

School Accountability Report Card Reported Using Data from the 2024–25 School Year

California Department of Education

For *Casa Pacifica Non-Public School*

Address: 1722 South Lewis Road, Camarillo, Ca **Phone:** 805-366-4071

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.

Admission Requirements for the University of California (UC)

Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at <https://admission.universityofcalifornia.edu/>.

Admission Requirements for the California State University (CSU)

Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at <https://www2.calstate.edu/>.

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 2025–26)

Entire table - data provided by the CDE (DPC)

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 2025–26)

Entire table - data provided by the CDE (DPC)

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
Grade Span	K-12
County-District-School (CDS) Code	56 72546 7087984

Table 3: School Description and Mission Statement (School Year 2025–26)

Narrative provided by the LEA (DPL) – use this space to provide information about the school, its program, and its goals.

School Description

Casa Pacifica is a non-public school (NPS) located in Camarillo, California, and is situated on 23-acre rural 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 16-bed education cottage for SELPA placed youth, a Health Services Clinic, eight 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.

School Mission Statement

To provide all students with a standards-based academic program within a safe, relationship based, and therapeutic environment; to teach academic skills and to promote emotional growth, behavioral growth and physical wellbeing that enables successful 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.

Table 4: Student Enrollment by Grade Level (School Year 2024–25)

Grade Level	Number of Students
Kindergarten	0
Grade 1	0
Grade 2	1
Grade 3	2
Grade 4	1
Grade 5	5
Grade 6	3
Grade 7	5
Grade 8	4
Grade 9	16
Grade 10	7
Grade 11	15
Grade 12	14
Total Enrollment	73

Table 5: Student Enrollment by Student Group (School Year 2024–25)

Student Group	Percent of Total Enrollment
Female	25%
Male	71%
Non-Binary	4%
American Indian or Alaska Native	0%
Asian	0%
Black or African American	10%
Filipino	0%
Hispanic or Latino	53%
Native Hawaiian or Pacific Islander	0%
Two or More Races	0%
White	38%
English Learners	4%
Foster Youth	7%
Homeless	0.1%
Migrant	0%
Socioeconomically Disadvantaged	33%
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 2021–22)
Entire table - data provided by the CDE (DPC)

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)	6	100	N/A	N/A	N/A	N/A
Intern Credential Holders Properly Assigned	0		N/A	N/A	N/A	N/A
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0		N/A	N/A	N/A	N/A
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0		N/A	N/A	N/A	N/A
Unknown/Incomplete/NA	0		N/A	N/A	N/A	N/A
Total Teaching Positions	6	100	N/A	N/A	N/A	N/A

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 the 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 2022–23)
Entire table - data provided by the CDE (DPC)

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)	6	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	6	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: Teacher Preparation and Placement (School Year 2023–24)

Entire table - data provided by the CDE (DPC)

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)	6	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	6	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 9: Teachers Without Credentials and Misassignments

(considered “ineffective” under ESSA)

Entire table - data provided by the CDE (DPC)

Authorization/Assignment	2021–22 Number	2022–23 Number	2023–24 Number
Permits and Waivers	N/A	N/A	N/A
Misassignments	N/A	N/A	N/A
Vacant Positions	N/A	N/A	N/A
Total Teachers Without Credentials and Misassignments	N/A	N/A	N/A

Table 10: Credentialed Teachers Assigned Out-of-Field

(considered “out-of-field” under ESSA)

Entire table - data provided by the CDE (DPC)

Indicator	2021–22 Number	2022–23 Number	2023–24 Number
Credentialed Teachers Authorized on a Permit or Waiver	0	0	0
Local Assignment Options	0	0	0
Total Out-of-Field Teachers	0	0	0

Table 11: Class Assignments

Indicator	2021–22 Percent	2022–23 Percent	2023–24 Percent
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	N/A	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	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 12: Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2025–26)

Year and month in which the data were collected: 2024/12

Subject	List of Textbooks and Other Instructional Materials / Indicate if from Most Recent Adoption / Year of Adoption	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	2017	0
Mathematics	2017	0
Science	2017	0
History-Social Science	2017	0
Foreign Language	N/A	N/A
Health	2017	0
Visual and Performing Arts	N/A	N/A
Science Laboratory Equipment (grades 9-12)	N/A	N/A

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

Table 13: School Facility Conditions and Planned Improvements

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

Our facilities and maintenance department ensure 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 14: 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:

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

Year and month of the most recent FIT report: 2025/09

Table 15: 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 assessments for English language arts/literacy [ELA], mathematics, and science for students in the general education population and the California Alternate Assessment [CAA]. 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 Standards [CCSS] or California Next Generation Science Standards [CA NGSS] 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 16: CAASPP Test Results in ELA and Mathematics for All Students taking and completing state-administered assessments

Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2023–24	School 2024–25	District 2023–24	District 2024–25	State 2023–24	State 2024–25
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 17: 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 2024–25)

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 18: 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 2024–25)

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.

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Table 19: 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 2023–24	School 2024–25	District 2023–24	District 2024–25	State 2023–24	State 2024–25
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 20: CAASPP Test Results in Science by Student Group
Grades Five, Eight, and High School (School Year 2024–25)**

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.

STUDENT DATA FOR CAASPP IS NOT SENT TO CASA PACIFICA.

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Table 21: Career Technical Education (CTE) Programs (School Year 2024–25)

Narrative provided by the LEA (DPL) – use this space to provide information about Career Technical Education (CTE) programs as follows:

- A list of programs offered by the school district in which pupils at the school may participate and that are aligned to the model curriculum standards adopted pursuant to Education Code Section 51226; and
- A list of program sequences offered by the school district. The list should identify courses conducted by a regional occupational center or program, and those conducted directly by the school district; and
- A listing of the primary representative of the district's CTE advisory committee and the industries represented on the committee.

Programs Offered by the School

Program Sequences Offered by District or County Office of Education

Career Technical Center – Formally Regional Occupation Program. Casa Pacifica students are eligible to attend this program and may tour upon request. The staff at Casa Pacifica encourages students who have expressed an interest in vocational education and/or an occupation to enroll in CTE courses. Students may be eligible for paid or unpaid internships available in these programs. Casa Pacifica students are also introduced to CTE programs at community colleges and are given support throughout the enrollment process.

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 site 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 experience in the private sector. Funding is available for students to earn income through part-time employment for a 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 students, Casa Pacifica staff provide students with an interest inventory, interview skills, and identify students who best fit the criteria for entering the Workability program. Staff will provide 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. Students 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 continues to offer Digital Arts, a course that attracts students who enjoy engaging in the digital production of art, photos, and other media. Also offered is a vocational gardening course, and in development is a new course that incorporates gardening, woodworking, landscaping, and irrigation systems.

Culinary Arts are in operation and include kitchen safety and sanitation, cooking methods, nutrition, food science, baking, and general kitchen fundamentals, and food preparation. The instructional team continues to work on the 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 quickly, 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 find these courses more challenging than courses from their daily program.

Table 22: Career Technical Education (CTE) Participation (School Year 2024–25)

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 23: Course Enrollment/Completion of University of California (UC) and/or California State University (CSU) Admission Requirements (School Year 2024–25)

UC/CSU Course Measure	Percent
Pupils Enrolled in Courses Required for UC/CSU Admission	[DPC]
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 24: California Physical Fitness Test Results (School Year 2024–25)
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 requires only participation results 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 25: Opportunities for Parental Involvement (School Year 2025–26)

Parents, families, and caregivers are actively encouraged to participate in their student's academic and social-emotional development from the initial referral through their entire educational journey at Casa Pacifica's Non-Public School. Prospective students and their families meet with a multidisciplinary team to determine appropriate placement, and during this interview, families are invited to share their perspectives on their student's strengths and needs within both the educational and mental health systems. The school and clinical programs are outlined, emphasizing collaboration to support a smooth transition into Casa Pacifica.

Throughout the school year, the Parent Engagement team hosts a variety of events where parents, families, and caregivers are welcomed to join in school-wide celebrations. These include Back to School Night, the Halloween Carnival, the Winter Holiday Party, Student of the Month ceremonies, and graduation or promotion ceremonies. Past events have featured activities such as a free farmers market, games, lunch, and student music performances.

The NPS Clinical Team also provides training on relevant social-emotional topics. These include both virtual and in-person Lunch and Learn sessions covering areas such as supporting emotional regulation, developing coping skills, de-escalation strategies, safety planning, and promoting student success in the academic setting. The clinical team also provides case management and family support services, as indicated, by collaborating with parents, families, and caregivers.

In addition, all NPS team members maintain consistent, ongoing communication with families to ensure student success.

State Priority: Pupil Engagement

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

- High school graduation rates,
- High school dropout rates, and
- Chronic Absenteeism

Table 26: Graduation Rate and Dropout Rate (Four-Year Cohort Rates)

Indicator	School 2022–23	School 2023–24	School 2024–25	District 2022–23	District 2023–24	District 2024–25	State 2022–23	State 2023–24	State 2024–25
Graduation Rate	[DPC]	[DPC]	[DPC]	[DPC]	[DPC]	[DPC]	[DPC]	[DPC]	[DPC]
Dropout 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 27: Graduation Rate by Student Group (Four-Year Cohort Rate) (School Year 2024–25)

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.

CASA PACIFICA IS A NON-PUBLIC SCHOOL AND PROVIDES SERVICES FOR PUBLIC SCHOOL STUDENTS. STUDENTS GRADUATE WITH THEIR HOME SCHOOLS.

Table 28: Chronic Absenteeism by Student Group (School Year 2024–25)
Entire table - data provided by the CDE (DPC)

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	74		13	18%
Female	24		--	7%
Male	50		--	11%
Non-Binary				
American Indian or Alaska Native				
Asian				
Black or African American	--		--	--
Filipino				
Hispanic or Latino	40		--	
Native Hawaiian or Pacific Islander				
Two or More Races				
White	27		--	
English Learners	--			
Foster Youth	--		--	
Homeless				
Socioeconomically Disadvantaged	25		--	
Students Receiving Migrant Education Services				
Students with Disabilities	74		13	18%

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 29: Suspensions and Expulsions*Entire table - data provided by the CDE (DPC)*

Rate	School 2022–23	School 2023–24	School 2024–25	District 2022–23	District 2023–24	District 2024–25	State 2022–23	State 2023–24	State 2024–25
Suspensions	36	62	78	(DPC)	(DPC)	(DPC)	(DPC)	(DPC)	(DPC)
Expulsions	N/A	N/A	N/A	(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 30: Suspensions and Expulsions by Student Group**(School Year 2024–25)***Entire table - data provided by the CDE (DPC)*

Student Group	Suspensions Rate	Expulsions Rate
All Students	43%	NA
Female	32%	NA
Male	68%	NA
Non-Binary		NA
American Indian or Alaska Native		NA
Asian		NA
Black or African American	3%	NA
Filipino		NA
Hispanic or Latino	67%	NA
Native Hawaiian or Pacific Islander		NA
Two or More Races		NA
White	30%	NA
English Learners		NA
Foster Youth		NA
Homeless		NA
Socioeconomically Disadvantaged	55%	NA
Students Receiving Migrant Education Services		NA
Students with Disabilities	100%	NA

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 31: School Safety Plan (School Year 2025–26)*Narrative provided by the LEA (DPL) –*

The school safety plan was adopted by Casa Pacifica Non-Public School: August 19, 2025.

The plan shall consist of two parts:

Part 1 – The “Comprehensive School Safety Plan” shall include all components required by Education Code 32281-32282 except for the emergency preparedness components. The Comprehensive School Safety Plan shall be on file, and available for

inspection by the public, with the Educational Services Division of the district. The Casa Pacifica Site Plan is in the education department office.

Part 2 – The “Emergency Preparedness Plan” shall include disaster procedures (routine and emergency), including earthquakes and other manufactured or natural disasters.

The Comprehensive School Safety Plan shall include an action plan that clearly identifies policies and procedures that will improve both the safety and climate on campus and shall include an evaluation component.

Site Goals

Climate – For the 25-26 school year, the Casa Pacifica staff will focus on the climate and culture of the non-public school to create by creating a safe learning environment where all students all feel welcome, students develop a sense of belonging, and progress toward social, emotional, and academic goals can be achieved.

School Safety – School staff will collaborate to create and implement strategies that increase student attendance and decrease incident reports.

Mental Health – Develop and implement assessment tools similar to the Social Emotional well Being assessment and California Healthy Kids survey to gather substantive data to determine areas where staff can support student mental health, social emotional well-being that allows them to be contributing members of their homes, schools and communities.

The safety plan includes information on the following topics:

Child Abuse and Reporting Procedures

Mandated reporters

Reportable Offenses

Responsibility for Reporting

Parent/Guardian Complaints and Grievance Procedures

Grounds for suspension or Expulsion and parent notification

Dress Code

School Discipline Procedures

Required School Drills

Transportation information

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 32: Average Class Size and Class Size Distribution (Elementary)
(School Year 2022–23)**

Entire table - data provided by the CDE (DPC)

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

*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 2023–24)**

Entire table - data provided by the CDE (DPC)

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

*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 (Elementary)
(School Year 2024–25)

Entire table - data provided by the CDE (DPC)

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

*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 35: Average Class Size and Class Size Distribution (Secondary)
(School Year 2022–23)

Entire table - data provided by the CDE (DPC)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts	9	8		
Mathematics	9	8		
Science	9	8		
Social Science	9	8		

*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 2023–24)

Entire table - data provided by the CDE (DPC)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts	9	8		
Mathematics	9	8		
Science	9	8		
Social Science	9	8		

*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: Average Class Size and Class Size Distribution (Secondary)
(School Year 2024–25)**

Entire table - data provided by the CDE (DPC)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts	10	6		
Mathematics	10	6		
Science	10	6		
Social Science	10	6		

*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 38: Ratio of Pupils to Academic Counselor (School Year 2024–25)

Entire table - data provided by the CDE (DPC)

Title	Ratio
Pupils to Academic Counselor*	There is no Academic Counselor

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

Table 39: Student Support Services Staff (School Year 2024–25)

Entire table - data provided by the CDE (DPC)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	5
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0
Psychologist	2
Social Worker	
Nurse	1
Speech/Language/Hearing Specialist	1
Resource Specialist (non-teaching)	0
Other**	30

*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.

** “Other” category is for all other student support services staff positions not listed.

Table 40: Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2023–24)

Partial table - data provided by the CDE (DPC), as follows:

- District Average Teacher Salary data,
- State Average Teacher Salary data, and
- State Expenditures Per Pupil (Unrestricted) data.

Partial table - data provided by the LEA (DPL), as follows:

- The remaining data is to be provided by the LEA.

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

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

Table 41: Types of Services Funded (Fiscal Year 2024–25)

Narrative provided by the LEA (DPL) – use this space to provide specific information about the types of programs and services available at the school that support and assist students.

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Table 42: Teacher and Administrative Salaries (Fiscal Year 2023–24)

Entire table - data provided by the CDE (DPC)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	61,849	N/A
Mid-Range Teacher Salary	85,000	N/A
Highest Teacher Salary	98,000	N/A
Average Principal Salary (Elementary)	N/A	N/A
Average Principal Salary (Middle)	N/A	N/A
Average Principal Salary (High)	N/A	N/A
Superintendent Salary		N/A
Percent of Budget for Teacher Salaries		N/A
Percent of Budget for Administrative Salaries		N/A

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

Casa Pacifica job descriptions do not reflect traditional principal or assistant principal positions and include school-wide and organizational roles and responsibilities.

Table 43: Advanced Placement (AP) Courses (School Year 2024–25)
Entire table - data provided by the CDE (DPC)

Percent of Students in AP Courses:

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 44: Professional Development
Entire table - data provided by the LEA (DPL)

Measure	2023–24	2024–25	2025–26
Number of school days dedicated to Staff Development and Continuous Improvement	9	9	9