outlined by the state. Once the State Board of Education adopts standards-based instructional materials, the District field tests materials and then adopts according to Board Policy. There are sufficient materials at each school that are used to support core instruction. The adoption cycle has been adhered to and newly adopted materials are readily accessible to all students. All schools use adopted materials and site-specific supplemental resources.

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	McGraw Hill Study Sync Adoption Year 2017	Yes	0
Mathematics	Houghton Mifflin Harcourt Big Ideas Math Adoption Year 2015 McGraw-Hill Glencoe Math: Algebra 1/Geometry Adoption Year 2015	Yes	0
Science	Pearson Prentice Hall Prentice Hall California Science Explorer Adoption Year 2008	Yes	0
History-Social Science	Glencoe/McGraw-Hill Glencoe Discovering Our Past Adoption Year 2006	Yes	0
Foreign Language	Pearson Prentice Hall Realidades - Level I Adoption Year 2007	Yes	0
Health			0
Visual and Performing Arts			0

School Facility Conditions and Planned Improvements (Most Recent Year)

In November of 2016, the Ocean View School District (OVSD) passed Measure R, a general obligation bond, in the amount of 169 million dollars. This is the first bond ever passed in the 143 year history of OVSD. The bond program is designed to transform the aging fleet of 1960/1970 era schools into modern, contemporary learning environments. Construction started in late June of 2018 and is anticipated to take approximately eight years to complete ending somewhere in the 2024/2025 school year.

The District currently embraces a systematic approach to maintaining the current facilities to ensure that all schools are clean, safe, and provide an inspirational educational environment for our students to learn, grow, and be challenged. District maintenance and site custodial staff work in a coordinated manner to ensure that the repairs and operational items necessary to keep the schools in good condition are completed in a timely manner. A comprehensive work order system is utilized by school and District staff to communicate both routine and non-routine maintenance requests. Emergency repairs are given the highest priority.

From an operational perspective, the custodian inspects the facilities for safety hazards or other conditions that need attention prior to students and staff entering school grounds. One full-time day custodian and one or two part-time evening custodian(s) are assigned to each school site. The day custodian is responsible for:

- Lunch area setup/cleanup
- General grounds maintenance
- Grounds keeping
- Restroom cleaning

Restrooms are checked regularly throughout the day for cleanliness and subsequently cleaned as needed. The evening custodian is responsible for:

- Classroom cleaning
- Office area cleaning
- Restroom cleaning

The principals are in continual communication with the Maintenance and Operations Supervisors and custodial staff concerning maintenance and school safety issues.

Textbooks and instructional materials

All textbooks used in the core curriculum are aligned with the California Content Standards and Frameworks per the adoption process outlined by the state. Once the State Board of Education adopts standards-based instructional materials, the District field tests materials and then adopts according to Board Policy. There are sufficient materials at each school that are used to support core instruction. The adoption cycle has been adhered to and newly adopted materials are readily accessible to all students. All schools use adopted materials and site-specific supplemental resources.

School Facility Good Repair Status (Most Recent Year)

Using the **most recently collected** 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

School Facility Good Repair Status (Most Recent Year)		
Year and month of the most recent FIT report: 11/20/2017		
System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Fair	Admin, Bldg. A: D= HVAC system is beyond repair/useful life needs replacement. Bldg. B,C, D: D= HVAC system is beyond repair/useful life needs replacement.
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	N.W. Playground, Basketball Courts: D=Cracks in asphalt

Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: 11/20/2017	
Overall Rating	Good

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 English Language Arts/Literacy (ELA) and Mathematics for All Students Grades Three through Eight and Grade Eleven

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
English Language Arts/Literacy (grades 3-8 and 11)	77.0	77.0	61.0	64.0	48.0	50.0
Mathematics (grades 3-8 and 11)	72.0	70.0	57.0	57.0	37.0	38.0

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.

CAASPP Test Results in ELA by Student Group Grades Three through Eight and Grade Eleven (School Year 2017-18)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	811	803	99.01	76.84
Male	399	394	98.75	71.07
Female	412	409	99.27	82.40
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	147	146	99.32	96.58
Filipino	--	--	--	--
Hispanic or Latino	244	243	99.59	55.14
Native Hawaiian or Pacific Islander	--	--	--	--
White	337	334	99.11	82.63
Two or More Races	59	57	96.61	84.21
Socioeconomically Disadvantaged	262	257	98.09	53.70
English Learners	149	149	100.00	46.98
Students with Disabilities	64	61	95.31	13.11
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.

**CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2017-18)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	811	803	99.01	70.49
Male	399	394	98.75	68.78
Female	412	409	99.27	72.13
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	147	147	100	92.52
Filipino	--	--	--	--
Hispanic or Latino	244	242	99.18	45.04
Native Hawaiian or Pacific Islander	--	--	--	--
White	337	334	99.11	77.54
Two or More Races	59	57	96.61	80.7
Socioeconomically Disadvantaged	262	258	98.47	44.19
English Learners	149	149	100	36.24
Students with Disabilities	64	61	95.31	11.48
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.

**CAASPP Test Results in Science for All Students
Grades Five, Eight, and Ten**

Subject	Percentage of Students Meeting or Exceeding the State Standard					
	School		District		State	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
Science (grades 5, 8, and 10)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The CAST was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Note: Science test results include the CAST and the CAA for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated on both assessments.

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 areas of physical education.

California Physical Fitness Test Results (School Year 2017-18)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
7	9.5	37.1	45.5

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 2018-19)

The parents and community play a crucial role in our programs and success at Mesa View Middle School. Without parent support and assistance, many of our events and special activities could not take place. Hours of parent volunteer time continue to support our programs, either in the classroom, monitoring the Lunchtime Game Room, operating the Student Store, and/or sponsoring school activities. Parents are also encouraged to be involved in their child's learning experience by volunteering in the classroom, participating in decision-making groups, or by simply attending school events. Each year Mesa View's dedicated and knowledgeable teachers, talented support staff and enthusiastic parent and community volunteers embrace the challenge of expanding a middle school program that makes learning meaningful and engaging, and fosters a desire within its students for lifelong learning.

Parents stay informed of upcoming events and school activities through flyers, letters, newsletters, the school marquee, the school website, PTSO email blasts, and Aeries Communication. Contact any school office staff member at (714) 842-6608 for more information on how to become involved.

Opportunities to Volunteer:

- Chaperone Field Trips
- Chaperone School Dances
- Classroom Helper
- Fundraising Activities
- Game Room Supervisor
- Library Helper
- Office Helper
- Student Supervision
- Tutoring

Committees:

- English Learner Advisory Council (ELAC)
- Parent Teacher Student Organization (PTSO)
- School Site Council (SSC)

School Activities:

- Back to School Night
- Open House
- Parent Conference Week
- Parent Orientation
- Performing Arts and Instrumental Music Performances

- Co-curricular Athletic Events

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		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
Suspensions	3.4	1.7	1.1	2.5	2.4	1.7	3.7	3.7	3.5
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2018-19)

The Comprehensive School Site Safety Plan was developed for Mesa View Middle School in collaboration with School Site Council, local agencies, and the District Office, to fulfill the requirements of Senate Bill 187. Components of this plan include child abuse reporting procedures, teacher notification of dangerous pupil procedures, disaster response, procedures for safe arrival and departure from school, sexual harassment, bullying, and dress code policies. The school's most recent school safety plan was reviewed, updated, and discussed with school staff in October, 2018.

Average Class Size and Class Size Distribution (Secondary)

Subject	2015-16				2016-17				2017-18			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	29.0	4	7	9	25.0	5	10	7	29.0	2	11	6
Mathematics	27.0	3	14	3	26.0	4	14	3	26.0	4	16	
Science	27.0	4	14	2	26.0	6	13	1	30.0	1	10	6
Social Science	30.0	1	12	5	29.0	3	11	4	30.0		11	6

Note: 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 2017-18)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0.0	0
Counselor (Social/Behavioral or Career Development)	0.0	N/A
Library Media Teacher (Librarian)	0.0	N/A
Library Media Services Staff (Paraprofessional)	0.625	N/A
Psychologist	1.0	N/A
Social Worker	0.0	N/A
Nurse	0.2	N/A
Speech/Language/Hearing Specialist	0.6	N/A
Resource Specialist (non-teaching)	1.0	N/A
Other	0.0	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 2016-17)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	\$4,422.72	\$6.18	\$4,416.55	\$75,984
District	N/A	N/A	\$7,392	\$86,821
Percent Difference: School Site and District	N/A	N/A	-50.4	-13.3
State	N/A	N/A	\$7,125	\$80,910
Percent Difference: School Site and State	N/A	N/A	-46.9	-6.3

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

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

Types of Services Funded (Fiscal Year 2017-18)

In addition to general fund state funding, Ocean View School District receives state and federal categorical funding for special programs. For the 2017-2018 school year, the District received categorical, special education, and support programs funds for:

Unrestricted Programs
State Lottery

Federal Programs
Medi-Cal Billing
Special Education Funding
Educator Effectiveness

State Programs
Lottery: Instructional Materials
TUPE Grant Funding

Teacher and Administrative Salaries (Fiscal Year 2016-17)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$41,959	\$50,084
Mid-Range Teacher Salary	\$82,964	\$80,256
Highest Teacher Salary	\$103,390	\$100,154
Average Principal Salary (Elementary)	\$127,525	\$125,899
Average Principal Salary (Middle)	\$131,349	\$130,255
Average Principal Salary (High)	\$0	\$128,660
Superintendent Salary	\$220,000	\$222,447
Percent of Budget for Teacher Salaries	41.0	37.0
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/>.

Professional Development (Most Recent Three Years)

Ocean View School District has instructional priorities that are the focus for all professional development. Professional Development is collaboratively planned with the Ocean View Teachers Association to ensure that it meets the needs of students and staff and that it aligns with the District priorities. There are two non-student professional development days each year. There are also four late starts for middle school that focus on site-specific needs. The first District professional development focused on Depth-of-Knowledge (DOK) levels 3 and 4. Training is interactive and teachers worked collaboratively with colleagues to develop student demonstration lessons to implement throughout the school year. The second non-student training day focused on DOK and at the middle school level DOK 4 was revisited through the content areas. OVSD is developing a Twilight Series of professional development that will be offered after school to sustain District initiatives such as: Write From the Beginning, Thinking Maps, Depth and Complexity icons, the Writing Continuum, and mathematical practices. As a District, we have a structure that allows us to stay the course and provide ongoing sustainable training.

Mesa View staff participated in the following professional development activities:

A-1 Evidence-Based Practices for Students With Mild-Moderate Autism Spectrum
California Reading and Lit Project
California STEM Symposium
Close Reading
Depth and Complexity
Differentiated Instruction: Optimizing Gifted Student Learning
English 3D
Fostering Long Term Success for Gifted Learners
Language! Training
Math Articulation
Middle School Science Training
OCC GATE Conference
OCDE Materials Based Math Training
Professional Learning Communities
SBA Trainer of Trainers
SBA Training - Middle School
Science Training
STEM Ecosystems
Write From the Beginning - Expository
Write From the Beginning - Narrative
Write From the Beginning - Setting the Stage

Throughout the year, teaching staff are provided the opportunity to participate in District-sponsored staff development workshops or training sessions as:

- 1) a supplement to site-based staff development,
- 2) for reinforcement of or follow-up on previous training, or
- 3) follow-up training for newly implemented programs/curricula.

Mesa View Middle School offers support to new and veteran teachers through peer coaching and mentoring. Instructional aides are provided targeted training focused on teaching strategies and curriculum content. Substitute teachers are invited to participate in designated staff development activities. All staff are encouraged to attend professional workshops and conferences. Classified support staff receive job-related training from department supervisors and District representatives when available.