

Warren T. Eich Middle School

2023-2024 School Accountability Report Card

(Published During the 2024-2025 School Year)

General Information about the School Accountability Report Card (SARC)

SARC Overview



By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

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

DataQuest



DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

California School Dashboard



The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

Admission Requirements for the University of California (UC)

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

Admission Requirements for the California State University (CSU)

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

2024-25 School Contact Information

| | |
|--|------------------------------|
| School Name | Warren T. Eich Middle School |
| Street | 1509 Sierra Gardens Dr |
| City, State, Zip | Roseville, CA 95661 |
| Phone Number | 916-771-1770 |
| Principal | Darren Brown |
| Email Address | dbrown@rcsdk8.org |
| School Website | www.rcsdk8.org |
| Grade Span | 6-8 |
| County-District-School (CDS) Code | 3166910-6031249 |

2024-25 District Contact Information

| | |
|-------------------------|--------------------------------|
| District Name | Roseville City School District |
| Phone Number | (916) 771-1600 |
| Superintendent | Derk Garcia |
| Email Address | dgarcia@rcsdk8.org |
| District Website | www.rcsdk8.org |

2024-25 School Description and Mission Statement

Warren T. Eich Middle School, which was originally opened in 1964 as a 7th/8th-grade Intermediate School, became a 6-8th grade school in 2013. Eich has experienced many successes academically, athletically, and within the community for over 50 years. Most recently, in January of 2016, Warren T. Eich was accepted as an International Baccalaureate (IB) World School---the first and only middle school in Placer County given this IB designation. As an IB World School, all Eich students take a high school level Foreign Language class and a Visual Performing Arts class as part of their daily core class schedule. Under the Visual Performing Arts, students at Warren T. Eich have the opportunity to take Beginning/Advanced Art,

2024-25 School Description and Mission Statement

Beginning/Intermediate/Advanced Computer Technology, Electronics & Robotics, Engineering & Manufacturing and Beginning/Advanced Woodshop, Yearbook, Beginning/Advanced Student Government, Beginning/Intermediate/Advanced Dance, Beginning/Advanced Drama, Drum Line, Guitar, or Choir/Musical Theatre. For more detailed information on Eich's International Baccalaureate (IB) Program please go to www.IBEich.com.

Also, since 1999, Warren T. Eich received some of its most prestigious honors. In 1999 and 2013, Eich was selected as a California Distinguished School and was also named a National Blue Ribbon School in 2000. During 2006 Warren T. Eich received recognition as a Project Fit America School and in the fall of 2008, Eich became an AVID (Advancement Via Individual Determination) National Certified School.

Athletically, Warren T. Eich offers Girls' & Boys' Volleyball, Cross Country, Competitive Boys' and Girls' Flag Football, Girls' & Boys' Basketball, Wrestling, and Track & Field as after-school competitive sports. Since 1997, Eich boasts over 45 athletic championships while competing in the Foothill Interscholastic Sports Athletic League (FISAL).

Warren T. Eich also has strong ties with the community by participating, every year, in the annual Lions Club Canned Food Drive, a Toy Drive that supports a local elementary school's "Giving Tree" to supply gifts and books for underprivileged students during the holidays and Eich's Jingle Bell Run which raises money for low-income Eich families. Students are also encouraged to give back to their community through their 8th-grade IB Community Project groups. Eich also engages in a book drive for a local elementary school and a Cirby Christmas event where we gather over 200 gifts for over 60 kids at Cirby Christmas.

Finally, Warren T. Eich offers classes and programs that fit the needs of a diverse student population through Advanced classes in Language Arts and Social Studies/History, Accelerated/Honors Math classes, English Language Learner (ELL) classes, Heritage Speaking classes as an alternative for those who are fluent in Spanish and may not require Levels 1, 2, & 3 Spanish classes, Math and Science Olympiad which offers students the opportunity to compete in individual and team competitions, and the Functional Skills Program (FSP) class which services students with severe autism and down syndrome.

Warren T. Eich Middle School's Mission Statement:

To empower all students to develop into lifelong learners who are inquisitive, compassionate, and accountable. Students will be encouraged to use critical thinking and integrity in their commitment to bettering our local and global communities through service and embracing differences.

Warren T. Eich Middle School's vision is dedicated to developing lifelong learners who:

1. Are inquisitive, critical thinkers with a broad perspective of the world around them.
2. Focus on high-quality instruction with ongoing reflection based on students' achievements.
3. Are committed to developing a caring attitude towards school, community, and personal excellence.

International Baccalaureate (IB) Mission Statement:

The International Baccalaureate aims to develop inquiring, knowledgeable, and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.

To this end, the organization works with schools, governments, and international organizations to develop challenging programs of international education and rigorous assessment.

These programs encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.

About this School

2023-24 Student Enrollment by Grade Level

| Grade Level | Number of Students |
|------------------|--------------------|
| Grade 6 | 325 |
| Grade 7 | 309 |
| Grade 8 | 326 |
| Total Enrollment | 960 |

2023-24 Student Enrollment by Student Group

| Student Group | Percent of Total Enrollment |
|-------------------------------------|-----------------------------|
| Female | 49.8 |
| Male | 50.2 |
| American Indian or Alaska Native | 0.4 |
| Asian | 5.9 |
| Black or African American | 1.3 |
| Filipino | 1.6 |
| Hispanic or Latino | 31.7 |
| Native Hawaiian or Pacific Islander | 0.4 |
| Two or More Races | 6.3 |
| White | 52.5 |
| English Learners | 9.6 |
| Foster Youth | 0.2 |
| Homeless | 4.9 |
| Migrant | 0.2 |
| Socioeconomically Disadvantaged | 66.6 |
| Students with Disabilities | 12.7 |

A. Conditions of Learning **State Priority: Basic**

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

2020-21 Teacher Preparation and Placement

| Authorization/Assignment | School Number | School Percent | District Number | District Percent | State Number | State Percent |
|--|---------------|----------------|-----------------|------------------|--------------|---------------|
| Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned) | 37.70 | 89.35 | 476.80 | 94.09 | 228366.10 | 83.12 |
| Intern Credential Holders Properly Assigned | 0.00 | 0.00 | 2.00 | 0.39 | 4205.90 | 1.53 |
| Teachers Without Credentials and Misassignments (“ineffective” under ESSA) | 1.00 | 2.37 | 5.40 | 1.07 | 11216.70 | 4.08 |
| Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA) | 3.50 | 8.29 | 11.50 | 2.27 | 12115.80 | 4.41 |
| Unknown/Incomplete/NA | 0.00 | 0.00 | 11.00 | 2.18 | 18854.30 | 6.86 |
| Total Teaching Positions | 42.20 | 100.00 | 506.80 | 100.00 | 274759.10 | 100.00 |

Note: The data in this table is based on full-time equivalent (FTE) status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 Teacher Preparation and Placement

| Authorization/Assignment | School Number | School Percent | District Number | District Percent | State Number | State Percent |
|--|---------------|----------------|-----------------|------------------|--------------|---------------|
| Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned) | 40.40 | 87.56 | 517.10 | 93.46 | 234405.20 | 84.00 |
| Intern Credential Holders Properly Assigned | 0.00 | 0.00 | 1.00 | 0.18 | 4853.00 | 1.74 |
| Teachers Without Credentials and Misassignments (“ineffective” under ESSA) | 0.90 | 2.01 | 4.30 | 0.78 | 12001.50 | 4.30 |
| Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA) | 4.50 | 9.74 | 16.30 | 2.96 | 11953.10 | 4.28 |
| Unknown/Incomplete/NA | 0.30 | 0.67 | 14.40 | 2.61 | 15831.90 | 5.67 |
| Total Teaching Positions | 46.20 | 100.00 | 553.30 | 100.00 | 279044.80 | 100.00 |

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2022-23 Teacher Preparation and Placement

| Authorization/Assignment | School Number | School Percent | District Number | District Percent | State Number | State Percent |
|--|---------------|----------------|-----------------|------------------|--------------|---------------|
| Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned) | 42.10 | 91.34 | 510.70 | 93.72 | 231142.40 | 100.00 |
| Intern Credential Holders Properly Assigned | 0.00 | 0.00 | 1.00 | 0.18 | 5566.40 | 2.00 |
| Teachers Without Credentials and Misassignments (“ineffective” under ESSA) | 0.50 | 1.08 | 6.50 | 1.20 | 14938.30 | 5.38 |
| Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA) | 3.50 | 7.58 | 15.30 | 2.81 | 11746.90 | 4.23 |
| Unknown/Incomplete/NA | 0.00 | 0.00 | 11.30 | 2.08 | 14303.80 | 5.15 |
| Total Teaching Positions | 46.10 | 100.00 | 544.90 | 100.00 | 277698 | 100 |

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

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

| Authorization/Assignment | 2020-21 | 2021-22 | 2022-23 |
|---|---------|---------|---------|
| Permits and Waivers | 0.00 | 0.00 | 0 |
| Misassignments | 1.00 | 0.90 | 0.5 |
| Vacant Positions | 0.00 | 0.00 | 0 |
| Total Teachers Without Credentials and | 1.00 | 0.90 | 0.5 |

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

| Indicator | 2020-21 | 2021-22 | 2022-23 |
|---|---------|---------|---------|
| Credentialed Teachers Authorized on a Permit or Waiver | 1.00 | 1.00 | 1 |
| Local Assignment Options | 2.50 | 3.50 | 2.5 |
| Total Out-of-Field Teachers | 3.50 | 4.50 | 3.5 |

Class Assignments

| Indicator | 2020-21 | 2021-22 | 2022-23 |
|--|---------|---------|---------|
| Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned) | 0.60 | 4.6 | 1.7 |
| No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach) | 0.40 | 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>.

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

Roseville City Elementary held a public hearing on September 12, 2024, and determined that each school within the district had sufficient and good quality textbooks, instructional materials, or science lab equipment pursuant to the settlement of Williams vs. the State of California. All students, including English learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and to take home. Textbooks and supplementary materials are adopted according to a cycle developed by the California Department of Education, making the textbooks used in the school the most current available. Materials approved for use by the State are reviewed by all teachers and a recommendation is made to the School Board by a selection committee composed of teachers and administrators. All recommended materials are available for parent examination at the district office prior to adoption.

Year and month in which the data were collected

August 2024

| Subject | Textbooks and Other Instructional Materials/year of Adoption | From Most Recent Adoption ? | Percent Students Lacking Own Assigned Copy |
|-------------------------------|--|-----------------------------|--|
| Reading/Language Arts | 6th Grade: Amplify 2024, 7th/8th Grade StudySync 2024 | Yes | 0 |
| Mathematics | enVision 2023 | Yes | 0 |
| Science | Amplify Science 2020 | Yes | 0 |
| History-Social Science | McGraw-Hill - Impact CA Social Studies 2020 | Yes | 0 |

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

School Facility Conditions and Planned Improvements

General

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. The results of this survey are available at the Maintenance Office.

Maintenance and Repairs:

District maintenance staff ensures that the repairs necessary to keep the school 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. The District annually inspects wheelchair lifts, tests fire extinguishers, inspects and services all playground equipment, replaces bark on playgrounds and landscaping, and services HVAC units.

School Facility Repair Status:

Overall Summary School Facility Repair Status: Good

The inspection included a check of possible gas leaks, mechanical systems, interior and exterior doors and windows, interior surface areas, structural damage, electrical, and playground equipment, and hazardous materials. In all areas this school passed inspection.

Cleaning Process and Schedule:

The District has adopted cleaning standards for all schools in the District. The school administration works daily with the custodial staff to develop cleaning schedules to ensure a clean and safe school.

Deferred Maintenance Budget:

The District participates in the State School Deferred Maintenance Program, which provides state matching funds on a dollar-for-dollar basis, to assist school districts with expenditures for major repairs or replacement of existing school building components. Typically, this includes roofing, plumbing, heating, air conditioning, electrical systems, interior or exterior painting, and floor systems. Since 2008-2009 the State has suspended the program due to State Budget Reductions. The District still maintains its own program.

Year and month of the most recent FIT report

12/2024

| System Inspected | Rate Good | Rate Fair | Rate Poor | Repair Needed and Action Taken or Planned |
|---|-----------|-----------|-----------|---|
| Systems: Gas Leaks, Mechanical/HVAC, Sewer | X | | | |
| Interior: Interior Surfaces | X | | | P2, P4 and Library have dryrot |
| Cleanliness: Overall Cleanliness, Pest/Vermin Infestation | X | | | |
| Electrical | X | | | |
| Restrooms/Fountains: Restrooms, Sinks/ Fountains | X | | | |
| Safety: Fire Safety, Hazardous Materials | X | | | |
| Structural: Structural Damage, Roofs | X | | | |
| External: 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 Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

| Subject | School 2022-23 | School 2023-24 | District 2022-23 | District 2023-24 | State 2022-23 | State 2023-24 |
|--|----------------|----------------|------------------|------------------|---------------|---------------|
| English Language Arts/Literacy (grades 3-8 and 11) | 53 | 50 | 57 | 56 | 46 | 47 |
| Mathematics (grades 3-8 and 11) | 41 | 42 | 49 | 49 | 34 | 35 |

2023-24 CAASPP Test Results in ELA by Student Group

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

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

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

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

| CAASPP Student Groups | CAASPP Total Enrollment | CAASPP Number Tested | CAASPP Percent Tested | CAASPP Percent Not Tested | CAASPP Percent Met or Exceeded |
|---|-------------------------|----------------------|-----------------------|---------------------------|--------------------------------|
| All Students | 965 | 926 | 95.96 | 4.04 | 50.43 |
| Female | 483 | 459 | 95.03 | 4.97 | 57.95 |
| Male | 482 | 467 | 96.89 | 3.11 | 43.04 |
| American Indian or Alaska Native | -- | -- | -- | -- | -- |
| Asian | 61 | 59 | 96.72 | 3.28 | 62.71 |
| Black or African American | 14 | 14 | 100.00 | 0.00 | 50.00 |
| Filipino | 15 | 14 | 93.33 | 6.67 | 85.71 |
| Hispanic or Latino | 308 | 293 | 95.13 | 4.87 | 37.88 |
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- | -- |
| Two or More Races | 61 | 60 | 98.36 | 1.64 | 43.33 |
| White | 497 | 478 | 96.18 | 3.82 | 56.28 |
| English Learners | 95 | 81 | 85.26 | 14.74 | 6.17 |
| Foster Youth | -- | -- | -- | -- | -- |
| Homeless | 43 | 41 | 95.35 | 4.65 | 21.95 |
| Military | -- | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | 647 | 615 | 95.05 | 4.95 | 43.58 |
| Students Receiving Migrant Education Services | -- | -- | -- | -- | -- |
| Students with Disabilities | 116 | 107 | 92.24 | 7.76 | 14.02 |

2023-24 CAASPP Test Results in Math by Student Group

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

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

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

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

| CAASPP Student Groups | CAASPP Total Enrollment | CAASPP Number Tested | CAASPP Percent Tested | CAASPP Percent Not Tested | CAASPP Percent Met or Exceeded |
|---|-------------------------|----------------------|-----------------------|---------------------------|--------------------------------|
| All Students | 965 | 939 | 97.31 | 2.69 | 41.53 |
| Female | 483 | 467 | 96.69 | 3.31 | 43.25 |
| Male | 482 | 472 | 97.93 | 2.07 | 39.83 |
| American Indian or Alaska Native | -- | -- | -- | -- | -- |
| Asian | 61 | 60 | 98.36 | 1.64 | 56.67 |
| Black or African American | 14 | 14 | 100.00 | 0.00 | 21.43 |
| Filipino | 15 | 14 | 93.33 | 6.67 | 71.43 |
| Hispanic or Latino | 308 | 297 | 96.43 | 3.57 | 25.59 |
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- | -- |
| Two or More Races | 61 | 61 | 100.00 | 0.00 | 36.07 |
| White | 497 | 485 | 97.59 | 2.41 | 49.48 |
| English Learners | 95 | 94 | 98.95 | 1.05 | 8.51 |
| Foster Youth | -- | -- | -- | -- | -- |
| Homeless | 43 | 42 | 97.67 | 2.33 | 14.29 |
| Military | -- | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | 647 | 628 | 97.06 | 2.94 | 32.96 |
| Students Receiving Migrant Education Services | -- | -- | -- | -- | -- |
| Students with Disabilities | 116 | 108 | 93.10 | 6.90 | 12.96 |

CAASPP Test Results in Science for All Students

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

Science test results include the CAST and the CAA for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated in a science assessment.

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

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

| Subject | School 2022-23 | School 2023-24 | District 2022-23 | District 2023-24 | State 2022-23 | State 2023-24 |
|---|-------------------|-------------------|---------------------|---------------------|------------------|------------------|
| Science (grades 5, 8 and high school) | 43.88 | 42.31 | 44.26 | 43.48 | 30.29 | 30.73 |

2023-24 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|--|------------------|---------------|----------------|--------------------|-------------------------|
| All Students | 325 | 315 | 96.92 | 3.08 | 41.90 |
| Female | 151 | 143 | 94.70 | 5.30 | 41.26 |
| Male | 174 | 172 | 98.85 | 1.15 | 42.44 |
| American Indian or Alaska Native | -- | -- | -- | -- | -- |
| Asian | 21 | 21 | 100.00 | 0.00 | 57.14 |
| Black or African American | -- | -- | -- | -- | -- |
| Filipino | -- | -- | -- | -- | -- |
| Hispanic or Latino | 101 | 96 | 95.05 | 4.95 | 23.96 |
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- | -- |
| Two or More Races | 24 | 24 | 100.00 | 0.00 | 33.33 |
| White | 164 | 160 | 97.56 | 2.44 | 51.25 |
| English Learners | 20 | 20 | 100.00 | 0.00 | 0.00 |
| Foster Youth | -- | -- | -- | -- | -- |
| Homeless | 19 | 18 | 94.74 | 5.26 | 16.67 |
| Military | -- | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | 220 | 214 | 97.27 | 2.73 | 35.05 |
| Students Receiving Migrant Education Services | 0 | 0 | 0 | 0 | 0 |
| Students with Disabilities | 36 | 33 | 91.67 | 8.33 | 9.09 |

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

2023-24 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT requires only participation results for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

| Grade Level | Component 1: Aerobic Capacity | Component 2: Abdominal Strength and Endurance | Component 3: Trunk Extensor and Strength and Flexibility | Component 4: Upper Body Strength and Endurance | Component 5: Flexibility |
|-------------|----------------------------------|--|---|---|-----------------------------|
| Grade 7 | 97 | 98 | 100 | 97 | 99 |

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

2024-25 Opportunities for Parental Involvement

Warren T. Eich appreciates and is grateful to the hundreds of parents who volunteer and/or coordinate activities on campus. The staff, students, and community of W.T. Eich Middle School are committed to the belief that parents are the foundation for successful student achievement and that their involvement on our campus increases the success for all students. We have several parent volunteers for all the Eich events and activities as well as four parents that serve on our school site council. Eich also offers opportunities throughout the year to have parents be active participants in our events. Things such as Career Day welcome over 50 parents on campus to share their experiences and journey. Parents also volunteer to serve on our 8th grade Community Project panels. During our 3 Picnic Days, Eich has over 500 parents on campus.

2023-24 Chronic Absenteeism by Student Group

| Student Group | Cumulative Enrollment | Chronic Absenteeism Eligible Enrollment | Chronic Absenteeism Count | Chronic Absenteeism Rate |
|---|-----------------------|---|---------------------------|--------------------------|
| All Students | 1019 | 1007 | 136 | 13.5 |
| Female | 512 | 505 | 64 | 12.7 |
| Male | 507 | 502 | 72 | 14.3 |
| Non-Binary | -- | -- | -- | -- |
| American Indian or Alaska Native | -- | -- | -- | -- |
| Asian | 65 | 64 | 0 | 0.0 |
| Black or African American | 16 | 14 | 3 | 21.4 |
| Filipino | 15 | 15 | 0 | 0.0 |
| Hispanic or Latino | 319 | 317 | 64 | 20.2 |
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- |
| Two or More Races | 68 | 66 | 10 | 15.2 |
| White | 527 | 522 | 57 | 10.9 |
| English Learners | 123 | 122 | 17 | 13.9 |
| Foster Youth | -- | -- | -- | -- |
| Homeless | 60 | 60 | 18 | 30.0 |
| Socioeconomically Disadvantaged | 687 | 683 | 109 | 16.0 |
| Students Receiving Migrant Education Services | -- | -- | -- | -- |
| Students with Disabilities | 136 | 133 | 31 | 23.3 |

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

C. Engagement

State Priority: School Climate

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

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

Suspensions and Expulsions

This table displays suspensions data.

| Suspensions | | | | | | | | |
|----------------|----------------|----------------|------------------|------------------|------------------|---------------|---------------|---------------|
| School 2021-22 | School 2022-23 | School 2023-24 | District 2021-22 | District 2022-23 | District 2023-24 | State 2021-22 | State 2022-23 | State 2023-24 |
| 5.3 | 6.51 | 6.67 | 1.45 | 1.68 | 2.51 | 3.17 | 3.6 | 3.28 |

This table displays expulsions data.

| Expulsions | | | | | | | | |
|----------------|----------------|----------------|------------------|------------------|------------------|---------------|---------------|---------------|
| School 2021-22 | School 2022-23 | School 2023-24 | District 2021-22 | District 2022-23 | District 2023-24 | State 2021-22 | State 2022-23 | State 2023-24 |
| 0 | 0 | 0 | 0.02 | 0.01 | 0.02 | 0.07 | 0.08 | 0.07 |

2023-24 Suspensions and Expulsions by Student Group

| Student Group | Suspensions Rate | Expulsions Rate |
|---|------------------|-----------------|
| All Students | 6.67 | 0.00 |
| Female | 5.08 | 0.00 |
| Male | 8.28 | 0.00 |
| Non-Binary | 0.00 | 0.00 |
| American Indian or Alaska Native | 0.00 | 0.00 |
| Asian | 3.08 | 0.00 |
| Black or African American | 18.75 | 0.00 |
| Filipino | 6.67 | 0.00 |
| Hispanic or Latino | 6.27 | 0.00 |
| Native Hawaiian or Pacific Islander | 0.00 | 0.00 |
| Two or More Races | 5.88 | 0.00 |
| White | 6.64 | 0.00 |
| English Learners | 2.44 | 0.00 |
| Foster Youth | 0.00 | 0.00 |
| Homeless | 13.33 | 0.00 |
| Socioeconomically Disadvantaged | 7.57 | 0.00 |
| Students Receiving Migrant Education Services | 0.00 | 0.00 |
| Students with Disabilities | 9.56 | 0.00 |

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

2024-25 School Safety Plan

The Roseville City School District has developed a Crisis Response Plan that outlines the procedures to be followed in the event of an emergency affecting a school site. The plan includes procedures for coordinating resources to respond to any emergency including natural disasters, environmental health issues, accidents, or intruders. Eich Middle School maintains a

2024-25 School Safety Plan

Comprehensive School Safety Plan (CSSP) which is updated annually by the Safety Committee and approved by Eich's Site Council. The 2024 - 2025 CSSP was reviewed by the Safety Committee and adopted by the Safety Committee on January 13, 2025.

The Safety Committee is made up of certificated employees, classified employees, parents, and school administration. The Safety Committee meets monthly to review and revise school-wide emergency procedures and develop the CSSP. The Safety Committee reviews data from surveys (student, staff, and parent), discipline data, suspension rates, expulsion rates, attendance rates, and all other pertinent data to create the CSSP. This data is used to develop goals and measurable objectives, which are then reviewed annually by the Safety Committee before the development of the CSSP. Emergency drills (evacuation and lockdown) are practiced monthly. In addition, Eich Middle School participates in the California Safe Schools Assessment Program.

Eich staff members have been assigned supervision duties before and after school in specific areas around the campus, ensuring the safe arrival and dismissal of students. In November 2023, a second campus monitor was hired to provide supervision between the 6th and 7th /8th-grade campuses during passing periods, before school, and after school. Each classroom has an evacuation map and a Crisis Response Folder, which is updated annually. At Eich, we believe that having clear student behavior expectations will lead to a safe environment, which will lead to greater academic achievement.

2021-22 Secondary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

| Subject | Average Class Size | Number of Classes with 1-22 Students | Number of Classes with 23-32 Students | Number of Classes with 33+ Students |
|-----------------------|--------------------|--------------------------------------|---------------------------------------|-------------------------------------|
| English Language Arts | 23 | 7 | 19 | 2 |
| Mathematics | 22 | 7 | 20 | |
| Science | 23 | 8 | 19 | |
| Social Science | 24 | 5 | 19 | 2 |

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 | 24 | 6 | 21 | |
| Mathematics | 26 | 2 | 22 | |
| Science | 26 | 4 | 20 | |
| Social Science | 26 | 4 | 19 | 1 |

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 | 23 | 10 | 20 | |
| Mathematics | 26 | 2 | 22 | |
| Science | 26 | 2 | 22 | |
| Social Science | 26 | 6 | 17 | 2 |

2023-24 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

| Title | Ratio |
|------------------------------|-------|
| Pupils to Academic Counselor | 475:1 |

2023-24 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. The “Other” category is for all other student support services staff positions not listed.

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

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

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

| Level | Total Expenditures Per Pupil | Expenditures Per Pupil (Restricted) | Expenditures Per Pupil (Unrestricted) | Average Teacher Salary |
|--|------------------------------|-------------------------------------|---------------------------------------|------------------------|
| School Site | \$14,797 | \$4,928 | \$9,869 | \$131,077 |
| District | N/A | N/A | \$9,098 | \$97,790 |
| Percent Difference - School Site and District | N/A | N/A | 8.1 | 29.1 |
| State | N/A | N/A | \$10,771 | \$96,325 |
| Percent Difference - School Site and State | N/A | N/A | -8.7 | 30.6 |

Fiscal Year 2023-24 Types of Services Funded

At W. T. Eich Middle School, district, state, and federal funds are used to support the following instructional programs tailored to meet the needs of all our students:

*the International Baccalaureate (IB) Program which requires students to take a World Language and a Visual/Performing Arts class as part of their daily core classes;

*the Advanced/Accelerated Math, ELA, and Social Science classes;

*the English Learner (EL) program created for students who are adapting to the English language;

*the Heritage Speaking class as an alternative for those students who are fluent in Spanish and may not require Levels 1, 2, & 3, Spanish classes.

The Student Services Department supports Eich's Resource Program RSP, SDC, and our Functional Skills Program (FSP) through funds received for students with identified academic needs based on their Individual Education Plan (IEP).

The programs in place are created and maintained to support the success of all students' academic, social, and emotional needs so that our students will have the opportunity to continue success in high school and beyond.

Fiscal Year 2022-23 Teacher and Administrative Salaries

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

| Category | District Amount | State Average for Districts in Same Category |
|--|-----------------|--|
| Beginning Teacher Salary | \$51,032 | \$58,553 |
| Mid-Range Teacher Salary | \$99,594 | \$93,924 |
| Highest Teacher Salary | \$115,955 | \$119,489 |
| Average Principal Salary (Elementary) | \$135,935 | \$149,898 |
| Average Principal Salary (Middle) | \$158,377 | \$157,111 |
| Average Principal Salary (High) | \$0 | \$151,698 |
| Superintendent Salary | \$265,000 | \$270,432 |
| Percent of Budget for Teacher Salaries | 41% | 32% |
| Percent of Budget for Administrative Salaries | 6% | 6% |

Professional Development

In alignment with the Roseville City School District board goals, the Professional Development Advisory Committee (PDAC) plan was developed to create a comprehensive three-year professional development plan for the District. Training is provided to administrators and teachers that align with this plan during four professional development days. In addition, the school sites are provided three additional professional development days to focus on school site goals.

Areas of professional development at Eich include but are not limited to:

1. International Baccalaureate (IB) Training- All Staff.
2. Teaching Proficiency through Reading & Storytelling (TPRS)- World Language Department.
3. ELA & Math Pacing, Deconstructing Common Core Standards, and Common Core Assessments Development.
4. Disaggregating EL CELDT/CAASPP Data.
5. Social Studies & Science Pacing and Common Assessment Development.
6. District & IB Report Card Development.
8. Math Integrated I Collaboration.
9. Science Next Gen Standards Training & Articulation.
10. PBIS (Positive Behavior Intervention Support) Training.
11. EL Training/Conferences.
12. iReady (language arts) Assessments.
14. Professional Learning Communities (PLC's).

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

Professional Development

| Subject | 2022-23 | 2023-24 | 2024-25 |
|--|----------------|----------------|----------------|
| Number of school days dedicated to Staff Development and Continuous Improvement | 7 | 7 | 7 |