

Parker Whitney Elementary School

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

School Name	Parker Whitney Elementary School
Street	5145 Topaz Ave
City, State, Zip	Rocklin, CA 95677
Phone Number	916-624-2491
Principal	Olivia Conn
Email Address	oconn@rocklinusd.org
School Website	https://pwes.rocklinusd.org/
Grade Span	K-6
County-District-School (CDS) Code	31750856031207

2025-26 District Contact Information

District Name	Rocklin Unified School District
Phone Number	916-624-2428
Superintendent	Roger Stock
Email Address	rstock@rocklinusd.org
District Website	www.rocklinusd.org

2025-26 School Description and Mission Statement

Parker Whitney Elementary School is one of seventeen schools in the Rocklin Unified School District. The school serves students in transitional kindergarten through sixth grades, with an enrollment of about 450. The school is located in the center of a stable and supportive community which expresses its values toward education through a high level of participation. Parker Whitney Elementary School opened in 1965. Olivia Conn is the Principal and Roger Stock is the District Superintendent.

The staff of Parker Whitney Elementary School strives to provide an exemplary learning environment. Academic learning is certainly the primary focus of the school, but commendably, the staff operates on the principle that a caring environment which fosters self-esteem and individual development is the best road toward realizing such learning. The students are able to

2025-26 School Description and Mission Statement

approach all facets of their learning with confidence and the assurance that this school is their home. Rules of conduct are realized internally, leading to self-directedness and initiative. Finally, the staff welcomes the direct involvement of the community in these efforts.

At Parker Whitney Elementary School, parents and staff together are dedicated to creating a safe and orderly learning environment in which students interact positively with others and are able to develop responsibility, confidence, and self-esteem while achieving to their highest academic potential. Families play very important roles in Parker Whitney Elementary School through their active participation and involvement in the School Site Council and the Parent Teacher Club (PTC). They share information with classes about professional lives, teach special skills (art, music, and sports), work on school or playground improvements, conduct fundraisers, and make donations. They regularly volunteer their services in the classrooms and the library. Parker Whitney Elementary School has become a focal point and center for students and the community.

Mission Statement

The mission of Parker Whitney Elementary, a California Distinguished school and a key component of a diverse learning community, is to ensure each student will experience meaningful and measurable academic growth and build a strong, active connection to his or her community as a dynamic life-long learner by:

- Providing quality instruction through collaboration, evolving technologies, and high expectations
- Recognizing and addressing academic challenges
- Building vital partnerships with our families and the community
- Creating and maintaining a physically and emotionally safe learning environment

About this School

2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	68
Grade 1	47
Grade 2	68
Grade 3	50
Grade 4	62
Grade 5	66
Grade 6	61
Total Enrollment	422

2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	42.2
Male	57.8
Asian	4
Black or African American	0.9
Filipino	1.4
Hispanic or Latino	18.5
Two or More Races	9.5
White	62.8
English Learners	8.5
Foster Youth	0.7
Homeless	1.2
Socioeconomically Disadvantaged	30.1
Students with Disabilities	16.4

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)	19.5	90.18	582.1	90.21	234405.2	84
Intern Credential Holders Properly Assigned	0.5	2.3	6	0.93	4853	1.74
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0	0	8.4	1.3	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.3	1.43	12.1	1.89	11953.1	4.28
Unknown/Incomplete/NA	1.3	6.04	36.5	5.67	15831.9	5.67
Total Teaching Positions	21.7	100	645.3	100	279044.8	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.

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)	22.3	96.09	595.4	93.02	231142.4	83.24
Intern Credential Holders Properly Assigned	0	0	4.1	0.65	5566.4	2
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0	0	10.4	1.63	14938.3	5.38
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.4	1.72	14.7	2.31	11746.9	4.23
Unknown/Incomplete/NA	0.5	2.15	15.3	2.4	14303.8	5.15
Total Teaching Positions	23.2	100	640.1	100	277698	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.

2023-24 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)	22.4	92.25	590.4	92.38	230039.4	100
Intern Credential Holders Properly Assigned	0	0	3.7	0.58	6213.8	2.23
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	1	4.1	9	1.41	16855	6.04
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.8	3.28	11.4	1.79	12112.8	4.34
Unknown/Incomplete/NA	0	0.33	24.4	3.83	13705.8	4.91
Total Teaching Positions	24.3	100	639.1	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
Permits and Waivers	0.00	0	1
Misassignments	0.00	0	0
Vacant Positions	0.00	0	0
Total Teachers Without Credentials and Misassignments	0.00	0	1

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

Indicator	2021-22	2022-23	2023-24
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.1	0.5
Local Assignment Options	0.30	0.2	0.2
Total Out-of-Field Teachers	0.30	0.4	0.8

Class Assignments

Indicator	2021-22	2022-23	2023-24
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0	0	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	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

Year and month in which the data were collected	June 2025	
Subject	List of Textbooks and Other Instructional Materials / Indicate if from Most Recent Adoption / Year of Adoption	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	There are sufficient standards-aligned textbooks and other materials for each pupil.	0
Mathematics	There are sufficient standards-aligned textbooks and other materials for each pupil.	0
Science	There are sufficient standards-aligned textbooks and other materials for each pupil.	0
History-Social Science	There are sufficient standards-aligned textbooks and other materials for each pupil.	0

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

School Facility Conditions and Planned Improvements

Parker Whitney School, the second school built in the Rocklin Unified School District, has served Kindergarten through 6th grade students for 58 years. Transitional Kindergarten is now offered at Parker Whitney. Having undergone modernization, it now has a large cafeteria, large Visual and Performing Arts (V.A.P.A) room, stage, and band room.

All volunteers are required to wear an I.D. badge and visitors are required to check in at the office to ensure the safety of our students. Supervision is provided before school, during recesses, and immediately after school.

Parker Whitney School has a comprehensive safety and crisis intervention plan including an Action Plan with a Crisis Plan component. Emergency drills including fire, lock-down and off-campus evacuation are practiced on a monthly basis to ensure a smooth and orderly process. District wide safety inspections are done on an ongoing basis throughout the year.

The district takes great efforts to ensure that all schools are clean, safe, and functional. To assist in this effort, the district uses a facility survey instrument developed by the State of California Office of Public School Construction. District maintenance ensures that the repairs necessary to keep the school sites in good repair and working order are completed in a timely manner. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority.

Year and month of the most recent FIT report	July, 2025
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School Facility Conditions and Planned Improvements

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		Water stained ceiling tiles, stained carpet, loose ceiling tiles, hole in ceiling tile, cracked floor tiles, torn wallpaper
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical		X		Loose ethernet box, water stain in light diffuser, light panel missing, conduit end cap missing, daisy chained electrical cords,
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			Low flow fountain, fountain not working
Safety: Fire Safety, Hazardous Materials		X		Emergency exit lights expired, chipping paint
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/Doors/Gates/Fences	X			Trip hazard, holes in cement, door not closing properly

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
English Language Arts/Literacy (grades 3-8 and 11)	57	53	66	67	47	48
Mathematics (grades 3-8 and 11)	59	55	60	61	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
All Students	239	236	98.74	1.26	52.54
Female	101	101	100.00	0.00	59.41
Male	138	135	97.83	2.17	47.41
American Indian or Alaska Native	0	0	0	0	0
Asian	11	10	90.91	9.09	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	48	48	100.00	0.00	33.33
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	23	23	100.00	0.00	52.17
White	151	150	99.34	0.66	59.33
English Learners	23	22	95.65	4.35	13.64
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	16	16	100.00	0.00	31.25
Socioeconomically Disadvantaged	75	74	98.67	1.33	36.49
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	50	48	96.00	4.00	20.83

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
All Students	240	233	97.08	2.92	55.36
Female	102	101	99.02	0.98	54.46
Male	138	132	95.65	4.35	56.06
American Indian or Alaska Native	0	0	0	0	0
Asian	11	10	90.91	9.09	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	48	48	100.00	0.00	39.58
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	23	21	91.30	8.70	66.67
White	152	149	98.03	1.97	59.06
English Learners	23	23	100.00	0.00	21.74
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	16	15	93.75	6.25	46.67
Socioeconomically Disadvantaged	75	72	96.00	4.00	30.56
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	50	48	96.00	4.00	14.58

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
Science (grades 5, 8 and high school)	47.62	29.51	43.64	45.13	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	63	61	96.83	3.17	29.51
Female	22	21	95.45	4.55	28.57
Male	41	40	97.56	2.44	30.00
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	11	10	90.91	9.09	--
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	42	42	100.00	0.00	30.95
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	22	21	95.45	4.55	28.57
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	14	13	92.86	7.14	0.00

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

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

At Parker Whitney Elementary School, parents and staff together are dedicated to creating a safe and orderly learning environment in which students interact positively with others and are able to develop responsibility, confidence, and self-esteem while achieving to their highest academic potential. Families play very important roles through their active participation and involvement in School Site Council, Parent Teacher Club (PTC), Art Docent Presenters, and various annual events, and afterschool clubs and programs. Parents share information with classes about professional lives, diversity of culture and traditions, teach special skills (art, music, and sports), work on school or playground improvements, conduct fundraisers, and make donations. They regularly volunteer their services in the classrooms and the library. In addition to working with staff and students, parents play a vital role in providing perspective and recommendations for improvement through our School Site Council, PTC, and annual surveys around various topics.

2024-25 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	450	440	40	9.1
Female	189	185	19	10.3
Male	261	255	21	8.2
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	21	20	2	10.0
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	84	81	8	9.9
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	45	42	2	4.8
White	273	271	24	8.9
English Learners	42	39	6	15.4
Foster Youth	--	--	--	--
Homeless	--	--	--	--
Socioeconomically Disadvantaged	153	148	29	19.6
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	90	88	10	11.4

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
2.92	1.03	2	3.03	2.43	2.46	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	0.04	0.03	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	2.00	0.00
Female	1.06	0.00
Male	2.68	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	4.76	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	3.57	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	1.83	0.00
English Learners	7.14	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	4.58	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	2.22	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

We envision a school community that promotes and sustains responsible citizenship achieved through appropriate academic excellence and developing social skills. We understand that nurturing is a process that takes many forms, beginning with acceptance and understanding of diversity of age, race-ethnicity, and culture. We strive for an environment that is safe and we are committed to maintaining a responsible safety plan that includes policy and procedures. We believe that all students can learn at Parker Whitney School.

Safe School Plan: All schools in the Rocklin Unified School District have a Comprehensive School Safety Plan approved by the School Site Council. It includes an assessment of the current status of school crime, procedures to notify teachers of dangerous pupils, rules and procedures on school discipline, school-wide dress code, policies regarding actions which would lead to suspension/expulsion, sexual harassment policy, procedures for the safe ingress and egress of pupils, and other safe school strategies and programs. It also includes an action plan for implementation. At Parker Whitney School, we are in the 15th year of implementation of the plan. Current year plans will continue to focus on bullying awareness and prevention, positive behavior intervention systems (PBIS), playground interaction, staff articulation, training, and implementing emergency procedures. Parker Whitney has also dedicated time each day for social-emotional education through our Purposefull People curriculum and other social development resources including social skills groups and individual school counseling. School staff is trained annually on emergency procedures and social emotional learning for staff and students. Date of Last Update: February 2025 Date of Last Review with Staff: August and September 2025

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
K	21	1	3	0
1	24	0	2	0
2	19	1	2	0
3	19	1	2	0
4	30	0	2	0
5	20	1	2	0
6	27	0	2	0
Other	12	5	2	0

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	24	0	2	0
1	23	0	3	0
2	25	0	2	0
3	19	2	1	0
4	21	1	2	0
5	23	1	2	0
6	22	1	2	0
Other	11	5	1	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	22		2	
1	23		2	
2	22	1	2	
3	24		2	
4	17	2	2	
5	17	2	2	
6	29		2	
Other	11	6	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	888

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)	0.5
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	1
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	1
Resource Specialist (non-teaching)	
Other	0.2

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	\$10,521	\$2,446	\$8,074	\$101,694
District	N/A	N/A	\$9,917	\$100,496
Percent Difference - School Site and District	N/A	N/A	-22.3	4.6
State	N/A	N/A	\$11,146	\$103,743
Percent Difference - School Site and State	N/A	N/A	-28.6	3.9

Fiscal Year 2024-25 Types of Services Funded

Across Rocklin Unified School District, the following services are offered: core TK-12 classes, instructional materials, staff development, intervention classes, Special Education, school-based counseling services, Title I, transportation, Gifted and Talented Education (GATE), Dual Language, International Baccalaureate Primary Years Program (IBPYP), English Language Development, & Career Technical Education (CTE). (Note: Some programs are not available at all schools or all grade levels, however intra-district transfer opportunities are available to allow for greater school choice.)

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	\$49,628	\$62,783
Mid-Range Teacher Salary	\$87,675	\$97,783
Highest Teacher Salary	\$123,234	\$128,020
Average Principal Salary (Elementary)	\$165,757	\$160,224
Average Principal Salary (Middle)	\$164,852	\$166,992
Average Principal Salary (High)	\$189,646	\$180,971
Superintendent Salary	\$340,490	\$313,465
Percent of Budget for Teacher Salaries	36.61%	30.05%
Percent of Budget for Administrative Salaries	4.42%	5%

Professional Development

The Rocklin Unified School District is committed to high quality professional development that meets the needs of the staff aligned to the established Rocklin Unified Strategic Plan. The focus of our Professional Development is the following: a continuous development and commitment to Multi-Tiered System of Support; a commitment to research-based effective instructional practices and intervention strategies; also ensuring that all students are provided the necessary skills and prerequisites to meet post-secondary goals; and to ensure all students meet College and Career Readiness Standards.

Rocklin Unified School District provides 3 days of staff development annually to staff and have done this for the past three years.

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	3	3	3