

Clarksville Charter School
2021-2022 School Accountability Report Card
(Published During the 2022-2023 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.

2022-23 School Contact Information

School Name	Clarksville Charter School
Street	4818 Golden Foothill Parkway, Ste 9
City, State, Zip	El Dorado Hills
Phone Number	(916)-957-5802
Principal	Jenell Sherman
Email Address	jenell.sherman@clarksvillecharter.com
School Website	www.clarksvillecharterschool.org
County-District-School (CDS) Code	09 61838 0136200

2022-23 District Contact Information

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

2022-23 School Overview

ABOUT OUR SCHOOL

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 this year 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.

2022-23 School Overview

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 this School

2021-22 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	177
Grade 1	119
Grade 2	133
Grade 3	152
Grade 4	143
Grade 5	148
Grade 6	117
Grade 7	141
Grade 8	119
Grade 9	80
Grade 10	84
Grade 11	60
Grade 12	46
Total Enrollment	1519

2021-22 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	49
Male	51
Non-Binary	0
American Indian or Alaska Native	1
Asian	1
Black or African American	1
Filipino	1
Hispanic or Latino	13
Native Hawaiian or Pacific Islander	1
Two or More Races	6
White	74
English Learners	1
Foster Youth	1
Homeless	2
Migrant	0
Socioeconomically Disadvantaged	34
Students with Disabilities	10

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

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

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

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	25.40	52.68	310.20	78.68	228366.10	83.12
Intern Credential Holders Properly Assigned	0	0	0.80	0.22	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.10	0.35	1.30	0.35	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	22.10	45.87	73.60	18.68	12115.80	4.41
Unknown	0.50	1.08	8.10	2.07	18854.30	6.86
Total Teaching Positions	48.30	100	394.30	100	274759.10	100

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

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)						
Intern Credential Holders Properly Assigned						
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)						
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)						
Unknown						
Total Teaching Positions						

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0	0=
Misassignments	0	
Vacant Positions	0	
Total Teachers Without Credentials and Misassignments	0.10	

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

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0	
Local Assignment Options	22.10	
Total Out-of-Field Teachers	22.10	

2021-22 Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0	
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	1.20	

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

2022-23 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected		December 2022	
Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Embark (TK)	Yes	0%
	K12 (grades K-5)		
	Calvert/Edmentum (grades K-5)		
	Lincoln Empowered (grades TK-5)		
	Acellus (grades K-8)		
	McGraw Hill (grades TK-8)		

	<p>RedBird Math/ELA (grades K-7)</p> <p>Odysseyware (grades 3-8)</p> <p>EdMentum OPEd Academy (grades 6-8)</p> <p>Edgenuity (grades 6-12)</p> <p>StrongMind (grades 6-8)</p> <p>FuelEd (grades 6-8)</p> <p>BrightThinker (grades 3-8)</p>		
Mathematics	<p>Embark (TK)</p> <p>K12 (grades K-5)</p> <p>Calvert/Edmentum (grades K-5)</p> <p>Lincoln Empowered (grades TK-8)</p> <p>Acellus (grades K-8)</p> <p>McGraw Hill (grades TK-8)</p> <p>RedBird Math/ELA (grades K-7)</p> <p>ALEKS (grades 3-8)</p> <p>Odysseyware (grades 3-8)</p> <p>EdMentum OPEd Academy (grades 6-8)</p> <p>Edgenuity (grades 6-12)</p> <p>StrongMind (grades 6-8)</p> <p>FuelEd(grades 6-8)</p> <p>BrightThinker (grades 3-8)</p>	Yes	0%
Science	<p>Embark (TK)</p> <p>K12 (grades K-5)</p> <p>Calvert/Edmentum (grades K-5)</p> <p>Lincoln Empowered (grades TK-8)</p> <p>Acellus (grades K-8)</p> <p>McGraw Hill (grades TK-8)</p> <p>ALEKS (grades 3-8)</p> <p>Odysseyware (grades 3-8)</p> <p>EdMentum OPEd Academy (grades 6-8)</p>	Yes	0%

	Edgenuity (grades 6-12) StrongMind (grades 6-8) FuelEd (grades 6-8) BrightThinker (grades 3-8)		
History-Social 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%
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)	Yes	0%

	StrongMind (grades 6-12) FuelEd (grades 6-12) BrightThinker (grades 3-6)		
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 Laboratory Equipment (grades 9-12)	NA	Yes	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.

Year and month of the most recent FIT report

06/2022

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

Overall Facility Rate

Exemplary	Good	Fair	Poor
X			

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).
4. **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.

SARC Reporting in the 2020-2021 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

Options

Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

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.

The 2020-21 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-21 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-21 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-21 school year to other school years.

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.

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

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
English Language Arts/Literacy (grades 3-8 and 11)	N/A	47	N/A	61	N/A	47
Mathematics (grades 3-8 and 11)	N/A	30	N/A	49	N/A	33

2021-22 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 CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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	959	912	95.10	4.90	40.16
Female	460	439	95.43	4.57	42.07
Male	498	472	94.78	5.22	38.23
American Indian or Alaska Native					
Asian					
Black or African American					
Filipino					
Hispanic or Latino	124	121	97.58	2.42	38.02
Native Hawaiian or Pacific Islander					
Two or More Races	106	99	93.40	6.60	42.42
White	696	662	95.11	4.89	39.29
English Learners	23	22	95.65	4.35	9.09
Foster Youth	0	0	0	0	0
Homeless					
Military					
Socioeconomically Disadvantaged	341	322	94.43	5.57	31.97
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	122	110	90.16	9.84	12.26

2021-22 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 CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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	959	913	95.20	4.80	29.81
Female	460	440	95.65	4.35	28.51
Male	498	472	94.78	5.22	31.10
American Indian or Alaska Native					
Asian					
Black or African American					
Filipino					
Hispanic or Latino	124	121	97.58	2.42	24.79
Native Hawaiian or Pacific Islander					
Two or More Races	106	99	93.40	6.60	35.35
White	696	663	95.26	4.74	29.12
English Learners	23	22	95.65	4.35	9.09
Foster Youth	0	0	0	0	0
Homeless					
Military					
Socioeconomically Disadvantaged	341	323	94.72	5.28	24.69
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	122	110	90.16	9.84	12.26

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.

For any 2020–21 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Science (grades 5, 8 and high school)	--	35.08	52.63	54.12	28.5	29.47

2021-22 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	415	368	88.67	11.33	35.08
Female	198	176	88.89	11.11	32.76
Male	217	192	88.48	11.52	37.23
American Indian or Alaska Native					
Asian					
Black or African American					
Filipino					
Hispanic or Latino	54	47	87.04	12.96	40.43
Native Hawaiian or Pacific Islander					
Two or More Races	39	36	92.31	7.69	33.33
White	307	272	88.93	11.07	33.71
English Learners					
Foster Youth	0	0	0	0	0
Homeless					
Military					
Socioeconomically Disadvantaged	144	125	86.81	13.19	24.39
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	51	43	84.31	15.69	10.00

2021-22 Career Technical Education Programs

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 10 CTE pathways in areas of Business & Finance, Health Science & Medical Technology, Hospitality, Information & Communication Technologies, 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.

2021-22 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	22
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	

Course Enrollment/Completion

This table displays the course enrollment/completion of University of California (UC) and/or California State University (CSU) admission requirements.

UC/CSU Course Measure	Percent
2021-22 Pupils Enrolled in Courses Required for UC/CSU Admission	98.52
2020-21 Graduates Who Completed All Courses Required for UC/CSU Admission	19.7

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.

2021-22 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. Due to changes to the 2021-22 PFT administration, only participation results are required 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
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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.

2022-23 Opportunities for Parental Involvement

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 2022-23 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.

C. Engagement

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)

Indicator	School 2019-20	School 2020-21	School 2021-22	District 2019-20	District 2020-21	District 2021-22	State 2019-20	State 2020-21	State 2021-22
Dropout Rate		5.5	4.8		5.4	2.3		8.9	7.8
Graduation Rate		89.1	95.2		89.3	96		84.2	87

2021-22 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2021-22 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at www.cde.ca.gov/ds/ad/acgrinfo.asp.

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	63	60	95.2
Female	36	36	100
Male	27	24	88.9
American Indian or Alaska Native	0	0	0
Asian	0	0	0
Black or African American	0	0	0
Filipino	0	0	0
Hispanic or Latino	12	11	91.7
Native Hawaiian or Pacific Islander	0	0	0
Two or More Races			
White	48	46	95.8
English Learners			
Foster Youth	0	0	0
Homeless			
Socioeconomically Disadvantaged	41	39	95.1
Students Receiving Migrant Education Services	0	0	0
Students with Disabilities			

2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	1794	1739	9	0.5
Female	873	850	5	0.6
Male	920	888	4	0.5
American Indian or Alaska Native	13	13	0	0
Asian	13	13	0	0
Black or African American	19	19	1	5.3
Filipino	15	15	0	0
Hispanic or Latino	234	229	4	1.7
Native Hawaiian or Pacific Islander	3	3	0	0
Two or More Races	105	100	0	0
White	1306	1264	4	0.3
English Learners	42	38	0	0
Foster Youth	1	1	0	0
Homeless	41	40	0	0
Socioeconomically Disadvantaged	654	638	4	0.6
Students Receiving Migrant Education Services	0	0	0	0
Students with Disabilities	225	216	2	0.9

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 and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-20 suspensions and expulsions rate data are not comparable to other year data because the 2019-20 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 2019-20 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	0.08	0.36	0.2
Expulsions	0	0	0

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Suspensions	0	0	0.63	0.76	2.45	3.17
Expulsions	0	0	0	0	0.05	0.07

2021-22 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0	0
Female	0	0
Male	0	0
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	0	0
Filipino	0	0
Hispanic or Latino	0	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	0	0
White	0	0
English Learners	0	0
Foster Youth	0	0
Homeless	0	0
Socioeconomically Disadvantaged	0	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	0	0

2022-23 School Safety Plan

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 16, 2022 for the upcoming 2022-2023 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 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.

2019-20 Elementary Average Class Size and Class Size Distribution

This table displays the 2019-20 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	2	73		
1	2	58		
2	2	49		
3	2	54		
4	2	49		
5	2	51		
6	2	55		

2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 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	2	57		
1	2	53		
2	2	57		
3	2	50		
4	2	56		
5	2	50		
6	2	52		
Other	2	4		

2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	2	76		
1	2	52		
2	2	55		
3	3	57		
4	2	58		
5	2	59		
6	2	55		
Other	3	2		

2019-20 Secondary Average Class Size and Class Size Distribution

This table displays the 2019-20 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 classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	1	153		
Mathematics	1	135		
Science	1	113		
Social Science	1	157		

2020-21 Secondary Average Class Size and Class Size Distribution

This table displays the 2020-21 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 classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	2	138		
Mathematics	2	132		
Science	1	111		
Social Science	2	154		

2021-22 Secondary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	2	150		
Mathematics	2	153		
Science	2	105		
Social Science	2	135		

2021-22 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	

2021-22 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.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1.2
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	2.3
Social Worker	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	5.4

2020-21 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2020-21 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	10683	1043	9641	62403
District	N/A	N/A	--	77204
Percent Difference - School Site and District	N/A	N/A	--	21.2%
State	N/A	N/A	--	--
Percent Difference - School Site and State	N/A	N/A	--	--

2021-22 Types of Services Funded

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 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.

2020-21 Teacher and Administrative Salaries

This table displays the 2020-21 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	47745	51591
Mid-Range Teacher Salary	72115	79620
Highest Teacher Salary	96649	104866
Average Principal Salary (Elementary)	125859	131473
Average Principal Salary (Middle)	131984	135064
Average Principal Salary (High)	0	137679
Superintendent Salary	170938	205661
Percent of Budget for Teacher Salaries	3700	33
Percent of Budget for Administrative Salaries	515	6

2021-22 Advanced Placement (AP) Courses

This table displays the percent of student in AP courses at this school.

Percent of Students in AP Courses	2
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This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student.

Subject	Number of AP Courses Offered
Computer Science	0
English	2
Fine and Performing Arts	0
Foreign Language	0
Mathematics	3
Science	1
Social Science	1
Total AP Courses Offered Where there are student course enrollments of at least one student.	7

Professional Development

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

Subject	2020-21	2021-22	2022-23
Number of school days dedicated to Staff Development and Continuous Improvement	14	14	14