School Accountability Report Card
Reported Using Data from the
2022–23 School Year
California Department of Education

For Casa Pacifica Non-Public School

Address: 1722 South Lewis Road Camarillo, Ca **Phone:** 805-366-4072
Principal: Dr. Mark Capritto **Grade Span:** K-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 web page at https://www.cde.ca.gov/fg/aa/lc/.
➤ For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

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

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

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

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

Table 1: District Contact Information (School Year 2023–24)

Entity	Contact Information
District Name	N/A
Phone Number	N/A
Superintendent	N/A
Email Address	N/A
Website	N/A

Table 2: School Contact Information (School Year 2023–24)

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

Table 3: School Description and Mission Statement (School Year 2023–24)

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 10-bed residential treatment program for children and youth ages 11 to 18, a 10-bed education cottage for SELPA placed youth, 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.

Table 4: Student Enrollment by Grade Level (School Year 2022–23)

Grade Level	Number of Students
Kindergarten	0
Grade 1	0
Grade 2	1
Grade 3	0
Grade 4	1
Grade 5	6
Grade 6	3
Grade 7	4
Grade 8	3
Grade 9	5
Grade 10	9
Grade 11	9
Grade 12	14
Total Enrollment	55

Table 5: Student Enrollment by Student Group (School Year 2022–23)

Student Group	Percent of Total Enrollment
Female	14
Male	41
Non-Binary	0
American Indian or Alaska Native	0
Asian	0
Black or African American	9.1
Filipino	0
Hispanic or Latino	47.3
Native Hawaiian or Pacific Islander	0
Two or More Races	0
White	43.3
English Learners	0.02
Foster Youth	22
Homeless	0
Migrant	0
Socioeconomically Disadvantaged	65
Students with Disabilities	100

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.

Table 6: Teacher Preparation and Placement (School Year 2020–21)

Authorization/ Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	5	100	[DPC]	[DPC]	[DPC]	[DPC]
Intern Credential Holders Properly Assigned	0	0	[DPC]	[DPC]	[DPC]	[DPC]
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0	0	[DPC]	[DPC]	[DPC]	[DPC]
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0	0	[DPC]	[DPC]	[DPC]	[DPC]
Unknown/Incomplete/NA	0	0	[DPC]	[DPC]	[DPC]	[DPC]
Total Teaching Positions	5	100	[DPC]	[DPC]	[DPC]	[DPC]

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

Table 7: Teacher Preparation and Placement (School Year 2021–22)

Authorization/ Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	5	100	[DPC]	[DPC]	[DPC]	[DPC]
Intern Credential Holders Properly Assigned	0	0	[DPC]	[DPC]	[DPC]	[DPC]
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0	0	[DPC]	[DPC]	[DPC]	[DPC]
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0	0	[DPC]	[DPC]	[DPC]	[DPC]
Unknown/Incomplete/NA	0	0	[DPC]	[DPC]	[DPC]	[DPC]
Total Teaching Positions	0	100	[DPC]	[DPC]	[DPC]	[DPC]

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

Table 8: Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

Authorization/Assignment	2020–21 Number	2021–22 Number
Permits and Waivers	N/A	N/A
Misassignments	N/A	N/A
Vacant Positions	N/A	N/A
Total Teachers Without Credentials and Misassignments	N/A	N/A

Table 9: Credentialed Teachers Assigned Out-of-Field (considered "out-of-field" under ESSA)

Indicator	2020–21 Number	2021–22 Number
Credentialed Teachers Authorized on a Permit or Waiver	N/A	N/A
Local Assignment Options	N/A	N/A
Total Out-of-Field Teachers	N/A	N/A

Table 10: Class Assignments

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

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

Table 11: Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2023–24)

Year and month in which the data were collected: [DPL]

Subject	Textbooks and Other 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	Yes	0
Foreign Language	N/A	N/A	N/A
Health	2017	Yes	0
Visual and Performing Arts	N/A	N/A	N/A
Science Laboratory Equipment (grades 9-12)	N/A	N/A	N/A

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

Table 12: School Facility Conditions and Planned Improvements

The school ensures that our campus is clean, safe, and functional through regular facilities maintenance and campus supervision. Ongoing maintenance and campus improvements ensure facilities remain up to date and provide adequate space for our students and staff. School maintenance staff ensure that the repairs necessary to keep the school in good condition are completed in a timely manner.

Table 13: 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: [DPL]

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 2022

Table 14: 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] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessment [CAA] 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 CAA. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

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

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

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

Table 15: CAASPP Test Results in ELA and Mathematics for All Students Grades Three through Eight and Grade Eleven taking and completing state-administered assessments.
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2021–22	School 2022–23	District 2021–22	District 2022–23	State 2021–22	State 2022–23
English Language Arts/Literacy (grades 3-8 and 11)	CAASPP Data is sent to districts	CAASPP Data is sent to districts	N/A	N/A	[DPC]	[DPC]
Mathematics (grades 3-8 and 11)	CAASPP Data is sent to districts	CAASPP Data is sent to districts	N/A	N/A	[DPC]	[DPC]

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: ELA and mathematics test results include the Smarter Balanced Summative Assessments 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 CAA divided by the total number of students who participated in both assessments.

STUDENT DATA FOR CAASPP IS NOT SENT TO CASA PACIFICA.

DATA IS SUBMITTED DIRECTLY TO HOME DISTRICTS.

Table 16: CAASPP Test Results in ELA by Student Group
for students taking and completing a state-administered assessment
Grades Three through Eight and Grade Eleven (School Year 2022–23)

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
Female	N/A	N/A	N/A	N/A	N/A
Male	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
Black or African American	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
Two or More Races	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
English Learners	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
Military	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	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
Students with Disabilities	N/A	N/A	N/A	N/A	N/A

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 CAA divided by the total number of students who participated in both assessments.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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.

STUDENT DATA FOR CAASPP IS NOT SENT TO CASA PACIFICA.
DATA IS SUBMITTED DIRECTLY TO HOME DISTRICTS.

Table 17: CAASPP Test Results in Mathematics by Student Group
for students taking and completing a state-administered assessment
Grades Three through Eight and Grade Eleven (School Year 2022–23)

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
Female	N/A	N/A	N/A	N/A	N/A
Male	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
Black or African American	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
Two or More Races	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
English Learners	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
Military	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	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
Students with Disabilities	N/A	N/A	N/A	N/A	N/A

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 CAA divided by the total number of students who participated in both assessments.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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.

STUDENT DATA FOR CAASPP IS NOT SENT TO CASA PACIFICA.

DATA IS SUBMITTED DIRECTLY TO HOME DISTRICTS.

Table 18: 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 2021–22	School 2022–23	District 2021–22	District 2022–23	State 2021–22	State 2022–23
Science (grades 5, 8 and high school)	N/A	N/A	[DPC]	[DPC]	[DPC]	[DPC]

Note: Science test results include the CAST and the CAA for Science. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated in a science assessment.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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.

STUDENT DATA FOR CAASPP IS NOT SENT TO CASA PACIFICA.

DATA IS SUBMITTED DIRECTLY TO HOME DISTRICTS.

Table 19: CAASPP Test Results in Science by Student Group
Grades Five, Eight, and High School (School Year 2022–23)

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
Female	N/A	N/A	N/A	N/A	N/A
Male	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
Black or African American	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
Two or More Races	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
English Learners	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
Military	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	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
Students with Disabilities	N/A	N/A	N/A	N/A	N/A

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Table 20: Career Technical Education (CTE) Programs (School Year 2022–23)

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 opened one new vocational course, Digital Arts, last attracts students who enjoy engaging in the digital production of art, photos, and other media.

Culinary Arts is proposed. and the group continues to work on development and implementation of additional classroom sections that operate on a more regular basis.

All middle and high school students receive weekly career awareness and college awareness insight through curriculum in the classroom setting.

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.

CTE courses often operate at a pace that moves quick, requiring Casa Pacifica students to have additional adult support, assuming a space is available. Students from Casa Pacifica express they are less comfortable in courses where others seem to grasp information, technology, and processes quickly. Our students often withdraw from courses outside of our facility.

**Table 21: Career Technical Education (CTE) Participation
(School Year 2022–23)**

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

Table 22: Course Enrollment/Completion of University of California (UC) and/or California State University (CSU) Admission Requirements

UC/CSU Course Measure	Percent
2022–23 Pupils Enrolled in Courses Required for UC/CSU Admission	[DPC]
2021–22 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

Table 23: California Physical Fitness Test Results (School Year 2022–23)
Percentage of Students Participating in each of the five Fitness Components

Grade	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
5	N/A	N/A	N/A	N/A	N/A
7	N/A	N/A	N/A	N/A	N/A
9	N/A	N/A	N/A	N/A	N/A

Note: The administration of the PFT during 2021–22 and 2022-23 school years, only participation results are required for these five fitness areas.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

C. Engagement

State Priority: Parental Involvement

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

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

Table 24: Opportunities for Parental Involvement (School Year 2023–24)

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 hosts f(or all parents and students) Back-to-School Night, Thanksgiving celebration evening, and Christmas celebration.

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. 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)

State Priority: Pupil Engagement

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

- High school dropout rates;

- High school graduation rates; and

- Chronic Absenteeism

Table 25: Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School 2020–21	School 2021–22	School 2022–23	District 2020–21	District 2021–22	District 2022–23	State 2020–21	State 2021–22	State 2022–23
Dropout Rate	[DPC]	[DPC]	[DPC]	[DPC]	[DPC]	[DPC]	[DPC]	[DPC]	[DPC]
Graduation Rate	[DPC]	[DPC]	[DPC]	[DPC]	[DPC]	[DPC]	[DPC]	[DPC]	[DPC]

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Casa Pacifica Non-Public school does not gather Graduation Rate by Student Group data. This information is collected by the home district/school for each student. At a time when students fulfill graduation requirements and become eligible for graduation, they are referred to their original district/schools.

Table 26: Graduation Rate by Student Group (Four-Year Cohort Rate) (School Year 2022–23)

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	[DPC]	[DPC]	[DPC]
Female	[DPC]	[DPC]	[DPC]
Male	[DPC]	[DPC]	[DPC]
Non-Binary	[DPC]	[DPC]	[DPC]
American Indian or Alaska Native	[DPC]	[DPC]	[DPC]
Asian	[DPC]	[DPC]	[DPC]
Black or African American	[DPC]	[DPC]	[DPC]
Filipino	[DPC]	[DPC]	[DPC]
Hispanic or Latino	[DPC]	[DPC]	[DPC]
Native Hawaiian or Pacific Islander	[DPC]	[DPC]	[DPC]
Two or More Races	[DPC]	[DPC]	[DPC]
White	[DPC]	[DPC]	[DPC]
English Learners	[DPC]	[DPC]	[DPC]
Foster Youth	[DPC]	[DPC]	[DPC]
Homeless	[DPC]	[DPC]	[DPC]
Socioeconomically Disadvantaged	[DPC]	[DPC]	[DPC]
Students Receiving Migrant Education Services	[DPC]	[DPC]	[DPC]
Students with Disabilities	[DPC]	[DPC]	[DPC]

For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at https://www.cde.ca.gov/ds/ad/acgrinfo.asp.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

**Table 27: Chronic Absenteeism by Student Group
(School Year 2022–23)**

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	59	59	29	.49
Female	13	13	3	.23
Male	44	44	24	.54
Non-Binary	2	2	2	1
American Indian or Alaska Native	0	0	0	0
Asian	0	0	0	0
Black or African American	4	4	2	.5
Filipino	0	0	0	0
Hispanic or Latino	35	35	12	.34
Native Hawaiian or Pacific Islander	0	0	0	0
Two or More Races	6	6	0	0
White	14	14	10	.71
English Learners	2	2	2	1
Foster Youth	5	5	3	.6
Homeless	0	0	0	0
Socioeconomically Disadvantaged	0	0	0	0
Students Receiving Migrant Education Services	0	0	0	0
Students with Disabilities	59	59	29	.49

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

Table 28: Suspensions and Expulsions

Rate	School 2020–21	School 2021–22	School 2022–23	District 2020–21	District 2021–22	District 2022–23	State 2020–21	State 2021–22	State 2022–23
Suspensions	0	4	16	[DPC]	[DPC]	[DPC]	[DPC]	[DPC]	[DPC]
Expulsions	0	0	0	[DPC]	[DPC]	[DPC]	[DPC]	[DPC]	[DPC]

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Table 29: Suspensions and Expulsions by Student Group
(School Year 2022–23)

Student Group	Suspensions Rate	Expulsions Rate
All Students	16	0
Female	3	0
Male	12	0
Non-Binary	1	0
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	1	0
Filipino	0	0
Hispanic or Latino	9	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	3	0
White	3	0
English Learners	1	0
Foster Youth	3	0
Homeless	0	0
Socioeconomically Disadvantaged	4	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	16	0

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Table 30: School Safety Plan (School Year 2023–24)

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.

Table 31: Average Class Size and Class Size Distribution (Elementary) (School Year 2020–21)

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	[DPC]	[DPC]	[DPC]	[DPC]
1	[DPC]	[DPC]	[DPC]	[DPC]
2	[DPC]	[DPC]	[DPC]	[DPC]
3	[DPC]	[DPC]	[DPC]	[DPC]
4	[DPC]	[DPC]	[DPC]	[DPC]
5	[DPC]	[DPC]	[DPC]	[DPC]
6	[DPC]	[DPC]	[DPC]	[DPC]
Other**	9	1	0	0

*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.

Table 32: Average Class Size and Class Size Distribution (Elementary) (School Year 2021–22)

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	[DPC]	[DPC]	[DPC]	[DPC]
1	[DPC]	[DPC]	[DPC]	[DPC]
2	[DPC]	[DPC]	[DPC]	[DPC]
3	[DPC]	[DPC]	[DPC]	[DPC]
4	[DPC]	[DPC]	[DPC]	[DPC]
5	[DPC]	[DPC]	[DPC]	[DPC]
6	[DPC]	[DPC]	[DPC]	[DPC]
Other**	8	1	0	0

*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.

Table 33: Average Class Size and Class Size Distribution (Elementary)
(School Year 2022–23)

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	[DPC]	[DPC]	[DPC]	[DPC]
1	[DPC]	[DPC]	[DPC]	[DPC]
2	[DPC]	[DPC]	[DPC]	[DPC]
3	[DPC]	[DPC]	[DPC]	[DPC]
4	[DPC]	[DPC]	[DPC]	[DPC]
5	[DPC]	[DPC]	[DPC]	[DPC]
6	[DPC]	[DPC]	[DPC]	[DPC]
Other**	8	1	0	0

*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.

Table 34: Average Class Size and Class Size Distribution (Secondary)
(School Year 2020–21)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts	11	4	0	0
Mathematics	11	4	0	0
Science	11	4	0	0
Social Science	11	4	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.

Table 35: Average Class Size and Class Size Distribution (Secondary)
(School Year 2021–22)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts	11	4	0	0
Mathematics	11	4	0	0
Science	11	4	0	0
Social Science	11	4	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.

Table 36: Average Class Size and Class Size Distribution (Secondary) (School Year 2022–23)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts	11	4	0	0
Mathematics	11	4	0	0
Science	11	4	0	0
Social Science	11	4	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.

Table 37: Ratio of Pupils to Academic Counselor (School Year 2022–23)

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.

Table 38: Student Support Services Staff (School Year 2022–23)

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/Clinicians	5
Social Worker	Varies w student
Nurse	1
Speech/Language/Hearing Specialist	1
Resource Specialist (non-teaching)	1
Other	10

*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.

Table 39: Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2021–22)

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.

Table 40: Types of Services Funded (Fiscal Year 2022–23

Specialized Academic Instruction – Casa Pacifica Non-Public School adopted the Road to Success Academy (RTSA) curriculum developed by Los Angeles County Office of Education. The curriculum is Thematic Interdisciplinary Project-based and serves as the 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.

Group Counseling – All students are involved in group counseling. The type of counseling for each class is based on age, grade, and readiness. Services include but are not limited to DBT, CBT, mindfulness, social skills, morality, art, and introduction to group counseling.

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.

Table 41: Teacher and Administrative Salaries (Fiscal Year 2021–22)

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/.

Table 42: Advanced Placement (AP) Courses (School Year 2022–23)

Percent of Students in AP Courses: [DPC]

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

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

Table 43: Professional Development

Measure	2021–22	2022–23	2023–24
Number of school days dedicated to Staff Development and Continuous Improvement	5	5	5