

# 2024-2025 School Accountability Report Card (Published During the 2025-2026 School Year) Input Sections

## Input Section 1: SARC Input Sections Overview

### SARC Overview

#### SARC Publishing Deadline

The SARC publishing deadline is 2/1/26.

#### SARC Input Form Sections

Use the **SARC Input Sections** to update SARC information that is not populated by DTS.

The information you enter in the SARC Input Sections will automatically update the full SARC.

Where available, the section header is linked to detailed guidance from CDE.

A full version of CDE's Data Elements Document can be downloaded by [clicking here](#). CDE's Data Elements Document was updated in September of 2024. We will update this section when the 2025 SARC Data Elements are released.

#### SARC PDF from DTS

Once your updates are complete, please notify your district's SARC Coordinator (or DTS if you are a Single School District). DTS will provide a PDF export of the SARC with data and initiate translations (if applicable). Additionally, Coordinators can now download all SARCs at once through the Coordinator Menu. Please see instructions below:

##### Downloading the SARCs for all sites:

1. Log into DTS.
2. Select the District account.
3. Click the "View Documents (All Locations)" link on the right side of the Coordinator Menu.
4. Press the "Export Documents" button on the left side of the screen.
5. Follow the prompts to complete the export request.

#### SARC Data from CDE

SARC data is typically released by CDE in December. DTS populates the data to your SARC as soon as it becomes available. DTS will email as soon as data is released and imported to your SARC.

Please refer to the "SARC Data Updated by LEA" and "CDE SARC Data Populated by DTS" areas of this section for clarification on how data is populated to your SARC.

#### SARC Submission to CDE

SARC Coordinators are required to register using [MyCDEConnect](#). You will want to register as a SARC Coordinator. Once registered, your Main Authorizer (Superintendent) will need to approve your account. Once approved, you can follow the directions below to submit your SARC URL.

- Access the school accounts main "School Accountability Report Card (SARC)" page.
- Click the chain button for "External link to SARC" directly under the school's name within the blue box
- Enter the full SARC URL, which will be the webpage that hosts your SARC documents on your district website.

## DTS SARC Support

<b>Update Data for Multiple Sites</b>	You can update data for multiple schools by clicking " <a href="#">Update Data - All Locations</a> " in your Coordinator Menu (Coordinators only).
<b>FIT Results</b>	<p>DTS will import FIT Results for one or all schools on your behalf. You may send your completed <a href="#">CDE MS Excel FIT</a> report to DTS by <a href="#">clicking here</a>. Only the MS Excel version of the CDE FIT Tool can be imported to DTS. Please ensure that the FIT Tool sheet names have not been removed, renamed or otherwise altered.</p> <p>When downloading, please note that you may need to "Keep" the file based on your browser settings.</p>
<b>PFT Results</b>	<p>LEAs are required to populate their own Physical Fitness Test Participation Percentages. We've created an import request spreadsheet to make it easy for you to provide the data to DTS. You can download the spreadsheet by <a href="#">clicking here</a>. Please provide one spreadsheet for all schools. You may send your results to DTS by <a href="#">clicking here</a>.</p> <p>When downloading, please note that you may need to "Keep" the file based on your browser settings.</p>
<b>DTS SARC Support</b>	Please feel free to contact the DTS Support Team by <a href="#">clicking here</a> .

## SARC Data

<b>SARC Data Updated by LEA</b>	<ul style="list-style-type: none"><li>• SARC Input Sections Overview</li><li>• School Information</li><li>• District Information</li><li>• School Overview</li><li>• Opportunities for Parental Involvement</li><li>• School Safety Plan</li><li>• School Facility Conditions and Planned Improvement</li><li>• Textbooks</li><li>• Expenditures per Pupil</li><li>• Types of Services Funded</li><li>• California Physical Fitness Test Participation</li><li>• Professional Development</li><li>• CTE (Grades 9-12 Only)</li></ul>
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**CDE SARC Data Populated by DTS**

- Student Enrollment by Grade Level
- Student Enrollment by Student Group
- Teacher Preparation and Placement
- Teachers Without Credentials and Misassignments
- Credentialed Teachers Assigned Out-of-Field
- Class Assignments
- Percentage of Students Meeting or Exceeding the State Standard on CAASPP
- CAASPP Test Results in ELA by Student Group
- CAASPP Test Results in Math by Student Group
- CAASPP Test Results in Science for All Students
- CAASPP Test Results in Science by Student Group
- Career Technical Education Programs
- Course Enrollment/Completion
- Graduation Rate
- Dropout Rate
- Graduation Rate by Student Group
- Chronic Absenteeism by Student Group
- Suspensions and Expulsions
- Suspensions and Expulsions by Student Group
- Elementary Average Class Size and Class Size Distribution
- Secondary Average Class Size and Class Size Distribution
- Ratio of Pupils to Academic Counselor
- Student Support Services Staff
- Expenditures Per Pupil and School Site Teacher Salaries
- Teacher and Administrative Salaries
- Advanced Placement (AP) Courses

**Input Section 2: 2025-26 School Contact Information**

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

**Input Section 3: 2025-26 District Contact Information**

**These fields should be reviewed and updated by the LEA/School. Provide current contact information.**

<b>District Name</b>	New Pacific Charter Roseville
<b>Phone Number</b>	916-786-2051
<b>Superintendent</b>	John Becker

**Email Address**

jbecker@rjuhsd.us

**District Website Address**

<https://www.rjuhsd.us/rjuhsd>

#### **Input Section 4: 2025-26 School Overview**

**Use this space to provide information about the school, its program, and its goals.**

**This field should be reviewed and updated by the LEA/School. Please keep the narrative content to 2-3 paragraphs.**

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 seven public charter schools serving 4000 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-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.

#### **Input Section 5: 2025-26 Opportunities for Parental Involvement**

**Use this space to provide information on how parents can become involved in school activities, including contact information pertaining to organized opportunities for parental involvement.**

**This field should be reviewed and updated by the LEA/School. Please keep the narrative content to 2-3 paragraphs.**

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, ParentSquare, 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.

## Input Section 5: 2025-26 Opportunities for Parental Involvement

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 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. The Parent Advisory Committee also makes valuable contributions to the development of the LCAP.

## Input Section 6: 2025-26 School Safety Plan

**This section should include information about the school's Comprehensive School Safety Plan (CSSP), including the dates on which the safety plan was last annually reviewed, updated, board approved and discussed with school faculty and a student representative, as well as a brief description of the key elements of the plan (please do not paste your entire safety plan in this field).**

**This field should be reviewed and updated by the LEA/School. Please keep the narrative content to 2-3 paragraphs.**

The comprehensive safety plan was updated in the spring of 2025. The plan was reviewed and approved by the PCI Board of Directors on June 16, 2025 during a public board meeting. Below is the table of contents of the safety plan highlighting the content. Key elements include:

- 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.

### Input Section 7: School Facility Conditions and Planned Improvements

This field should be reviewed and updated by the LEA/School. 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).]. Please keep the narrative content to 2-3 paragraphs.

New Pacific Charter Roseville was inspected in January of 2026, and a FIT report completed. Systems, cleanliness, electrical, restrooms, structural areas were all rated at good, which resulted in an overall rating of good. 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	1/2026
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System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces		X		
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			
<b>Electrical</b>	X			
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			
<b>Safety:</b> Fire Safety, Hazardous Materials		X		
<b>Structural:</b> Structural Damage, Roofs	X			
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences		X		

### Overall Facility Rate

These fields should be reviewed and updated by the LEA/School. Please make sure they match your most recent facilities inspection ratings.

Exemplary	Good	Fair	Poor
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### Input Section 8: 2025-26 Quality, Currency, Availability of Textbooks and Other Instructional Materials

**This field should be reviewed and updated by the LEA/School. The narrative field is optional, but the table data is required. Please keep the narrative content to 2-3 paragraphs.**

**Note:**

**List all textbooks and instructional materials used in the school in core subjects (reading/language arts, math, science, and history-social science).**

**If an insufficiency exists, the description must identify the percent of students who lack sufficient textbooks and instructional materials. Be sure to use the most recent available data collected by the LEA and note the year and month in which the data were collected.**

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 IXL and mClass for reading and math. 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).

<b>Year and month in which the data were collected</b>	January 2026
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<b>Subject</b>	<b>List of Textbooks and Other Instructional Materials / Indicate if from Most Recent Adoption / Year of Adoption</b>	<b>Percent Students Lacking Own Assigned Copy</b>
<b>Reading/Language Arts</b>	Wonders McGraw Hill 2023, SIPPS (2019), Being A Writer (2014), Being A Reader (2022), Core Knowledge	0
<b>Mathematics</b>	Eureka Math Squared (2021) and Jump Math (2019)	0
<b>Science</b>	Carolina Science (2018)	0
<b>History-Social Science</b>	Core Knowledge	0
<b>Foreign Language</b>	Bright Thinker	0
<b>Health</b>	Bright Thinker	0
<b>Visual and Performing Arts</b>	Bright Thinker	0
<b>Science Laboratory Equipment (grades 9-12)</b>	Bright Thinker	0

## Input Section 9: 2023-24 Expenditures Per Pupil and School Site Teacher Salaries

**NOTE: The most recent data available from CDE is two years old; the 2023-24 year reference is correct. For comparison purposes, data for the same fiscal year is requested from the school.**

These fields will be populated by DTS with data provided by CDE as it becomes available:

- District Average Teacher Salary
- State Expenditures Per Pupil (Unrestricted)
- State Average Teacher Salary
- Percent Difference - School Site and District
- Percent Difference - School Site and State

The fields listed below should be reviewed and updated by the LEA/School:

- School Total Expenditures Per Pupil (School)
- School Expenditures Per Pupil (Restricted)
- School Expenditures Per Pupil (Unrestricted)
- School Average Teacher Salary (School)
- District Expenditures Per Pupil (Unrestricted)

This table displays the 2023-24 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	\$112,766
Percent Difference - School Site and District	N/A	N/A	N/A	-37.8
State	N/A	N/A	\$11,146	\$113,595
Percent Difference - School Site and State	N/A	N/A	49.1	-40.8

## Input Section 10: 2024-25 Types of Services Funded

**This field should be reviewed and updated by the LEA/School. Use this space to provide specific information about the types of programs and services available at the school that support and assist students. Please keep the narrative content to 2-3 paragraphs.**

At New Pacific Charter our students complete local assessments twice annually to gauge their academic progress. We have continued 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.

## Input Section 11: 2024-25 California Physical Fitness Test Percentage of Students Participating

This field should be reviewed and updated by the LEA/School.

Only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) should 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.

You may send your PFT Participation Percentages to DTS using the spreadsheet provided by [clicking here](#). You may send your results to DTS by [clicking here](#).

For multiple school updates, DTS Coordinators may update data for all schools using the "[Update Data – All Locations](#)" link in the Coordinator Menu. You can review an overview of the link by clicking here.

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	100	100	100	100	100
Grade 7	93	93	93	93	93
Grade 9	100	100	100	100	100

## Input Section 12: Professional Development

**This field should be reviewed and updated by the LEA/School. The narrative field is optional, but the table data is required. Please keep the narrative content to 2-3 paragraphs.**

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 Design<sup>21</sup> 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	2023-24	2024-25	2025-26
Number of school days dedicated to Staff Development and Continuous Improvement	7	7	7

## Input Section 13: Career Technical Education Programs (Grades 9-12 Only)

**This section applies to schools serving grades 9-12 only.  
If your school does not serve grades 9-12, simply skip and leave this section blank.  
It will not be included in the full SARC.**

## 2024-25 Career Technical Education Programs

This field should be reviewed and updated by the LEA/School. Please keep the narrative content to 2-3 paragraphs.

To complete this section, provide:

- 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.

The primary representative of Sutter Peak Charter Academy CTE committee is Dan McLaughlin  
Dan.McLaughlin@pacificcharters.org  
(916) 616-3976

At the secondary level, NPC-R has students in grades 9-10. Students have access to Bright Thinker courseware, a comprehensive digital curriculum that supports Career Technical Education (CTE) courses, providing flexible, engaging content for various subjects, covering areas like Health Science, Digital Media, and other pathways

**THE REMAINING SECTIONS ARE PROVIDED FOR REVIEW AND INCLUDE THE  
UPDATES FROM YOUR INPUT SECTIONS**

## **New Pacific School-Roseville** **2024-2025 School Accountability Report Card** **(Published During the 2025-2026 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/fq/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/>.

## 2025-26 School Contact Information

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

## 2025-26 District Contact Information

<b>District Name</b>	New Pacific Charter Roseville
<b>Phone Number</b>	916-786-2051
<b>Superintendent</b>	John Becker
<b>Email Address</b>	<a href="mailto:jbecker@rjuhsd.us">jbecker@rjuhsd.us</a>
<b>District Website</b>	<a href="https://www.rjuhsd.us/rjuhsd">https://www.rjuhsd.us/rjuhsd</a>

## 2025-26 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 seven public charter schools serving 4000 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-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

## 2025-26 School Description and Mission Statement

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

### 2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	41
Grade 1	28
Grade 2	23
Grade 3	20
Grade 4	21
Grade 5	17
Grade 6	19
Grade 7	12
Grade 8	12
Grade 9	2
<b>Total Enrollment</b>	<b>195</b>

## 2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	43.6
Male	56.4
American Indian or Alaska Native	1.5
Asian	1
Black or African American	4.6
Filipino	1.5
Hispanic or Latino	23.6
Native Hawaiian or Pacific Islander	1.5
Two or More Races	2.1
White	64.1
English Learners	6.7
Foster Youth	1
Socioeconomically Disadvantaged	45.6
Students with Disabilities	32.3

### 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.

## 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)			511.6	90.35	234405.2	84
Intern Credential Holders Properly Assigned			4.8	0.85	4853	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)			8.9	1.58	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)			16.9	3	11953.1	4.28
Unknown/Incomplete/NA			23.8	4.21	15831.9	5.67
<b>Total Teaching Positions</b>			<b>566.3</b>	<b>100</b>	<b>279044.8</b>	<b>100</b>

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)	0.2	5.9	514	89.46	231142.4	83.24
Intern Credential Holders Properly Assigned	0	0	3.9	0.68	5566.4	2
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0	0	11.9	2.08	14938.3	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	3.2	94.4	24.6	4.29	11746.9	4.23
Unknown/Incomplete/NA	0	0	20	3.48	14303.8	5.15
<b>Total Teaching Positions</b>	<b>3.3</b>	<b>100</b>	<b>574.6</b>	<b>100</b>	<b>277698</b>	<b>100</b>

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.

## 2023-24 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	0.2	3.26	534.7	90.34	230039.4	100
<b>Intern Credential Holders Properly Assigned</b>	0	0	3.9	0.67	6213.8	2.23
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0	0	9	1.52	16855	6.04
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	1	13.84	16.5	2.79	12112.8	4.34
<b>Unknown/Incomplete/NA</b>	6.3	82.9	27.6	4.66	13705.8	4.91
<b>Total Teaching Positions</b>	7.6	100	591.8	100	278927.1	100

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.

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

Authorization/Assignment	2021-22	2022-23	2023-24
<b>Permits and Waivers</b>		0	0
<b>Misassignments</b>		0	0
<b>Vacant Positions</b>		0	0
<b>Total Teachers Without Credentials and Misassignments</b>		0	0

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

Indicator	2021-22	2022-23	2023-24
<b>Credentialed Teachers Authorized on a Permit or Waiver</b>		0	0
<b>Local Assignment Options</b>		3.2	1
<b>Total Out-of-Field Teachers</b>		3.2	1

## Class Assignments

Indicator	2021-22	2022-23	2023-24
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)		0	0
<b>No credential, permit or authorization to teach</b> (a percentage of all the classes taught by teachers with no record of an authorization to teach)		0	0

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

## 2025-26 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 IXL and mClass for reading and math. 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

January 2026

Subject	List of Textbooks and Other Instructional Materials / Indicate if from Most Recent Adoption / Year of Adoption	Percent Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	Wonders McGraw Hill 2023, SIPPS (2019), Being A Writer (2014), Being A Reader (2022), Core Knowledge	0
<b>Mathematics</b>	Eureka Math Squared (2021) and Jump Math (2019)	0
<b>Science</b>	Carolina Science (2018)	0
<b>History-Social Science</b>	Core Knowledge	0
<b>Foreign Language</b>	Bright Thinker	0
<b>Health</b>	Bright Thinker	0
<b>Visual and Performing Arts</b>	Bright Thinker	0
<b>Science Laboratory Equipment (grades 9-12)</b>	Bright Thinker	0

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

## School Facility Conditions and Planned Improvements

New Pacific Charter Roseville was inspected in January of 2026, and a FIT report completed. Systems, cleanliness, electrical, restrooms, structural areas were all rated at good, which resulted in an overall rating of good. 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**

1/2026

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces		X		
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			
<b>Electrical</b>	X			
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			
<b>Safety:</b> Fire Safety, Hazardous Materials		X		
<b>Structural:</b> Structural Damage, Roofs	X			
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences		X		

## 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 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.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	35	42	57	60	47	48
<b>Mathematics</b> (grades 3-8 and 11)	21	23	36	41	35	37

### 2024-25 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
<b>All Students</b>	100	99	99.00	1.00	42.42
<b>Female</b>	43	42	97.67	2.33	57.14
<b>Male</b>	57	57	100.00	0.00	31.58
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	--	--	--	--	--
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	26	26	100.00	0.00	34.62
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	--	--	--	--	--
<b>White</b>	61	60	98.36	1.64	40.00
<b>English Learners</b>	--	--	--	--	--
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	45	44	97.78	2.22	29.55
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	42	42	100.00	0.00	26.19

## 2024-25 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
<b>All Students</b>	100	99	99.00	1.00	23.23
<b>Female</b>	43	42	97.67	2.33	26.19
<b>Male</b>	57	57	100.00	0.00	21.05
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	--	--	--	--	--
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	26	26	100.00	0.00	11.54
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	--	--	--	--	--
<b>White</b>	61	60	98.36	1.64	28.33
<b>English Learners</b>	--	--	--	--	--
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	45	44	97.78	2.22	22.73
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	42	42	100.00	0.00	9.52

## 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 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
<b>Science</b> (grades 5, 8 and high school)	35.29	40.74	44.53	45.44	30.73	32.52

## 2024-25 CAASPP Test Results in Science by Student Group

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 Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	27	27	100.00	0.00	40.74
Female	12	12	100.00	0.00	50.00
Male	15	15	100.00	0.00	33.33
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	--	--	--	--	--
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	19	19	100.00	0.00	42.11
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	--	--	--	--	--
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	12	12	100.00	0.00	25.00

## 2024-25 Career Technical Education Programs

The primary representative of Sutter Peak Charter Academy CTE committee is Dan McLaughlin  
 Dan.McLaughlin@pacificcharters.org  
 (916) 616-3976

At the secondary level, NPC-R has students in grades 9-10. Students have access to Bright Thinker courseware, a comprehensive digital curriculum that supports Career Technical Education (CTE) courses, providing flexible, engaging content for various subjects, covering areas like Health Science, Digital Media, and other pathways

## 2024-25 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	

## 2024-25 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
Pupils Enrolled in Courses Required for UC/CSU Admission	100
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.

## 2024-25 California Physical Fitness Test Participation Rates

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	100	100	100	100	100
Grade 7	93	93	93	93	93
Grade 9	100	100	100	100	100

## 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.

## 2025-26 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, ParentSquare, 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 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. The Parent Advisory Committee also makes valuable contributions to the development 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 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
Dropout Rate				6.5	5.4	5.7	8.2	8.9	8
Graduation Rate				91.8	93.4	93.8	86.2	86.4	87.5

## 2024-25 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](http://www.cde.ca.gov/ds/ad/acgrinfo.asp).

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

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.

## 2024-25 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
<b>All Students</b>	225	213	34	16.0
<b>Female</b>	103	97	15	15.5
<b>Male</b>	122	116	19	16.4
<b>Non-Binary</b>	--	--	--	--
<b>American Indian or Alaska Native</b>	--	--	--	--
<b>Asian</b>	--	--	--	--
<b>Black or African American</b>	12	11	1	9.1
<b>Filipino</b>	--	--	--	--
<b>Hispanic or Latino</b>	54	51	7	13.7
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--
<b>Two or More Races</b>	--	--	--	--
<b>White</b>	138	133	23	17.3
<b>English Learners</b>	15	13	2	15.4
<b>Foster Youth</b>	--	--	--	--
<b>Homeless</b>	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	108	101	20	19.8
<b>Students Receiving Migrant Education Services</b>	--	--	--	--
<b>Students with Disabilities</b>	80	78	14	17.9

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 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
0	2.91	3.56	4.09	3.62	3.08	3.6	3.28	2.94

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.

This table displays expulsions data.

Expulsions								
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
0	0	0	0.08	0.02	0.04	0.08	0.07	0.06

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 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	3.56	0.00
Female	0.97	0.00
Male	5.74	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	3.70	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	4.35	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	5.56	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	5.00	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.

## 2025-26 School Safety Plan

The comprehensive safety plan was updated in the spring of 2025. The plan was reviewed and approved by the PCI Board of Directors on June 16, 2025 during a public board meeting. Below is the table of contents of the safety plan highlighting the content. Key elements include:

- 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.

## 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
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## 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	0	0
1	4	10	0	0
2	11	3	2	0
3	6	6	0	0
4	5	5	0	0
5	8	2	0	0
6	7	4	0	0
Other	0	0	0	0

## 2024-25 Elementary Average Class Size and Class Size Distribution

This table displays the 2024-25 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	13	10		
1	14	10		
2	23		5	
3	10	10		
4	11	10		
5	17	5		
6	7	15		

## 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				

## 2024-25 Secondary Average Class Size and Class Size Distribution

This table displays the 2024-25 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	2	1		
Mathematics	2	1		
Science	2	1		
Social Science	2	1		

## 2024-25 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

## 2024-25 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 2023-24 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2023-24 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	\$112,766
Percent Difference - School Site and District	N/A	N/A	N/A	-37.8
State	N/A	N/A	\$11,146	\$113,595
Percent Difference - School Site and State	N/A	N/A	49.1	-40.8

## Fiscal Year 2024-25 Types of Services Funded

At New Pacific Charter our students complete local assessments twice annually to gauge their academic progress. We have continued 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 2023-24 Teacher and Administrative Salaries

This table displays the 2023-24 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	\$68,576	\$67,238
Mid-Range Teacher Salary	\$101,945	\$106,841
Highest Teacher Salary	\$133,522	\$136,881
Average Principal Salary (Elementary)		
Average Principal Salary (Middle)		\$167,233
Average Principal Salary (High)	\$199,219	\$193,950
Superintendent Salary	\$315,000	\$314,304
Percent of Budget for Teacher Salaries	33.84%	29.51%
Percent of Budget for Administrative Salaries	5.58%	4.87%

## 2024-25 Advanced Placement (AP) Courses

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

Percent of Students in AP Courses	0
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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
<b>Total AP Courses Offered</b>	0

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

## 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.

## Professional Development

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 Design<sup>21</sup> 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	2023-24	2024-25	2025-26
<b>Number of school days dedicated to Staff Development and Continuous Improvement</b>	7	7	7