Clarksville Charter School

4818 Golden Foothill Parkway #9, El Dorado Hills, CA 95762   (916) 526-3794   Grades K-12
Jenell Sherman, Executive Director

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https://clarksvillecharter.org/

2020-21 School Accountability Report Card
Published During the 2021-22 School Year

Buckeye Union School District

5049 Robert J. Mathews Parkway
El Dorado Hills, CA 95762

(530) 677-2261

www.buckeyeusd.org

District Governing Board

Brenda Hanson-Smith, President

Gloria Silva, Clerk

Jon Yoffie, Member

Kirk Seal, Member

Winston Pingrey, Member

District Administration

Dr. David Roth, Superintendent

Jackie McHaney,
Assistant Superintendent

Nicole Schraeder, Director of
Student Services

Rachelle Ball, Director of
Curriculum and Instruction

Mike Henkel, Director of
Fiscal Services

Brian McCahon, Director of
Facilities, Maintenance &
Operations

Jessica Simon, Director of
Transportation
Kim Andreasen, Director of Food
Services

From Our Executive Director:

Dear Clarksville Charter School Families,

Welcome! We are excited about supporting and encouraging you and your family with a variety of independent study information and resources.
We understand that learning is a never-ending adventure and can take place in many different settings and at any time of the day. We believe deeply in the idea of supporting each child's learning style and each parent's teaching style. We value each and every one of our families and we are here to serve, support, encourage, and inspire community within our school. We are both student and parent-driven and our hope and heart intention is to listen, research, and create a collaborative learning environment that helps ensure the best personalized learning experience for every student and family.

We will always value and listen to our families' suggestions and opinions and would love to hear from you to ensure that we are achieving our goal of fully supporting our homeschool families. Please send us an email or give us a call to share your thoughts, ideas, suggestions, and questions with us!

Partnering with you,

Jenell Sherman
Principal/Executive Director, Clarksville Charter School
jenell.sherman@clarksvillecharter.com

Contact Information (School Year 2020–2021)

District Contact Information (School Year 2020–2021)	
District Name	Buckeye Union Elementary
Phone Number	(530) 677-2261
Superintendent	Dr. David Roth
Email Address	droth@buckeyeusd.org
Website	http://www.buckeyeusd.org/

School Contact Information (School Year 2020–2021)	
School Name	Clarksville Charter School
Street	4818 Golden Foothill Pkwy #9
City, State, Zip	El Dorado Hills, CA 95762-5752
Phone Number	(916) 526-3794
Principal	Jenell Sherman, Principal/Executive Director
Email Address	jenell.sherman@clarksvillecharter.com
Website	www.clarksvillecharterschool.org
County-District-School (CDS) Code	09618380136200

School Description and Mission Statement (School Year 2020—2021)

Clarksville Charter School (CCS) opened in the fall of the 2017-18 school year. Clarksville Charter School is a WASC accredited, non-classroom based public charter school authorized by Buckeye Union Elementary School District in El Dorado County serving students in El Dorado, Amador, Alpine, Sacramento & Placer Counties from transitional kindergarten through 12th-grade. We take great pride in being able to offer our students flexible personalized learning experiences through our many unique and dynamic programs. Our school values and supports parent choice and personalized learning for all students. CCS Home School Teachers are California credentialed teachers who partner with families to nurture, guide and enhance a student's educational needs. A focus of collaboration with academic achievement and the development of the whole child with personalized learning is pivotal.

At Clarksville Charter School, we have goals for our students that are known as Schoolwide Learner Outcomes (SLOs). SLOs are a part of our school culture: they reflect our school vision, the College and Career Readiness standards, and the education of the whole child.

The Junior High Virtual Academy (JHVA) and High School Virtual Academy (HSVA) were developed to support students. Both programs were developed to teach live online instruction providing standards aligned courses by credentialed teachers.

CCS teachers collaborate with parents/learning coaches to create Learning Plans for students each learning period that outlines the lessons to be completed during a specified time frame. All students have access to online all access curriculum as well as curriculum to support educational standards. Internal benchmark diagnostic assessment data gathered from a computerized adaptable test, taken each fall, winter and spring, for grades TK-12, pinpoints the proficiency level of students across a range of subjects. The benchmark diagnostic assessments are specifically designed to provide meaningful information for gauging student progress toward mastery of the skills measured by the summative assessments. This data along with learning styles are used to build the individualized learning path for

each student to target specific learning objectives and standards. Regular assessment determines the level of mastery and individualizing the Learning Plan helps students progress quickly.

Teachers can provide instruction and support either in person or online through web-conference platforms. This tool allows for teacher collaboration and instruction by using video, voice, text, and shared writing space. Students have twenty-four hour access to all curricula, and learning can take place at a variety of locations according to student and family preference, including libraries and the students' residences.

CCS has implemented an online direct instruction platform (four to six week direct instruction, intervention courses for mathematics and language arts), and other programs so that all students have the critical thinking skills to be successful in college and career pathways. CCS's tiered level of support is robust and differentiated for different learning styles. CCS is continuously planning and adjusting programs to meet the needs of the student population served. Clarksville Charter School's leadership and staff look forward to continuing their collaboration with the district in providing an option to students looking for an Independent study/homeschool program.

OUR MISSION

Clarksville Charter School ensures an individualized Learning Plan for each student is developed with both teacher, parent, and student with a focus on learning style fostering learning based on the student's natural interests and abilities. We are here to serve, support, and inspire the community within our school and all families on an educational journey with their children.

OUR VISION

Clarksville Charter School develops the individual gifts of students to become critical thinkers, responsible citizens, and innovative leaders prepared for academic and real-life success in the 21st century.

CLARKSVILLE STUDENTS ARE:

- Navigators of the Digital World - Navigators of the digital world who are proficient in the use of technology, media, and online resources.
- Self-Directed - Self-directed and motivated students who are able to set attainable goals to achieve academic success.
- Personalized Learners - Personalized learners who are able to thrive in the style of education that best fits their individual needs.
- Independent Critical Thinkers - Independent critical thinkers who have the ability to problem solve, take ownership, and apply their knowledge to a variety of problems.
- Responsible Citizens - Responsible citizens who demonstrate integrity and respect while actively seeking knowledge of local and global issues.

About the SARC
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 webpage 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.

Student Enrollment by Grade Level (School Year 2020—2021)

Grade Level	Number of Students
Grade 1	88
Grade 2	116
Grade 3	92
Grade 4	95
Grade 5	88
Grade 6	87
Grade 7	106
Grade 8	89
Grade 9	82
Grade 10	53
Grade 11	56
Grade 12	57
Kindergarten	99
Total Enrollment	1108
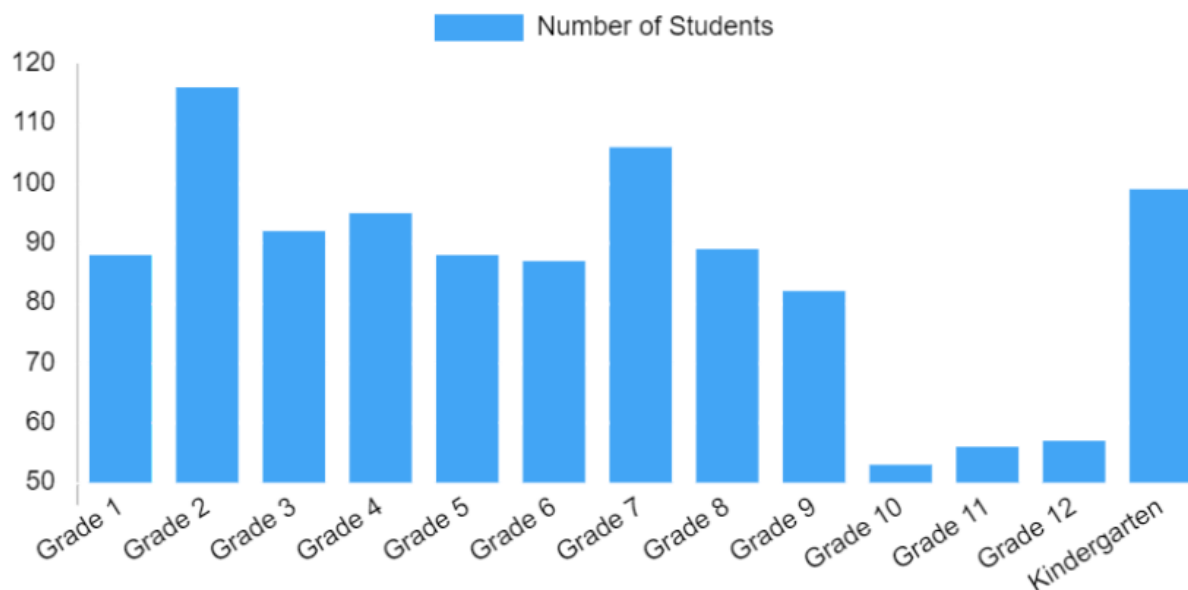
Student Group	Student Group
Black or African American	1.40%
American Indian or Alaska American	0.40%
Asian	1.30%
Filipino	0.20%
Hispanic or Latino	13.20%
Native Hawaiian or Pacific Islander	0.40%
White	74.50%
Two or More Races	5.20%

Student Group (Other)	Student Group
Socioeconomically Disadvantaged	34.00%
English Learners	1.00%
Students with Disabilities	9.80%
Foster Youth	0.10%
Homeless	0.50%

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

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2020—2021)

Year and month in which the data were collected: December 2021

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Embark (TK) K12 (grades K-5) Calvert/Edmentum (grades K-5) Lincoln Empowered (grades TK-5) Acellus (grades 3 -8) McGraw Hill (grades TK-8) RedBird Math/ELA (grades K-7) Odysseyware (grades 3-8) EdMentum OPEd Academy (grades 6-8) Edgenuity (grades 6-12) StrongMind (grades 6-8) FuelEd (grades 6-8) BrightThinker (grades 3-8)	Yes	0%
Mathematics	Embark (TK) K12 (grades K-5) Calvert/Edmentum (grades K-5) Lincoln Empowered (grades TK-8) Acellus (grades K-8) McGraw Hill (grades TK-8) RedBird Math/ELA (grades K-7) ALEKS (grades 3-8) Odysseyware (grades 3-8) EdMentum OPEd Academy (grades 6-8) Edgenuity (grades 6-12) StrongMind (grades 6-8) FuelEd(grades 6-8) BrightThinker (grades 3-8)	Yes	0%
Science	Embark (TK) K12 (grades K-5) Calvert/Edmentum (grades K-5) Lincoln Empowered (grades TK-8) Acellus (grades K-8) McGraw Hill (grades TK-8) ALEKS (grades 3-8) Odysseyware (grades 3-8) EdMentum OPEd Academy (grades 6-8) Edgenuity (grades 6-12) StrongMind (grades 6-8) FuelEd (grades 6-8) BrightThinker (grades 3-8)	Yes	0%

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
History/Social Studies	Embark (TK) K12 (grades K-5) Calvert/Edmentum (grades K-5) Lincoln Empowered (grades TK-8) Acellus (grades K-8) McGraw Hill (grades TK-8) ALEKS (grades 3-8) Odysseyware (grades 3-8) EdMentum OPEd Academy (grades 6-8) Edgenuity (grades 6-12) StrongMind (grades 6-8) FuelEd (grades 6-8) BrightThinker (grades 3-8)	Yes	0%
Foreign Language	McGraw Hill Odysseyware EdMentum OPEd Academy Edgenuity StrongMind FuelEd BrightThinker	Yes	0%
Health	K12 (grades K-5, PE only) Lincoln Empowered (grades TK-8) Acellus (grades K-8) McGraw Hill (grades TK-12) Odysseyware (grades 7-8) EdMentum OPEd Academy(grades 6-12) Edgenuity (grades 6-12) StrongMind (grades 6-12) FuelEd (grades 6-12) BrightThinker (grades 3-6)	Yes	0%
Visual and Performing Arts	Acellus (grades 9-12) McGraw Hill (grades 9-12) Odysseyware (grades 9-12) EdMentum OPEd Academy(grades 9-12) Edgenuity (grades 9-12) StrongMind (grades 9-12) FuelEd (grades 9-12) BrightThinker (grades 9-12)	Yes	0%
Science Lab Eqpmt (Grades9-12)	N/A	N/A	0%

School Facility Conditions and Planned Improvements

Clarksville Charter School is an independent study non-classroom-based charter school and therefore does not maintain traditional school district site facilities. Clarksville Charter School operates a resource center within the authorizing district's boundaries in El Dorado Hills, California. The Resource Center is a lease only facility and the underlying rental agreements require the lessors to maintain the facilities in proper condition for the programs maintained at those facilities. The site maintains a Site Safety Plan.

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: October 2021

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

Overall Facility Rate
Year and month of the most recent FIT report: October 2021

Overall Rating   Exemplary

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, which 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); and
- 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

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2019-2020	School 2020-2021	District 2019-2020	District 2020-2021	State 2019-2020	State 2020-2021
English Language Arts / Literacy (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics (grades 3-8 and 11	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019—2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019—2020 school year.

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2020—2021)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	648	14	2.16	97.84	28.57
Male	340	11	3.24	96.76	36.36
Female	308	3	0.97	99.03	-
Black or African American	-	-	-	-	-
American Indian or Alaska Native	-	-	-	-	-
Asian	-	-	-	-	-
Filipino	-	-	-	-	-
Hispanic or Latino	87	2	2.30	97.70	-
Native Hawaiian or Pacific Islander	-	-	-	-	-
White	482	9	1.87	98.13	-
Two or More Races	59	3	5.08	94.92	-
Socioeconomically Disadvantages	189	1	0.53	99.47	-
English Learners	-	-	-	-	-
Students with Disabilities	81	5	6.17	93.83	-
Students Receiving Migrant Education Services	0	0	0	0	0
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0

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

Note: The 2019—2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019—2020 school year.

CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2020—2021)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	648	14	2.16	97.84	7.14
Male	340	11	3.24	96.76	9.09
Female	308	3	0.97	99.03	-
Black or African American	-	-	-	-	-
American Indian or Alaska Native	-	-	-	-	-
Asian	-	-	-	-	-
Filipino	-	-	-	-	-
Hispanic or Latino	87	2	2.30	97.70	-
Native Hawaiian or Pacific Islander	-	-	-	-	-
White	482	9	1.87	98.13	-
Two or More Races	59	3	5.08	94.92	-
Socioeconomically Disadvantages	189	1	0.53	99.47	-
English Learners	-	-	-	-	-
Students with Disabilities	81	5	6.17	93.83	-
Students Receiving Migrant Education Services	0	0	0	0	0
Foster Youth	0	0	0	0	0
Homeless					

Note: Cells with N/A values do not require data.
Note: The 2019—2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019—2020 school year.

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

Subject	School 2019-2020	School 2020-2021	District 2019-2020	District 2020-2021	State 2019-2020	State 2020-2021
Science (grades 5, 8, and high school)	N/A	-	N/A	52.63	N/A	28.72

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

Note: The 2019—2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019—2020 school year.

Note: The new California Science Test (CAST) was first administered operationally in the 2018—2019 school year.

CAASPP Test Results in Science by Student Group
Grades Five, Eight and High School (School Year 2020—2021)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	328	1	0.30	99.70	-
Male	179	0	0.00	100.00	-
Female	149	1	0.67	99.33	-
Black or African American	-	-	-	-	-
American Indian or Alaska Native	0	0	0	0	0
Asian	-	-	-	-	-
Filipino	-	-	-	-	-
Hispanic or Latino	50	0	0.00	100.00	-
Native Hawaiian or Pacific Islander	-	-	-	-	-
White	236	1	0.42	99.58	-
Two or More Races	23	0	0.00	100.00	-
Socioeconomically Disadvantages	94	0	0.00	100.00	-
English Learners	-	-	-	-	-
Students with Disabilities	39	1	2.56	97.44	-
Students Receiving Migrant Education Services	0	0	0	0	0
Foster Youth	0	0	0	0	0
Homeless					

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

Note: The 2019—2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019—2020 school year.

Local Assessment Test Results in ELA by Student Group
(School Year 2020–2021)

Student Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Not Tested	Percentage Met or Exceeded
All Students	641	603	94.07	5.93	72.8
Female	304	287	94.41	5.59	81.18
Male	337	316	93.77	6.23	65.19
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	87	82	94.25	5.75	74.39
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	39	38	97.44	2.56	73.68
White	477	447	93.71	6.29	72.93
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	166	155	93.37	6.63	63.87
Students Receiving Migrant Education Services	--	--	--	--	--
Students With Disabilities	93	80	86.02	13.98	42.5

Career Technical Education (CTE) Programs (School Year 2020—2021)

Today's Career Tech Education (CTE) is a program of study integrating core academic knowledge with technical and occupational knowledge. Clarksville Charter School continues to develop and implement Career Technical Education (CTE) pathways to help prepare students for rapidly shifting workplace requirements. In alignment with the statewide Doing What Matters Initiative (DWMI), we strive to develop a CTE program that is responsive to the needs of regional economies. We actively collaborate with local college and industry representatives to implement CTE course pathways, internships, and/or industry certificates that will help prepare students for the regional labor market needs. Upon completion of a CTE pathway, students have the knowledge base required to sit for and pass the exam leading to industry certification, giving them the opportunity to apply for a career-ready job. Our CTE program is also intended to prepare students for college simultaneously. As such, we are actively aligning our CTE courses with the University of California A-G subject-area requirements. Further, our CTE program provides access to all students regardless of gender, socio-economic status, special needs, and/or English proficiency. Currently we are offering approximately 29 CTE pathways in areas of Agriculture & Natural Resources, Arts, Media, & Entertainment, Business & Finance, Education, Child Development, & Family Services, Engineering & Architecture, Fashion & Interior Design, Health Science & Medical Technology, Hospitality, Tourism, & Recreation, Information & Communication Technologies, Manufacturing & Product Development, Marketing, Sales, & Services, and Public Services. In addition it is our school's mission to meet the needs of our students and we are continuously asking for feedback to improve our program and add the CTE pathways and courses our students are interested in participating in.

Career Technical Education (CTE) Participation (School Year 2020—2021)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	3
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	-

Courses for University of California (UC) and/or California State University (CSU) Admission

UC/CSU Course Measure	Percent
2020–2021 Pupils Enrolled in Courses Required for UC/CSU Admission	97.18%
2019-2020 Graduates Who Completed All Courses Required for UC/CSU Admission	2.27%

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 2020—2021)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	N/A	N/A	N/A
7	N/A	N/A	N/A
9	N/A	N/A	N/A

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

Note: The 2019—2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019—2020 school year.

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 2020—2021)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	N/A	N/A	N/A
7	N/A	N/A	N/A
9	N/A	N/A	N/A

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

Note: The 2019—2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019—2020 school year.

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 for the school district and each school site

Opportunities for Parental Involvement (School Year 2021-2022)

Clarksville Charter School ensures parents, legal guardians, and teachers have an opportunity to participate in our school in a variety of ways. Board meetings, parent education workshops, weekly Community Connection events and weekly staff office hours are posted on school websites, social media, and shared with all families in a weekly email. The Board of Directors 2021-22 School Accountability Report Card for Clarksville Charter School includes parents/guardians of current or previous students who have a direct impact on the governance of the school. These parent representatives provide insight as it is related to program planning, design, and implementation. By nature of our program, parents/guardians are directly involved in their student's education and may also assist with community events, park days, and other school-related activities such as curriculum swaps or book clubs. Parent satisfaction surveys are provided electronically to all parents annually in the spring. The surveys are developed specifically to assess parent input on effectiveness of all aspects of the school. Our Families also have the accessibility to our Family Liaisons, who work directly with the families as a bridge of communication and support. Parents can communicate their needs and provide feedback with our family liaison through social media platforms, contact information is available on our weekly newsletter, and directly through our school phone number (916) 526-3794. In addition, the school has partnered with local community organizations and businesses to provide educational workshops, lessons, classes, and outreach that enrich the students' educational experience.

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

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

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

Indicator	School 2017-2018	School 2018-2019	School 2019-2020	District 2017-2018	District 2018-2019	District 2019-2020	State 2017-2018	State 2018-2019	State 2019-2020
Dropout Rate	0.00%	5.50%	8.20%	0.00%	5.40%	9.60%	9.00%	8.90%	9.40%
Graduation Rate	96.40%	89.10%	87.70%	96.40%	89.30%	86.40%	84.50%	84.20%	83.60%
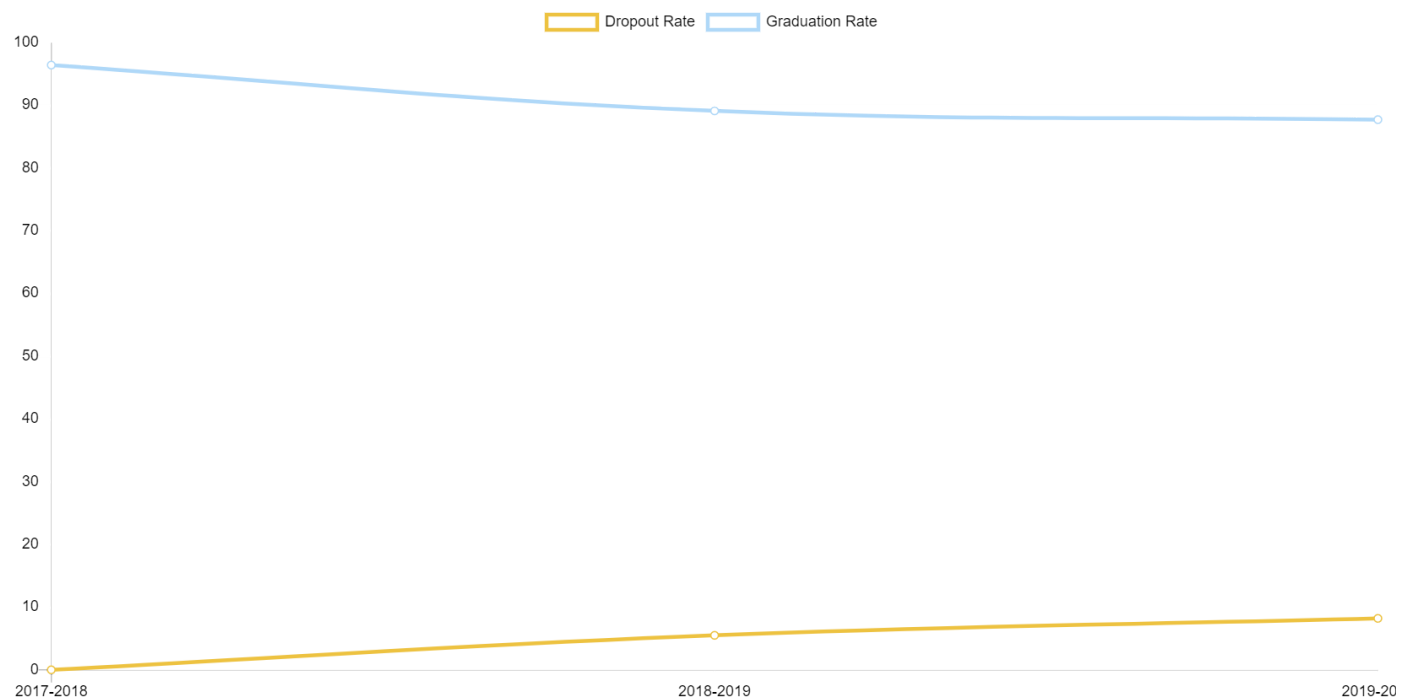
State Priority: School Climate
The SARC provides the following information relevant to the State priority: School Climate (Priority 6)

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

Suspensions and Expulsions
(data collected between July through June, each full school year respectively)

Rate	School 2018-2019	School 2019-2020	District 2018-2019	District 2019-2020	State 2018-2019	State 2019-2020
Suspensions	0.0%	0.0%	1.34%	0.63%	3.47%	2.45%
Expulsions	0.0%	0.0%	0.0%	0.0%	0.08%	0.05%

Suspensions and Expulsions for School Year 2019—2020 Only
(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2020-2021	District 2020-2021	State 2020-2021
Suspensions	0.08%	0.36%	0.20%
Expulsions	0.0%	0.0%	0.00%

Note: The 2019—2020 suspensions and expulsions rate data are not comparable to prior year data because the 2019—2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019—2020 school year compared to prior years.

School Safety Plan (School Year 2021-2022)

Clarksville Charter School has a Comprehensive Safety Plan which is reviewed, updated, and discussed every fall before school resumes. The safety plan includes emergency procedures and contact information, evacuation routes, incident command system procedures, and an injury and illness prevention plan. The CCS approved the Comprehensive Safety Plan on February 25, 2021 for the upcoming 2021-2022 school year. The CCS Resource center is equipped with written and accessible "Readiness and Emergency Plans" with schoolwide crisis protocols. The school employs Psychologists and Counselors to provide support in the event of a crisis. The Governing Board of CCS recognizes that students and staff have the right to a safe and secure environment. Board policies have been created and adopted to support student safety. Board policies can be found on the school's website. All staff are required to complete safety training aligned with educational necessary content such as Mandated Reporting, Universal Precautions for Bloodborne Pathogens, Bullying Prevention, Sexual Harassment, and Suicide Prevention. CCS is continually enhancing training and board policies as needed for both student and staff safety.

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 2018-2019

Grade Level	Average Class Size	Number of Classes *1-20	Number of Classes *21-32	Number of Classes 33+
K				
1				
2				
3				
4				
5				
6				
Other**				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 2019-2020

Grade Level	Average Class Size	Number of Classes *1-20	Number of Classes *21-32	Number of Classes 33+
K	2.00	73		
1	2.00	58		
2	2.00	49		
3	2.00	54		
4	2.00	49		
5	2.00	51		
6	2.00	55		
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 2020–2021

Grade Level	Average Class Size	Number of Classes *1-20	Number of Classes *21-32	Number of Classes 33+
K	2.00	57		
1	2.00	53		
2	2.00	57		
3	2.00	50		
4	2.00	56		
5	2.00	50		
6	2.00	52		
Other**	2.00	4		

* 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 2018-2019)

Subject	Average Class Size	Number of Classes *1-22	Number of Classes *23-32	Number of Classes 33+
English	1.00	116		
Math		109		
Science	1.00	78		
Social Science	1.00	120		

* 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 2019-2020)

Subject	Average Class Size	Number of Classes *1-22	Number of Classes *23-32	Number of Classes 33+
English	1.00	153		
Math	1.00	135		
Science	1.00	113		
Social Science	1.00	157		

* 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 2020–2021)

Subject	Average Class Size	Number of Classes *1-22	Number of Classes *23-32	Number of Classes 33+
English	2.00	138		
Math	2.00	132		
Science	2.00	111		
Social Science	2.00	154		

* 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.

Ratio of Pupils to Academic Counselor (School Year 2020—2021)

Title	Ratio
Pupils to Counselor	2216.0

* 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.

Student Support Services Staff (School Year 2020—2021)

Title	Ratio
Counselor (Academic, Social/Behavioral or Career Development)	0.60
Library Media Teacher (Librarian)	0.00
Library Media Services Staff (Paraprofessional)	0.00
Psychologist	0.70
Social Worker	0.00
Nurse	0.40
Speech/Language/Hearing Specialist	0.20
Resource Specialist (non-teaching)	0.00
Other	3.30

* One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2019-2020)

| Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$9545.00	$818.00	$8727.00	$51979.00
District	N/A	N/A	$8727.00	$51979.00
Percent Difference – School Site and District	N/A	N/A	0.00%	0.00%
State	N/A	N/A	$8443.83	$82432.00
Percent Difference – School Site and State	N/A	N/A	3.30%	45.31%

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

Types of Services Funded (Fiscal Year 2020–2021)

Clarksville Charter School is funded by State resources that include the Local Control Funding Formula (LCFF). The purpose of the LCFF is to address the Eight State Priorities for all students. Clarksville Charter School utilizes the Learning Continuity Plan (LCP) and the Local Control and Accountability Plan (LCAP) to support actions that are carried out annually and continuously. The types of services that are funded include: instructional materials, provides comprehensive services to support students' academic development. Eligible students receive special education services to support their individualized Education Plan (IEP), students are provided resources such as technology and related educational materials. Counseling services (Academic and Career), Specialized services include Foster Youth, Homeless, and Social-Economically Disadvantaged students, Parent Education, and Staff Professional Development.

Teacher and Administrative Salaries (Fiscal Year Year 2019-2020)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	$47745.00	$51450.00
Mid-Range Teacher Salary	$72115.00	$80263.00
Highest Teacher Salary	$96649.00	$101012.00
Average Principal Salary (Elementary)	$125671.00	$128082.00
Average Principal Salary (Middle)	$131138.00	$132453.00
Average Principal Salary (High)	$0.00	-
Superintendent Salary	$167570.00	$197968.00
Percent of Budget for Teacher Salaries	37.00%	34.00%
Percent of Budget for Administrative Salaries	5.00%	6.00%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits web page at https://www.cde.ca.gov/ds/fd/cs/.
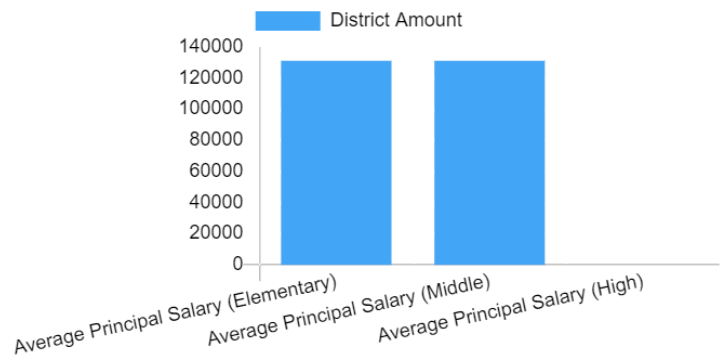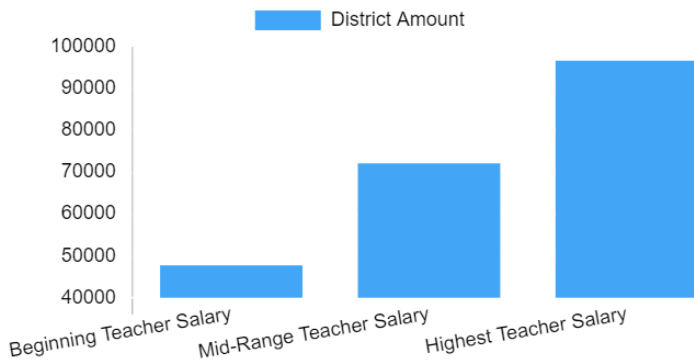
Advanced Placement (AP) Courses (School Year 2020—2021)

Percent of Students in AP Courses 2.00%

Subject	Number of AP Courses Offered*
Computer Science	0
English	0
Fine and Performing Arts	0
Foreign Language	0
Mathematics	1
Science	0
Social Science	4
Total AP Courses Offered*	5.00%

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

Professional Development

Measure	2019-2020	2020-2021	2021-2022
Number of school days dedicated to Staff Development and Continuous Improvement	14	14	14