

School Accountability Report Card Reported Using Data from the 2019–2020 School Year

California Department of Education

For Casa Pacifica Non-Public School

Address: 1722 South Lewis Road, Camarillo, Ca

Phone: 805-366-4072

Principal: Mark Capritto, Ed.D.

Grade Span: 1-12

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or the LCAP, see the CDE LCFF webpage at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

California School Dashboard

The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

Throughout this document the letters DPL refer to data provided by the LEA, and the letters DPC refer to data provided by the CDE.

About This School

District Contact Information (School Year 2020–2021)

Entity	Contact Information
District Name	NA
Phone Number	NA
Superintendent	NA
Email Address	NA
Website	https://www.casapacifica.org/programs_services/education/

School Contact Information (School Year 2020–2021)

Entity	Contact Information
School Name	Casa Pacifica Non-Public School
Street	1722 South Lewis Road
City, State, Zip	Camarillo, Ca 93012
Phone Number	805-366-4072
Principal	Mark Capritto, Ed.D.
Email Address	mcapritto@casapacifica.org
Website	www.casapacifica.org
County-District-School (CDS) Code	56 72546 7087984

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

School Mission Statement

To provide all students a standards-based academic program within in a safe, relationship based, and therapeutic environment; to teach academic skills and to promote emotional growth, behavioral growth and physical wellbeing that enables successfully transition to a less restrictive setting.

Vision Statement

To promote student academic success and social and emotional growth through evidence-based educational/clinical practice and applications.

School Description

Casa Pacifica is a non-public school (NPS) located in Camarillo, California, and is situated on a rural 23-acre campus five miles from the Pacific Ocean. Casa Pacifica serves abused, neglected, and emotionally disturbed children and adolescents throughout the area and extending to Santa Barbara and northern Los Angeles Counties. The current student population includes students from various counties throughout the state.

As an organization, Casa Pacifica provides a Nonpublic School, a 28-bed residential treatment program for children and youth ages 11 to 18, a Health Services Clinic, seven classrooms, a multi-purpose gymnasium, pool, academic and vocational assessments, family support, medical services, psychiatric/psychological treatment, and a variety of community-based interventions for children and their families. Casa Pacifica NPS is a part of the Ventura County Special Education Local Plan (SELPA).

Casa Pacifica Nonpublic School will provide all students with an education that meets Common Core State Standards.

Our academic curriculum program is Thematic Interdisciplinary Project-based with a focus on social/emotional growth. Casa Pacifica NPS provides every student with a safe, relationship-based, therapeutic environment to prepare our students with confidence, positive character traits, and problem-solving strategies that enable them to transition to a less restrictive academic setting.

Student Enrollment by Grade Level (School Year 2019–2020)

Grade Level	Number of Students
Kindergarten	NA
Grade 1	0
Grade 2	1
Grade 3	2
Grade 4	2
Grade 5	4
Grade 6	2
Grade 7	6
Grade 8	7
Ungraded Elementary	0
Grade 9	7
Grade 10	11
Grade 11	4
Grade 12	9
Ungraded Secondary	NA
Total Enrollment	55

Student Enrollment by Student Group (School Year 2019–2020)

Student Group	Percent of Total Enrollment
Black or African American	3
American Indian or Alaska Native	NA
Asian	NA
Filipino	NA
Hispanic or Latino	25
Native Hawaiian or Pacific Islander	NA
White	26
Two or More Races	1
Socioeconomically Disadvantaged	17
English Learners	4
Students with Disabilities	55
Foster Youth	11
Homeless	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

Teacher Credentials

Teachers	School 2018–2019	School 2019–2020	School 2020–2021	District 2020–2021
With Full Credential	5	5	5	DPL
Without Full Credential	0	0	0	DPL
Teaching Outside Subject Area of Competence (with full credential)	NA	NA	NA	DPL

Teacher Misassignments and Vacant Teacher Positions

Indicator	2018–2019	2019–2020	2020–2021
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0

Note: “Misassignments” refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

*Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

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

Year and month in which the data were collected: December 2020

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	2017	NA	0
Mathematics	2017	NA	0
Science	2017	NA	0
History-Social Science	2017	NA	0
Foreign Language	NA	NA	NA
Health	2017	NA	0
Visual and Performing Arts	NA	NA	NA
Science Laboratory Equipment (grades 9-12)	NA	NA	NA

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

School Facility Conditions and Planned Improvements

Narrative provided by the LEA

*Using the **most recently collected** Facility Inspection Tool (FIT) data (or equivalent), provide a summary statement of the condition of the school facility, as required by Education Code sections 17014, 17032.5, 17070.75(a), and 17089(b).*

School Facility Good Repair Status

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

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

Year and month of the most recent FIT report: September 2020

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			All systems are inspected annually throughout the organization.
Interior: Interior Surfaces	X			There are scheduled times throughout the year for inspection, repair, and paint
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			Facilities are cleaned daily by housekeeping. Pest control is on a monthly schedule throughout the organization
Electrical: Electrical	X			There are annual inspections for Electrical systems
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			Housekeeping and custodial perform daily cleaning of these facilities.
Safety: Fire Safety, Hazardous Materials	X			Inspections are completed annually throughout the organization.
Structural: Structural Damage, Roofs	X			When found, structural damage is repaired immediately. There are maintenance schedules for roofs.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			There is a monthly evaluation of these areas completed by maintenance and the safety committee. Needed repairs are completed upon inspection.

Overall Facility Rate

Year and month of the most recent FIT report: September 2020

Overall Rating

Exemplary	Good	Fair	Poor
	X		

B. Pupil Outcomes

State Priority: Pupil Achievement

All CASSPP assessment are sent directly to the student home district and results are not provided to Casa Pacifica Non-Public School. Therefore, information on individual student scores may be found with the home districts/schools.

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

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in ELA and Mathematics for All Students Grades Three through Eight and Grade Eleven Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2018– 2019	School 2019– 2020	District 2018– 2019	District 2019– 2020	State 2018– 2019	State 2019– 2020
English Language Arts/Literacy (grades 3-8 and 11)	DPC	N/A	DPC	N/A	DPC	N/A
Mathematics (grades 3-8 and 11)	DPC	N/A	DPC	N/A	DPC	N/A

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

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

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

Note: ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e.,

achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

**CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019–2020)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

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

**CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019–2020)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

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

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

Subject	School 2018– 2019	School 2019– 2020	District 2018– 2019	District 2019– 2020	State 2018– 2019	State 2019– 2020
Science (grades 5, 8 and high school)	DPC	N/A	DPC	N/A	DPC	N/A

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

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

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

**CAASPP Test Results in Science by Student Group
Grades Five, Eight, and High School (School Year 2019–2020)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

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

Career Technical Education Programs (School Year 2019–2020)

Casa Pacifica makes available the following specific courses and/or programs for our students:

Programs Offered by the School

Program Sequences Offered by District or County Office of Education

Career Technical Center – Formally Regional Occupation Program. Students are introduced to this program during the spring and taken to visit and tour the Center as a means of introduction. In the fall, students interested in specific programs can enroll. The staff at Casa Pacifica encourages students who have expressed an interest in vocational education and a vocation and/or occupation to enroll in CTE courses. Paid and unpaid internships are made available to students in these programs and at the end of their CTE program students are taken to local community colleges to enroll in similar courses. Students are evaluated throughout their program and specific outcomes are measured through practical evaluation, written evaluation, and a final summary of an Individual Training Plan. Students who pass the course the course receive a Certificate of Completion.

Vocational Maintenance Course – This course is open to all students at Casa Pacifica, however, our focus is with our junior and senior students who have expressed a desire to enter the world of work upon graduation from high school. Students who show interest in working with maintenance and grounds meet with cite administration. A meeting is held with the Director of Maintenance and Operations who shares the requirements to enroll that include submitting a Letter of Introduction, Resume, and Application for the position. Once the documents have been received, the student goes through an interview and the interview team decides on student enrollment. Progress is monitored through work order completion and the degree to which the task has been complete and in an appropriate manner.

Workability – Sponsored by the California Department of Education, this program is designed to assist students with disabilities to enter the world of work. Casa Pacifica students are given an opportunity to train for jobs and gain experiences in the private sector. Funding is available for students to earn income through part-time employment for specified amount of time. Throughout the program, students receive individual training on job exploration, finding a job, creating a resume, completing a job application, and mock interview. In support of the student, Casa Pacifica provides students with an interest inventory, interviews students who best fit the criteria for entering the Workability program and provides support and guidance for students wishing to enter the world of work on a part-time basis while completing their high school education.

Casa Pacifica uses a Thematic Interdisciplinary Project-based curriculum and requires integration and use of technology that includes PowerPoint presentations, Google Docs, construction of projects using a variety of medium including wood, cardboard, paper, and other materials. Student are given a contract/rubric that enables them to proceed at their own pace and create a specific project based on the guidelines provided. The contract is a viable scholastic tool used by students as a plan. At the end of the focus area and/or theme, the student is responsible for providing a written and/or oral presentation that

answers “essential questions” and the learning goals identified at the beginning of the theme.

The NPS will be opening two new vocational courses in the fall:

- Digital Arts
- Culinary Arts

Primary Representatives of the District CTE Advisory Committee

Casa Pacifica Non-Public School serves all districts in Ventura County, Santa Barbara County, and the Santa Clarita Valley. CTE courses offered within each district, county, ROP or CTC, are developed by local advisory committees/primary representatives represented by each district and made available to all Casa Pacifica students in their district of residence.

Career Technical Education (CTE) Participation (School Year 2019–2020)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	0
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	0

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

UC/CSU Course Measure	Percent
2019–2020 Pupils Enrolled in Courses Required for UC/CSU Admission	DPC
2018–2019 Graduates Who Completed All Courses Required for UC/CSU Admission	DPC

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject area of physical education

California Physical Fitness Test Results (School Year 2019–2020)

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

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

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-56-20 was issued which waived the requirement to administer the physical fitness performance test for the 2019–2020 school year.

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site

Opportunities for Parental Involvement (School Year 2020–2021)

Parent participation and engagement is a key criterion to assist in improving student academic achievement, reducing student absences, reducing student behavior concerns, and connecting students to the learning process.

To help engage our parents, Casa Pacifica employs a and School Liaison to serve as a family representative and liaison to the school. During Non-COVID times, Casa Pacifica holds Family Nights for all parents and students on Back-to-School Night, Thanksgiving celebration evening, Christmas celebration, and one evening during the second semester.

Our clinical team has taken the lead to promote parent engagement (WASC goal) through onsite and zoom visitations, and to promote awareness of programs through a series of online and formal trainings (to be offered on site when we open). Training and support services include but are not limited to family dinners and activities, school functions, program awareness, therapeutic activities, and support services to assist in working with their youth.

Additionally, this is a great opportunity for parents to meet with school leadership and ask questions or share concerns. Parents are also invited to Treatment Team Meetings held for

students where progress and/or needs for their youth are discussed, and plans created to assist in academic and behavioral success. Also, parents are expected to attend all IEP meetings and serve as active participants. Student Study Team (SST) meetings may be called by any member of the team, including parents, when there is evidence to support an ongoing concern is preventing the student from accessing his/her education. Instructors and school leadership have taken an active role in recruiting parents to assist as volunteers in classrooms, art, field trips, physical education, and our quarterly exhibitions.

State Priority: Pupil Engagement

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

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

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

Indicator	School 2016–2017	School 2017–2018	School 2018–2019	District 2016–2017	District 2017–2018	District 2018–2019	State 2016–2017	State 2017–2018	State 2018–2019
Dropout Rate	DPC	DPC	DPC	DPC	DPC	DPC	DPC	DPC	DPC
Graduation Rate	DPC	DPC	DPC	DPC	DPC	DPC	DPC	DPC	DPC

State Priority: School Climate

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

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

Suspensions and Expulsions

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

Rate	School 2017–2018	School 2018–2019	District 2017–2018	District 2018–2019	State 2017–2018	State 2018–2019
Suspensions	12	14	DPC	DPC	DPC	DPC
Expulsions	0	0	DPC	DPC	DPC	DPC

Suspensions and Expulsions for School Year 2019–2020 Only

(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019– 2020	District 2019– 2020	State 2019– 2020
Suspensions	19	DPC	DPC
Expulsions	0	DPC	DPC

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

School Safety Plan (School Year 2020–2021)

A disaster plan is in place in the event of a major catastrophe such an earthquake, fire, or other large-scale disaster.

Each classroom is equipped with an emergency service backpack that includes emergency supplies. This backpack is checked for inventory and restored annually or following any event where supplies may have been used.

There is a triage available for those who may be injured and connect with local emergency medical services in the area.

Fire drills are held monthly, and disaster drills are held one time each semester. There is a campus-wide safety committee within the agency that meets monthly and is responsible for reviewing and updating the disaster and other emergency plans. Casa Pacifica NPS follows the Standard Emergency Management System (SEMS) that is implemented by all California public agencies.

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Average Class Size and Class Size Distribution (Elementary) (School Year 2017–2018)

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	NA	NA	NA	NA
1	NA	NA	NA	NA
2	NA	NA	NA	NA
3	NA	NA	NA	NA
4	NA	NA	NA	NA
5	NA	NA	NA	NA
6	NA	NA	NA	NA
Other**	11	5	NA	NA

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

** “Other” category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Elementary) (School Year 2018–2019)

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	NA	NA	NA	NA
1	NA	NA	NA	NA
2	NA	NA	NA	NA
3	NA	NA	NA	NA
4	NA	NA	NA	NA
5	NA	NA	NA	NA
6	NA	NA	NA	NA
Other**	10	1	NA	NA

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

** “Other” category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Elementary) (School Year 2019–2020)

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	NA	NA	NA	NA
1	NA	NA	NA	NA
2	NA	NA	NA	NA
3	NA	NA	NA	NA
4	NA	NA	NA	NA
5	NA	NA	NA	NA
6	NA	NA	NA	NA
Other**	10	1	NA	NA

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

** “Other” category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Secondary) (School Year 2017–2018)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts	11	1	NA	NA
Mathematics	11	1	NA	NA
Science	11	1	NA	NA
Social Science	11	1	NA	NA

*Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Average Class Size and Class Size Distribution (Secondary) (School Year 2018–2019)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts	12	2	NA	NA
Mathematics	12	2	NA	NA
Science	12	2	NA	NA
Social Science	12	2	NA	NA

*Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Average Class Size and Class Size Distribution (Secondary) (School Year 2019–2020)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts	11	2	NA	NA
Mathematics	11	2	NA	NA
Science	11	2	NA	NA
Social Science	11	2	NA	NA

*Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Ratio of Pupils to Academic Counselor (School Year 2019–2020)

Title	Ratio
Pupils to Academic Counselor*	0

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

Student Support Services Staff (School Year 2019–2020)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	0
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0
Psychologist	5
Social Worker	Varies w student
Nurse	1
Speech/Language/Hearing Specialist	1
Resource Specialist (non-teaching)	1
Other – School Liaison (1) and Para educators (5)	6

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

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2018–2019)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	DPL	DPL	DPL	DPL
District	N/A	N/A	DPL	DPC
Percent Difference – School Site and District	N/A	N/A	DPL	DPL
State	N/A	N/A	DPC	DPC
Percent Difference – School Site and State	N/A	N/A	DPL	DPL

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

Types of Services Funded (Fiscal Year 2019–2020)

Specific Academic Instruction - The curriculum is adapted from LACOE Road to Success Academy (RTSA) and is Thematic Interdisciplinary Project-based and is specialized academic instruction for Special Education students in grades K-12. The curriculum is specifically designed to assist students with social emotional growth. Casa Pacifica NPS contracts with local school districts to provide this service to students who, due to social emotional issues, are less able to access their education and in need of a more restrictive academic environment.

Therapeutic Services - Student/clients receive Therapeutic support services that include individual and group therapy, and speech and occupational therapeutic services are contracted with an outside agency.

Transportation Service - Transportation is provided for students of referring districts. Master Agreements are created between referring districts and SELPAs that clarify specific requirements and collaborative agreements. Individual Service Agreements (ISA) are developed when students are accepted to Casa Pacifica and cite specific services and requirements.

Teacher and Administrative Salaries (Fiscal Year 2018–2019)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	DPC	DPC
Mid-Range Teacher Salary	DPC	DPC
Highest Teacher Salary	DPC	DPC
Average Principal Salary (Elementary)	DPC	DPC
Average Principal Salary (Middle)	DPC	DPC
Average Principal Salary (High)	DPC	DPC
Superintendent Salary	DPC	DPC
Percent of Budget for Teacher Salaries	DPC	DPC
Percent of Budget for Administrative Salaries	DPC	DPC

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

Advanced Placement (AP) Courses (School Year 2019–2020)

Percent of Students in AP Courses: _____ DPC _____

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

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

Professional Development

Measure	2018–2019	2019–2020	2020–2021
Number of school days dedicated to Staff Development and Continuous Improvement	5	5	5