

**Temecula Valley Charter**  
**2022–23 School Accountability Report Card**  
**Reported Using Data from the 2022–23 School**  
**Year**  
**California Department of Education**

<b>Address:</b>	35755 Abelia St. Winchester, CA , 92596-8450	<b>Principal:</b>	Dr. Charity Plaxton- Hennings, Executive Director/Superintendent
<b>Phone:</b>	(909) 553-0547	<b>Grade</b> <b>Span:</b>	K-8

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 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.

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## About This School

### Dr. Charity Plaxton-Hennings, Executive Director/Superintendent

Principal, Temecula Valley Charter

#### About Our School

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

Dr. Plaxton-Hennings is an experienced administrator with over 20 years of teaching, school psychology and educational administration experience. 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 and Special Education Council. She was named SPED Administrator of the Year for the state of California in 2018.

#### Contact

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Temecula Valley Charter  
35755 Abelia St.  
Winchester, CA 92596-8450

Phone: (909) 553-0547

Email: [cplaxton-hennings@tvscougars.com](mailto:cplaxton-hennings@tvscougars.com)

## Contact Information (School Year 2023–24)

### District Contact Information (School Year 2023–24)

<b>District Name</b>	Temecula Valley Unified
<b>Phone Number</b>	(951) 676-2661
<b>Superintendent</b>	Velez, Kimberly
<b>Email Address</b>	<a href="mailto:kvelez@tvusd.us">kvelez@tvusd.us</a>
<b>Website</b>	<a href="http://www.tvusd.k12.ca.us">www.tvusd.k12.ca.us</a>

### School Contact Information (School Year 2023–24)

<b>School Name</b>	Temecula Valley Charter
<b>Street</b>	35755 Abelia St.
<b>City, State, Zip</b>	Winchester, CA , 92596-8450
<b>Phone Number</b>	(909) 553-0547
<b>Principal</b>	Dr. Charity Plaxton-Hennings, Executive Director/Superintendent
<b>Email Address</b>	<a href="mailto:cplaxton-hennings@tvscougars.com">cplaxton-hennings@tvscougars.com</a>
<b>Website</b>	<a href="http://tvscougars.com">http://tvscougars.com</a>
<b>County-District-School (CDS) Code</b>	33751926112551

*Last updated: 1/23/24*

## School Description and Mission Statement (School Year 2023–24)

### 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 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 hands-on learning is a strategy that centers on opportunities for students to "think," "build," and "create" to reinforce educational concepts. All students receive instruction in Spanish, Visual Arts, Performing Arts, Physical Education, Computer Technology, and participate in hands-on experiments in the Science Lab on a weekly basis.

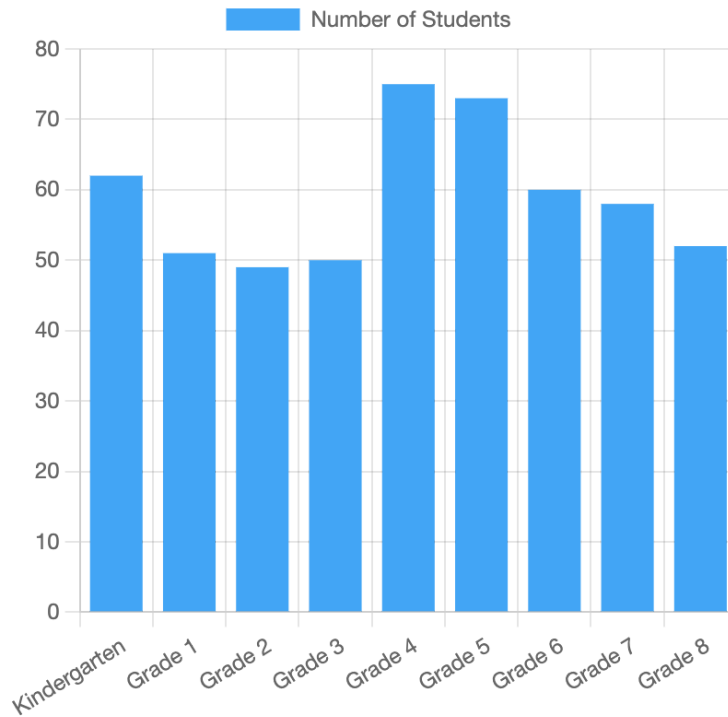
TVCS is unique in that parents conceptualized and established this school on their own. Parental involvement is pivotal in the success of our school. TVCS encourages parents to participate in the classroom, on field trips, on committees and on the governing board, extending their talents and time to enrich the education of TVCS students. This is what makes us "different" from other neighborhood schools.

*Last updated: 1/23/24*

### Student Enrollment by Grade Level (School Year 2022–23)

TVCS maintains smaller class sizes to ensure individualized attention for each student.

Grade Level	Number of Students
Kindergarten	62
Grade 1	51
Grade 2	49
Grade 3	50
Grade 4	75
Grade 5	73
Grade 6	60
Grade 7	58
Grade 8	52
Total Enrollment	530



Last updated: 1/23/24

### Student Enrollment by Student Group (School Year 2022–23)

Student Group	Percent of Total Enrollment
Female	48.10%
Male	51.90%
Non-Binary	0.00%
American Indian or Alaska Native	0.00%
Asian	2.60%
Black or African American	6.20%
Filipino	4.00%
Hispanic or Latino	40.60%
Native Hawaiian or Pacific Islander	0.00%
Two or More Races	7.70%
White	37.40%

Student Group (Other)	Percent of Total Enrollment
English Learners	4.20%
Foster Youth	0.00%
Homeless	0.10%
Migrant	0.00%
Socioeconomically Disadvantaged	17.90%
Students with Disabilities	12.80%

## A. Conditions of Learning

### State Priority: Basic

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

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

### Teacher Preparation and Placement (School Year 2020–21)

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	83.36%	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.

*Last updated: 1/23/24*



### Teacher Preparation and Placement (School Year 2021–22)

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.

*Last updated: 1/23/24*

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

Authorization/Assignment	2020– 21 Number	2021– 22 Number
Permits and Waivers	0.00	
Misassignments	2.70	
Vacant Positions	0.00	
Total Teachers Without Credentials and Misassignments	2.70	

*Last updated: 11/2/23*

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

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

*Last updated: 11/2/23*

## Class Assignments

Indicator	2020– 21 Percent	2021– 22 Percent
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	32.80%	
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%	

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

*Last updated: 11/2/23*

## Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2023–24)

Year and month in which the data were collected: December 2023

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-6th)	Yes	0
Mathematics	Big Ideas Math (Middle School) Eureka Math (1st-5th)	Yes	0
Science	Mystery Science (6th-8th) ESGI (K-5th)	Yes	0
History-Social Science	6th-8th-Impact (McGraw Hill) 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
Science Lab Eqpmt (Grades 9-12)	N/A	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 12/05/2023. 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.

Last updated: 1/25/24

## School Facility Good Repair Status

Using the **most recently collected** Facility Inspection Tool (FIT) data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The rate for each system inspected
- The overall rating

Year and month of the most recent FIT report: December 2023

System Inspected	Rating	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	
<b>Interior:</b> Interior Surfaces	Good	
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	Good	
<b>Electrical:</b> Electrical	Good	
<b>Restrooms/Fountains:</b> Restrooms, Sinks/Fountains	Good	
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	
<b>Structural:</b> Structural Damage, Roofs	Good	
<b>External:</b> Playground/School Grounds, Windows/Doors/Gates/Fences	Good	

**Overall Facility Rate**

Year and month of the most recent FIT report: December 2023

Overall Rating	Exemplary
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*Last updated: 1/23/24*

## 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 [CAA] 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. CAA 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 CAA for ELA** in grades three through eight and grade eleven.
  2. **Smarter Balanced Summative Assessments and CAA for mathematics** in grades three through eight and grade eleven.
  3. **California Science Test (CAST) and CAA 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.

**CAASPP Test Results in ELA and Mathematics for All Students  
Grades Three through Eight and Grade Eleven taking and completed state-  
administered assessment  
Percentage of Students Meeting or Exceeding the State Standard**

<b>Subject</b>	<b>School 2021– 22</b>	<b>School 2022– 23</b>	<b>District 2021– 22</b>	<b>District 2022– 23</b>	<b>State 2021– 22</b>	<b>State 2022– 23</b>
English Language Arts / Literacy (grades 3-8 and 11)	65%	59%	63%	62%	47%	46%
Mathematics (grades 3-8 and 11)	40%	39%	44%	46%	33%	34%

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.

Note: ELA and Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAA divided by the total number of students who participated in both assessments.

*Last updated: 1/23/24*

**CAASPP Test Results in ELA by Student Group for students taking and  
completed state-administered assessment  
Grades Three through Eight and Grade Eleven (School Year 2022–23)**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Not Tested</b>	<b>Percent Met or Exceeded</b>
All Students	375	367	97.87%	2.13%	59.40%
Female	183	179	97.81%	2.19%	63.69%
Male	192	188	97.92%	2.08%	55.32%
American Indian or Alaska Native	0	0	0%	0%	0%
Asian	11	11	100.00%	0.00%	81.82%
Black or African American	21	21	100.00%	0.00%	61.90%
Filipino	15	15	100.00%	0.00%	60.00%
Hispanic or Latino	151	148	98.01%	1.99%	57.43%



<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Not Tested</b>	<b>Percent Met or Exceeded</b>
Native Hawaiian or Pacific Islander	0	0	0%	0%	0%
Two or More Races	38	38	100.00%	0.00%	50.00%
White	139	134	96.40%	3.60%	61.94%
English Learners	18	18	100.00%	0.00%	33.33%
Foster Youth	0	0	0%	0%	0%
Homeless	0	0	0%	0%	0%
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	67	66	98.51%	1.49%	50.00%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	58	54	93.10%	6.90%	14.81%

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

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.

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.

*Last updated: 1/23/24*

**CAASPP Test Results in Mathematics by Student Group for students taking and completed state-administered assessment  
Grades Three through Eight and Grade Eleven (School Year 2022–23)**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Not Tested</b>	<b>Percent Met or Exceeded</b>
All Students	375	368	98.13%	1.87%	38.59%
Female	183	180	98.36%	1.64%	36.11%
Male	192	188	97.92%	2.08%	40.96%
American Indian or Alaska Native	0	0	0%	0%	0%
Asian	11	11	100.00%	0.00%	72.73%
Black or African American	21	21	100.00%	0.00%	42.86%
Filipino	15	15	100.00%	0.00%	46.67%
Hispanic or Latino	151	148	98.01%	1.99%	37.16%
Native Hawaiian or Pacific Islander	0	0	0%	0%	0%
Two or More Races	38	38	100.00%	0.00%	47.37%
White	139	135	97.12%	2.88%	33.33%
English Learners	18	18	100.00%	0.00%	27.78%
Foster Youth	0	0	0%	0%	0%
Homeless	0	0	0%	0%	0%

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Not Tested</b>	<b>Percent Met or Exceeded</b>
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	67	67	100.00%	0.00%	32.84%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	58	54	93.10%	6.90%	14.81%

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

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.

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.

*Last updated: 1/23/24*

**CAASPP Test Results in Science for All Students**  
**Grades Five, Eight and High School**  
**Percentage of Students Meeting or Exceeding the State Standard**

<b>Subject</b>	<b>School 2021– 22</b>	<b>School 2022– 23</b>	<b>District 2021– 22</b>	<b>District 2022– 23</b>	<b>State 2021– 22</b>	<b>State 2022– 23</b>
Science (grades 5, 8, and high school)	37.27%	37.90%	40.59%	43.19%	29.47%	30.29%

Note: Science test results include the CAST 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 CAST 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.

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.

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.

*Last updated: 1/23/24*

**CAASPP Test Results in Science by Student Group  
Grades Five, Eight and High School (School Year 2022–23)**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Not Tested</b>	<b>Percent Met or Exceeded</b>
All Students	129	124	96.12%	3.88%	37.90%
Female	67	64	95.52%	4.48%	34.38%
Male	62	60	96.77%	3.23%	41.67%
American Indian or Alaska Native	0	0	0%	0%	0%
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	49	48	97.96%	2.04%	37.50%
Native Hawaiian or Pacific Islander	0	0	0%	0%	0%
Two or More Races	--	--	--	--	--
White	57	53	92.98%	7.02%	39.62%
English Learners	--	--	--	--	--
Foster Youth	0	0	0%	0%	0%
Homeless	0	0	0%	0%	0%
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	27	26	96.30%	3.70%	26.92%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	18	16	88.89%	11.11%	12.50%

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.

*Last updated: 1/23/24*

**Career Technical Education (CTE) Programs (School Year 2022–23)**

TVCS is TK- 8 school.

Not applicable.

*Last updated: 1/23/24*

**Career Technical Education (CTE) Participation (School Year 2022–23)**

Measure	CTE Program Participation
Number of Pupils Participating in CTE	--
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	--
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	--

*Last updated: 1/23/24***Course Enrollment/Completion of University of California (UC) and/or California State University (CSU) Admission Requirements**

TVCS does not offer grades 9–12. We do not officially track progress beyond 8th grade promotion.

UC/CSU Course Measure	Percent
2022–23 Pupils Enrolled in Courses Required for UC/CSU Admission	0.00%
2021–22 Graduates Who Completed All Courses Required for UC/CSU Admission	0.00%

*Last updated: 1/23/24*

### 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

#### California Physical Fitness Test Results (School Year 2022–23)

##### Percentage of Students Participating in each of the five Fitness Components

Non-testing year.

Grade	Component				
	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
5	95.8%	95.8%	95.8%	95.8%	94.4%
7	98.2%	98.2%	100%	96.5%	100%

Note: The administration of the PFT during 2021–22 and 2022–23 school years, only participation results are required for these five fitness areas.

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.

*Last updated: 1/23/24*

## 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

#### Opportunities for Parental Involvement (School Year 2023–24)

Parent involvement is a central component of the TVCS charter.

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 300 certified parent volunteers who serve as field trip chaperones, classroom assistants, event planners and general campus support.



### State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates;
- High school graduation rates; and
- Chronic Absenteeism

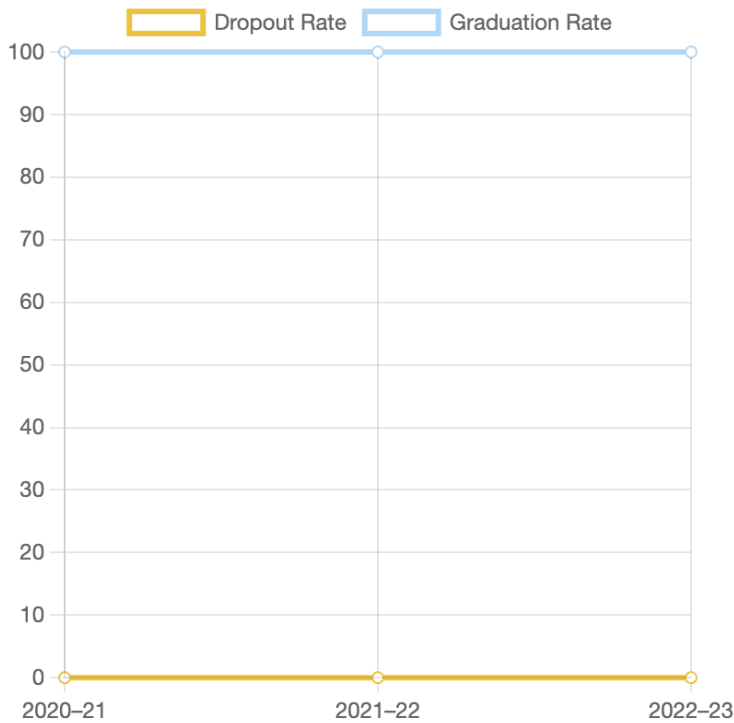
#### Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

TVCS is a K-8 school.

This section does not apply.

Indicator	School 2020– 21	School 2021– 22	School 2022– 23	District 2020– 21	District 2021– 22	District 2022– 23	State 2020– 21	State 2021– 22	State 2022– 23
Dropout Rate	0%	0%	0%	2%	1.9%	2.0%	9.4%	7.8%	8.2%
Graduation Rate	100%	100%	100%	94.6%	94.5%	93.9%	83.6%	87%	86.2%

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



Last updated: 1/23/24

**Graduation Rate by Student Group (Four-Year Cohort Rate) (School Year 2022–23)**

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	0.0	0.0	0.0%
Female	0.0	0.0	0.0%
Male	0.0	0.0	0.0%
Non-Binary	0.0	0.0	0.0%
American Indian or Alaska Native	0.0	0.0	0.0%
Asian	0.0	0.0	0.0%
Black or African American	0.0	0.0	0.0%
Filipino	0.0	0.0	0.0%
Hispanic or Latino	0.0	0.0	0.0%
Native Hawaiian or Pacific Islander	0.0	0.0	0.0%
Two or More Races	0.0	0.0	0.0%
White	0.0	0.0	0.0%
English Learners	0.0	0.0	0.0%
Foster Youth	0.0	0.0	0.0%
Homeless	0.0	0.0	0.0%
Socioeconomically Disadvantaged	0.0	0.0	0.0%
Students Receiving Migrant Education Services	0.0	0.0	0.0%
Students with Disabilities	0.0	0.0	0.0%

For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at <https://www.cde.ca.gov/ds/ad/acgrinfo.asp>.

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

*Last updated: 1/23/24*

**Chronic Absenteeism by Student Group (School Year 2022–23)**

<b>Student Group</b>	<b>Cumulative Enrollment</b>	<b>Chronic Absenteeism Eligible Enrollment</b>	<b>Chronic Absenteeism Count</b>	<b>Chronic Absenteeism Rate</b>
All Students	579	577	60	10.4%
Female	280	278	26	9.4%
Male	299	299	34	11.4%
Non-Binary	0	0	0	0.0%
American Indian or Alaska Native	0	0	0	0.0%
Asian	20	20	2	10.0%
Black or African American	37	37	4	10.8%
Filipino	25	25	0	0.0%
Hispanic or Latino	228	228	28	12.3%
Native Hawaiian or Pacific Islander	0	0	0	0.0%
Two or More Races	51	51	7	13.7%
White	211	209	19	9.1%
English Learners	27	26	6	23.1%
Foster Youth	0	0	0	0.0%
Homeless	0	0	0	0.0%
Socioeconomically Disadvantaged	109	107	14	13.1%
Students Receiving Migrant Education Services	0	0	0	0.0%
Students with Disabilities	95	94	16	17.0%

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.

Last updated: 1/23/24

### State Priority: School Climate

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

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

#### Suspensions and Expulsions

Rate	School 2020– 21	School 2021– 22	School 2022– 23	District 2020– 21	District 2021– 22	District 2022– 23	State 2020– 21	State 2021– 22	State 2022– 23
Suspensions	0.00%	0.00%	1.21%	0.08%	2.34%	2.74%	0.20%	3.17%	3.60%
Expulsions	0.00%	0.00%	0.00%	0.00%	0.06%	0.07%	0.00%	0.07%	0.08%

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.

*Last updated: 1/23/24*

**Suspensions and Expulsions by Student Group (School Year 2022–23)**

<b>Student Group</b>	<b>Suspensions Rate</b>	<b>Expulsions Rate</b>
All Students	1.21%	0.00%
Female	1.43%	0.00%
Male	1.00%	0.00%
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	1.32%	0.00%
Native Hawaiian or Pacific Islander	0.00%	0.00%
Two or More Races	1.96%	0.00%
White	1.42%	0.00%
English Learners	3.70%	0.00%
Foster Youth	0.00%	0.00%
Homeless	0.00%	0.00%
Socioeconomically Disadvantaged	2.75%	0.00%
Students Receiving Migrant Education Services	0.00%	0.00%
Students with Disabilities	2.11%	0.00%

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

*Last updated: 1/23/24*

**School Safety Plan (School Year 2023–24)**

The school safety plan is reviewed annually and the most recent SSP update was board approved on 10/16/2023. [Temecula Valley Charter School~ School Safety Plan?](#)

*Last updated: 1/23/24*

## 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.

### Average Class Size and Class Size Distribution (Elementary) (School Year 2020–21)

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	20.00	1	2	
1	24.00		2	
2	26.00		3	
3	25.00		3	
4	26.00		2	1
5	30.00		2	
6	26.00		2	
Other**				

\* Number of classes indicates how many classes fall into each size category (a range of total students per class).

\*\* "Other" category is for multi-grade level classes.

**Average Class Size and Class Size Distribution (Elementary) (School Year 2021–22)**

<b>Grade Level</b>	<b>Average Class Size</b>	<b>Number of Classes* 1-20</b>	<b>Number of Classes* 21-32</b>	<b>Number of Classes* 33+</b>
K	24.00	1	2	0
1	25.00	1	2	0
2	25.00	1	2	0
3	25.00	1	3	0
4	25.00	8	3	0
5	29.00	0	2	0
6	30.00	7	2	0
Other**	0.00	0		0

\* Number of classes indicates how many classes fall into each size category (a range of total students per class).

\*\* "Other" category is for multi-grade level classes.

**Average Class Size and Class Size Distribution (Elementary) (School Year 2022–23)**

<b>Grade Level</b>	<b>Average Class Size</b>	<b>Number of Classes* 1-20</b>	<b>Number of Classes* 21-32</b>	<b>Number of Classes* 33+</b>
K	24.00	1	2	0
1	26.00	0	2	0
2	26.00	0	2	0
3	26.00	0	2	0
4	26.00	0	3	0
5	26.00	0	3	0
6	30.00	0	2	0
Other**	0.00	0	0	0

\* Number of classes indicates how many classes fall into each size category (a range of total students per class).

\*\* "Other" category is for multi-grade level classes.



### Average Class Size and Class Size Distribution (Secondary) (School Year 2020–21) (HIGH SCHOOL)

During distance learning (2020–2021) students were grouped in cohorts with the same instructor thus reflecting higher class sizes. Many of these class sections are also co-taught.

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts	30.00	0	4	0
Mathematics	30.00	0	4	0
Science	30.00	0	4	0
Social Science	30.00	0	4	0

\* 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.

### Average Class Size and Class Size Distribution (Secondary) (School Year 2021–22) (HIGH SCHOOL)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts	26.00	1	3	0
Mathematics	26.00	1	3	0
Science	26.00	1	3	0
Social Science	26.00	1	3	0

\* 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.

### Average Class Size and Class Size Distribution (Secondary) (School Year 2022–23) (HIGH SCHOOL)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts	28.00	1	3	0
Mathematics	28.00	1	3	0
Science	28.00	1	3	0
Social Science	28.00	1	3	0

\* 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.

*Last updated: 1/23/24*

### Ratio of Pupils to Academic Counselor (School Year 2022–23)

The school has a licensed therapist and two PPS Psychologists.

Title	Ratio
Pupils to Academic Counselor*	0

\* 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.

*Last updated: 1/23/24*

### Student Support Services Staff (School Year 2022–23)

TVCS is TK- 8 school.

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	0.80
Library Media Teacher (Librarian)	0.40
Library Media Services Staff (Paraprofessional)	
Psychologist	1.70
Social Worker	0.00
Nurse	0.10
Speech/Language/Hearing Specialist	0.60

Title	Number of FTE* Assigned to School
Resource Specialist (non-teaching)	3.00
Other	0.50

\* 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.

*Last updated: 1/23/24*

**Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2021–22)**

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$10507.68	\$3337.05	\$7170.64	\$65714.00
District	N/A	N/A	--	\$94622.00
Percent Difference – School Site and District	N/A	N/A	--	--
State	N/A	N/A	\$7606.62	\$87885.00
Percent Difference – School Site and State	N/A	N/A	--	--

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

*Last updated: 11/30/23*

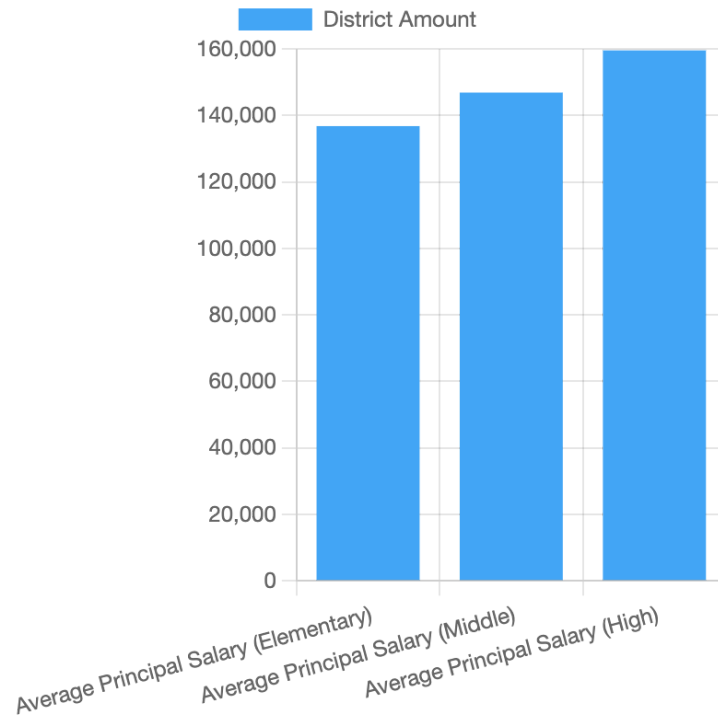
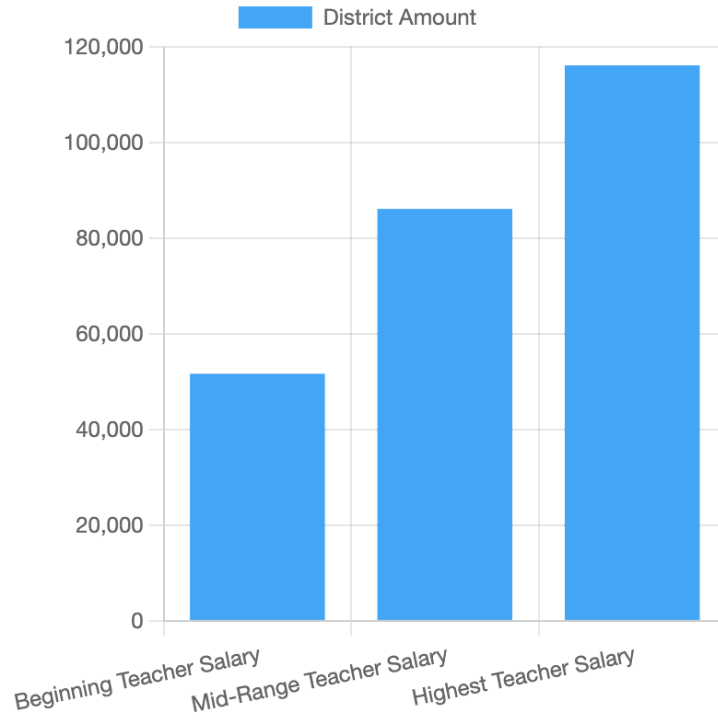
**Types of Services Funded (Fiscal Year 2022–23)**

null

*Last updated:***Teacher and Administrative Salaries (Fiscal Year 2021–22)**

<b>Category</b>	<b>District Amount</b>	<b>State Average For Districts In Same Category</b>
Beginning Teacher Salary	\$51658.00	\$55549.60
Mid-Range Teacher Salary	\$86124.00	\$80702.84
Highest Teacher Salary	\$116138.00	\$109417.68
Average Principal Salary (Elementary)	\$136776.00	\$137703.47
Average Principal Salary (Middle)	\$146859.00	\$143759.63
Average Principal Salary (High)	\$159548.00	\$159020.77
Superintendent Salary	\$279105.00	\$319442.91
Percent of Budget for Teacher Salaries	39.01%	30.35%
Percent of Budget for Administrative Salaries	4.54%	4.87%

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



Last updated: 11/27/23

**Advanced Placement (AP) Courses (School Year 2022–23)**

TVCS is a TK-8 campus.

We do offer advanced 8th grade ELA class, advanced 8th grade math (Algebra), and an advanced 7th grade math.

**Percent of Students in AP Courses** 0 %

Subject	Number of AP Courses Offered*
Computer Science	0
English	0
Fine and Performing Arts	0
Foreign Language	0
Mathematics	0
Science	0
Social Science	0
Total AP Courses Offered*	0

\* Where there are student course enrollments of at least one student.

*Last updated: 1/11/24*

**Professional Development**

Measure	2021–22	2022–23	2023–24
Number of school days dedicated to Staff Development and Continuous Improvement	5	7	7

*Last updated: 1/16/24*