

California Department of Education
School Accountability Report Card
Reported Using Data from the 2016–17 School Year

For Casa Pacifica Non-Public School

Address: 1722 South Lewis Road, Camarillo, Ca 93012

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, 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 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).

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 (School Year 2017–18)

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

School Contact Information (School Year 2017–18)

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 (School Year 2017–18)

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.

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).

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 2016–17)

Grade Level	Number of Students
Kindergarten	0
Grade 1	1
Grade 2	0
Grade 3	1
Grade 4	1
Grade 5	4
Grade 6	2
Grade 7	9

Grade 8	7
Ungraded Elementary	0
Grade 9	3
Grade 10	2
Grade 11	5
Grade 12	7
Ungraded Secondary	0
Total Enrollment	41

Student Enrollment by Student Group (School Year 2016–17)

Student Group	Percent of Total Enrollment
Black or African American	3
American Indian or Alaska Native	0
Asian	0
Filipino	1
Hispanic or Latino	17
Native Hawaiian or Pacific Islander	0
White	20
Two or More Races	1
Socioeconomically Disadvantaged	DPC
English Learners	DPC
Students with Disabilities	41
Foster Youth	DPC

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 2015–16	School 2016–17	School 2017–18	District 2017–18
With Full Credential	4	3	3	NA
Without Full Credential	0	0	0	NA
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	NA

Teacher Misassignments and Vacant Teacher Positions

Indicator	2015–16	2016–17	2017–18
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 Instructional Materials (School Year 2017–18)

Year and month in which the data were collected: 2017, November

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

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

School Facility Conditions and Planned Improvements

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, an outdoor basketball court, a pond with surrounding walking path, cafeteria, kitchen, medical clinic, conference room, and education office. There are no construction plans for the school facility during the 2015-16 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.

There are two additional areas currently under construction;

- A new cottage that will be used for youth with co existing disorders that include mental health and Substance Use Disorder
- New administration complex that will house site administration, clinical staff, professional development, a culinary arts teaching kitchen, a warehouse and store area to be used as part of a vocational education business education program, intake rooms, and conference rooms.

As a result of the new facilities, there is a series of ongoing construction around campus that includes upgrades to the electrical system, water, gas, and Internet infrastructure.

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 overall rating

Year and month of the most recent FIT report: DPL

System Inspected	Repair Needed and Action Taken or Planned			
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			Annual evaluation and maintenance takes place throughout the organization.
Interior: Interior Surfaces	X			Annual evaluation and maintenance takes place throughout the organization.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			Daily cleaning of the school facility occurs.
Electrical: Electrical	X			Annual evaluation and maintenance takes place throughout the organization.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			Daily cleaning of the school facility occurs.
Safety: Fire Safety, Hazardous Materials	X			Annual evaluation and maintenance takes place throughout the organization.
Structural: Structural Damage, Roofs	X			Annual evaluation and maintenance takes place throughout the organization.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			Monthly evaluation and maintenance takes place throughout the organization.

Overall Facility Rate

Year and month of the most recent FIT report: 2017, November

Overall Rating	Exemplary	Good	Fair	Poor
		X		

B. Pupil Outcomes

Outcomes for statewide standardized assessments are not provided to Casa Pacifica, however, student results are available at the home school/district.

State Priority: Pupil Achievement

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

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

CAASPP Test Results in ELA and Mathematics for All Students Grades Three through Eight and Grade Eleven

Subject	Percentage of Students Meeting or Exceeding the State Standards					
	School		District		State	
	2015–16	2016–17	2015–16	2016–17	2015–16	2016–17
English Language Arts/Literacy (grades 3-8 and 11)	DPC	DPC	DPC	DPC	DPC	DPC
Mathematics (grades 3-8 and 11)	DPC	DPC	DPC	DPC	DPC	DPC

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.

Outcomes for statewide standardized assessments are not provided to Casa Pacifica, however, student results are available at the home school/district.

**CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2016–17)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	DPC	DPC	DPC	DPC
Male	DPC	DPC	DPC	DPC
Female	DPC	DPC	DPC	DPC
Black or African American	DPC	DPC	DPC	DPC
American Indian or Alaska Native	DPC	DPC	DPC	DPC
Asian	DPC	DPC	DPC	DPC
Filipino	DPC	DPC	DPC	DPC
Hispanic or Latino	DPC	DPC	DPC	DPC
Native Hawaiian or Pacific Islander	DPC	DPC	DPC	DPC
White	DPC	DPC	DPC	DPC
Two or More Races	DPC	DPC	DPC	DPC
Socioeconomically Disadvantaged	DPC	DPC	DPC	DPC
English Learners	DPC	DPC	DPC	DPC
Students with Disabilities	DPC	DPC	DPC	DPC
Students Receiving Migrant Education Services	DPC	DPC	DPC	DPC
Foster Youth	DPC	DPC	DPC	DPC

Note: 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.

Note: 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 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 Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2016–17)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	DPC	DPC	DPC	DPC
Male	DPC	DPC	DPC	DPC
Female	DPC	DPC	DPC	DPC
Black or African American	DPC	DPC	DPC	DPC
American Indian or Alaska Native	DPC	DPC	DPC	DPC
Asian	DPC	DPC	DPC	DPC
Filipino	DPC	DPC	DPC	DPC
Hispanic or Latino	DPC	DPC	DPC	DPC
Native Hawaiian or Pacific Islander	DPC	DPC	DPC	DPC
White	DPC	DPC	DPC	DPC
Two or More Races	DPC	DPC	DPC	DPC
Socioeconomically Disadvantaged	DPC	DPC	DPC	DPC
English Learners	DPC	DPC	DPC	DPC
Students with Disabilities	DPC	DPC	DPC	DPC
Students Receiving Migrant Education Services	DPC	DPC	DPC	DPC
Foster Youth	DPC	DPC	DPC	DPC

Note: 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.

Note: 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 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 Test Results in Science for All Students
Grades Five, Eight, and Ten**

Subject	Percentage of Students Scoring at Proficient or Advanced					
	School		District		State	
	2014–15	2015–16	2014–15	2015–16	2014–15	2015–16
Science (grades 5, 8, and 10)	DPC	DPC	DPC	DPC	DPC	DPC

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

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.

Note: The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

Career Technical Education Programs (School Year 2016–17)

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 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 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 2016–17)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	2
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	0

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

UC/CSU Course Measure	Percent
2016–17 Pupils Enrolled in Courses Required for UC/CSU Admission	DPC
2015–16 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 2016–17)

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	DPC	DPC	DPC
7	DPC	DPC	DPC
9	DPC	DPC	DPC

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.

Completion of High School Graduation Requirements – Graduating Class of 2016 (One-Year Rate)

Student Group	School	District	State
All Students	3	DPC	DPC
Black or African American	2	DPC	DPC
American Indian or Alaska Native		DPC	DPC
Asian		DPC	DPC
Filipino		DPC	DPC
Hispanic or Latino	1	DPC	DPC
Native Hawaiian or Pacific Islander		DPC	DPC
White		DPC	DPC
Two or More Races		DPC	DPC
Socioeconomically Disadvantaged		DPC	DPC
English Learners		DPC	DPC
Students with Disabilities		DPC	DPC
Foster Youth	16	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

Rate	School			District			State		
	2014–15	2015–16	2016–17	2014–15	2015–16	2016–17	2014–15	2015–16	2016–17
Suspensions	0	1	1	DPC	DPC	DPC	DPC	DPC	DPC
Expulsions	0	0	0	DPC	DPC	DPC	DPC	DPC	DPC

School Safety Plan (School Year 2017–18)

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.

Federal Intervention Program (School Year 2017–18)

Indicator	School	District
Program Improvement Status	N/A	DPC
First Year of Program Improvement	N/A	DPC
Year in Program Improvement	N/A	DPC
Number of Schools Currently in Program Improvement	N/A	DPC
Percent of Schools Currently in Program Improvement	N/A	DPC

Note: Cells with NA values do not require data.

Average Class Size and Class Size Distribution (Elementary)

Grade Level	Avg. Class Size	2014–15 Number of Classes*			Avg. Class Size	2015–16 Number of Classes*			Avg. Class Size	2016–17 Number of Classes*		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	DPC	DPC	DPC	DPC	DPC	DPC	DPC	DPC	DPC	DPC	DPC	DPC
1	DPC	DPC	DPC	DPC	DPC	DPC	DPC	DPC	DPC	DPC	DPC	DPC
2	DPC	DPC	DPC	DPC	DPC	DPC	DPC	DPC	DPC	DPC	DPC	DPC
3	DPC	DPC	DPC	DPC	DPC	DPC	DPC	DPC	DPC	DPC	DPC	DPC
4	DPC	DPC	DPC	DPC	DPC	DPC	DPC	DPC	DPC	DPC	DPC	DPC
5	DPC	DPC	DPC	DPC	DPC	DPC	DPC	DPC	DPC	DPC	DPC	DPC
6	DPC	DPC	DPC	DPC	DPC	DPC	DPC	DPC	DPC	DPC	DPC	DPC
Other	9	2	0	0	12	2	0	0	12	2	0	0

* 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	2014–15 Number of Classes*			Avg. Class Size	2015–16 Number of Classes*			Avg. Class Size	2016–17 Number of Classes*		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	DPC	DPC	DPC	DPC	DPC	DPC	DPC	DPC	DPC	DPC	DPC	DPC
Mathematics	DPC	DPC	DPC	DPC	DPC	DPC	DPC	DPC	DPC	DPC	DPC	DPC
Science	DPC	DPC	DPC	DPC	DPC	DPC	DPC	DPC	DPC	DPC	DPC	DPC
Social Science	9	1	0	0	12	1	0	0	12	1	0	0

* 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 2016–17)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0	DPL
Counselor (Social/Behavioral or Career Development)	1	N/A
Library Media Teacher (Librarian)	0	N/A
Library Media Services Staff (Paraprofessional)	0	N/A
Psychologist	2	N/A
Social Worker	Varies by Client	N/A
Nurse	1	N/A
Speech/Language/Hearing Specialist	1 – by district	N/A
Resource Specialist (non-teaching)	1	N/A
Other	School Liaison - 1	N/A

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 2015–16)

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 2016–17)

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 2015–16)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	*\$45,537	DPC
Mid-Range Teacher Salary	*\$67,504	DPC
Highest Teacher Salary	*\$87,469	DPC
Average Principal Salary (Elementary)	N/A	DPC
Average Principal Salary (Middle)	N/A	DPC
Average Principal Salary (High)	N/A	DPC
Superintendent Salary	N/A	DPC
Percent of Budget for Teacher Salaries	N/A	DPC
Percent of Budget for Administrative Salaries	N/A	DPC

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

* Based on local high school district salary schedule

Advanced Placement (AP) Courses (School Year 2016–17)

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

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

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

Professional Development

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

- Curriculum and Instruction - Thematic Interdisciplinary Project-based Learning
- Annual school/agency-wide policies and procedures
 - SAFE
 - First Aid/CPR
 - Mandated Reporting
- Review Google Classroom and Go Guardian
- MS DR review
- SEIS & SIRAS Data Management Training
- Neuroscience and PersonBrain - PBIS
 - PBIS
 - Classroom Management
- Instructional Strategies
- Implementation of Common Core and NGSS
- Implementation of Q (formally Zangle) Student Information System

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. During our early release Wednesday, staff who attend professional development activities off site are responsible for teaching staff what they learned. Staff who attend professional development activities develop a modified training of their learning and present to the entire staff.