Traweek Middle School
School Accountability Report Card
Reported Using Data from the 2013-14 School Year
Published During 2014-15

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. 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 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/.

- View this SARC online at the school and/or LEA Web sites.

- 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 and community members should contact the school principal or the district office.

About This School

Contact Information (Most Recent Year)

School Contact Information	
School Name	Traweek Middle School
Street	1941 E. Rowland Ave.
City, State, Zip	West Covina, CA 91791
Phone Number	626.974.7400
Principal	Kevin Hodgson
E-mail Address	khodgson@cvusd.k12.ca.us
Web Site	http://traweek.cvusd.k12.ca.us
CDS Code	19 64436 6012611

District Contact Information	
District Name	Covina-Valley Unified School District
Phone Number	626.974.7000
Superintendent	Catherine J. Nichols, Ed.D.
E-mail Address	webmasterdo1@cvusd.k12.ca.us
Web Site	www.cvusd.k12.ca.us

School Description and Mission Statement (Most Recent Year)

The Traweek Middle School Staff adheres to a philosophy that quality education occurs as the result of continuing efforts by staff, students, and families to meet students' individual needs, interests and learning styles. The goal of this school is to provide a well-rounded and diverse education that promotes life-long learning. Students will gain academic excellence, self-esteem, and pride through achievement and accomplishment. The Traweek community will serve as a catalyst to strengthen community partnerships, maximizing opportunities for all students to reach their greatest potential. At Traweek Middle School, we resolve to provide a comprehensive, quality program that prepares every student for high school, passing the California High School Exit Exam (CAHSEE), and to becoming college/career ready. Additionally, Traweek Middle School educators will ensure a safe, nurturing, and challenging learning environment for all students and will prepare them for continuing success in life by teaching and modeling life skills necessary for further achievement.

For more than a century, Covina-Valley Unified School Distict has served the communities of Covina, West Covina, Glendora, San Dimas, and Irwindale. Covina-Valley Unified School District, established in 1896, serves approximately 14,000 students in kindergarten through twelfth grade on traditional school calender systems. The District is comprised of ten elementary schools, three middle schools, three comprehensive high schools, a continuation high school, and an adult education program. The District is also focusing on early childhood education to ensure that students have the readiness skills necessary to succeed in their K-12 educational programs. The District's early childhood educational programs include state preschool and general child care programs at our Vincent Children's Center, State preschool classes at Rowland Elementary School and Covina Education Center, Los Angeles Universal Preschool (LAUP) program at Merwin Elementary, Cal-SAFE child care at Fairvalley's Cal-SAFE program, and our Kids' Korner and Teen Scene Extended Day Child Care Enrichment Programs.

The Traweek Middle School community is located in the southern section of the city of West Covina. In the 2012-13 school year, the school served 930 students in grades six through eight. Traweek Middle School opened its doors to students in 1955. The school's teachers and staff are dedicated to ensuring the academic success of every student and providing a safe and productive learning experience. The school has developed educational programs designed to provide the skills and tools necessary for students to explore their creativity while developing a strong educational base. Traweek Middle School takes pride in its strong emphasis on technology throughout the school environment.

While this report provides a snapshot of our school, we encourage you to visit our site @ traweek.cvusd.k12.ca.us The school day begins at 8:04 a.m. and finishes at 2:41p.m. Our campus is open at 7:30 a.m. and closes at 4:00 p.m. daily. Please call or visit the office to find out more about the many opportunities and programs provided for our students.

Student Enrollment by Grade Level (School Year 2013-14)

Grade Level	Number of Students
Grade 6	268
Grade 7	269
Grade 8	339
Total Enrollment	876

Student Enrollment by Group (School Year 2013-14)

Group	Percent of Total Enrollment
Black or African American	1.5
American Indian or Alaska Native	0.2
Asian	6.5
Filipino	1.9
Hispanic or Latino	79.7
Native Hawaiian or Pacific Islander	0.5
White	8.6
Two or More Races	1.0
Socioeconomically Disadvantaged	76.3
English Learners	8.3
Students with Disabilities	12.4

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (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
	2012-13	2013-14	2014-15	2014-15
With Full Credential	37	34	34	554
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	2012-13	2013-14	2014-15
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.

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2013-14)

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100.00	0.00
All Schools in District	100.00	0.00
High-Poverty Schools in District	100.00	0.00
Low-Poverty Schools in District	0.00	0.00

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2014-15)

Year and month in which data were collected: 10/07/13

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 2013 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 9-12, which includes verification that instructional materials are aligned with California Content Standards and the State Frameworks. Due to statewide budget constraints, all textbook adoptions have been suspended pending the release of new state frameworks aligned to the new Common Core State Standards.

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	6th-8th Grades: McDougal Littell (Adopted in 2002)	Yes	0%
Mathematics	McDougal Littell (Adopted in 2008) 7th-8th Grades: McDougal Littell (Adopted in 2006) 8th Grade: Holt McDougal (Adopted in 2009)	Yes	0%
Science	6th-8th Grades: Prentice Hall (Adopted in 2007)	Yes	0%
History-Social Science	6th-8th Grades: Glencoe/McGraw-Hill (Adopted in 2006)	Yes	0%
Foreign Language	6th-8th Grades: McDougal Litell (Adopted in 2006)	Yes	0%
Health	Prentice Hall (Adopted in 2007)		0%

School Facility Conditions and Planned Improvements (Most Recent Year)

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 hard scape and landscape project adding four shade structures and seating in the central school quad, as well as beautifying the campus with new landscaping. 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 classroom and playground space. Facility information was current April, 2014.

School Facility Good Repair Status (Most Recent Year)

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: April 21, 2014				
System Inspected	**Repair Status**			**Repair Needed and Action Taken or Planned**
	Good	**Fair**	**Poor**	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	[X]	[ ]	[ ]	
Interior: Interior Surfaces	[X]	[ ]	[ ]	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	[X]	[ ]	[ ]	
Electrical: Electrical	[X]	[ ]	[ ]	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	[X]	[ ]	[ ]	
Safety: Fire Safety, Hazardous Materials	[X]	[ ]	[ ]	
Structural: Structural Damage, Roofs	[X]	[ ]	[ ]	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	[X]	[ ]	[ ]	

Overall Facility Rating (Most Recent Year)

	Exemplary	**Good**	**Fair**	**Poor**
Overall Rating	[ ]	[X]	[ ]	[ ]

B. Pupil Outcomes

State Priority: Pupil Achievement
The SARC provides the following information relevant to the Pupil Achievement State Priority (Priority 4):

• Statewide assessments (i.e., California Assessment of Student Performance and Progress and its successor the Standardized Testing and Reporting Program);

• The Academic Performance Index; and

• The percentage of pupils 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.

California Assessment of Student Performance and Progress / Standardized Testing and Reporting Results for All Students in Science (Three-Year Comparison)

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
Science (grades 5, 8, and 10)	71	64	64	61	61	66	60	59	60

Note: Science assessments include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA). Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

California Assessment of Student Performance and Progress Results by Student Group in Science (School Year 2013-14)

Group	Percent of Students Scoring at Proficient or Advanced
All Students in the LEA	66
All Student at the School	64
Male	69
Female	59
Black or African American	
American Indian or Alaska Native	
Asian	100
Filipino	
Hispanic or Latino	60
Native Hawaiian or Pacific Islander	
White	78
Two or More Races	
Socioeconomically Disadvantaged	61
English Learners	
Students with Disabilities	
Students Receiving Migrant Education Services	

Note: CAASPP includes science assessments (CSTs, CMA, and CAPA) in grades 5, 8, and 10. Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Standardized Testing and Reporting Results for All Students (Three-Year Comparison)

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
English-Language Arts	55	59	59	53	56	56	54	56	55
Mathematics	42	46	49	46	47	48	49	50	50
History-Social Science	48	56	56	49	52	53	48	49	49

Note: STAR Program was last administered in 2012-13. 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.

Academic Performance Index Ranks (Three-Year Comparison)

API Rank	2010-11	2011-12	2012-13
Statewide	5	6	7
Similar Schools	3	5	5

Note: For 2014 and subsequent years, the statewide and similar schools ranks will no longer be produced.

Academic Performance Index Growth by Student Group (Three-Year Comparison)

Group	Actual API Change		
	2010-11	2011-12	2012-13
All Students at the School	25	25	12
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino	26	26	9
Native Hawaiian/Pacific Islander			
White			
Two or More Races			
Socioeconomically Disadvantaged	28	30	11
English Learners	49	31	-3
Students with Disabilities	-2	64	

Note: "N/D" means that no data were available to the CDE or LEA to report. "B" means the school did not have a valid API Base and there is no Growth or target information. "C" means the school had significant demographic changes and there is no Growth or target information.

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the Other Pupil Outcomes State Priority (Priority 8):

• Pupil outcomes in the subject areas of English, mathematics, and physical education.

California Physical Fitness Test Results (School Year 2013-14)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
7	12.7	34.3	41.8

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 Parental Involvement State Priority (Priority 3):

• Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite.

Opportunities for Parental Involvement (Most Recent Year)

Parents and the community are very supportive of the educational program at Traweek Middle School. Numerous programs and activities are enriched by the generous contributions made by the Parents, Community Members, PTA, and local businesses. Parents and the community have been very instrumental in supporting many activities for students such as: Power up for Testing: Providing a high protein breakfast for all students on State test days, Red Ribbon Week, PTA walking club, Book Faire, District Reading Competition, Open Mic Night, Garden Club, Robotics, and numerous awards incentives and programs; Students can display individual talents in the the arts, Drama Production, Chorus and Band productions, Botball (Robotics) competition and Open Mic Night displaying their creative and innovative minds. Parent Nights such as "PIE" night (Partners in Education), "On Your Way To College" info night, Breakfast With The Principal, Traweek Turkey Trot, and many more programs provide a well-balanced and enriching educational experience for all students. The school holds many events throughout the school year in which parents and community members can participate. These events include Parent Education Programs, PTA meetings, SSC (School Site Council), ELAC (English Language Advisory Council) and our new Parent GATE committee. The master calendar, Titan website, Titan marquee, Titan binder, parent portal, parent phone dialer, and flyers are provided throughout the year to keep parents informed of these events and other things important to a students' success at Traweek Middle School.

Parents who wish to participate in Traweek Middle School's leadership teams, school committees, school activities, or become volunteers may contact Mr. Hodgson or school office personnel at (626) 974-7400 or through the school's website - traweek@cvusd.k12.ca.us

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

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

Suspensions and Expulsions

Rate	School			District			State		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
Suspensions	11.2	11.7	8.0	6.0	5.6	3.8	5.7	5.1	4.4
Expulsions	0.0	0.0	0.1	0.1	0.2	0.1	0.1	0.1	0.1

Note: The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment x 100.

School Safety Plan (Most Recent Year)

Safety of students and staff is a primary concern at every school throughout the District. Each school complies with laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. The school's disaster preparedness plan includes steps for 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 a law enforcement officer (usually our School Resource Officers from West Covina and Covina departments). The document is "fluid" and updates are completed as needed. For example, updates are completed if a school discipline policy is added or modified, changes are made to the campus map, additions and/or modifications are made to the telephone trees, etc. All visitors must check in at the school office and wear visitors' badges while on school grounds. During lunch, recesses, and before and after school, staff members supervise students and school grounds, including the cafeteria and playgrounds, to ensure a safe and orderly environment. The Comprehensive School Safety Plan was developed by administrators, other school staff members, and Los Angeles County Office of Education staff members. It is reviewed, approved, and evaluated by the School Site Council in cooperation with local law enforcement in order to comply with Senate Bill 187 of 1997. The plan provides students and staff 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 offices.

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Adequate Yearly Progress Overall and by Criteria (School Year 2013-14)

AYP Criteria	School	District
Made AYP Overall	na	na
Met Participation Rate: English-Language Arts	na	
Met Participation Rate: Mathematics	na	na
Met Percent Proficient: English-Language Arts	na	na
Met Percent Proficient: Mathematics	na	na

Federal Intervention Program (School Year 2014-15)

Indicator	School	District
Program Improvement Status	Not in PI	In PI
First Year of Program Improvement		2008-2009
Year in Program Improvement*		Year 3
Number of Schools Currently in Program Improvement	---	6
Percent of Schools Currently in Program Improvement	---	60.0

Note: Cells with "---" do not require data.
* DW (determination waiver) indicates that the PI status of the school was carried over from the prior year in accordance with the flexibility granted through the federal waiver process.

Average Class Size and Class Size Distribution (Secondary)

Subject	2011-12				2012-13				2013-14			
	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	26.1	9	13	7	26	9	13	10	23	19	4	8
Mathematics	25.5	9	10	9	30	7		16	27	6	8	9
Science	29.4	3	8	11	32	2	5	14	30	2	8	10
Social Science	28.1	4	9	10	31	3	10	10	28	3	18	2

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 2013-14)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	1	969
Counselor (Social/Behavioral or Career Development)		---
Library Media Teacher (Librarian)	0	---
Library Media Services Staff (Paraprofessional)	1	---
Psychologist	1	---
Social Worker	0	---
Nurse	0.2	---
Speech/Language/Hearing Specialist	0.6	---
Resource Specialist	2.0	---
Other	0	---

Note: Cells with "---" 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 2012-13)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	5,004	888	4,116	70,124
District	---	---	4,766	70,159
Percent Difference: School Site and District	---	---	-13.6	0.0
State	---	---	$4,690	$69,360
Percent Difference: School Site and State	---	---	-12.2	1.1

Note: Cells with "---" do not require data.

Types of Services Funded (Fiscal Year 2013-14)

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

- Title I, II, III, IV, V
- State Compensatory Education
- Special Education
- Home-to-School Transportation
- Safe and Drug-Free Schools and Communities
- Tobacco Use Prevention Education
- School Safety and Violence Prevention
- Carl Perkins

- Regional Occupational Program
- Gifted and Talented Education (GATE)
- Economic Impact Aid
- Instructional Materials
- Education Technology
- Peer Assistance and Review
- CAHSEE Intensive Instruction and Services
- AB 1802

Teacher and Administrative Salaries (Fiscal Year 2012-13)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	$40,950	$41,318
Mid-Range Teacher Salary	$71,220	$65,615
Highest Teacher Salary	$84,162	$84,981
Average Principal Salary (Elementary)	$110,671	$107,624
Average Principal Salary (Middle)	$111,168	$112,817
Average Principal Salary (High)	$118,412	$121,455
Superintendent Salary	$226,600	$206,292
Percent of Budget for Teacher Salaries	38	40
Percent of Budget for Administrative Salaries	6	5

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

Professional Development

All professional development and curriculum development within Covina-Valley Unified School District are aligned with State Content and Performance Standards. Teams of school and district personnel develop and implement curriculum. The Directors of Curriculum and Instruction and the Director of 21st Century Learning, as well as site administrators, facilitate committees to improve instruction, align curriculum and assessment, and encourage parental involvement. Covina-Valley Unified School District staff understand the importance of differentiating student educational experiences to meet the needs of all students. The District assesses the effectiveness of curriculum and identifies gaps in student achievement. The District Course of Study is aligned to State standards, District goals, and the statewide assessment system.

The Covina-Valley Unified School District offers a wide variety of additional support and professional development opportunities for its teachers, administrators, classified staff, and substitute teachers. Schools supplement District trainings with professional development activities specific to the needs of the school and its staff. All professional development is designed with teacher input and aligned to the District Goals and Priorities as well as the District Instructional Mission. For the past two years, we have focused our efforts on ensuring effective first instruction through systematic brain research-based lesson design and delivery. All teachers have received training in the process and coaches have been identified to support the implementation through observation and demonstration. Teachers have worked together to update pacing guides and benchmark assessments aligned to the Common Core State Standards.

Additional Guided Language Acquisition Design (GLAD) training was provided to teachers at high priority elementary schools targeted to the needs of English Learners. Many elementary schools identified a team of teachers to be trained in Thinking Maps with the plan that they would implement the training within their classroom and then be involved in training the remainder of the staff. Middle school teachers received professional development and follow up coaching from the Frostig Institute targeted towards Students with Disabilities and English Learners.

Site administrators receive training and coaching related to the teacher training in effective first instruction to ensure implementation of the brain research-based lesson design and delivery model and provide support to teachers. Site administrators attended leadership training on Thinking Maps and meet regularly with the Superintendent and with the Assistant Superintendent of Educational Services to discuss leadership issues.

The District participates in the Beginning Teacher Support and Assessment (BTSA) Induction Program through a partnership with the Walnut Valley BTSA Consortium. The goals of the program are to help new teachers succeed, foster higher retention of quality teachers within the teaching profession, and improve student instruction.

The District Peer Assistance and Review (PAR) program is designed to improve education for students and increase classroom performance of teachers. The program recruits exceptional teachers who assist veteran practicing teachers, beginning practicing teachers, and voluntary participating teachers.

Instructional aides and other paraprofessionals are an integral component of instructional support for Title I, English Learners, and other students requiring additional support. Additional training is offered to paraprofessionals working specifically with English Learners and Students with Disabilities.

Each year, the District provides clerical training for site and District clerical staff to update them on current legislation and legal requirements as well as to update them on selected board policies and regulations. Clerical staffs also receive training on standard clerical procedures to ensure accuracy, continuity, and accountability through our systems of record keeping and documentation.

The District Maintenance and Operations Department provides ongoing training as determined by Cal OSHA regulations and ongoing needs assessments. All District personnel attend mandatory Personnel trainings and annual updates that focus on legal mandates and Board policies specified within the Personnel handbook. In addition, all District Management personnel participate in a two-hour online training regarding Sexual Harassment Policies and Procedures.