

# Temecula Valley Charter 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.

<b>Admission Requirements for the University of California (UC)</b>	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 <a href="https://admission.universityofcalifornia.edu/">https://admission.universityofcalifornia.edu/</a> .
<b>Admission Requirements for the California State University (CSU)</b>	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 <a href="https://www2.calstate.edu/">https://www2.calstate.edu/</a> .

### 2025-26 School Contact Information

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

### 2025-26 District Contact Information

<b>District Name</b>	Temecula Valley Charter School
<b>Phone Number</b>	(951) 294-6775
<b>Superintendent</b>	Dr. Charity Plaxton-Hennings
<b>Email Address</b>	cplaxton-hennings@tvscougars.com
<b>District Website</b>	<a href="http://www.tvscougars.com">www.tvscougars.com</a>

### 2025-26 School Description and Mission Statement

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

Dr. Plaxton-Hennings is an experienced administrator with over 26 years of teaching, school psychology and educational administration 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 leadership roles including serving as the President of the Association of California School Administrators Student Services

## 2025-26 School Description and Mission Statement

and Special Education Council. She was named SPED Administrator 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 empowers students to become confident, capable leaders and compassionate, innovative citizens through a culture of academic excellence, creativity, and character. We cultivate a supportive, student-centered environment where learners discover their passions, develop critical thinking skills, and grow as lifelong learners. Through rigorous, standards-based instruction and enriching opportunities in the arts, sciences, athletics, and music, we prepare students to lead, serve, and thrive in high school, college, career, and an ever-changing world.

We envision a connected, compassionate community where character is celebrated, kindness is rewarded, and high expectations inspire pride and purpose. Through strong relationships, enriched learning opportunities, and a clear school culture, we prepare students to thrive socially, emotionally, and academically.

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 world languages, CTE and visual/performing arts.

Founded in 1994 (originally as Temecula Learning Center), TVCS is Riverside County's first-ever charter school and California's 63rd. From its grassroots start focused on parent participation and hands-on, integrated STEM and arts education, TVCS has grown into a thriving TK-8 institution centered on whole-child development and academic excellence.

## About this School

### 2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	97
Grade 1	63
Grade 2	54
Grade 3	54
Grade 4	59
Grade 5	60
Grade 6	64
Grade 7	85
Grade 8	60
<b>Total Enrollment</b>	<b>596</b>

## 2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	52.2
Male	47.8
Asian	5.9
Black or African American	5
Filipino	3.9
Hispanic or Latino	39.8
Native Hawaiian or Pacific Islander	0.5
Two or More Races	10.6
White	34.4
English Learners	3.4
Homeless	1.5
Socioeconomically Disadvantaged	28
Students with Disabilities	10.2

### A. Conditions of Learning **State Priority: Basic**

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

## 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)			1067.3	89.59	234405.2	84
Intern Credential Holders Properly Assigned			10.3	0.87	4853	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)			5.6	0.47	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)			24.1	2.03	11953.1	4.28
Unknown/Incomplete/NA			83.8	7.04	15831.9	5.67
<b>Total Teaching Positions</b>			<b>1191.3</b>	<b>100</b>	<b>279044.8</b>	<b>100</b>

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)	25.5	91.1	1137.6	88.86	231142.4	83.24
Intern Credential Holders Properly Assigned	0	0	9.1	0.72	5566.4	2
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	1.6	5.93	15.6	1.22	14938.3	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0	0	24.8	1.94	11746.9	4.23
Unknown/Incomplete/NA	0.8	2.97	93	7.26	14303.8	5.15
<b>Total Teaching Positions</b>	<b>27.9</b>	<b>100</b>	<b>1280.3</b>	<b>100</b>	<b>277698</b>	<b>100</b>

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
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	21.5	86.12	1144.7	89.02	230039.4	100
<b>Intern Credential Holders Properly Assigned</b>	0	0	8.4	0.66	6213.8	2.23
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	3.4	13.84	16.6	1.3	16855	6.04
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0	0	29	2.26	12112.8	4.34
<b>Unknown/Incomplete/NA</b>	0	0	87	6.77	13705.8	4.91
<b>Total Teaching Positions</b>	25	100	1285.9	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
<b>Permits and Waivers</b>		0	0
<b>Misassignments</b>		1.6	3.4
<b>Vacant Positions</b>		0	0
<b>Total Teachers Without Credentials and Misassignments</b>		1.6	3.4

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

Indicator	2021-22	2022-23	2023-24
<b>Credentialed Teachers Authorized on a Permit or Waiver</b>		0	0
<b>Local Assignment Options</b>		0	0
<b>Total Out-of-Field Teachers</b>		0	0

## Class Assignments

Indicator	2021-22	2022-23	2023-24
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)		23.2	30.4
<b>No credential, permit or authorization to teach</b> (a percentage of all the classes taught by teachers with no record of an authorization to teach)		14.7	16.5

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

N/A		
<b>Year and month in which the data were collected</b>		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
<b>Reading/Language Arts</b>	Mc-Graw Hill Wonders Language Arts Curriculum (2025) Writing by Design- Writing Curriculum (K-8th) Study Sync (6th-8th)	0
<b>Mathematics</b>	Big Ideas Math (Middle School 6th-8th) Eureka Math (1st-5th)	0
<b>Science</b>	FOSS Next Generation Science (6th-8th) (Adopted Fall 2023) National Geographic (K-5th) (Adopted Fall 2023)	0
<b>History-Social Science</b>	6th-8th-TCI -History Alive! (Adopted Spring 2023) TK-5- Studies Weekly-California Edition (McGraw Hill)	0
<b>Foreign Language</b>	The Comprehensible Classroom (6th-8th)	0
<b>Health</b>	N/A	0
<b>Visual and Performing Arts</b>	Teacher Created and Klnder Creative Visual Arts Curriculum	0
<b>Science Laboratory Equipment (grades 9-12)</b>	N/A	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 12/02/2025. 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. The final evaluation indicated 100% with a rating of "Exemplary".

Year and month of the most recent FIT report

12/02/2025

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces	X			
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			
<b>Electrical</b>	X			
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			
<b>Safety:</b> Fire Safety, Hazardous Materials	X			
<b>Structural:</b> Structural Damage, Roofs	X			
<b>External:</b> 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 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
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	55	62	61	63	47	48
<b>Mathematics</b> (grades 3-8 and 11)	33	42	48	49	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	376	364	96.81	3.19	62.36
Female	194	189	97.42	2.58	69.84
Male	182	175	96.15	3.85	54.29
American Indian or Alaska Native	--	--	--	--	--
Asian	21	20	95.24	4.76	85.00
Black or African American	19	19	100.00	0.00	68.42
Filipino	17	17	100.00	0.00	64.71
Hispanic or Latino	149	147	98.66	1.34	57.82
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	36	30	83.33	16.67	60.00
White	132	129	97.73	2.27	64.34
English Learners	12	11	91.67	8.33	9.09
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	24	24	100.00	0.00	50.00
Socioeconomically Disadvantaged	102	93	91.18	8.82	58.06
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	45	42	93.33	6.67	21.43

## 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
<b>All Students</b>	376	364	96.81	3.19	42.03
<b>Female</b>	194	189	97.42	2.58	38.62
<b>Male</b>	182	175	96.15	3.85	45.71
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	21	20	95.24	4.76	75.00
<b>Black or African American</b>	19	19	100.00	0.00	47.37
<b>Filipino</b>	17	17	100.00	0.00	52.94
<b>Hispanic or Latino</b>	149	147	98.66	1.34	33.33
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	36	30	83.33	16.67	53.33
<b>White</b>	132	129	97.73	2.27	41.86
<b>English Learners</b>	12	11	91.67	8.33	18.18
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	24	24	100.00	0.00	37.50
<b>Socioeconomically Disadvantaged</b>	102	93	91.18	8.82	38.71
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	45	42	93.33	6.67	7.14

## 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
<b>Science</b> (grades 5, 8 and high school)	31.3	45.05	43.9	45.01	30.73	32.52

## 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
<b>All Students</b>	117	111	94.87	5.13	45.05
<b>Female</b>	55	53	96.36	3.64	41.51
<b>Male</b>	62	58	93.55	6.45	48.28
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	--	--	--	--	--
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	52	52	100.00	0.00	36.54
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	13	9	69.23	30.77	--
<b>White</b>	34	33	97.06	2.94	48.48
<b>English Learners</b>	--	--	--	--	--
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	--	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	30	26	86.67	13.33	34.62
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	13	12	92.31	7.69	25.00

## 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 5	92.0	94.2	91.3	94.9	92.0
Grade 7	86	90.0	85	91	86
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.

#### 2025-26 Opportunities for Parental Involvement

Parents are involved in school governance by participating in the TVCS LCAP Committee, Safety and Wellness Committee, and as members of the Winchester Road Charitable Foundation which supports the work of TVCS. TVCS parents also participate in the Cougar Collective which meets monthly to complete projects for classroom teachers to help "lighten their workload" 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 Superintendent" 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 Literacy Night and guest presenters on topics of interests such as cybersafety for children and young adults.

## 2024-25 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	651	632	84	13.3
Female	338	328	34	10.4
Male	313	304	50	16.4
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	42	40	0	0.0
Black or African American	33	32	5	15.6
Filipino	26	24	0	0.0
Hispanic or Latino	255	249	38	15.3
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	63	63	9	14.3
White	227	219	32	14.6
English Learners	21	21	2	9.5
Foster Youth	--	--	--	--
Homeless	13	13	6	46.2
Socioeconomically Disadvantaged	204	197	36	18.3
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	82	79	20	25.3

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
1.21	1.4	1.69	2.74	2.41	2.13	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	0.18	0.15	0.07	0.07	0.04	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	1.69	0.15
Female	0.30	0.00
Male	3.19	0.32
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	1.18	0.39
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	1.59	0.00
White	3.08	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	0.98	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.

## 2025-26 School Safety Plan

The school safety plan is reviewed and updated annually and the most recent SSP update was board approved in March 2025. The School Safety Plan addresses the full spectrum of wellness and safety issues from student nutrition, crisis management, workplace violence 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 Committee which meets at least quarterly to update and review the plan. As safety concerns evolve, the safety plan evolves with it. Over the past two years, sections have been added to address Workplace Violence and immigration enforcement consistent with California law. The Safety and Wellness Committee is currently finalizing language regarding electric bikes and scooters.

## 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.

## 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	0
1	26	0	2	0
2	26	0	2	0
3	26	0	2	0
4	26	0	3	0
5	26	0	3	0
6	30	0	2	0
Other	0	0	0	0

## 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	0	8	0
1	22	0	10	0
2	24	0	10	0
3	24	0	10	0
4	25	0	10	0
5	21	5	10	0
6	22	9	24	0
Other	0	0	0	0

## 2024-25 Elementary 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 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	20	8	4	
1	21	4	8	
2	27		8	
3	27		8	
4	30		8	
5	30		8	
6	24	8	16	

## 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	0

## 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)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	1.7
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	

## 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	\$ 13,576.11	\$ \$ 2,388.24	\$ \$ 11,187.87	\$ \$ 71,131.00
District	N/A	N/A		\$109,574
Percent Difference - School Site and District	N/A	N/A		-200.0
State	N/A	N/A	\$11,146	\$100,333
Percent Difference - School Site and State	N/A	N/A	-200.0	-200.0

## Fiscal Year 2024-25 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, Math and food services. 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 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
<b>Beginning Teacher Salary</b>	\$59,283	\$60,863
<b>Mid-Range Teacher Salary</b>	\$98,836	\$93,575
<b>Highest Teacher Salary</b>	\$138,486	\$125,548
<b>Average Principal Salary (Elementary)</b>	\$166,378	\$157,645
<b>Average Principal Salary (Middle)</b>	\$174,509	\$165,341
<b>Average Principal Salary (High)</b>	\$187,853	\$182,580
<b>Superintendent Salary</b>	\$333,116	\$357,064
<b>Percent of Budget for Teacher Salaries</b>	36.77%	30.36%
<b>Percent of Budget for Administrative Salaries</b>	4.74%	4.88%

## Professional Development

The table reflects full days of Professional Development, however, every Wednesday is a minimum day to allow for staff development. The focus on staff development for primary teachers this year has been in Dyslexia Screening and the Science of Reading; consistent with state mandates on dyslexia screening and focusing on TVCS on-going focus on literacy intervention. Professional development is also continuing in conjunction with Parsec Education in data-driven instruction and intervention. Additionally, on-going training in AVID, special education and subject area specific trainings are apart of on-going professional development for TVCS staff.

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

Subject	2023-24	2024-25	2025-26
<b>Number of school days dedicated to Staff Development and Continuous Improvement</b>	7	12	7