

California Department of Education School Accountability Report Card

Reported Using Data from the 2021 - 2022 School Year
Published During 2022 - 2023

For: Elizabeth Pinkerton Middle School

Address: 8365 Whitelock Pkwy, Elk Grove, CA 95757
Principal: Kimberlee Wallace

Phone: 916-683-7680
Grade Span: 7-8

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 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, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>
- For additional information about the school, parents 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 <http://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.

About This School

District Contact Information (School Year 2022 - 2023)

District Name	Elk Grove Unified
Phone Number	(916) 686-5085
Web Site	www.egusd.net
Superintendent	Christopher R. Hoffman
E-mail Address	choffman@egusd.net

School Contact Information (School Year 2022 - 2023)

School Name	Elizabeth Pinkerton Middle School
Street	8365 Whitelock Pkwy
City, State, Zip	Elk Grove, CA 95757
Phone Number	916-683-7680
Principal	Kimberlee Wallace
E-mail Address	KIAWALLA@egusd.net
Web Site	http://epms.egusd.net
County-District-School(CDS) Code	34673140116871

School Description and Mission Statement (School Year 2022 - 2023)

Elizabeth Pinkerton Middle School is a nationally recognized "School to Watch" and is also a 2015 State of California Gold Ribbon School. The staff at EPMS is committed to providing academic excellence delivered in the context of smaller learning communities. Our middle school is divided into five interdisciplinary teams, each staffed with six teachers who serve approximately 220 students. Each team is comprised of two Humanities teachers, one Math teacher, one Physical Education teacher, one Bridge teacher, and one Science teacher who work as a team to meet the needs of their students. This is a tremendous benefit to our students and parents because it makes a larger school feel smaller and provides for a strong support system for students.

Our district's mission is to provide a learning community that challenges ALL students to realize their greatest potential. Our success in implementing our district's mission can be evidenced through the success of EPMS students. More students have access to honors courses than ever before and through the implementation of the Common Core, ALL students receive a rigorous curriculum.

Parent support and involvement is critical to the success of our students. The key to academic excellence is to have all stakeholders working together for the benefit of the student.

School safety is a priority and the discipline policy is strictly enforced. We expect EPMS students to Be Safe, Be Respectful, and Be Responsible while on campus. Students receive weekly Advocacy lessons to assist them in various aspects of being a successful student and person. We strive to create a positive and nurturing environment for our students.

We are committed to helping all of our students grow both academically and socially. We set high expectations for academic achievement but also provide needed scaffolds and support to help students meet their goals. We also recognize that middle school can be a challenging time with regard to socialization and positive peer to peer interactions. Students are taught social-emotional skills and strategies to help navigate these challenges. Our goal is to create a safe, accessible learning environment for all students.

Kimberlee Wallace, Principal
Elizabeth Pinkerton Middle School

Student Enrollment by Grade Level (School Year 2021 - 2022)

Grade Level	Number of Students
Kindergarten	0
Grade 1	0
Grade 2	0
Grade 3	0
Grade 4	0
Grade 5	0
Grade 6	0
Grade 7	461
Grade 8	488
Grade 9	0
Grade 10	0
Grade 11	0
Grade 12	0
Total Enrollment	949

Student Enrollment by Student Group (School Year 2021 - 2022)

Student Group	Percent of Total Enrollment
Female	48.10%
Male	51.90%
Non-Binary	0.00%
American Indian or Alaska Native	0.10%
Asian	26.60%
Black or African American	10.40%
Filipino	13.20%
Hispanic or Latino	20.40%
Native Hawaiian or Pacific Islander	0.70%
Two or More Races	12.20%
White	16.30%
English Learners	6.40%
Foster Youth	0.20%
Homeless	0.30%
Migrant	0.60%
Socioeconomically Disadvantaged	27.40%
Students with Disabilities	13.20%

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (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.

Teacher Preparation and Placement (School Year 2020 - 2021)

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)	48	94.49%	2617.2	92.08%	228366.1	83.12%
Intern Credential Holders Properly Assigned	0.1	0.31%	22.1	0.78%	4205.9	1.53%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0	0%	44.7	1.57%	11216.7	4.08%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0	0%	54.7	1.93%	12115.8	4.41%
Unknown	2.6	5.18%	103.3	3.64%	18854.3	6.86%
Total Teaching Positions	50.8	100%	2842.2	100%	274759.1	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 to based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teacher Preparation and Placement (School Year 2021 - 2022)

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)	N/A	N/A	N/A	N/A	N/A	N/A
Intern Credential Holders Properly Assigned	N/A	N/A	N/A	N/A	N/A	N/A
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	N/A	N/A	N/A	N/A	N/A	N/A
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	N/A	N/A	N/A	N/A	N/A	N/A
Unknown	N/A	N/A	N/A	N/A	N/A	N/A
Total Teaching Positions	N/A	N/A	N/A	N/A	N/A	N/A

Note: Our district doesn't have access to the matched CDE/CTC data to complete these tables, however, the CDE will populate these tables in the near future.

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

Authorization/Assignment	2020 - 2021 Number	2021 - 2022 Number
Permits and Waivers	0	N/A
Misassignments	0	N/A
Vacant Positions	0	N/A
Total Teachers Without Credentials and Misassignments	0	N/A

Note: Our district doesn't have access to the matched 2021-2022 CDE/CTC data to complete these tables, however, the CDE will populate these tables in the near future.

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

Indicator	2020 - 2021 Number	2021 - 2022 Number
Credentialed Teachers Authorized on a Permit or Waiver	0	N/A
Local Assignment Options	0	N/A
Total Out-of-Field Teachers	0	N/A

Note: Our district doesn't have access to the matched 2021-2022 CDE/CTC data to complete these tables, however, the CDE will populate these tables in the near future.

Class Assignments

Indicator	2020 - 2021 Number	2021 - 2022 Number
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0%	N/A
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	2.4%	N/A

Note: Our district doesn't have access to the matched 2021-2022 CDE/CTC data to complete these tables, however, the CDE will populate these tables in the near future.

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

Quality, Currency, and Availability of Textbooks and Instructional Materials (School Year 2022 - 2023)

Year and month in which data were collected: September 6, 2022

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts All English/Language Arts books K-12 are provided one per student.			
<p><i>World of Wonders</i> by McGraw Hill © 2017 in grades TK. All materials are from the most recent adoption of the local governing Board of Education.</p>	<p>TK - <i>Big Book Package</i>. No student materials. Adopted EGUSD 2016</p>	<p>Yes</p>	<p>0</p>
<p><i>California Wonders</i> by McGraw Hill © 2017 in grades K-6. This program is from the current SBE adoption. The following materials are provided one per student by grade level:</p>	<p>K- <i>Your Turn Practice Book, Close Reading Companion</i> 1st- <i>Literature Anthology units 1-4, Your Turn Practice Book, Close Reading Companion</i>. 2nd-6th: <i>Literature Anthology, Your Turn Practice Book, Close Reading Companion</i>. Adopted EGUSD 2016</p>	<p>Yes</p>	<p>0</p>
<p><i>CA StudySync</i> by McGraw Hill, © 2017 in grades 7-8. This program is from the current SBE adoption. The following materials are provided one per student by grade level:</p>	<p>7th-8th - Student Edition Adopted EGUSD 2017</p>	<p>Yes</p>	<p>0</p>
<p>English books by multiple publishers in grades 9-12. All textbooks are from the most recent adoption of the local governing Board of Education. The following materials are provided one per student by grade level:</p>	<p>9th-12th - Student Edition <i>CA StudySync</i> by McGraw Hill, © 2017 Adopted EGUSD 2017 10th Honors - <i>Advanced Language & Literature</i>, Bedford, Freeman & Worth © 2016 Adopted EGUSD 2018</p>	<p>Yes</p>	<p>0</p>
<p>AP English books by multiple publishers in grades 11-12. All textbooks are from the most recent adoption of the local governing Board of Education. The following materials are provided one per student by grade level:</p>	<p>AP Courses: 11th - <i>Language of Composition</i>, Bedford/St. Martins © 2013 Adopted EGUSD 2015 12th - <i>Bedford Introduction to Literature</i>, Bedford/St. Martins © 2016 Adopted EGUSD 2017</p>	<p>Yes</p>	<p>0</p>
<p>IB English books by multiple publishers in grades 11-12. All textbooks are from the most recent adoption of the local governing Board of Education. The following materials are provided one per student by grade level:</p>	<p>IB Courses: <i>Theory of Knowledge</i>, Oxford University Press © 2020 Adopted EGUSD 2020 <i>English A: Literature for the IB Diploma</i>, Oxford University Press © 2019; Adopted EGUSD 2021</p>	<p>Yes</p>	<p>0</p>
Mathematics All Math books K-12 are provided one per student.			
<p><i>World of Wonders</i> by McGraw Hill © 2017 in grades TK. All materials are from the most recent adoption of the local governing Board of Education.</p>	<p>TK - <i>Big Book Package</i>. No student materials. Adopted EGUSD 2016</p>	<p>Yes</p>	<p>0</p>
<p><i>CA GoMath</i>, © 2015 in grades K-6. All math textbooks are from the most recent adoption of the local governing Board of Education. The following materials are provided one per student by grade level:</p>	<p>K-6th - Student Edition and Practice workbook Adopted EGUSD 2015</p>	<p>Yes</p>	<p>0</p>

Mathematics books by multiple publishers in grades 7-8. All math textbooks are from the most recent adoption of the local governing Board of Education. The following materials are provided one per student by grade level:	7th-8th <i>Go Math</i> , Houghton Mifflin Harcourt Publishing © 2015; Adopted EGUSD 2015	Yes	0
	8th <i>Integrated Math 1</i> , Houghton Mifflin Harcourt Publishing © 2015 Adopted EGUSD 2015		
Mathematics books by multiple publishers in grades 9-12. All high school math textbooks are from the most recent adoption of the local governing Board of Education. The following materials are provided one per student by grade level:	9th-12th Integrated Math 1, Integrated Math 2, Integrated Math 3, Houghton Mifflin Harcourt Publishing © 2015 Adopted EGUSD 2015 <i>Statistics & Probability with Applications 3e</i> Bedford Freeman & Worth © 2016; <i>PreCalculus with Limits 4e</i> Cengage © 2018 Adopted EGUSD 2018	Yes	0
AP mathematics books by multiple publishers in grades 10-12. All textbooks are from the most recent adoption of the local governing Board of Education. The following materials are provided one per student by grade level:	AP Courses: <i>Calculus: Graphical, Numerical</i> , Pearson 2016; <i>Practice of Statistics</i> , 5th Ed., WH Freeman & Co. © 2015 Adopted EGUSD 2016 <i>Calculus 11th edition</i> , Cengage © 2018 Adopted EGUSD 2018	Yes	0
IB mathematics books by multiple publishers in grades 11-12. All textbooks are from the most recent adoption of the local governing Board of Education. The following materials are provided one per student by grade level:	IB Courses: <i>Calculus: Graphical, Numerical</i> , Pearson © 2016 Adopted EGUSD 2016 <i>Mathematics Core Topics SL1</i> © 2019; <i>Mathematics Core Topics HL1</i> © 2019; <i>Mathematics Analysis & Approaches SL2</i> © 2019; <i>Mathematics Analysis & Approaches HL2</i> © 2019; <i>Mathematics Applications & Interpretation SL2</i> © 2019, Haese Mathematics Adopted EGUSD 2020	Yes	0
Science		All 2-12 Science books are provided one per student.	
<i>World of Wonders</i> by McGraw Hill © 2017 in grades TK. All materials are from the most recent adoption of the local governing Board of Education	TK - <i>Big Book Package</i> . No student materials. Adopted EGUSD 2016	Yes	0
Amplify Science by Amplify Education © 2019 for grades K-5. This program is from the current SBE adoption. The following materials are provided one per student by grade level:	K - Big Book Package (3) 1st - Big Book Package (3) 2nd - Investigation Notebook (3) 3rd - 5th Investigation Notebook (4) Adopted EGUSD 2021	Yes	0
Science text by STEMscopes © 2019 in grades 6-8. This program is from the current SBE adoption. The following materials are provided one per student by grade level:	6th - <i>Earth & Space Science</i> 7th - <i>Life Science</i> 8th - <i>Physical Science</i> Adopted EGUSD 2020	Yes	0
Science books by multiple publishers in grades 9-12. All textbooks are from the most recent adoption of the local governing Board of Education. The following materials are provided one per student by grade level:	<i>Chemistry in the Community</i> © 2006, VHPS; Adopted EGUSD 2006 <i>Foundations in Microbiology</i> , McGraw Hill, © 2005 Adopted EGUSD 2008 <i>The Living Earth</i> , © 2019, <i>Physics in the Universe</i> , © 2019, <i>STEMscopes</i> , <i>Experience Chemistry</i> , © 2019 Pearson; Adopted EGUSD 2020 <i>Foundations of Astronomy</i> , Cengage © 2019, <i>Criminalistics</i> , Pearson © 2021, <i>Hole's Essentials of Anatomy & Physiology</i> © 2021,	Yes	0

<p>AP science books by multiple publishers in grades 9-12. All textbooks are from the most recent adoption of the local governing Board of Education. The following materials are provided one per student by grade level:</p>	<p>McGraw Hill; <i>Visualizing Environmental Science</i>, McGraw Hill © 2017; Adopted EGUSD 2022</p> <p>AP Courses: <i>College Physics, 9th Ed.</i>, Cengage © 2012 Adopted EGUSD 2014</p> <p><i>Campbell Biology in Focus</i>, Pearson © 2020; <i>Chemistry: A Molecular Approach</i>, Pearson © 2023; <i>Environmental Science for the AP Course</i>, Bedford/St. Martin © 2019; Adopted EGUSD 2022</p>	Yes	0
<p>IB science books by multiple publishers in grades 11-12. All textbooks are from the most recent adoption of the local governing Board of Education. The following materials are provided one per student by grade level:</p>	<p>IB Courses:</p> <p><i>Higher Level Biology</i>, 2nd Ed., Pearson © 2014; <i>Standard Level Chemistry</i>, 2nd Edition, Pearson © 2014; <i>Higher Level Chemistry</i>, 2nd Edition, Pearson © 2014; Adopted EGUSD 2015</p>	Yes	0
<p>History-Social Science All 1-12 History-Social Science books are provided one per student.</p>			
<p><i>World of Wonders</i> by McGraw Hill © 2017 in grades TK. All materials are from the most recent adoption of the local governing Board of Education</p>	<p>TK - <i>Big Book Package</i>. No student materials. Adopted EGUSD 2016</p>	Yes	0
<p><i>Impact: California</i> by McGraw Hill © 2019 in K-5 grades. This program is from the current SBE adoption. The following materials are provided one per student by grade level:</p>	<p>K- <i>Learning and Working Now and Long Ago</i> 1st - <i>A Child's Place in Time and Space</i> 2nd - <i>People Who Make a Difference</i> 3rd - <i>Continuity and Change</i> 4th - <i>California: A Changing State</i> 5th - <i>US History: Making a New Nation</i> Adopted EGUSD 2019</p>	Yes	0
<p><i>Impact: California</i> by McGraw Hill © 2019 in 6-8 grades. This program is from the current SBE adoption. The following materials are provided one per student by grade level:</p>	<p>6th - <i>Ancient Civilizations</i> 7th - <i>Medieval to Early Modern Times</i> 8th - <i>United States History & Geography</i> Adopted EGUSD 2019</p>	Yes	0
<p>Social science books by multiple publishers in grades 9-12. All high school textbooks are from the most recent adoption of the local governing Board of Education. The following materials are provided one per student by grade level:</p>	<p><i>World History Culture & Geography: The Modern World</i> © 2019, <i>United States History & Geography, Continuity & Change</i> © 2019, <i>Principles of American Democracy</i> © 2019, <i>Principles of Economics</i> © 2019, McGraw Hill Adopted EGUSD 2020</p>	Yes	0
<p>AP social science books by multiple publishers in grades 10-12. All high school textbooks are from the most recent adoption of the local governing Board of Education. The following materials are provided one per student by grade level:</p>	<p><i>Geography Alive! Digital curriculum, TCI</i> Adopted EGUSD 2022</p> <p>AP Courses</p> <p><i>Essentials of Comparative Politics</i>, W.W. Norton © 2015 Adopted EGUSD 2016</p> <p><i>Krugman's Economics</i> © 2015, <i>America's History</i>, © 2014, Bedford Freeman & Worth, <i>American Politics Today</i> © 2017, W.W. Norton; Adopted EGUSD 2017</p>	Yes	0
<p>IB social science books by multiple publishers in grades 11-12. All high school textbooks are from the most recent adoption of the local governing Board of Education. The following materials are provided one per student by grade</p>	<p><i>Human Geography, A Spatial Perspective</i> © 2021, Cengage; Adopted EGUSD 2022</p> <p>IB Courses: <i>History of the Americas</i> © 2015; Adopted EGUSD 2017</p> <p><i>The Cold War Superpower Tensions and Rivalries</i> © 2015, Oxford University Press; <i>Authoritarian States</i>, © 2015, Oxford University Press</p>	Yes	0

level:	Adopted EGUSD 2018 <i>Global Politics</i> , © 2017, Oxford University Press Adopted EGUSD 2022		
Foreign Language	All 7-12 World language books are provided one per student.		
World language books by multiple publishers in grades 7-12. All textbooks are from the most recent adoption of the local governing Board of Education.	<i>Genki II</i> , Japanese Times © 2011; Adopted EGUSD 2017 <i>Adventures in Japanese 1 & 2</i> , Cheng & Tsui © 2016; <i>Dekiru!</i> , Cheng & Tsui, © 2017; <i>Deutsch Aktuell 1,2,3</i> , EMC-Carnegie © 2017; <i>EntreCulturas 1,2,3</i> , Wayside © 2020; <i>Imaginez</i> , Vista Higher Learning © 2020; <i>EntreCulturas 1,2,3</i> , Wayside © 2017; <i>EntreCulturas 4</i> , Wayside © 2021 Adopted EGUSD 2021	Yes	0
AP world language books by multiple publishers in grades 9-12. All high school textbooks are from the most recent adoption of the local governing Board of Education.	AP Courses: <i>Dekiru!</i> , Cheng & Tsui, © 2017; <i>Neue Blockwinkel</i> , Wayside, © 2017; <i>Imaginez</i> , Vista Higher Learning © 2020; <i>Triangulo A Preciado</i> , Wayside © 2019; <i>Azulejo</i> , Wayside © 2012 Adopted EGUSD 2021	Yes	0
IB world language books by multiple publishers in grades 11-12. All high school textbooks are from the most recent adoption of the local governing Board of Education.	IB Courses: <i>French B Course Companion</i> , <i>Spanish B Course Companion</i> , © 2018, Oxford University Press Adopted EGUSD 2019 <i>Genki II</i> , © 2011, Japanese Times <i>Dekiru!</i> , © 2017, Cheng & Tsui Adopted EGUSD 2022	Yes	0

Visual and Performing Arts		
	7th-8th: <i>Tradition of Excellence</i> , Beacon Music © 2011; Adopted EGUSD 2018	Yes 0
All 7th - 12th school textbooks are from the most recent adoption of the local governing Board of Education.	9-12th: <i>Alfred's Basic Adult Piano Course</i> , Alfred Music © 1999; <i>Basic Drama Projects</i> , Perfection Learning © 2015; <i>Beginning Sculpture</i> , Davis © 2005; <i>Communication Through Graphic Design</i> , Davis © 2010; <i>Dance Composition</i> , Davis © 2009; <i>Discovering Drawing</i> , Davis © 2018; <i>Discovering Dance</i> , Human Kinetics © 2014; <i>Drama for Reading and Performance</i> , Perfection Learning © 2008; <i>Experience Clay</i> , Davis © 2011; <i>Experience Painting</i> , Davis © 2015; <i>Experiencing Dance</i> , Human Kinetics © 2014; <i>Focus on Photography</i> , Davis © 2016; <i>Guitar School</i> , Alfred Music © 1998; <i>Photography</i> , Pearson © 2016; Adopted EGUSD 2018	Yes 0
AP Visual and Performing Arts books by multiple publishers in grades 9-12. All high school textbooks are from the most recent adoption of the local governing Board of Education.	AP Courses: <i>Gardner's Art Through the Ages</i> , Thomson/Wadsworth © 2005; Adopted EGUSD 2005 <i>Musician's Guide to Theory and Analysis</i> , WW Norton © 2006; Adopted EGUSD 2018	Yes 0
Health	All 9-12 Health books are provided one per student.	
All high school textbooks are from the most recent adoption of the local governing Board of Education.	<i>Glencoe Health</i> , McGraw Hill © 2022 Adopted EGUSD 2021	Yes 0
Science Laboratory Equipment (grades 9-12)	All 9-12 students utilizing a lab have access to appropriate equipment.	

School Facility Conditions and Planned Improvements (School Year 2022 - 2023)

Elizabeth Pinkerton Middle School was housed on the Cosumnes Oaks High School Campus starting in 2008. In March of 2010, Elizabeth Pinkerton students entered their new school. We house two computer labs, each with thirty-six computers. All of our forty-six classrooms and the gymnasium have Wi-Fi. EPMS shares a library with Cosumnes Oaks High School. The multi-purpose room also has a fully functional stage. In September 2021 we added a shade structure in our quad to provide for shade and shelter for our students.

The LEA takes great efforts to ensure that all schools are clean, safe, and functional. To assist in this effort, the LEA uses a facility survey instrument developed by the State of California Office of Public School Construction. The results of this survey are available at the district office. Included is information from the facility survey instrument on the condition of the school and the efforts made to ensure that students are provided with a clean, safe, and functional learning environment. Our school received an "Exemplary" status based on the State's definitions for each of the eight categories evaluated, which is the highest rating possible.

School Facility Good Repair Status (School Year 2022 - 2023)

Year and month of the most recent FIT report : 4/21/2021

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

Overall Facility (School Year 2022 - 2023)

Year and month of the most recent FIT report: 4/21/2021

Overall Rating

Exemplary	Good	Fair	Poor
X			

The district's maintenance and grounds departments work together with the school site custodial team to ensure that school buildings, classrooms, and grounds are maintained at exceptional levels to provide a safe and functional environment for all students. The district utilizes the latest electronic work order system enabling site administration and custodians to communicate maintenance needs, urgent repairs, or necessary projects. Emergency repair needs are immediately resolved by either the school custodian or district maintenance staff. The school's custodians work as a team and with the principal develop a daily cleaning process and schedule. Each morning the custodian inspects the school prior to students and staff entering school grounds. Restrooms are inspected throughout the day to ensure that they are adequately stocked, safe, and sanitary. The Board of Education has adopted cleaning standards for all schools in the district. A summary of these standards is available at the school office, or at the district office.

The State Deferred Maintenance Program (DMP) was established in 1980 to aid districts in major maintenance projects. Beginning with the 2013-2014 fiscal year and the inception of the Local Control Funding Formula (LCFF) the State has intended for Deferred Maintenance needs and expenses to be included in the District's LCFF allotment. The district continues to fund routine projects previously considered as part of the State's former DMP at levels required by the State and continues to use local resources.

At this time, we have no school facilities projects in the works.

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the Pupil Achievement State Priority (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which 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. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

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

1. **Smarter Balanced Summative Assessments and 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.

CAASPP Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students Grades Three through Eight and Grade Eleven taking and completing a state-administered assessment Percentage of Students Meeting or Exceeding the State Standards

Subject	School 2020 - 2021	School 2021 - 2022	District 2020 - 2021	District 2021 - 2022	State 2020 - 2021	State 2021 - 2022
English Language Arts/Literacy (grades 3-8 and 11)	N/A	71	N/A	52	N/A	47
Mathematics (grades 3-8 and 11)	N/A	52	N/A	40	N/A	33

Note: Where it was the most viable option, in 2020-21, LEAs were required to administer the statewide summative assessment in ELA and mathematics and where a statewide summative assessment was not the most viable option for the LEA, LEAs were permitted to report results from a different assessment that meets the criteria established by the California State Board of Education on March 16, 2021. The 2020-21 data cells for the school, district, state have N/A values because these data are not comparable to 2021-22 data.

Note: Percentages are not calculated 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.

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

CAASPP Test Results in ELA by Student Group for students taking and completing a state-administered assessment - Grades Three through Eight and Grade Eleven (School Year 2021 - 2022)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	952	933	98	2	71
Female	490	485	98.98	1.02	65.5
Male	462	448	96.97	3.03	76.96
American Indian or Alaska Native	--	--	--	--	--
Asian	257	254	98.83	1.17	81.5
Black or African American	--	--	--	--	--
Filipino	124	124	100	0	86.99
Hispanic or Latino	191	185	96.86	3.14	62.7
Native Hawaiian or Pacific Islander	102	96	94.12	5.88	52.63
Two or More Races	156	153	98.08	1.92	66.01
White	114	113	99.12	0.88	66.37
English Learners	60	57	95	5	33.33
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	278	267	96.04	3.96	55.06
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	134	126	94.03	5.97	19.84

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

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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 Test Results in Mathematics by Student Group for students taking and completing a state-administered assessment - Grades Three through Eight and Grade Eleven (School Year 2021 - 2022)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	952	934	98.11	1.89	52.25
Female	490	484	98.78	1.22	50.21
Male	462	450	97.4	2.6	54.44
American Indian or Alaska Native	--	--	--	--	--
Asian	257	256	99.61	0.39	70.31
Black or African American	--	--	--	--	--
Filipino	124	124	100	0	65.32
Hispanic or Latino	191	185	96.86	3.14	37.84
Native Hawaiian or Pacific Islander	102	97	95.1	4.9	24.74
Two or More Races	156	152	97.44	2.56	51.97
White	114	112	98.25	1.75	46.43
English Learners	60	57	95	5	36.84
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	278	268	96.4	3.6	36.94
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	134	125	93.28	6.72	21.6

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

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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 Test Results in Science for All Students - Grades Five, Eight, and High School
Percentage of Students Meeting or Exceeding the State Standard**

Subject	School 2020 - 2021	School 2021 - 2022	District 2020 - 2021	District 2021 - 2022	State 2020 - 2021	State 2021 - 2022
Science (grades 5, 8, and high school)	NT	45.8	0	34.66	28.5	29.47

Note: Science test results include the CAST 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 CAST plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: For any 2020-21 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

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 Test Results in Science by Student Group
Grades Five, Eight, and High School
(School Year 2021 - 2022)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	467	453	97	3	45.8
Female	240	237	98.75	1.25	49.15
Male	227	216	95.15	4.85	42.13
American Indian or Alaska Native	0	0	0	0	0
Asian	127	126	99.21	0.79	62.4
Black or African American	--	--	--	--	--
Filipino	64	64	100	0	56.25
Hispanic or Latino	86	82	95.35	4.65	32.93
Native Hawaiian or Pacific Islander	57	54	94.74	5.26	29.63
Two or More Races	74	70	94.59	5.41	34.29
White	57	55	96.49	3.51	45.45
English Learners	22	21	95.45	4.55	4.76
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	134	126	94.03	5.97	31.75
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	49	43	87.76	12.24	9.3

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the Other Pupil Outcomes State Priority (Priority 8):

- Pupil outcomes in the subject area of physical education.

California Physical Fitness Test Results (School Year 2021 - 2022)

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
5					
7	93%	92%	93%	92%	93%
9					

Note: Due to changes to the 2021-22 PFT administration, only participation results are required for these five fitness areas.

Note: 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.

C. Engagement

State Priority: Parental Involvement

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

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite.

[Opportunities for Parental Involvement \(School Year 2022 - 2023\)](#)

We encourage families to be involved in their child's education. We have a variety of activities throughout the year designed to welcome parents and families onto our campus. Bring Your Parents to Lunch Week occurs twice per year. In addition to our Incoming 7th grade Night and Back to School Night events, we also offer Parent Universities and Chats with the Principal. For more information on becoming involved at our school, contact our principal, Kimberlee Wallace, at (916) 683-7680.

State Priority: School Climate

The SARC provides the following information relevant to the School Climate State Priority (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

Suspensions and Expulsions

(data collected between July through June, each full school year respectively)

Rate	School 2020 - 2021	School 2021 - 2022	District 2020 - 2021	District 2021 - 2022	State 2020 - 2021	State 2021 - 2022
Suspensions	0.56%	5.68%	0.12%	4.22%	0.20%	3.17%
Expulsions	0.0%	0.0%	0.0%	0.0%	0.0%	0.1%

Note: Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Suspensions and Expulsions for School Year 2019 - 2020 Only

(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019 - 2020	District 2019 - 2020	State 2019 - 2020
Suspensions	5.63%	4.02%	2.45%
Expulsions	0.00%	0.03%	0.05%

Note: The 2019-2020 suspensions and expulsions rate data are not comparable to other year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to other school years.

Suspensions and Expulsions by Student Group (School Year 2021 - 2022)

Student Group	Suspensions Rate	Expulsions Rate
All Students	5.68%	0.00%
Female	2.25%	0.00%
Male	8.93%	0.00%
Non-Binary	0.00%	0.00%
American Indian or Alaska Native	0.00%	0.00%
Asian	3.02%	0.00%
Black or African American	10.09%	0.00%
Filipino	2.34%	0.00%
Hispanic or Latino	9.27%	0.00%
Native Hawaiian or Pacific Islander	0.00%	0.00%
Two or More Races	8.33%	0.00%
White	3.57%	0.00%
English Learners	2.74%	0.00%
Foster Youth	0.00%	0.00%
Homeless	0.00%	0.00%
Socioeconomically Disadvantaged	8.25%	0.00%
Students Receiving Migrant Education Services	0.00%	0.00%
Students with Disabilities	6.08%	0.00%

[School Safety Plan \(School Year 2022 - 2023\)](#)

Student safety is important to us at Elizabeth Pinkerton Middle School. An "Emergency Preparedness Handbook and Procedures", outlining a plan of action for emergencies such as earthquakes, fires, floods, and chemical spills, is kept in the school office. All visitors must check-in in Student Services and provide identification before entering campus. Campus supervisors, administrators, and on-duty teachers monitor students before and after school. Our School Safety Plan was reviewed in January 2023, updated as needed, and shared with the staff and our School Site Council. Random, periodic school safety inspections are conducted by the County of Sacramento. The District's Safety and Security Department works closely with our school site to provide a safe, secure environment for all students.

D. Other SARC Information

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

Average Class Size and Class Size Distribution (Secondary) (School Year 2019 - 2020)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English	15	7	2	
Mathematics	26	7	3	13
Science	35			15
Social Science	9	4	1	

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Average Class Size and Class Size Distribution (Secondary) (School Year 2020 - 2021)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English	20	6	3	1
Mathematics	24	12	5	7
Science	32	1	4	11
Social Science	10	2		

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Average Class Size and Class Size Distribution (Secondary) (School Year 2021 - 2022)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English	18	4	2	
Mathematics	23	9	9	3
Science	33		6	6
Social Science	12	7	1	

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Ratio of Pupils to Academic Counselors (School Year 2021 - 2022)

Title	Ratio
Pupils to Academic Counselors*	379.6

*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.

Student Support Services Staff (School Year 2021 - 2022)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	2.5
Library Media Teacher (Librarian)	1
Library Media Services Staff (paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	

* 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.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2020 - 2021)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental/ Restricted)	Expenditures Per Pupil (Basic/ Unrestricted)	Average Teacher Salary
School Site	\$7,988	\$1,547	\$6,441	\$79,272
District	N/A	N/A	\$8,175	\$80,979
Percent Difference - School Site and District	N/A	N/A	-23.73%	-2.13%
State	N/A	N/A	\$6,594	\$85,368
Percent Difference - School Site and State	N/A	N/A	-2.34%	-7.41%

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

Types of Services Funded (Fiscal Year 2022 - 2023)

At Elizabeth Pinkerton Middle School, we have a highly qualified staff who assists students with their learning needs. Honors courses are offered in Humanities, Math, and Bridge. We continue to offer an Extended Day program for extra support from a teacher. Our teaming and looping model creates an environment of a school within a school and allows for a strong support network for our students and their families.

Teacher and Administrative Salaries (Fiscal Year 2020 - 2021)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$47,193	\$51,081
Mid-Range Teacher Salary	\$67,621	\$77,514
Highest Teacher Salary	\$98,138	\$105,764
Average Principal Salary (Elementary)	\$124,860	\$133,421
Average Principal Salary (Middle)	\$123,139	\$138,594
Average Principal Salary (High)	\$131,537	\$153,392
Superintendent Salary	\$363,331	\$298,377
Percent of Budget for Teacher Salaries	34.56%	31.60%
Percent of Budget for Administrative Salaries	3.74%	4.97%

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

Professional Development

Our teachers and staff are dedicated to improving their skills to better meet the needs of ALL students. During the 2022-2023 school year, we will focus on the following: continuing our professional learning communities, continuing our work on developing common formative assessments and analyzing the data to inform instruction, developing learning targets for all essential skills, providing interventions for students who do not meet the essential skills, and analyzing our culturally responsive culture.

	2020 - 2021	2021 - 2022	2022 - 2023
Number of school days dedicated to Staff Development and Continuous Improvement	3	3	3