New Pacific School-Roseville

2023-2024 School Accountability Report Card (Published During the 2024-2025 School Year)

General Information about the School Accountability Report Card (SARC)

SARC Overview

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.

A hard copy of the School Accountability Report Card is available at your School Office, upon request.

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/.

2024-25 School Contact Information

School Name	New Pacific School-Roseville
Street	143 Clinton Avenue
City, State, Zip	Roseville, CA 95678
Phone Number	916-898-9512
Principal	Eric Garber
Email Address	eric.garber@pacificcharters.org
School Website	https://pacificcharters.org/schools/new-pacific-school/roseville/
Grade Span	K-12
County-District-School (CDS) Code	31-66928-0141622

2024-25 District Contact Information

District Name	New Pacific School Roseville
Phone Number	916-786-2051
Superintendent	John Becker
Email Address	jbecker@rjuhsd.us
District Website	https://www.rjuhsd.us/rjuhsd

2024-25 School Description and Mission Statement

New Pacific Charter (NPC) is public charter school founded by Pacific Charter Institute (PCI), a non-profit 501(c) 3 public benefit corporation, incorporated in 2004. Currently, Pacific Charter Institute's Board of Directors governs six public charter schools serving almost 3,500 students in the Greater Sacramento Area.

New Pacific School is a TK-12 learning community where students are empowered to be self-directed scholars, connected to themselves and others as a whole-child and encouraged to embark on a rigorous, personalized learning plan. It is the school's belief that this best occurs when all levels of the community—students, parents, teachers, staff—collaborate to support whole-

2024-25 School Description and Mission Statement

child success. This means that the cognitive, emotional, social, and academic growth of our students is the very core of our work. New Pacific School's goals, actions and measurable outcomes, both schoolwide and for each subgroup of pupils, address and align with the State Priorities.

Our trauma-informed Social Emotional Learning frameworks unify our commitment to developing self-determined, caring, inclusive, resilient, and balanced learners. Dr. Steven Covey's Leader in Me curriculum combines accessible, bold goal setting with habits that enhance the executive functioning of all students. The Right Brain Institute innovatively melds the latest psychology and neuroscience to enact culturally sensitive and equitable restorative environments at all levels of the school. These frameworks work hand-in-hand to address Adverse Childhood Experiences to develop an MTSS. This integrated level of support engages students to become drivers of their learning experience. Our student-centered academic approach makes space for student inquiry, purpose, passion, resourcefulness, and global awareness. In addition to the mastery of academic skills, students create inquiry-based projects that cross curricular boundaries. These projects are developmentally and academically appropriate to each child's personalized learning growth plan and aligned to all California state standards.

Families will join New Pacific Charter because they want a learning community that meets the demands of the 21st century. The industrial school model of the past no longer meets the needs of this rapidly changing world. Our students will stand at the intersection of curiosity, independence, leadership and resilience years after graduation.

About this School

2023-24 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	31
Grade 1	18
Grade 2	21
Grade 3	20
Grade 4	18
Grade 5	16
Grade 6	19
Grade 7	8
Grade 8	3
Total Enrollment	154

2023-24 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	50.6
Male	49.4
American Indian or Alaska Native	1.9
Asian	1.3
Black or African American	5.8
Filipino	1.9
Hispanic or Latino	28.6
Native Hawaiian or Pacific Islander	1.9
Two or More Races	2.6
White	55.8
English Learners	7.1
Foster Youth	0.6
Homeless	2.6
Socioeconomically Disadvantaged	64.3
Students with Disabilities	26.6

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.

2020-21 Teacher Preparation and Placement

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)			468.30	86.84	228366.10	83.12
Intern Credential Holders Properly Assigned			2.70	0.51	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)			6.50	1.21	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)			44.40	8.25	12115.80	4.41
Unknown/Incomplete/NA			17.10	3.19	18854.30	6.86
Total Teaching Positions			539.20	100.00	274759.10	100.00

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.

2021-22 Teacher Preparation and Placement

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)			511.60	90.35	234405.20	84.00
Intern Credential Holders Properly Assigned			4.80	0.85	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)			8.90	1.58	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)			16.90	3.00	11953.10	4.28
Unknown/Incomplete/NA			23.80	4.21	15831.90	5.67
Total Teaching Positions			566.30	100.00	279044.80	100.00

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.

2022-23 Teacher Preparation and Placement

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)	0.20	5.90	514.00	89.46	231142.40	100.00
Intern Credential Holders Properly Assigned	0.00	0.00	3.90	0.68	5566.40	2.00
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	11.90	2.08	14938.30	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	3.20	94.40	24.60	4.29	11746.90	4.23
Unknown/Incomplete/NA	0.00	0.00	20.00	3.48	14303.80	5.15
Total Teaching Positions	3.30	100.00	574.60	100.00	277698	100

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.

Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22	2022-23
Permits and Waivers			0
Misassignments			0
Vacant Positions			0
Total Teachers Without Credentials and			0

Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2020-21	2021-22	2022-23
Credentialed Teachers Authorized on a Permit or Waiver			0
Local Assignment Options			3.2
Total Out-of-Field Teachers			3.2

Class Assignments

Indicator	2020-21	2021-22	2022-23
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)			0
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)			0

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

2024-25 Quality, Currency, Availability of Textbooks and Other Instructional Materials

New Pacific Charter utilizes a variety of curriculum resources. These resources are used to implement the California State Standards and to supplement project-based learning. Teachers develop curriculum maps collaboratively with their partner teachers and in grade level spans. Grade level alignment is analyzed regularly and triangulated with third party screeners including Exact Path and DIBELS. The curriculum adoptions for each content area are analyzed in-depth in an annual cycle. Decisions for new curricular adoptions are always made collaboratively and are aligned with our mission, vision, and goals.

The selection of curriculum balances innovation and timing as the subject areas are between adoption periods. Much has been learned regarding the efficacy of the adopted curriculum by PCI and the state of California. Students demonstrate a much higher threshold for learning coupled with major differences between individual learners. Because of this fact New Pacific Charter - Roseville is focusing on curriculum that focus on state standards that require student inquiry to reach the highest Depth of Knowledge of 3 and 4 (degree of learning information and application of the concept).

Year and month in which the data were collected	November 2023

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Wonders McGraw Hill 2023, SIPPS (2019), Being A Writer (2014), Being A Reader (2022), Core Knowledge	Yes	0
Mathematics	Eureka Math Squared (2021) and Jump Math (2019)	Yes	0
Science	Carolina Science (2018)	Yes	0
History-Social Science	Core Knowledge	Yes	0
Foreign Language	NA		
Health	NA		
Visual and Performing Arts	NA		

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

School Facility Conditions and Planned Improvements

New Pacific Charter Roseville was inspected in November of 2024, and a FIT report completed. Systems, interior, cleanliness, electrical, restrooms, safety, structural, and external areas were all rated at 98% which resulted in an overall rating of good.

School Facility Conditions and Planned Improvements

Our school's insurance provider ensures that all civil and local safety codes are kept in accordance with local and county agencies standards.

Year and month of the most recent FIT report	11/1/2024

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	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			Plugged gutter and uneven blacktop surface on outdoor play space.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences		X		Classroom A door sticks to frame on exterior, classroom B door not aligned, class 2 door difficult to lock.

Overall Facility Rate

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 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).

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

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs 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.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

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

ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Subject	School 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
English Language Arts/Literacy (grades 3-8 and 11)	43	35	62	57	46	47
Mathematics (grades 3-8 and 11)	28	21	36	36	34	35

2023-24 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

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.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	70	69	98.57	1.43	34.78
Female	35	35	100.00	0.00	48.57
Male	35	34	97.14	2.86	20.59
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	24	24	100.00	0.00	33.33
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	37	37	100.00	0.00	32.43
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	47	46	97.87	2.13	26.09
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	28	27	96.43	3.57	29.63

2023-24 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

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.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	70	70	100.00	0.00	21.43
Female	35	35	100.00	0.00	14.29
Male	35	35	100.00	0.00	28.57
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	24	24	100.00	0.00	16.67
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	37	37	100.00	0.00	24.32
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	47	47	100.00	0.00	17.02
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	28	28	100.00	0.00	25.00

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

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.

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

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.

Subject	School 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
Science (grades 5, 8 and high school)	--	35.29	46.26	44.53	30.29	30.73

2023-24 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. 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.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	17	17	100.00	0.00	35.29
Female	--	--	--	--	--
Male	--	--	--	--	--
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	11	11	100.00	0.00	36.36
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	12	12	100.00	0.00	25.00
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

2023-24 Career Technical Education Programs

2023-24 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	

Course Enrollment/Completion

This table displays the course enrollment/completion of University of California (UC) and/or California State University (CSU) admission requirements.

UC/CSU Course Measure	Percent
2023-24 Pupils Enrolled in Courses Required for UC/CSU Admission	
2022-23 Graduates Who Completed All Courses Required for UC/CSU Admission	

B. Pupil Outcomes

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.

2023-24 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT requires only participation results for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table 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.

Grade Level	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
Grade 5	93	93	93	93	93
Grade 7	100	100	100	100	100
Grade 9	--	--	--	--	--

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.

2024-25 Opportunities for Parental Involvement

As required by Education Code 47605, New Pacific Charter uses a range of methods to consult with and receive parental input. These methods include collaboration, email and phone PowerSchool systems communication, parent and student surveys, parent participation in school activities and parent contributions to school protocol development.

The Academic Triangle is a powerful and unique feature to the school in which the three major stakeholders—the teacher, the student, and the family or guardian—work together to develop solid academic plans for the student based on various criteria. The criteria will include the student's past academic performance, personal direction in education, home life, personal goals, affiliations and relationships, and current academic status. Based on these criteria, the Academic Triangle will best be able to determine the intensity of the educational experience and the right combination of opportunities.

All staff have cellular phones, Office 365 communication tools, and school email access with the expectation that they return all calls and emails from students and parents within 24 hours. The fact that teachers will be readily available to students reinforces the one-on-one connection with the teacher that the Academic Triangle highlights. In addition, staff use

2024-25 Opportunities for Parental Involvement

PowerSchool, PowerTeacher, and Schoology (and other tools) to communicate with parents with the most up to date academic information.

Parents and students are surveyed regularly to determine their satisfaction with New Pacific School. These reflective surveys help the school make program modifications to better serve the students and monitor the well-being of the students (Leader in Me). The faculty, administration, and the Board review the results of the surveys to determine how New Pacific School compares to other schools in the region. In addition to the satisfaction survey, the families were also surveyed for purposes of the LCAP.

C. Engagement

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

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

Indicator	School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
Dropout Rate				5.8	6.5	5.4	7.8	8.2	8.9
Graduation Rate				90.9	91.8	93.4	87.0	86.2	86.4

2023-24 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2023-24 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at www.cde.ca.gov/ds/ad/acgrinfo.asp.

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	0.0	0.0	0.0
Female	0.0	0.0	0.0
Male	0.0	0.0	0.0
Non-Binary	0.0	0.0	0.0
American Indian or Alaska Native	0.0	0.0	0.0
Asian	0.0	0.0	0.0
Black or African American	0.0	0.0	0.0
Filipino	0.0	0.0	0.0
Hispanic or Latino	0.0	0.0	0.0
Native Hawaiian or Pacific Islander	0.0	0.0	0.0
Two or More Races	0.0	0.0	0.0
White	0.0	0.0	0.0
English Learners	0.0	0.0	0.0
Foster Youth	0.0	0.0	0.0
Homeless	0.0	0.0	0.0
Socioeconomically Disadvantaged	0.0	0.0	0.0
Students Receiving Migrant Education Services	0.0	0.0	0.0
Students with Disabilities	0.0	0.0	0.0

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.

2023-24 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	172	161	54	33.5
Female	88	83	25	30.1
Male	84	78	29	37.2
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Black or African American	12	12	6	50.0
Filipino	--	--	--	--
Hispanic or Latino	51	47	19	40.4
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	--	--	--	--
White	91	87	26	29.9
English Learners	12	12	2	16.7
Foster Youth	--	--	--	--
Homeless	--	--	--	--
Socioeconomically Disadvantaged	112	105	37	35.2
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	56	53	20	37.7

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: 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

This table displays suspensions data.

Suspensions								
School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
	0	2.91	3.63	4.09	3.62	3.17	3.6	3.28

This table displays expulsions data.

Expulsions								
School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
	0	0	0.02	0.08	0.02	0.07	0.08	0.07

2023-24 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	2.91	0.00
Female	0.00	0.00
Male	5.95	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.00	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	5.49	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	4.46	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	3.57	0.00

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.

2024-25 School Safety Plan

The comprehensive safety plan was updated in the fall of 2024. The plan was reviewed and approved by the PCI Board of Directors on December 12, 2024 during a public board meeting. Below is the table of contents of the safety plan highlighting the content. Key elements include:

2024-25 School Safety Plan

Mission Statement and School Description
Child Abuse Reporting Procedures
Disaster Response Procedures
Suspension & Expulsion Policies
Procedures for Notifying Teachers of Dangerous Pupils
Discrimination & Harassment Policy
School-wide Dress Code Prohibiting Gang Attire
Safe and Orderly Environment
Rules and Procedures on School Discipline
Emergency Response Guide
Emergency Actions
Emergency Responses
Site Specific Procedures and Emergency Guide
Site Safety Team Checklist
Incident Command Post
Situational Communication Plans
Site Emergency Procedures for Special Needs Students
Site Emergency Drill Report
PCI Administration/Site Leader Phone Numbers
Staff Phone List
Site Evacuation Map
Valve Shut-Off Location Map
Activity /Documentation Log
Student Emergency Evacuation Absence List
Student Release Sign Out Sheet

* For security reasons, Sections J and K are confidential and will not be shared publicly.

D. Other SARC Information

Information Required in the SARC

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

2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students

2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students

2023-24 Elementary Average Class Size and Class Size Distribution

This table displays the 2023-24 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	7	7		
1	4	10		
2	11	3	2	
3	6	6		
4	5	5		
5	8	2		
6	7	4		

2021-22 Secondary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes 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.

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

2022-23 Secondary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes 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.

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

2023-24 Secondary Average Class Size and Class Size Distribution

This table displays the 2023-24 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes 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.

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

2023-24 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to 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.

Title	Ratio
Pupils to Academic Counselor	0

2023-24 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. 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. The “Other” category is for all other student support services staff positions not listed.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	0
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	0.2
Social Worker	
Nurse	0.1
Speech/Language/Hearing Specialist	0.2
Resource Specialist (non-teaching)	
Other	0.3

Fiscal Year 2022-23 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2022-23 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$18,787	$89	$17,772	69,565
District	N/A	N/A	N/A	$101,980
Percent Difference - School Site and District	N/A	N/A	N/A	-37.8
State	N/A	N/A	$10,771	$105,265
Percent Difference - School Site and State	N/A	N/A	49.1	-40.8

Fiscal Year 2023-24 Types of Services Funded

At New Pacific Charter our students complete local assessments twice annually to gauge their academic progress. In the 2022-2023 academic year, we implemented a proactive intervention approach, specifically targeting students who scored at or below 60% on the beginning-of-the-year metrics. Our primary focus was on the lowest-performing students, who received direct instructional support along with access to a range intervention programs. In addition, students had access to counseling, social emotional curriculum, low class sizes, enrichment, and a nurse on-site.

Fiscal Year 2022-23 Teacher and Administrative Salaries

This table displays the 2022-23 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at http://www.cde.ca.gov/ds/fd/cs/.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	$62,569	$62,635
Mid-Range Teacher Salary	$93,015	$101,698
Highest Teacher Salary	$121,826	$128,982
Average Principal Salary (Elementary)	$0	
Average Principal Salary (Middle)	$0	$162,013
Average Principal Salary (High)	$179,517	$182,697
Superintendent Salary	$281,027	$298,748
Percent of Budget for Teacher Salaries	33.34	30.11
Percent of Budget for Administrative Salaries	5.35	4.78

2023-24 Advanced Placement (AP) Courses

This table displays the percent of student in AP courses at this school.

Percent of Students in AP Courses	

This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student.

Subject	Number of AP Courses Offered
Computer Science	0
English	0
Fine and Performing Arts	0
Foreign Language	0
Mathematics	0
Science	0
Social Science	0
Total AP Courses Offered Where there are student course enrollments of at least one student.	0

Professional Development

New Pacific Charter professional development requirements for teachers, specialists, and classified staff are essential to meeting the goals for the school, students, staff and families. Teachers are innovative in their daily interaction with their students including curriculum analysis and data analysis, program implementation, and instructional strategies. Teachers regularly analyze curriculum and student learning through the lens of the students and parents. Through these data sources, the New Pacific School team developed a plan for addressing the greatest identified needs.

A key function of teacher collaboration was the dissection of best practices with the curriculum, engaging and attending professional development, collecting data, analyzing student achievement, and providing learning opportunities for other teachers at New Pacific School. This team collaborated with the PCI Academic Team ensuring the usage of the appropriate professional development and collaboration tools from the educational partners. Key elements of whole-staff development included analysis of student achievement by using different disaggregated data sets, differentiated instruction strategies particularly focusing on strategies such as curriculum mapping and Backward Design21 to gather feedback and ideas for classroom instruction.

New Pacific Charter adopted a reflective model of professional learning wherein teachers were encouraged to share ideas, discuss successes and areas of growth, and then refine their instruction based upon reflection and analysis. Informal and formal classroom observation with teaching peers and administration were a key method for growth.

Current professional development priorities included aligning new approaches to math teaching and learning, Project Lead the Way and Carolina Science, ELD Framework and Methods, Bias Training and Cultural Proficiency, Digital Literacy/Digital Citizenship,
and Exceptional Learner Accommodations, School Safety, Leader in Me strategies, Social Emotional Learning and conflict resolution strategies. PCI also ensured that all trainings were completed that surround the safety of our students and staff including Sexual Harassment: Policy and Prevention, digital awareness, bullying, mandated reporting, CIPA, Youth Suicide: Awareness, Prevention, and Postvention, and diversity awareness.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2022-23	2023-24	2024-25

Professional Development

Number of school days dedicated to Staff Development and Continuous Improvement	7	7	