

Clarksville Charter School
2022-2023 School Accountability Report Card
(Published During the 2023-2024 School Year)

SARC



CLARKSVILLE
CHARTER SCHOOL

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.

2023-24 School Contact Information

| | |
|--|---------------------------------------|
| School Name | Clarksville Charter School |
| Street | 4818 Golden Foothill Parkway, Ste 9 |
| City, State, Zip | El Dorado Hills, CA 95762 |
| 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 |

2023-24 District Contact Information

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

2023-24 School Description and Mission Statement

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 School District in El Dorado County serving students in El Dorado, Amador, Alpine, Sacramento & Placer counties from transitional kindergarten through 12th-grade. CCS provides flexible, personalized learning experiences through a diverse range of unique and dynamic programs. CCS values and actively supports parental choice and personalized learning for all students.

CCS Home School Teachers (HSTs) are credentialed California educators who collaborate with families to foster, guide, and enhance students' educational needs. Emphasizing collaboration with academic achievement and holistic child development through personalized learning is central to our approach.

At Clarksville Charter School, we have established Schoolwide Learner Outcomes (SLOs) as goals for our students. These outcomes are integral to our school culture, reflecting our vision, College and Career Readiness standards, and a commitment to educating the whole child.

CCS has continued to increase offerings in the Junior High Virtual Academy (JHVA) and High School Virtual Academy (HSVA). JHVA and HSVA are offerings that are dedicated to providing direct instruction as additional support for students. Both programs provide live online instruction with standards-aligned courses facilitated by credentialed teachers.

CCS teachers collaborate with parents/guardians/caregivers to develop learning plans for students. During each learning period, the teacher collaborates to review lessons to be completed within a specified timeframe. Students have access to comprehensive online curricula aligned with educational standards. Benchmark diagnostic assessments, administered in fall, winter, and spring for grades TK-12, offer crucial proficiency data across various subjects. This data, coupled with learning styles, informs the development of individualized learning paths, enabling students to target specific objectives and standards. Regular assessment determines mastery levels, and personalized learning plans expedite student progress. Teachers deliver instruction and support in person or online through web-conferencing platforms. This flexibility allows for collaboration and instruction using video, voice, text, and shared writing space. With 24-hour access to all curricula, learning can occur at various locations, including libraries and students' residences, according to individual preferences.

2023-24 School Description and Mission Statement

CCS has implemented an online direct instruction platform, offering four to six-week intervention courses in mathematics and language arts. Additional programs focus on instilling critical thinking skills essential for success in college and career pathways. Our tiered support system is robust, catering to diverse learning styles.

CCS consistently adapts programs to meet the evolving needs of the student population. The leadership and staff eagerly anticipate continued collaboration with our educational partners, providing a compelling option for students seeking an independent study/homeschool program.

OUR MISSION

The mission of Clarksville Charter School is to develop the individual gifts of students in El Dorado County and adjacent counties to become proficient in Common Core State Standards and become critical thinkers, responsible citizens, and innovative leaders prepared for academic and real-life achievement in the 21st Century. The mission will be accomplished in a personalized learning environment that fosters successful achievement through quality, personalized, standards-based education. In collaboration with highly qualified credentialed teachers, students engage in diverse and dynamic learning pathways and unparalleled enrichment opportunities to achieve personal and academic success which could include online coursework, offline textbook work, and unique hands-on and experiential learning experiences facilitated in partnership with students, parents, staff, and community.

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

2022-23 Student Enrollment by Grade Level

| Grade Level | Number of Students |
|-------------------------|--------------------|
| Kindergarten | 224 |
| Grade 1 | 201 |
| Grade 2 | 148 |
| Grade 3 | 161 |
| Grade 4 | 189 |
| Grade 5 | 169 |
| Grade 6 | 176 |
| Grade 7 | 160 |
| Grade 8 | 151 |
| Grade 9 | 118 |
| Grade 10 | 97 |
| Grade 11 | 92 |
| Grade 12 | 51 |
| Total Enrollment | 1,937 |

2022-23 Student Enrollment by Student Group

| Student Group | Percent of Total Enrollment |
|-------------------------------------|-----------------------------|
| Female | 48.6% |
| Male | 51.3% |
| American Indian or Alaska Native | 0.5% |
| Asian | 0.8% |
| Black or African American | 0.8% |
| Filipino | 0.7% |
| Hispanic or Latino | 14.9% |
| Native Hawaiian or Pacific Islander | 0.1% |
| Two or More Races | 6.7% |
| White | 70.6% |
| English Learners | 2.4% |
| Homeless | 1.3% |
| Socioeconomically Disadvantaged | 35% |
| Students with Disabilities | 10.3% |

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 | 0.00 | 0.00 | 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 | 100.00 | 394.30 | 100.00 | 274759.10 | 100.00 |

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

2021-22 Teacher Preparation and Placement

| Authorization/Assignment | School Number | School Percent | District Number | District Percent | State Number | State Percent |
|--|---------------|----------------|-----------------|------------------|--------------|---------------|
| Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned) | 33.10 | 50.79 | 315.10 | 78.88 | 234405.20 | 84.00 |
| Intern Credential Holders Properly Assigned | 0.00 | 0.00 | 1.50 | 0.38 | 4853.00 | 1.74 |
| Teachers Without Credentials and Misassignments (“ineffective” under ESSA) | 0.00 | 0.02 | 3.00 | 0.75 | 12001.50 | 4.30 |
| Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA) | 32.10 | 49.17 | 77.40 | 19.38 | 11953.10 | 4.28 |
| Unknown | 0.00 | 0.00 | 2.40 | 0.60 | 15831.90 | 5.67 |
| Total Teaching Positions | 65.20 | 100.00 | 399.40 | 100.00 | 279044.80 | 100.00 |

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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 | 0.00 | 0.00 |
| Misassignments | 0.10 | 0.00 |
| Vacant Positions | 0.00 | 0.00 |
| Total Teachers Without Credentials and Misassignments | 0.10 | 0.00 |

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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 | 0.00 | 0.30 |
| Local Assignment Options | 22.10 | 31.70 |
| Total Out-of-Field Teachers | 22.10 | 32.10 |

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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 | 2.9 |
| No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach) | 1.2 | 0.7 |

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

2023-24 Quality, Currency, Availability of Textbooks and Other Instructional Materials

| 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 | Acellus ALEKS EdMentum OPEd Academy Edgenuity | Yes | 0% |

| | | | |
|---|---|-----|----|
| | BrightThinker | | |
| Mathematics | Acellus ALEKS EdMentum OPEd Academy Edgenuity BrightThinker | Yes | 0% |
| Science | Acellus ALEKS Edgenuity BrightThinker | Yes | 0% |
| History-Social Science | Acellus ALEKS EdMentum OPEd Academy Edgenuity BrightThinker | Yes | 0% |
| Foreign Language | Acellus ALEKS EdMentum OPEd Academy Edgenuity BrightThinker | Yes | 0% |
| Health | Acellus EdMentum OPEd Academy Edgenuity BrightThinker | Yes | 0% |
| Visual and Performing Arts | Acellus EdMentum OPEd Academy Edgenuity BrightThinker | Yes | 0% |
| Science Laboratory Equipment (grades 9-12) | 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.

Year and month of the most recent FIT report

September 2023

| 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 | | | |

School Facility Conditions and Planned Improvements

| | | | | |
|---|---|--|--|--|
| Electrical | X | | | |
| Restrooms/Fountains: Restrooms, Sinks/ Fountains | X | | | |
| Safety: Fire Safety, Hazardous Materials | X | | | |
| Structural: Structural Damage, Roofs | X | | | |
| External: Playground/School Grounds, Windows/ Doors/Gates/Fences | X | | | |

Overall Facility Rate

| Exemplary | Good | Fair | Poor |
|-----------|------|------|------|
| X | | | |

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

Statewide Assessments

(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

College and Career Ready

The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

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 2021-22 | School 2022-23 | District 2021-22 | District 2022-23 | State 2021-22 | State 2022-23 |
|--|-------------------|-------------------|---------------------|---------------------|------------------|------------------|
| English Language Arts/Literacy (grades 3-8 and 11) | 40 | 43 | 61 | 59 | 47 | 46 |
| Mathematics (grades 3-8 and 11) | 30 | 27 | 49 | 49 | 33 | 34 |

2022-23 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 | 1116 | 1088 | 97.49 | 2.51 | 43.23 |
| Female | 543 | 532 | 97.97 | 2.03 | 47.36 |
| Male | 571 | 555 | 97.20 | 2.80 | 39.35 |
| American Indian or Alaska Native | -- | -- | -- | -- | -- |
| Asian | -- | -- | -- | -- | -- |
| Black or African American | -- | -- | -- | -- | -- |
| Filipino | 14 | 14 | 100.00 | 0.00 | 64.29 |
| Hispanic or Latino | 150 | 146 | 97.33 | 2.67 | 39.73 |
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- | -- |
| Two or More Races | 130 | 126 | 96.92 | 3.08 | 45.24 |
| White | 795 | 779 | 97.99 | 2.01 | 42.91 |
| English Learners | 22 | 22 | 100.00 | 0.00 | 18.18 |
| Foster Youth | 0 | 0 | 0 | 0 | 0 |
| Homeless | 15 | 12 | 80.00 | 20.00 | 25.00 |
| Military | -- | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | 387 | 375 | 96.90 | 3.10 | 34.40 |
| Students Receiving Migrant Education Services | 0 | 0 | 0 | 0 | 0 |
| Students with Disabilities | 135 | 132 | 97.78 | 2.22 | 17.42 |

2022-23 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 | 1116 | 1089 | 97.58 | 2.42 | 27.31 |
| Female | 543 | 532 | 97.97 | 2.03 | 23.82 |
| Male | 571 | 556 | 97.37 | 2.63 | 30.69 |
| American Indian or Alaska Native | -- | -- | -- | -- | -- |
| Asian | -- | -- | -- | -- | -- |
| Black or African American | -- | -- | -- | -- | -- |
| Filipino | 14 | 14 | 100.00 | 0.00 | 35.71 |
| Hispanic or Latino | 150 | 146 | 97.33 | 2.67 | 23.29 |
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- | -- |
| Two or More Races | 130 | 126 | 96.92 | 3.08 | 30.95 |
| White | 795 | 780 | 98.11 | 1.89 | 26.97 |
| English Learners | 22 | 22 | 100.00 | 0.00 | 13.64 |
| Foster Youth | 0 | 0 | 0 | 0 | 0 |
| Homeless | 15 | 12 | 80.00 | 20.00 | 8.33 |
| Military | -- | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | 387 | 375 | 96.90 | 3.10 | 19.25 |
| Students Receiving Migrant Education Services | 0 | 0 | 0 | 0 | 0 |
| Students with Disabilities | 135 | 132 | 97.78 | 2.22 | 11.54 |

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

Science test results include the CAST and the CAA. 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 CAAs divided by the total number of students who participated in both assessments.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

| Subject | School 2021-22 | School 2022-23 | District 2021-22 | District 2022-23 | State 2021-22 | State 2022-23 |
|---|----------------|----------------|------------------|------------------|---------------|---------------|
| Science (grades 5, 8 and high school) | 35.08 | 34.32 | 54.12 | 58.14 | 29.47 | 30.29 |

2022-23 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 | 458 | 447 | 97.60 | 2.40 | 34.08 |
| Female | 225 | 220 | 97.78 | 2.22 | 32.73 |
| Male | 231 | 227 | 98.27 | 1.73 | 35.40 |
| American Indian or Alaska Native | -- | -- | -- | -- | -- |
| Asian | -- | -- | -- | -- | -- |
| Black or African American | -- | -- | -- | -- | -- |
| Filipino | -- | -- | -- | -- | -- |
| Hispanic or Latino | 59 | 57 | 96.61 | 3.39 | 36.84 |
| Native Hawaiian or Pacific Islander | 0 | 0 | 0 | 0 | 0 |
| Two or More Races | 53 | 53 | 100.00 | 0.00 | 37.74 |
| White | 324 | 317 | 97.84 | 2.16 | 33.54 |
| English Learners | 11 | 11 | 100.00 | 0.00 | 9.09 |
| Foster Youth | 0 | 0 | 0 | 0 | 0 |
| Homeless | -- | -- | -- | -- | -- |
| Military | -- | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | 147 | 141 | 95.92 | 4.08 | 26.24 |
| Students Receiving Migrant Education Services | 0 | 0 | 0 | 0 | 0 |
| Students with Disabilities | 59 | 57 | 96.61 | 3.39 | 17.54 |

2022-23 Career Technical Education Programs

Career Technical Education (CTE) at Clarksville Charter School stands as a dynamic program that seamlessly integrates core academic knowledge with technical and occupational expertise. Our commitment to evolving alongside the swiftly changing demands of the workplace is reflected in the ongoing development and implementation of various CTE pathways.

In adherence to the statewide Doing What Matters Initiative (DWMI), we are dedicated to crafting a CTE program that is finely tuned to the requirements of regional economies. Collaborating proactively with local colleges and industry representatives, we strive to introduce CTE course pathways, internships, and industry certificates that equip students for the dynamic regional labor market. Upon successfully completing a CTE pathway, students are awarded a CTE Completer Certificate, a testament to their readiness for the workforce.

Our diverse range of pathways serves as a comprehensive approach, with some designed to provide students with the knowledge necessary to excel in industry certification exams. Others seamlessly integrate certifications into the coursework, offering students a direct pathway to apply for career-ready positions. Importantly, our CTE program is not only a bridge to the professional world but also a stepping stone to higher education. Actively aligning our courses with the University of California A-G subject-area requirements, several of our offerings facilitate dual enrollment as a capstone course.

Inclusivity is at the heart of our CTE program, ensuring access for all students regardless of gender, socio-economic status, special needs, or English proficiency. Currently, we proudly offer 10 CTE pathways spanning eight industry sectors, including Arts, Media and Entertainment, Business & Finance, Health Science & Medical Technology, Marketing, Sales and Services, Public Service, Hospitality, Information & Communication Technologies, Engineering, and Architecture.

As part of our ongoing commitment to student satisfaction and success, we actively seek feedback to refine and expand our program, tailoring CTE pathways and courses to match the interests and aspirations of our students.

2022-23 Career Technical Education (CTE) Participation

| Measure | CTE Program Participation |
|---|---------------------------|
| Number of Pupils Participating in CTE | 9 |
| Percent of Pupils that Complete a CTE Program and Earn a High School Diploma | 0 |
| 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 |
|---|---------|
| 2022-23 Pupils Enrolled in Courses Required for UC/CSU Admission | 98.32 |
| 2021-22 Graduates Who Completed All Courses Required for UC/CSU Admission | 21.31 |

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.

2022-23 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT during 2021-22 and 2022-23 school years, 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 |
|-------------|-------------------------------|---|--|--|--------------------------|
| Grade 5 | 98.81% | 99.40% | 100% | 100% | 100% |
| Grade 7 | 98.80% | 99.40% | 99.40% | 99.40% | 98.80% |
| Grade 9 | 98.32% | 99.16% | 99.16% | 99.16% | 99.16% |

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.

2023-24 Opportunities for Parental Involvement

Clarksville Charter School is committed to fostering active engagement with parents, guardians, caregivers and teachers through a diverse range of platforms, media, and events. Information about board meetings, parent education workshops, weekly Community Connection events can be accessed through our school websites, social media platforms, and the weekly newsletters that are emailed to families.

The Board of Directors at Clarksville Charter School is comprised of parents/guardians/caregivers of current or past students and community members who actively influence the governance of the school. Our parents and students contribute valuable insights pertaining to program planning, design, and implementation. In alignment with the essence of our program, parents/guardians/caregivers play a direct role in their child's education and often lend their support to community events, park days, as well as other school-related activities.

To comprehensively gauge parent/guardian/caregiver satisfaction, we administer electronic surveys annually in the spring. These surveys are thoughtfully crafted to specifically assess parent/guardian/caregiver satisfaction on the effectiveness of all aspects of the school.

Our commitment to communication and support is further exemplified through our Family Liaisons. Serving as a vital bridge between school, home, and community. They work directly with families, facilitating communication and offering support. Our families can easily communicate their needs and provide feedback to our family liaison through various channels, including social media platforms. Contact information for our family liaison is readily available in our weekly newsletter and directly through our school phone number: (916) 526-3794.

Furthermore, Clarksville Charter School has established partnerships with local community organizations and businesses. Through these collaborations, we provide educational workshops, lessons, classes, and outreach programs that significantly

2023-24 Opportunities for Parental Involvement

enhance the overall educational experience for our students.

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 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 | 8.2 | 4.8 | 0 | 9.6 | 2.3 | 2.4 | 9.4 | 7.8 | 8.2 |
| Graduation Rate | 87.7 | 95.2 | 98.5 | 86.4 | 96 | 92.7 | 83.6 | 87 | 86.2 |

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

This table displays the 2022-23 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 | 66 | 65 | 98.5 |
| Female | 31 | 30 | 96.8 |
| Male | 35 | 35 | 100.0 |
| Non-Binary | | | |
| American Indian or Alaska Native | -- | -- | -- |
| Asian | -- | -- | -- |
| Black or African American | 0 | 0 | 0.00 |
| Filipino | 0 | 0 | 0.00 |
| Hispanic or Latino | -- | -- | -- |
| Native Hawaiian or Pacific Islander | 0 | 0 | 0.00 |
| Two or More Races | -- | -- | -- |
| White | 44 | 44 | 100.0 |
| English Learners | -- | -- | -- |
| Foster Youth | 0.0 | 0.0 | 0.0 |
| Homeless | -- | -- | -- |
| Socioeconomically Disadvantaged | 32 | 32 | 100.0 |
| Students Receiving Migrant Education Services | 0.0 | 0.0 | 0.0 |
| Students with Disabilities | 11 | 10 | 90.9 |

2022-23 Chronic Absenteeism by Student Group

| Student Group | Cumulative Enrollment | Chronic Absenteeism Eligible Enrollment | Chronic Absenteeism Count | Chronic Absenteeism Rate |
|---|-----------------------|---|---------------------------|--------------------------|
| All Students | 2137 | 2099 | 11 | 0.5 |
| Female | 1046 | 1023 | 3 | 0.3 |
| Male | 1088 | 1073 | 8 | 0.7 |
| Non-Binary | 3 | 3 | 0 | 0.0 |
| American Indian or Alaska Native | 11 | 11 | 0 | 0.0 |
| Asian | 19 | 19 | 0 | 0.0 |
| Black or African American | 18 | 18 | 1 | 5.6 |
| Filipino | 20 | 19 | 0 | 0.0 |
| Hispanic or Latino | 316 | 314 | 4 | 1.3 |
| Native Hawaiian or Pacific Islander | 2 | 2 | 0 | 0.0 |
| Two or More Races | 152 | 148 | 1 | 0.7 |
| White | 1495 | 1466 | 4 | 0.3 |
| English Learners | 60 | 60 | 2 | 3.3 |
| Foster Youth | 0 | 0 | 0 | 0.0 |
| Homeless | 38 | 38 | 0 | 0.0 |
| Socioeconomically Disadvantaged | 784 | 776 | 6 | 0.8 |
| Students Receiving Migrant Education Services | 0 | 0 | 0 | 0.0 |
| Students with Disabilities | 255 | 252 | 1 | 0.4 |

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.

| 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 | 0.08 | 0.00 | 0.00 | 0.36 | 0.76 | 0.85 | 0.20 | 3.17 | 3.60 |
| Expulsions | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.07 | 0.08 |

2022-23 Suspensions and Expulsions by Student Group

| Student Group | Suspensions Rate | Expulsions Rate |
|---|------------------|-----------------|
| All Students | 0 | 0 |
| Female | 0 | 0 |
| Male | 0 | 0 |
| Non-Binary | | |
| 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 |

2023-24 School Safety Plan

Clarksville Charter School prioritizes the safety and well-being of its students and staff through a meticulously crafted Comprehensive Safety Plan. This plan undergoes a thorough review, update, and discussion each fall before the commencement of the school year. Approved on December 6, 2022, the Comprehensive Safety Plan serves as a robust framework for emergency procedures, evacuation routes, incident command system procedures, and an injury and illness prevention plan for the upcoming 2023-2024 school year.

Within the CCS Resource Center, readily available "Readiness and Emergency Plans" outline schoolwide crisis protocols, ensuring preparedness for any unforeseen events. Recognizing the importance of mental health support during crises, Clarksville Charter School employs qualified School Psychologists and Counselors to assist students and staff in navigating challenging situations.

The Governing Board of CCS is dedicated to creating and maintaining a safe and secure environment for everyone on campus. To reinforce this commitment, board policies specifically tailored to support student safety have been established and can be accessed on the school's website.

Ensuring that every staff member is well-equipped to respond to safety concerns, CCS mandates annual comprehensive safety training aligned with essential educational content. This includes but is not limited to Mandated Reporting, Universal Precautions for Bloodborne Pathogens, Bullying Prevention, Sexual Harassment, and Suicide Prevention. As part of an ongoing commitment to safety, Clarksville Charter School remains proactive in enhancing training programs and adapting board policies as necessary to address the evolving needs of both students and staff.

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.

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 | | |

2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

| Grade Level | Average Class Size | Number of Classes with 1-20 Students | Number of Classes with 21-32 Students | Number of Classes with 33+ Students |
|-------------|--------------------|--------------------------------------|---------------------------------------|-------------------------------------|
| K | 2 | 94 | 0 | 0 |
| 1 | 3 | 70 | 0 | 0 |
| 2 | 2 | 63 | 0 | 0 |
| 3 | 2 | 69 | 0 | 0 |
| 4 | 3 | 63 | 0 | 0 |
| 5 | 2 | 69 | 0 | 0 |
| 6 | 2 | 74 | 0 | 0 |
| Other | 3 | 7 | 0 | 0 |

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 | | |

2022-23 Secondary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per 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 | 179 | 1 | 0 |
| Mathematics | 2 | 178 | 2 | 0 |
| Science | 2 | 127 | 0 | 0 |
| Social Science | 2 | 180 | 1 | 0 |

2022-23 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 | 1614.17 |

2022-23 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 | 1.6 |
| Social Worker | |
| Nurse | 0.8 |
| Speech/Language/Hearing Specialist | |
| Resource Specialist (non-teaching) | |
| Other | 20.4 |

Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 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 | 10,761 | 1,468 | 9,293 | 67,577 |
| District | N/A | N/A | 9,293 | \$83,866 |
| Percent Difference - School Site and District | N/A | N/A | -- | 21.2% |
| State | N/A | N/A | \$7,607 | \$88,288 |
| Percent Difference - School Site and State | N/A | N/A | -- | -- |

Fiscal Year 2022-23 Types of Services Funded

Clarksville Charter School is proud to be funded by a diverse array of resources, ensuring a robust support system for our students. Our funding sources include the Local Control Funding Formula (LCFF), Special Education funds, lottery proceeds, the Environmental Protection Account (EPA), mandated cost block, and various state one-time grants, such as Extended Learning Opportunities (ELO) and the Educator Effectiveness Block Grant (EEBG). Additionally, we receive Federal Special Education funding, Title II and III funding, and federal grants such as ESSER II and III.

Student-Centric Approach:

At Clarksville, each student benefits from dedicated funding for instructional materials, support services, and a commitment to providing comprehensive services that prioritize unduplicated and at-risk students. We recognize the importance of socialization and social-emotional support, which is integrated into our expanded programs, including intervention services and counseling. Our unique offerings, such as Adventure Academy, community programs, field trips, and park days, seamlessly blend socialization with educational activities.

Academic Development and Innovative Programs:

We take pride in our Junior High and High School Virtual Academy, which focuses on supporting and expanding the learning and development of all students. Eligible students with Individualized Education Plans (IEPs) receive special education services, including the provision of technology and related educational materials.

Inclusive Services:

Our commitment to inclusivity extends to specialized services for Foster Youth, Homeless, and Socio-Economically Disadvantaged students. We believe in providing equal opportunities for all students to thrive.

Holistic Support:

In addition to academic support, our school places a high value on the social and emotional well-being of our students. Our counseling services cover both academic and career aspects, and 504 services and supports are available to address individual needs.

Empowering Parents and Professional Development:

We actively promote Parent Education to ensure that families are equipped with the tools and knowledge to support their children's educational journey. Simultaneously, we invest in Staff Professional Development to empower our educators with the latest insights and techniques, ensuring that they can deliver the best possible education to our students.

At Clarksville Charter School, we believe in fostering a supportive and enriching environment for all our students, recognizing and celebrating their unique strengths and challenges. Through collaboration, innovation, and a commitment to continuous improvement, we strive to make a positive impact on the lives of the students we serve.

Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 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 | \$51,656 | \$54,046 |
| Mid-Range Teacher Salary | \$78,022 | \$84,515 |
| Highest Teacher Salary | \$104,566 | \$110,867 |
| Average Principal Salary (Elementary) | \$130,647 | \$136,841 |
| Average Principal Salary (Middle) | \$142,795 | \$141,477 |
| Average Principal Salary (High) | \$0 | \$137,985 |
| Superintendent Salary | \$184,940 | \$217,473 |
| Percent of Budget for Teacher Salaries | 37.98% | 32.43% |
| Percent of Budget for Administrative Salaries | 5.21% | 5.62% |

2022-23 Advanced Placement (AP) Courses

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

| | |
|-----------------------------------|-----|
| Percent of Students in AP Courses | 2.2 |
|-----------------------------------|-----|

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 | 1 |
| English | 4 |
| Fine and Performing Arts | 0 |
| Foreign Language | 0 |
| Mathematics | 0 |
| Science | 0 |
| Social Science | 1 |
| Total AP Courses Offered Where there are student course enrollments of at least one student. | 6 |

Professional Development

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

| Subject | 2021-22 | 2022-23 | 2023-24 |
|---|---------|---------|---------|
| Number of school days dedicated to Staff Development and Continuous Improvement | 14 | 14 | 11 |