

Traweek Middle School

2024-2025 School Accountability Report Card (Published During the 2025-2026 School Year)

General Information about the School Accountability Report Card (SARC)

SARC Overview



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 and access to prior year reports, 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 the 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.

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.

Admission Requirements for the University of California (UC)	Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at https://admission.universityofcalifornia.edu/ .
Admission Requirements for the California State University (CSU)	Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at https://www2.calstate.edu/ .

2025-26 School Contact Information

School Name	Traweek Middle School
Street	1941 E. Rowland Avenue
City, State, Zip	West Covina, CA 91791
Phone Number	626-974-7400
Principal	Cynthia Cabello-Zelada
Email Address	ccabellozelada@c-vusd.org
School Website	http://traweek.c-vusd.org
Grade Span	6-8
County-District-School (CDS) Code	19 64436 6012611

2025-26 District Contact Information

District Name	Covina-Valley Unified School District
Phone Number	626-974-7000
Superintendent	Jonathan Blackmore, Ed.D.
Email Address	jblackmore@c-vusd.org
District Website	www.c-vusd.org

2025-26 School Description and Mission Statement

Traweek Middle School is a California Distinguished School and a National Schools to Watch Designation located in West Covina, California. The current 2025-2026 school year enrollment is 602 students in grades 6th, 7th, and 8th. Approximately 70% of Traweek students receive Free or Reduced Lunch. Traweek is an ethnically diverse school, with students self-reporting as 81% Hispanic or Latino, 7.8% Asian, 3.5% Caucasian, 1.7% Filipino, and 2.5% African American. .17% American Indian, .33 Pacific Islander, 2.8 Multi Ethnic, .17 Unknown. 9.8% of Traweek Middle School students are identified as English Learners (EL), and 78 students were identified as SWD (Students With Disabilities), representing 13% of our population.

Traweek's teaching staff includes 26 teachers in subject-specific classrooms (77%), special education teachers (12%), and

2025-26 School Description and Mission Statement

instrumental/choral teachers/other (19%). All teachers are certified by the California Commission on Teacher Credentialing and have assignments within their credential authorization. Over 50% of the teaching staff possess advanced degrees, and 100% of permanent teachers are CLAD/LDS/SB 1969/BCLAD trained.

Traweek Middle School has a physical plant with 50 classrooms. Of the 50 rooms, 1 is the LMC (Library Media Center or Library); 1 serves as the Wellness Center; 1 serves as the Traweek news studio; 4 house science lab/classrooms; 1 is for our leadership program; 1 is the Wrestling room; 1 is the teacher's lounge; 2 are home of the Robotics/PLTW program; 1 is our E-Sports room; and 1 guidance room. There is also a Fitness Center, which is used by our P.E. Department to increase ability and awareness within the Physical Fitness curriculum, and a music room offering to educate and enrich experiences in instrumental and choral programs. Teen Scene offers state-of-the-art facilities and programming for before, and after-school child care, assisting working parents. Traweek is proud of our progressive integration of technology, instrumental music, and choral programs. Other sources of pride include our Robotics Program; Television Journalism class; AVID; Foreign Language Program offers Spanish; TLC (Titan Leadership Class) or ASB/Leadership Program; Yearbook; WEB/Renaissance Program (mentorship); Titan (Student of the Month program); after-school sports; and all of our focused interventions including Titan Academy (Saturday Academic School). Universally, our students benefit from various classes and programs that support academic achievement and grade-level proficiency.

Our goal at Traweek is to provide all students with the opportunity to excel in academics, athletics, and the arts so that they complete middle school prepared for high school equipped with skills in collaboration, critical thinking, communication, and creativity.

Our goals are exemplified by our program:

- Prepare students with 21st Century college and career skills of creativity, collaboration, communication, and critical thinking.
- Provide a well-rounded and diverse education through the CCSS and challenging and interesting electives.
- Provide a safe, nurturing, and challenging learning environment through a fair and consistent discipline program, mentorship, focused interventions, interesting extracurricular programs, and parent education opportunities.
- Recognize and reward achievement and accomplishment through Renaissance, Student of the Month, and PBIS reward incentives.
- Continue to promote technology proficiency across all subject matters, including research, media/web editing & design, presentation technologies, and data collection/disaggregation.
- Encourage parent and community support through our parent informational nights, SSC, and ELAC committee.
- Prepare all students for high school with skills for success in College/Careers.

About this School

2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 6	220
Grade 7	206
Grade 8	188
Total Enrollment	614

2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	48.7
Male	51.3
Asian	7.8
Black or African American	3.4
Filipino	2
Hispanic or Latino	80.5
Native Hawaiian or Pacific Islander	0.3
Two or More Races	2.1
White	3.6
English Learners	9.9
Foster Youth	1
Homeless	3.7
Socioeconomically Disadvantaged	79.5
Students with Disabilities	13.4

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.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	22.9	79.93	407.5	84.35	234405.2	84
Intern Credential Holders Properly Assigned	0	0	1.8	0.38	4853	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0	0	10	2.09	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	4.1	14.31	23.1	4.79	11953.1	4.28
Unknown/Incomplete/NA	1.6	5.72	40.5	8.39	15831.9	5.67
Total Teaching Positions	28.6	100	483.1	100	279044.8	100

Note: The data in this table is based on full-time equivalent (FTE) status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2022-23 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	20.8	76.47	394.5	84.5	231142.4	83.24
Intern Credential Holders Properly Assigned	0	0	1	0.22	5566.4	2
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.1	0.59	8	1.71	14938.3	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	3.4	12.61	21.2	4.55	11746.9	4.23
Unknown/Incomplete/NA	2.7	10.26	42	9.02	14303.8	5.15
Total Teaching Positions	27.2	100	466.8	100	277698	100

Note: The data in this table is based on FTE status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2023-24 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	19	68.13	396.9	81.88	230039.4	100
Intern Credential Holders Properly Assigned	0	0	2.6	0.54	6213.8	2.23
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0	0	9.8	2.04	16855	6.04
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	3	11.06	20.3	4.2	12112.8	4.34
Unknown/Incomplete/NA	5.8	20.77	54.9	11.34	13705.8	4.91
Total Teaching Positions	27.9	100	484.8	100	278927.1	100

Note: The data in this table is based on FTE status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2021-22	2022-23	2023-24
Permits and Waivers	0.00	0	0
Misassignments	0.00	0.1	0
Vacant Positions	0.00	0	0
Total Teachers Without Credentials and Misassignments	0.00	0.1	0

Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2021-22	2022-23	2023-24
Credentialed Teachers Authorized on a Permit or Waiver	0.40	0	0
Local Assignment Options	3.70	3.4	3
Total Out-of-Field Teachers	4.10	3.4	3

Class Assignments

Indicator	2021-22	2022-23	2023-24
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0	0	0
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0	0	0

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

2025-26 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Covina-Valley Unified School District ensures that textbooks and materials are sufficient, current, and available for each student in all core classes. Covina-Valley Unified School District held a Public Hearing in the fall of 2025 and determined that each school within the District has sufficient and good quality textbooks, instructional materials, and science lab equipment, pursuant to the settlement of Williams vs. the State of California. All students, including English Learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom or to take home. The governing Board approves all textbook adoptions for grades TK-12, which includes verification that instructional materials are aligned with California Content Standards and the State Frameworks.

Year and month in which the data were collected October 2025

Subject	List of Textbooks and Other Instructional Materials / Indicate if from Most Recent Adoption / Year of Adoption	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	6-8: McGraw-Hill Education: StudySync, c2017 (Adopted in 2017) 6-8 ELD: Houghton Mifflin Harcourt: English 3D, c2021 (Adopted in 2024)	0%
Mathematics	6-8: McGraw-Hill Education: Reveal Integrated Math I, II, c2020 (Adopted in 2025) 6-12: McGraw-Hill Education: Reveal Integrated Math I, c2020 (Adopted in 2025) 6-12: McGraw-Hill Education: Reveal Integrated Math II, c2020 (Adopted in 2025) 6-12: McGraw-Hill Education: Reveal Integrated Math III, c2020 (Adopted in 2025)	0%
Science	6: TK-5: Imagine Learning: Twig Education, c2023 (Adopted in 2024) 7: TK-5: Imagine Learning: Twig Education, c2023 (Adopted in 2024) 8: TK-5: Imagine Learning: Twig Education, c2023 (Adopted in 2024)	0%
History-Social Science	6: TCI: History Alive! The Ancient World, c2017 (Adopted in 2019) 7: TCI: History Alive! The Medieval World and Beyond, c2017 (Adopted in 2019) 8: TCI: History Alive! The U.S. Through Industrialism, c2017 (Adopted in 2019)	0%

Foreign Language	6-8: Vista Higher Learning: Descubre, Level 1, 2, 3, c2017 (Adopted in 2019)	0%
Health	6-8: Positive Prevention PLUS: Sexual Health Education for America's Youth: Middle School and Community Settings, c2018 (Adopted 2018)	0%

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

School Facility Conditions and Planned Improvements

Traweek Middle School was built in 1955 and modernized in 1994. Facilities are situated on 14.3 acres and span nearly 72,000 square feet. They consist of permanent and portable classrooms, a multipurpose/fitness room, a track, basketball courts, Teen Scene facility, administrative offices, restrooms, and storage rooms. The school recently completed a hardscape and landscape project adding four shade structures and seating in the central school quad, as well as beautifying the campus with new landscaping. In the summer of 2008 parking lots were patched, slurry sealed and all traffic/parking markings and curbs were painted. Entire interior of the cafeteria was painted and the new Library Media Center along with adding 3 new shade structures in the 6th grade quad was completed in September 2009. In December 2009, a new digital marquee was installed at the site. In 2012, the Multipurpose Room, Administrative Office, and Rooms 1 through 26 were painted and had new flooring placed. The facility strongly supports teaching and learning through its ample classrooms and playground space.

Year and month of the most recent FIT report	August 2025
---	-------------

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			Work orders submitted and assigned to the Maintenance Dept.
Interior: Interior Surfaces	X			None
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			None
Electrical	X			None
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			Work orders created and issued to Maintenance Dept.
Safety: Fire Safety, Hazardous Materials	X			None
Structural: Structural Damage, Roofs	X			None
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			None

Overall Facility Rate

Exemplary	Good	Fair	Poor
X			

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 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).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

College and Career Ready

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.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

ELA and mathematics test results include the Smarter Balanced Summative Assessments 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 CAA divided by the total number of students who participated in both assessments.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
English Language Arts/Literacy (grades 3-8 and 11)	48	45	49	53	47	48
Mathematics (grades 3-8 and 11)	29	29	37	39	35	37

2024-25 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	612	591	96.57	3.43	44.50
Female	294	283	96.26	3.74	49.12
Male	318	308	96.86	3.14	40.26
American Indian or Alaska Native	0	0	0	0	0
Asian	50	46	92.00	8.00	73.91
Black or African American	18	16	88.89	11.11	43.75
Filipino	11	11	100.00	0.00	90.91
Hispanic or Latino	494	480	97.17	2.83	38.96
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	15	15	100.00	0.00	73.33
White	22	21	95.45	4.55	61.90
English Learners	54	45	83.33	16.67	0.00
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	475	459	96.63	3.37	39.65
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	73	65	89.04	10.96	7.69

2024-25 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	613	602	98.21	1.79	29.24
Female	294	289	98.30	1.70	27.68
Male	319	313	98.12	1.88	30.67
American Indian or Alaska Native	0	0	0	0	0
Asian	50	50	100.00	0.00	60.00
Black or African American	18	17	94.44	5.56	17.65
Filipino	11	11	100.00	0.00	72.73
Hispanic or Latino	495	485	97.98	2.02	23.51
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	15	15	100.00	0.00	53.33
White	22	22	100.00	0.00	54.55
English Learners	54	54	100.00	0.00	1.85
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	475	468	98.53	1.47	25.21
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	74	67	90.54	9.46	2.99

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

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 in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
Science (grades 5, 8 and high school)	29.44	30.77	25.79	28.34	30.73	32.33

2024-25 CAASPP Test Results in Science by Student Group

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	186	182	97.85	2.15	30.77
Female	92	90	97.83	2.17	33.33
Male	94	92	97.87	2.13	28.26
American Indian or Alaska Native	0	0	0	0	0
Asian	16	16	100.00	0.00	50.00
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	148	144	97.30	2.70	25.00
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	135	133	98.52	1.48	28.57
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	23	21	91.30	8.70	9.52

B. Pupil Outcomes

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.

2024-25 California Physical Fitness Test Participation Rates

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT requires only participation results for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table 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.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 7	98.6%	98.6%	99.0%	98.6%	98.1%

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 regarding the school district and at each school site.

2025-26 Opportunities for Parental Involvement

Parents and the community are very supportive of the educational programs at Traweek Middle School. Numerous programs and activities are enriched by the generous contributions of parents, Community Members, PTA, and local businesses. Parents and the community have been instrumental in supporting many student activities; Red Ribbon Week, PTA Book Fair, After-school Sports, Renaissance, Coffee with the Principal, Robotics, and numerous awards incentives and programs. Students can display individual talents in the Arts, Chorus and Band productions, Esports competitions showing their creative and innovative minds.

Parent Nights such as College Information Sessions, STEM activity nights, Parent Education Series, and many more programs provide a well-balanced and enriching educational experience for all students. The school holds many events throughout the year in which parents and community members can participate. Covina-Valley prioritizes Parental Involvement by actively engaging parents in decision-making processes at both the district and school levels. The collaborative efforts include the establishment of a School Site Council (SSC), English Learner Advisory Committees (ELAC), District Advisory Council/District English Learner Advisory Committee (DAC/DELAC), and participation in the Local Control and Accountability Plan (LCAP) advisory. In addition, we regularly seek parent input through surveys and involve them in other advisory councils and committees such as Coffee with the Principal, the SEL Committee, and PTA Board Meetings.

Through these forums, parents contribute valuable insights, perspectives, and feedback that play a crucial role in shaping the direction of our school and district. In addition, they ensure an inclusive approach to decision-making, reflecting our school and district community's diverse needs and perspectives. Parents who wish to participate in Traweek Middle School's leadership teams, school committees, and school activities or become volunteers may contact school office personnel at (626) 974-7400.

2024-25 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	648	638	125	19.6
Female	315	313	61	19.5
Male	333	325	64	19.7
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	53	52	2	3.8
Black or African American	21	20	9	45.0
Filipino	12	12	1	8.3
Hispanic or Latino	520	512	101	19.7
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	13	13	3	23.1
White	25	25	8	32.0
English Learners	77	74	20	27.0
Foster Youth	--	--	--	--
Homeless	36	34	11	32.4
Socioeconomically Disadvantaged	514	506	111	21.9
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	85	82	29	35.4

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

C. Engagement

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

This table displays suspensions data.

Suspensions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
8.24	12.31	6.33	2.64	3.04	2.49	3.6	3.28	2.94

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

This table displays expulsions data.

Expulsions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0	0.3	0.15	0.04	0.04	0.03	0.08	0.07	0.06

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2024-25 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	6.33	0.15
Female	3.17	0.00
Male	9.31	0.30
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	19.05	4.76
Filipino	0.00	0.00
Hispanic or Latino	7.12	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.00	0.00
English Learners	10.39	0.00
Foster Youth	0.00	0.00
Homeless	13.89	2.78
Socioeconomically Disadvantaged	6.81	0.19
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	10.59	0.00

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2025-26 School Safety Plan

The safety of students and staff is a primary concern at every school throughout the District. Each school complies with policies, rules, and regulations pertaining to hazardous materials and state earthquake standards. The school's disaster preparedness plan includes ensuring student and staff safety during a disaster. Fire and disaster drills are conducted regularly throughout the school year. Each school annually participates in the "Great California ShakeOut." The school's Safe School Plans are reviewed annually by local agencies. The document is "fluid," and updates are completed as needed. For example, updates are met if a school discipline policy is added or modified, changes to the campus map, additions, and modifications to the telephone trees, etc. All visitors must check in at the school office and wear a visitor badge while on school grounds.

During lunch, recess, and before and after school, staff members supervise students and school grounds, including the cafeteria and playgrounds, to ensure a safe and orderly environment. Administrators and other school staff members develop the Comprehensive School Safety Plan. It is reviewed, approved, and evaluated by the School Site Council in cooperation with local law enforcement to comply with Senate Bill 187 of 1997. The plan provides students and staff with a means to ensure a safe and orderly learning environment. Components of the Comprehensive School Safety Plan include the following: child abuse reporting procedures, teacher notification of dangerous pupil procedures, disaster response procedures, procedures for safe ingress and egress from school, sexual harassment policy, and suspension and expulsion policies. The plan is reviewed annually with school staff. An updated copy is available to the public at the school and District Office.

2022-23 Secondary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	24	9	4	8
Mathematics	27	6	4	7
Science	32	2	2	10
Social Science	33	1	4	8

2023-24 Secondary Average Class Size and Class Size Distribution

This table displays the 2023-24 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	23	8	12	
Mathematics	24	9	9	1
Science	28	2	9	4
Social Science	29	1	9	4

2024-25 Secondary Average Class Size and Class Size Distribution

This table displays the 2024-25 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	25	7	2	8
Mathematics	25	7	6	5
Science	28	2	6	6
Social Science	28	3	5	6

2024-25 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. 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.

Title	Ratio
Pupils to Academic Counselor	618

2024-25 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. 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. The “Other” category is for all other student support services staff positions not listed.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	2
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	1
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	0.1

Fiscal Year 2023-24 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2023-24 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$12181.2	\$2687.33	\$9493.87	\$115083.62
District	N/A	N/A	\$3287.24	\$109,552
Percent Difference - School Site and District	N/A	N/A	97.1	9.9
State	N/A	N/A	\$11,146	\$103,743
Percent Difference - School Site and State	N/A	N/A	-12.6	16.3

Fiscal Year 2024-25 Types of Services Funded

In addition to State general funding, Covina-Valley Unified School District receives State and Federal grant funding for special programs:

- Title I, II, III, IV
- Special Education
- Home-to-School Transportation
- Carl Perkins
- Expanded Learning Opportunities
- Universal PreKindergarten Planning & Implementation
- A-G Success
- Arts, Music & Instructional Materials
- Educators Effectiveness
- Homeless Children and Youth
- Learning Recovery
- Career Technical Education Incentive Grant(CTEIG)
- Strong Workforce
- Golden Pathways
- Middle College and Dual Opportunities
- CCAP College and Careers
- CAI California Apprentice Grant

* California Community Schools Partnership Program (CCSPP)

* Arts and Music in Schools (Prop 28 - AMS)

* ESSA Comprehensive Support & Improvement (CSI)

These funds are used for personnel, materials, supplies, equipment, parent involvement, and professional development to help close the achievement gap for all students. Personnel costs include Title I Intervention teachers, EL TOSA, additional counselor hours, and additional hours for before/after school tutoring. Materials and supplies include supplemental reading, math, the arts, CTE, and mental health programs.

Fiscal Year 2023-24 Teacher and Administrative Salaries

This table displays the 2023-24 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$60,242	\$62,783
Mid-Range Teacher Salary	\$100,741	\$97,783
Highest Teacher Salary	\$130,573	\$128,020
Average Principal Salary (Elementary)	\$164,353	\$160,224
Average Principal Salary (Middle)	\$170,652	\$166,992
Average Principal Salary (High)	\$181,816	\$180,971
Superintendent Salary	\$338,273	\$313,465
Percent of Budget for Teacher Salaries	31.26%	30.05%
Percent of Budget for Administrative Salaries	4.35%	5%

Professional Development

Covina-Valley provides over 90 days of dedicated professional development each year. Professional development aligns with the Local Control Accountability Plan (LCAP), Common Core State Standards, student needs, and professional needs. Professional Development is provided during the school day and on modified Tuesdays.

The district provided professional development in the following areas:

- * Eureka Math (19 days)
- * Principal Workshops (26 days)
- * Technology Mentor (11 days)
- * Convocation (1 day)
- * Reading Intervention (14 days)
- * Math Intervention (3 days)
- * Twig Science (4 days)
- * New Teacher Orientation (2 days)
- * Iready (11 days)
- * Focused Schools (1 day)

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2023-24	2024-25	2025-26
Number of school days dedicated to Staff Development and Continuous Improvement	89	59	92