

California Department of Education
School Accountability Report Card
Reported Using Data from the 2014–15 School Year
Published During 2015–16

For Casa Pacifica Non-Public School

Address: 1722 South Lewis Road, Camarillo Ca 93012
Principal: Mark Capritto, Ed.D.

Phone: 805-366-4072
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 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, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://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 <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district, the county, and the state. 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).

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.

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

About This School

District Contact Information – Most Recent Year

District Name	NA
Phone Number	
Superintendent	
E-mail Address	
Web Site	

School Contact Information – Most Recent Year

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.
E-mail Address	mcapritto@casapacifica.org
Web Site	www.casapacifica.org
County-District-School (CDS) Code	56 72546 7087984

School Description and Mission Statement – Most Recent Year

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 several counties throughout the state.

Casa Pacifica provides a Nonpublic School, two 24-Hour Emergency Shelter Cottages, two 24-Hour Residential Treatment Cottages, a Short Term Adolescent Recovery Treatment, 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).

The mission of Casa Pacifica is to provide hope and help to abused, neglected, at-risk children and their families. The Mission of Casa Pacifica Nonpublic School is to 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 2014–15)

Grade Level	Number of Students
Kindergarten	DPC
Grade 1	0

Grade 2	0
Grade 3	1
Grade 4	1
Grade 5	3
Grade 6	3
Grade 7	7
Grade 8	4
Ungraded Elementary	DPC
Grade 9	3
Grade 10	6
Grade 11	3
Grade 12	7
Ungraded Secondary	DPC
Total Enrollment	38

Student Enrollment by Student Group (School Year 2014–15)

Student Group	Percent of Total Enrollment
Black or African American	5.4%
American Indian or Alaska Native	0%
Asian	0%
Filipino	2.1%
Hispanic or Latino	27%
Native Hawaiian or Pacific Islander	0%
White	20%
Two or More Races	10.8%
Socioeconomically Disadvantaged	0%
English Learners	0%
Students with Disabilities	0%
Foster Youth	0%

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 2013–14	School 2014–15	School 2015–16	District 2015–16
With Full Credential	7	6	4	DPL
Without Full Credential	0	0	0	DPL
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	DPL

Teacher Misassignments and Vacant Teacher Positions

Indicator	2013–14	2014–15	2015–16
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.

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2014–15)

Location of Classes	Percent of Classes In Core Academic Subjects Taught by Highly Qualified Teachers	Percent of Classes In Core Academic Subjects Not Taught by Highly Qualified Teachers
This School	100	0
All Schools in District	DPC	DPC
High-Poverty Schools in District	DPC	DPC
Low-Poverty Schools in District	DPC	DPC

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Quality, Currency, Availability of Textbooks and Instructional Materials – Most Recent Year

Year and month in which the data were collected: _____ Text and material data provided by LEA

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

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

School Facility Conditions and Planned Improvements – Most Recent Year

The facilities at Casa Pacifica are situated in a clean, safe, and peaceful environment. The non-public school classrooms are adequate for our student population and are structurally sound. There are seven classrooms, a gymnasium, multipurpose room, Multi-Sensory De-escalation Room, swimming pool, softball field, outdoor basketball court, pond with surrounding walking path, cafeteria, kitchen, medical clinic, conference room, and education office. There are no new construction plans for the 2014-15 school year.

The campus has a complete plant management system and competent maintenance staff that ensures all necessary maintenance and repairs are complete in a timely manner. There is an electronic work order management system to ensure normal maintenance and high priority is given to emergency requests. There is also a complete custodial and housekeeping staff who work very hard to keep our classrooms and office space safe and pleasant for staff, students and parents.

School Facility Good Repair Status – Most Recent Year

Using the most recent 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 overall rating

Year and month in which the data were collected: November 2015

System Inspected	Repair Needed and Action Taken or Planned			
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			
Electrical: 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 – Most Recent Year

Year and month in which the data were collected: DPL

Overall Rating	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], Science California Standards Tests); and
- The percentage of pupils 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

California Assessment of Student Performance and Progress Results for All Students (School Year 2014–15)

Subject	Percent of Students Meeting or Exceeding the State Standards		
	School	District	State
English Language Arts/ Literacy (grades 3-8 and 11)	Assessments results are sent to referring districts	NA	
Mathematics (grades 3-8 and 11)	Assessments results are sent to referring districts	NA	

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.

CAASPP Assessment Results – English Language Arts (ELA)

Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014–15)

ELA - Grade 3

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students							
Male							
Female							
Black or African American							
American Indian or Alaska Native							
Asian							
Filipino							
Hispanic or Latino							
Native Hawaiian or Pacific Islander							
White							
Two or More Races							
Socioeconomically Disadvantaged							
English Learners							
Students with Disabilities							
Students Receiving Migrant Education Services							
Foster Youth							

Assessment results for students are sent to home school districts

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.

Note: The number of students tested includes students that did not receive a score; 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 students with scores.

- * Level 1 = Standard not met
- Level 2 = Standard nearly met
- Level 3 = Standard met
- Level 4 = Standard exceeded

ELA - Grade 4

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students				Assessment results for students are sent to home school districts			
Male							
Female							
Black or African American							
American Indian or Alaska Native							
Asian							
Filipino							
Hispanic or Latino							
Native Hawaiian or Pacific Islander							
White							
Two or More Races							
Socioeconomically Disadvantaged							
English Learners							
Students with Disabilities							
Students Receiving Migrant Education Services							
Foster Youth							

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- * Level 1 = Standard not met
- Level 2 = Standard nearly met
- Level 3 = Standard met
- Level 4 = Standard exceeded

ELA - Grade 5

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students				Assessment results for students are sent to home school districts			
Male							
Female							
Black or African American							
American Indian or Alaska Native							
Asian							
Filipino							
Hispanic or Latino							
Native Hawaiian or Pacific Islander							
White							
Two or More Races							
Socioeconomically Disadvantaged							
English Learners							
Students with Disabilities							
Students Receiving Migrant Education Services							
Foster Youth							

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- * Level 1 = Standard not met
- Level 2 = Standard nearly met
- Level 3 = Standard met
- Level 4 = Standard exceeded

ELA - Grade 6

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students				Assessment results for students are sent to home school districts			
Male							
Female							
Black or African American							
American Indian or Alaska Native							
Asian							
Filipino							
Hispanic or Latino							
Native Hawaiian or Pacific Islander							
White							
Two or More Races							
Socioeconomically Disadvantaged							
English Learners							
Students with Disabilities							
Students Receiving Migrant Education Services							
Foster Youth							

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Note: The number of students tested includes students that did not receive a score; 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 students with scores.

- * Level 1 = Standard not met
- Level 2 = Standard nearly met
- Level 3 = Standard met
- Level 4 = Standard exceeded

ELA - Grade 7

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students							
Male							
Female							
Black or African American							
American Indian or Alaska Native							
Asian							
Filipino							
Hispanic or Latino							
Native Hawaiian or Pacific Islander							
White							
Two or More Races							
Socioeconomically Disadvantaged							
English Learners							
Students with Disabilities							
Students Receiving Migrant Education Services							
Foster Youth							

Assessment results for students are sent to home school districts

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.

Note: The number of students tested includes students that did not receive a score; 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 students with scores.

- * Level 1 = Standard not met
- Level 2 = Standard nearly met
- Level 3 = Standard met
- Level 4 = Standard exceeded

ELA - Grade 8

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students				Assessment results for students are sent to home school districts			
Male							
Female							
Black or African American							
American Indian or Alaska Native							
Asian							
Filipino							
Hispanic or Latino							
Native Hawaiian or Pacific Islander							
White							
Two or More Races							
Socioeconomically Disadvantaged							
English Learners							
Students with Disabilities							
Students Receiving Migrant Education Services							
Foster Youth							

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Note: The number of students tested includes students that did not receive a score; 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 students with scores.

- * Level 1 = Standard not met
- Level 2 = Standard nearly met
- Level 3 = Standard met
- Level 4 = Standard exceeded

ELA - Grade 11

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students				Assessment results for students are sent to home school districts			
Male							
Female							
Black or African American							
American Indian or Alaska Native							
Asian							
Filipino							
Hispanic or Latino							
Native Hawaiian or Pacific Islander							
White							
Two or More Races							
Socioeconomically Disadvantaged							
English Learners							
Students with Disabilities							
Students Receiving Migrant Education Services							
Foster Youth							

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Note: The number of students tested includes students that did not receive a score; 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 students with scores.

- * Level 1 = Standard not met
- Level 2 = Standard nearly met
- Level 3 = Standard met
- Level 4 = Standard exceeded

CAASPP Assessment Results – Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven
(School Year 2014–15)
Mathematics - Grade 3

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students				Assessment results for students are sent to home school districts			
Male							
Female							
Black or African American							
American Indian or Alaska Native							
Asian							
Filipino							
Hispanic or Latino							
Native Hawaiian or Pacific Islander							
White							
Two or More Races							
Socioeconomically Disadvantaged							
English Learners							
Students with Disabilities							
Students Receiving Migrant Education Services							
Foster Youth							

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Note: The number of students tested includes students that did not receive a score; 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 students with scores.

- * Level 1 = Standard not met
- Level 2 = Standard nearly met
- Level 3 = Standard met
- Level 4 = Standard exceeded

Mathematics - Grade 4

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students							
Male							
Female							
Black or African American							
American Indian or Alaska Native							
Asian							
Filipino							
Hispanic or Latino							
Native Hawaiian or Pacific Islander							
White							
Two or More Races							
Socioeconomically Disadvantaged							
English Learners							
Students with Disabilities							
Students Receiving Migrant Education Services							
Foster Youth							

Assessment results for students are sent to home school districts

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.

Note: The number of students tested includes students that did not receive a score; 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 students with scores.

* Level 1 = Standard not met
 Level 2 = Standard nearly met
 Level 3 = Standard met
 Level 4 = Standard exceeded

Mathematics - Grade 5

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students							
Male							
Female							
Black or African American							
American Indian or Alaska Native							
Asian							
Filipino							
Hispanic or Latino							
Native Hawaiian or Pacific Islander							
White							
Two or More Races							
Socioeconomically Disadvantaged							
English Learners							
Students with Disabilities							
Students Receiving Migrant Education Services							
Foster Youth							

Assessment results for students are sent to home school districts

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Note: The number of students tested includes students that did not receive a score; 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 students with scores.

- * Level 1 = Standard not met
- Level 2 = Standard nearly met
- Level 3 = Standard met
- Level 4 = Standard exceeded

Mathematics - Grade 6

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students				Assessment results for students are sent to home school districts			
Male							
Female							
Black or African American							
American Indian or Alaska Native							
Asian							
Filipino							
Hispanic or Latino							
Native Hawaiian or Pacific Islander							
White							
Two or More Races							
Socioeconomically Disadvantaged							
English Learners							
Students with Disabilities							
Students Receiving Migrant Education Services							
Foster Youth							

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Note: The number of students tested includes students that did not receive a score; 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 students with scores.

- * Level 1 = Standard not met
- Level 2 = Standard nearly met
- Level 3 = Standard met
- Level 4 = Standard exceeded

Mathematics - Grade 7

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students							
Male							
Female							
Black or African American							
American Indian or Alaska Native							
Asian							
Filipino							
Hispanic or Latino							
Native Hawaiian or Pacific Islander							
White							
Two or More Races							
Socioeconomically Disadvantaged							
English Learners							
Students with Disabilities							
Students Receiving Migrant Education Services							
Foster Youth							

Assessment results for students are sent to home school districts

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Note: The number of students tested includes students that did not receive a score; 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 students with scores.

- * Level 1 = Standard not met
- Level 2 = Standard nearly met
- Level 3 = Standard met
- Level 4 = Standard exceeded

Mathematics - Grade 8

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students				Assessment results for students are sent to home school districts			
Male							
Female							
Black or African American							
American Indian or Alaska Native							
Asian							
Filipino							
Hispanic or Latino							
Native Hawaiian or Pacific Islander							
White							
Two or More Races							
Socioeconomically Disadvantaged							
English Learners							
Students with Disabilities							
Students Receiving Migrant Education Services							
Foster Youth							

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.

Note: The number of students tested includes students that did not receive a score; 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 students with scores.

- * Level 1 = Standard not met
- Level 2 = Standard nearly met
- Level 3 = Standard met
- Level 4 = Standard exceeded

Mathematics - Grade 11

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students							
Male							
Female							
Black or African American							
American Indian or Alaska Native							
Asian							
Filipino							
Hispanic or Latino							
Native Hawaiian or Pacific Islander							
White							
Two or More Races							
Socioeconomically Disadvantaged							
English Learners							
Students with Disabilities							
Students Receiving Migrant Education Services							
Foster Youth							

Assessment results for students are sent to home school districts

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.

Note: The number of students tested includes students that did not receive a score; 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 students with scores.

- * Level 1 = Standard not met
- Level 2 = Standard nearly met
- Level 3 = Standard met
- Level 4 = Standard exceeded

California Standards Tests for All Students in Science – Three-Year Comparison

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2012–13	2013–14	2014–15	2012–13	2013–14	2014–15	2012–13	2013–14	2014–15
Science (grades 5, 8, and 10)									

Note: Scores are not shown 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.

California Standards Tests Results by Student Group in Science (School Year 2014–15)

Student Group	Percent of Students Scoring at Proficient or Advanced
All Students in the LEA	Assessment results for students are sent to home school districts
All Students at the School	
Male	
Female	
Black or African American	
American Indian or Alaska Native	
Asian	
Filipino	
Hispanic or Latino	
Native Hawaiian or Pacific Islander	
White	
Two or More Races	
Socioeconomically Disadvantaged	
English Learners	
Students with Disabilities	
Students Receiving Migrant Education Services	
Foster Youth	

Note: Scores are not shown 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.

Career Technical Education Programs (School Year 2014–15)

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

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 are able to enroll. The staff at Casa Pacifica encourages students who have expressed an interest in vocational education and a particular 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 Education 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 makes a decision 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 the “essential question” and the learning goals identified at the beginning of the theme.

Career Technical Education Participation (School Year 2014–15)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	1
Percent of Pupils Completing a CTE Program and Earning a High School Diploma	0
Percent of CTE Courses Sequenced or Articulated Between the School and Institutions of Postsecondary Education	NA

Courses for University of California and/or California State University Admission

UC/CSU Course Measure	Percent
2014–15 Pupils Enrolled in Courses Required for UC/CSU Admission	NA
2013–14 Graduates Who Completed All Courses Required for UC/CSU Admission	NA

State Priority: Other Pupil Outcome

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

- Pupil outcomes in the subject areas of English, mathematics, and physical education

California High School Exit Examination Results for Grade Ten Students – Three-Year Comparison (if applicable)

Subject	Percent of Students Scoring at Proficient or Advanced								
	School			District			State		
	2012–13	2013–14	2014–15	2012–13	2013–14	2014–15	2012–13	2013–14	2014–15
English Language Arts	Assessment results for students are sent to home school districts			Assessment results for students are sent to home school districts			Assessment results for students are sent to home school districts		
Mathematics	Assessment results for students are sent to home school districts			Assessment results for students are sent to home school districts			Assessment results for students are sent to home school districts		

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.

California High School Exit Examination Grade Ten Results by Student Group (School Year 2014–15) (if applicable)

Student Group	English Language Arts			Mathematics		
	Percent Not Proficient	Percent Proficient	Percent Advanced	Percent Not Proficient	Percent Proficient	Percent Advanced
All Students in the LEA	NA	NA	NA	NA	NA	NA
All Students at the School	NA	NA	NA	NA	NA	NA
Male	NA	NA	NA	NA	NA	NA
Female	NA	NA	NA	NA	NA	NA
Black or African American	NA	NA	NA	NA	NA	NA
American Indian or Alaska Native	NA	NA	NA	NA	NA	NA
Asian	NA	NA	NA	NA	NA	NA
Filipino	NA	NA	NA	NA	NA	NA
Hispanic or Latino	NA	NA	NA	NA	NA	NA
Native Hawaiian or Pacific Islander	NA	NA	NA	NA	NA	NA
White	NA	NA	NA	NA	NA	NA
Two or More Races	NA	NA	NA	NA	NA	NA
Socioeconomically Disadvantaged	NA	NA	NA	NA	NA	NA
English Learners	NA	NA	NA	NA	NA	NA
Students with Disabilities	NA	NA	NA	NA	NA	NA
Students Receiving Migrant Education Services	NA	NA	NA	NA	NA	NA
Foster Youth	NA	NA	NA	NA	NA	NA

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.

California Physical Fitness Test Results (School Year 2014–15)

Grade Level	Percent of Students Meeting Four of Six Fitness Standards	Percent of Students Meeting Five of Six Fitness Standards	Percent of Students Meeting Six of Six Fitness Standards
5	Assessment results for students are sent to home school districts	Assessment results for students are sent to home school districts	Assessment results for students are sent to home school districts
7			
9			

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.

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 schoolsite

Opportunities for Parental Involvement – Most Recent Year

Parent participation and engagement is a key criteria 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 Parent Partner to serve as a family representative and liaison to the school.

Casa Pacifica holds Family Night each Tuesday evening and families are contacted to attend dinner and activities that include school functions, program awareness, therapeutic activities, and support services to assist in working with their youth. This is also a great opportunity for parents to meet with school leadership with questions and 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. Parents are invited to all IEP meetings and serve as active participants.

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			District			State		
	2011–12	2012–13	2013–14	2011–12	2012–13	2013–14	2011–12	2012–13	2013–14
Dropout Rate	NA	NA	NA	NA	NA	NA	NA	NA	NA
Graduation Rate	NA	NA	NA	NA	NA	NA	NA	NA	NA

Completion of High School Graduation Requirements – Graduating Class of 2014

Group	School	District	State
All Students			
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino			

Native Hawaiian or Pacific Islander			
White	2		
Two or More Races			
Socioeconomically Disadvantaged			
English Learners			
Students with Disabilities			
Foster Youth			

State Priority: School Climate

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

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

Suspensions and Expulsions

Rate	School			District			State		
	2012–13	2013–14	2014–15	2012–13	2013–14	2014–15	2012–13	2013–14	2014–15
Suspensions	0	0	0	NA	NA	NA	NA	NA	NA
Expulsions	NA	NA	NA	NA	NA	NA	NA	NA	NA

School Safety Plan – Most Recent Year

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.

Adequate Yearly Progress Overall and by Criteria (School Year 2014–15)

AYP Criteria	School	District	State
Made AYP Overall	Assessment results for students are sent to home school districts, the number of students assessed is less than ten, and the number of students is too small for statistical accuracy		
Met Participation Rate – English Language Arts			
Met Participation Rate – Mathematics			
Met Percent Proficient – English Language Arts			
Met Percent Proficient – Mathematics			
Met Attendance Rate			
Met Graduation Rate			

Federal Intervention Program (School Year 2015–16)

Indicator	School	District
Program Improvement Status	NA	
First Year of Program Improvement	NA	
Year in Program Improvement	NA	
Number of Schools Currently in Program Improvement	NA	
Percent of Schools Currently in Program Improvement	NA	

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

Average Class Size and Class Size Distribution (Elementary)

Grade Level	Avg. Class Size	2012–13 Number of Classes*			Avg. Class Size	2013–14 Number of Classes*			Avg. Class Size	2014–15 Number of Classes*		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K												
1												
2												
3												
4												
5												
6												
Other	6	2			5	2			4	1		

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

Average Class Size and Class Size Distribution (Secondary)

Subject	Avg. Class Size	2012–13 Number of Classes*			Avg. Class Size	2013–14 Number of Classes*			Avg. Class Size	2014–15 Number of Classes*		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	8	3			6	4			9	3		
Mathematics	8	3			6	4			9	3		
Science	8	3			6	4			9	3		
Social Science	8	3			6	4			9	3		

* 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.

Academic Counselors and Other Support Staff (School Year 2014–15)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	NA	NA
Counselor (Social/Behavioral or Career Development)	NA	NA
Library Media Teacher (librarian)	NA	NA

Library Media Services Staff (paraprofessional)	NA	NA
Psychologist	NA	NA
Social Worker	NA	NA
Nurse	NA	NA
Speech/Language/Hearing Specialist	NA	NA
Resource Specialist (non-teaching)	NA	NA
Other	NA	NA

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

* 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 2013–14)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental/Restricted)	Expenditures Per Pupil (Basic/Unrestricted)	Average Teacher Salary
School Site	NA	NA	NA	NA
District	NA	NA	NA	NA
Percent Difference – School Site and District	NA	NA	NA	NA
State	NA	NA	NA	NA
Percent Difference – School Site and State	NA	NA	NA	NA

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

Types of Services Funded (Fiscal Year 2014–15)

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 2013–14)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	*\$45,537	NA
Mid-Range Teacher Salary	*\$67,504	NA
Highest Teacher Salary	*\$87,469	NA

Average Principal Salary (Elementary)		NA
Average Principal Salary (Middle)		NA
Average Principal Salary (High)		NA
Superintendent Salary		NA
Percent of Budget for Teacher Salaries		NA
Percent of Budget for Administrative Salaries		NA

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

*Based on Oxnard Union High School 2014-15 Salary Schedule

Advanced Placement Courses (School Year 2014–15)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	0	N/A
English	1	N/A
Fine and Performing Arts	0	N/A
Foreign Language	1	N/A
Mathematics	0	N/A
Science	0	N/A
Social Science	1	N/A
All Courses	0	N/A

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

* Where there are student course enrollments.

Note: AP means Advanced Placement.

Professional Development – Most Recent Three Years

Professional Development Activities include but are not limited to the following primary focus areas;

- Curriculum and Instruction - Road to Success Academy - Thematic Interdisciplinary Project-based Learning
- School and agency-wide policies and procedures
- Mandated Reporting
- Google Classroom and Go Guardian
- MS DR review
- SEIS Training
- Neuroscience and PersonBrain
- Classroom Management
- Instructional Strategies
- Implementation of Common Core and NGSS

Delivery of Professional Development - All staff meet five days prior to the beginning of school for Professional Development Week. Additionally, early release Wednesdays are used for professional development, faculty meetings, WASC accreditation, and curriculum development.

Teacher Support - Due to the limited number of teachers, Casa Pacifica staff utilize a "Teach the Teacher" model of support. Staff who attend professional development activities off site are responsible for teaching staff what they learned during our early release Wednesday. Staff who attend professional development activities develop a modified training of their learning and present to the entire staff.