Temecula Valley Charter School
2023-2024 School Accountability Report Card
(Published During the 2024-2025 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.
	A hard copy of the School Accountability Report Card is available at your School Office, upon request.
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/.

2024-25 School Contact Information

School Name	Temecula Valley Charter School
Street	35755 Abelia Street
City, State, Zip	Winchester
Phone Number	9512946775
Principal	Dr. Charity Plaxton-Hennings
Email Address	cplaxton-hennings@tvcscougars.com
School Website	http://tvcscougars.com
Grade Span	K-8
County-District-School (CDS) Code	CA

2024-25 District Contact Information

District Name	Temecula Valley Charter School
Phone Number	(951) 294-6775
Superintendent	Dr. Charity Plaxton-Hennings
Email Address	cplaxton-hennings@tvcscougars.com
District Website	www.tvcscougars.com

2024-25 School Description and Mission Statement

Dr. Charity Plaxton-Hennings, Psy.D., M.P.H. PPS

Dr. Plaxton-Hennings is an experienced adminstrator with over 22 years of teaching, school psychology and educational adminstration experience in the K-12 and university settings. She has previously held roles as the Senior Director of Special Education, Director of Mental Health and Psychological Services, SELPA Coordinator, and school psychologist. She began her career as a professor of Child and Health Psychology at Azusa Pacific University and holds post-doctoral certifications in various areas such as pediatric neuropsychology and trauma. She has served in various regional and state educational

2024-25 School Description and Mission Statement

leadershihp roles including serving as the President of the Association of California School Administrators Student Services and Special Education Council. She was named SPED Adminstrator of the Year for the state of California in 2018. She currently supports the education profession by providing consultation to districts and SELPA organizations and as a member of WASC Accreditation teams. She has a passion for creating innovative programs to help students reach their greatest potential.

TVCS Mission & Vision Statement
Mission Statement
Temecula Valley Charter School is an alliance of parents, educators, and community members dedicated to providing a kindergarten through eighth grade family-centered atmosphere which endeavors to create a dynamic learning environment that meets or exceeds California State Standards and where all students can discover, experience, and celebrate their own worth. Temecula Valley Charter School will promote the growth of each child's character, knowledge, and understanding of themselves and their relationship to the world.

Vision
Temecula Valley Charter School will provide an innovative, academically-rigorous and enriching educational environment expecting all those involved in the learning community to grow and achieve academically, emotionally, socially, and artistically in order to promote personal excellence.

Partnership for Family Involvement in Education (PFIE) best describes the role and impact of parental involvement:

"It has become increasingly evident that parental involvement in education contributes to students' achievement in school. When families are involved in children's learning, at school and at home, everyone benefits – schools work better, families become closer, and students improve academically. For these reasons, families and schools across America are partnering up to take mutual responsibility for children's learning."

The TVCS vision and mission allows students, parents, and staff to know each other on a personal level. Our intentional focus on the development of the "whole child" is a strategy that centers on opportunities for students to "think," "build," and "create" to reinforce educational concepts. All students receive instruction in Laboratory Science, Visual Arts, Performing Arts, Physical Education, and optional enrichment in foreign languages and performing arts.

TVCS is unique in that parents conceptualized and established this school. Parental involvement is pivotal in the success of our school. TVCS encourages parents to participate in the classroom, on field trips, on committees and on the governing board, extending their talents and time to enrich the education of TVCS students.

About this School

2023-24 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	69
Grade 1	43
Grade 2	47
Grade 3	48
Grade 4	50
Grade 5	64
Grade 6	82
Grade 7	59
Grade 8	58
Total Enrollment	520

2023-24 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	49.4
Male	50.6
Asian	4.6
Black or African American	4.8
Filipino	5
Hispanic or Latino	37.1
Two or More Races	9.2
White	38.7
English Learners	3.5
Foster Youth	0.4
Homeless	0.4
Socioeconomically Disadvantaged	25.2
Students with Disabilities	14.4

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.

2020-21 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)	24.00	83.00	1133.10	89.80	228366.10	83.12
Intern Credential Holders Properly Assigned	1.00	3.47	4.50	0.36	4205.90	1.53
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	2.70	9.69	13.10	1.04	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00	26.00	2.07	12115.80	4.41
Unknown/Incomplete/NA	1.00	3.47	84.90	6.73	18854.30	6.86
Total Teaching Positions	28.70	100.00	1261.80	100.00	274759.10	100.00

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.

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)			1067.30	89.59	234405.20	84.00
Intern Credential Holders Properly Assigned			10.30	0.87	4853.00	1.74
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)			5.60	0.47	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)			24.10	2.03	11953.10	4.28
Unknown/Incomplete/NA			83.80	7.04	15831.90	5.67
Total Teaching Positions			1191.30	100.00	279044.80	100.00

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)	25.50	91.10	1137.60	88.86	231142.40	100.00
Intern Credential Holders Properly Assigned	0.00	0.00	9.10	0.72	5566.40	2.00
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	1.60	5.93	15.60	1.22	14938.30	5.38
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00	24.80	1.94	11746.90	4.23
Unknown/Incomplete/NA	0.80	2.97	93.00	7.26	14303.80	5.15
Total Teaching Positions	27.90	100.00	1280.30	100.00	277698	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.

Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

Authorization/Assignment	2020-21	2021-22	2022-23
Permits and Waivers	0.00		0
Misassignments	2.70		1.6
Vacant Positions	0.00		0
Total Teachers Without Credentials and	2.70		1.6

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

Indicator	2020-21	2021-22	2022-23
Credentialed Teachers Authorized on a Permit or Waiver	0.00		0
Local Assignment Options	0.00		0
Total Out-of-Field Teachers	0.00		0

Class Assignments

Indicator	2020-21	2021-22	2022-23
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	32.80		23.2
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	17.70		14.7

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

2024-25 Quality, Currency, Availability of Textbooks and Other Instructional Materials

N/A

Year and month in which the data were collected	December 2024

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Mc-Graw Hill Wonders Language Arts Curriculum Writing by Design- Writing Curriculum (K-8th) Study Sync (6th-8th)	Yes	0
Mathematics	Big Ideas Math (Middle School 6th-8th) Eureka Math (1st-5th)	Yes	0
Science	FOSS Next Generation Science (6th-8th) National Geographic (K-5th)	Yes	0
History-Social Science	6th-8th-TCI -History Alive! TK-5- Studies Weekly-California Edition (McGraw Hill)	Yes	0
Foreign Language	Not currently offering Foreign Language classes.	Yes	0
Health	N/A		0
Visual and Performing Arts	Teacher Created		0

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

School Facility Conditions and Planned Improvements

A 15- point Williams inspection was completed by authorizer Temecula Valley Unified on 10/31/2024. The FIT tool indicates overall Good ratings at 100% for all systems, interiors, cleanliness, electrical, restrooms/fountains, fire and hazardous materials, roofs, structures and external equipment.

Year and month of the most recent FIT report	10/31/2024

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
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 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 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.

Subject	School 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
English Language Arts/Literacy (grades 3-8 and 11)	59	55	62	61	46	47
Mathematics (grades 3-8 and 11)	39	33	46	48	34	35

2023-24 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	365	356	97.53	2.47	55.34
Female	182	175	96.15	3.85	57.71
Male	183	181	98.91	1.09	53.04
American Indian or Alaska Native	0	0	0	0	0
Asian	16	16	100.00	0.00	75.00
Black or African American	19	19	100.00	0.00	68.42
Filipino	18	18	100.00	0.00	61.11
Hispanic or Latino	136	131	96.32	3.68	49.62
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	36	34	94.44	5.56	55.88
White	140	138	98.57	1.43	55.80
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	81	79	97.53	2.47	50.63
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	50	46	92.00	8.00	17.39

2023-24 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	365	356	97.53	2.47	32.87
Female	182	175	96.15	3.85	26.86
Male	183	181	98.91	1.09	38.67
American Indian or Alaska Native	0	0	0	0	0
Asian	16	16	100.00	0.00	62.50
Black or African American	19	19	100.00	0.00	47.37
Filipino	18	18	100.00	0.00	61.11
Hispanic or Latino	136	131	96.32	3.68	26.72
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	36	34	94.44	5.56	32.35
White	140	138	98.57	1.43	29.71
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	81	79	97.53	2.47	29.11
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	50	45	90.00	10.00	4.44

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 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
Science (grades 5, 8 and high school)	37.90	31.30	43.19	43.90	30.29	30.73

2023-24 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. 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.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	120	115	95.83	4.17	31.30
Female	57	53	92.98	7.02	24.53
Male	63	62	98.41	1.59	37.10
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	43	40	93.02	6.98	25.00
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	14	12	85.71	14.29	41.67
White	42	42	100.00	0.00	26.19
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	25	23	92.00	8.00	17.39
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	17	14	82.35	17.65	7.14

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.

2023-24 California Physical Fitness Test Results

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 5	95.8%	95.8%	95.8%	95.8%	94.4%
Grade 7	98.2%	98.2%	100%	96.5%	100%
Grade 9	N/A	N/A	N/A	N/A	N/A

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.

2024-25 Opportunities for Parental Involvement

Parents are involved in school governance by participating in the TVCS ACT and LCAP Committee, Safety and Wellness Committee, and as members of the Winchester Road Charitable Foundation which supports the work of TVCS. TVCS boasts almost 500 certified parent volunteers who serve as field trip chaperones, classroom assistants, event support planners and general campus support. The school relies on the unique gifts and talents of our parents to teach enrichment classes, lead on-campus enrichment experiences and provide input into various campus initiatives. The superintendent regularly (every other month) holds "Tea with the Executive Director" as an opportunity to bring parents together to discuss relevant updates to the school and provide opportunity for parents to ask questions and provide feedback to the superintendent. Parents also support on-campus family-centered events including TVCS Family Christmas, Family Sock-Hop and Trunk-or-Treat. During the year, TVCS holds at least three parent education events including TVCS Family Math Night and guest presenters on topics of interests such as cybersafety for children and young adults.

2023-24 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	570	546	65	11.9
Female	274	264	30	11.4
Male	296	282	35	12.4
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	28	28	2	7.1
Black or African American	30	27	1	3.7
Filipino	27	27	0	0.0
Hispanic or Latino	206	195	26	13.3
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	57	55	9	16.4
White	220	212	27	12.7
English Learners	22	21	6	28.6
Foster Youth	--	--	--	--
Homeless	--	--	--	--
Socioeconomically Disadvantaged	163	151	24	15.9
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	84	81	16	19.8

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 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
0	1.21	1.4	2.34	2.74	2.41	3.17	3.6	3.28

This table displays expulsions data.

Expulsions								
School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
0	0	0.18	0.06	0.07	0.07	0.07	0.08	0.07

2023-24 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	1.40	0.18
Female	0.73	0.00
Male	2.03	0.34
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.49	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	5.26	1.75
White	1.82	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	1.23	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	0.00	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.

2024-25 School Safety Plan

The school safety plan is reviewed and updated annually and the most recent SSP update was board approved in March 2024. The School Safety Plan addresses the full spectrum of wellness and safety issues from student nutrition, crisis management, workplace violaence and school climate. Students provide input into the School Safety Plan through surveys and the student

governance initiatives. Additionally, parents volunteer to serve alongside school personnel on the charter's Safety and Wellness Committe which meets at least quarterly to update and review the plan.

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

2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 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 class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	24	1	2	
1	25	1	2	
2	25	1	2	
3	25	1	3	
4	25	8	3	
5	29		2	
6	30	7	2	

2022-23 Elementary 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 class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	24	1	2	
1	26		2	
2	26		2	
3	26		2	
4	26		3	
5	26		3	
6	30		2	

2023-24 Elementary 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 class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	23		8	
1	22		10	
2	24		10	
3	24		10	
4	25		10	
5	21	5	10	
6	22	9	24	

2023-24 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	0

2023-24 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)	1.0
Library Media Teacher (Librarian)	.2
Library Media Services Staff (Paraprofessional)	
Psychologist	1.7
Social Worker	
Nurse	.5
Speech/Language/Hearing Specialist	0.6
Resource Specialist (non-teaching)	
Other	.7

Fiscal Year 2022-23 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2022-23 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	$11,948.80	$2,284.10	$9,664.70	$70,373
District	N/A	N/A		$101,508
Percent Difference - School Site and District	N/A	N/A		-36.2
State	N/A	N/A	$10,771	$94,625
Percent Difference - School Site and State	N/A	N/A	-10.8	-29.4

Fiscal Year 2023-24 Types of Services Funded

In addition to LCFF funding, Temecula Valley Charter School receives state and federal funding for special programs and grant funding for specific areas such as Art, Music, and Math. TVCS expenditures fund site operations including regular and special education, enrichment programs in science, music, and art, health and nursing services, literacy, social emotional and behavioral services, staff salaries and benefits, textbooks, instructional materials, facilities, maintenance and repairs, transportation, and administration, etc.

Fiscal Year 2022-23 Teacher and Administrative Salaries

This table displays the 2022-23 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	$69,570	$56,573
Mid-Range Teacher Salary	$84,000	$87,186
Highest Teacher Salary	$95,000	$119,665
Average Principal Salary (Elementary)	$110,000	$148,486
Average Principal Salary (Middle)	$110,000	$154,835
Average Principal Salary (High)	$ N/A	$170,008
Superintendent Salary	$160,000	$338,699
Percent of Budget for Teacher Salaries		31%
Percent of Budget for Administrative Salaries		5%

Professional Development

TVCS has partnered with PARSEC Education to conduct a deep dive on state and local asassesment data and LCAP survey data to help shape our priorities and LCAP initiatives over the next five years. Additionally, Parsec provides monthly training to our teaching staff on strategically aligning instruction with state standards and breaking down grade level standards to target instruction. . Staff also receives on-going training in curriculum and behavior management. Additionally, all elementary staff this year received certification in the Science of Reading following a 3 day intensive, plus monthly follow-up professional

Professional Development

development sessions. Student Services staff has provided in-service training on integrating social-emotional learning in the classroom and supporting students with disabilities. Finally, staff receives professional development in digital intervention platforms such as IXL.

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

Subject	2022-23	2023-24	2024-25
Number of school days dedicated to Staff Development and Continuous Improvement	7	7	12

CDS Code= 33-75192-6112551	Temecula Valley Charter School

Grade 5 Component 1: Aerobic Capacity	Grade 5 Component 2: Abdominal Strength and Endurance
96.80%	96.80%

Grade 5 Component 3: Trunk Extensor and Strength and Flexibility	Grade 5 Component 4: Upper Body Strength and Endurance
96.80%	98.40%

Grade 5 Component 5: Flexibility	Grade 7 Component 1: Aerobic Capacity
98.40%	98.30%

Grade 7 Component 2: Abdominal Strength and Endurance	Grade 7 Component 3: Trunk Extensor and Strength and Flexibility
96.60%	96.60%

Grade 7 Component 4: Upper Body Strength and Endurance	Grade 7 Component 5: Flexibility
94.90%	98.30%

Grade 9 Component 1: Aerobic Capacity	Grade 9 Component 2: Abdominal Strength and Endurance

Grade 9 Component 3: Trunk Extensor and Strength and Flexibility	Grade 9 Component 4: Upper Body Strength and Endurance	Grade 9 Component 5: Flexibility

CDS Code	School Name

CDS Code	School Name

Grade 5 Component 1: Aerobic Capacity	Grade 5 Component 2: Abdominal Strength and Endurance

Grade 5 Component 3: Trunk Extensor and Strength and Flexibility	Grade 5 Component 4: Upper Body Strength and Endurance

Grade 5 Component 5: Flexibility	Grade 7 Component 1: Aerobic Capacity

Grade 7 Component 2: Abdominal Strength and Endurance	Grade 7 Component 3: Trunk Extensor and Strength and Flexibility

Grade 7 Component 4: Upper Body Strength and Endurance	Grade 7 Component 5: Flexibility

Grade 9 Component 1: Aerobic Capacity	Grade 9 Component 2: Abdominal Strength and Endurance

Grade 9 Component 3: Trunk Extensor and Strength and Flexibility	Grade 9 Component 4: Upper Body Strength and Endurance	Grade 9 Component 5: Flexibility