

Warren T. Eich Middle School

2024-2025 School Accountability Report Card

(Published During the 2025-2026 School Year)

General Information about the School Accountability Report Card (SARC)

SARC Overview



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

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

DataQuest



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

California School Dashboard



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

Internet Access

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

2025-26 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

2025-26 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

2025-26 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, 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.

2025-26 School Description and Mission Statement

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

2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 6	307
Grade 7	329
Grade 8	303
Total Enrollment	939

2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	50.1
Male	49.9
American Indian or Alaska Native	0.5
Asian	6.4
Black or African American	1.1
Filipino	1.6
Hispanic or Latino	31.6
Native Hawaiian or Pacific Islander	0.5
Two or More Races	7.7
White	50.6
English Learners	10.6
Foster Youth	0.2
Homeless	4.6
Migrant	0.2
Socioeconomically Disadvantaged	50.6
Students with Disabilities	12.1

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

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

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

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	40.4	87.56	517.1	93.46	234405.2	84
Intern Credential Holders Properly Assigned	0	0	1	0.18	4853	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.9	2.01	4.3	0.78	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	4.5	9.74	16.3	2.96	11953.1	4.28
Unknown/Incomplete/NA	0.3	0.67	14.4	2.61	15831.9	5.67
Total Teaching Positions	46.2	100	553.3	100	279044.8	100

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

2022-23 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	42.1	91.34	510.7	93.72	231142.4	83.24
Intern Credential Holders Properly Assigned	0	0	1	0.18	5566.4	2
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.5	1.08	6.5	1.2	14938.3	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	3.5	7.58	15.3	2.81	11746.9	4.23
Unknown/Incomplete/NA	0	0	11.3	2.08	14303.8	5.15
Total Teaching Positions	46.1	100	544.9	100	277698	100

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

2023-24 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	42.9	91.53	527.4	93.77	230039.4	100
Intern Credential Holders Properly Assigned	0	0	1.3	0.24	6213.8	2.23
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	1.4	3.11	7.3	1.3	16855	6.04
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	1.8	3.9	14.1	2.51	12112.8	4.34
Unknown/Incomplete/NA	0.6	1.41	12.2	2.18	13705.8	4.91
Total Teaching Positions	46.8	100	562.5	100	278927.1	100

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

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

Authorization/Assignment	2021-22	2022-23	2023-24
Permits and Waivers	0.00	0	0
Misassignments	0.90	0.5	1.4
Vacant Positions	0.00	0	0
Total Teachers Without Credentials and Misassignments	0.90	0.5	1.4

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

Indicator	2021-22	2022-23	2023-24
Credentialed Teachers Authorized on a Permit or Waiver	1.00	1	0
Local Assignment Options	3.50	2.5	1.8
Total Out-of-Field Teachers	4.50	3.5	1.8

Class Assignments

Indicator	2021-22	2022-23	2023-24
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	4.6	1.7	1.2
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0	0	0

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

2025-26 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Roseville City Elementary held a public hearing on September 25, 2025, 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 provided with 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 2025

Subject	List of Textbooks and Other Instructional Materials / Indicate if from Most Recent Adoption / Year of Adoption	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	6th Grade: Amplify 2024, 7th/8th Grade McGraw-Hill StudySync 2024	0
Mathematics	enVision 2023 Carnegie - Integrated Math I 2025	0
Science	Amplify Science 2020	0
History-Social Science	McGraw-Hill - Impact CA Social Studies 2020	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 Conditions and Planned Improvements

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

12/2025

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 has dry rot. Library flooring is lifting and needs to be replaced.
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 Assessments and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
English Language Arts/Literacy (grades 3-8 and 11)	50	59	56	58	47	48
Mathematics (grades 3-8 and 11)	42	50	49	51	35	37

2024-25 CAASPP Test Results in ELA by Student Group

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

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus

the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	966	930	96.27	3.73	59.46
Female	480	462	96.25	3.75	64.29
Male	486	468	96.30	3.70	54.70
American Indian or Alaska Native	--	--	--	--	--
Asian	66	64	96.97	3.03	64.06
Black or African American	13	13	100.00	0.00	53.85
Filipino	15	15	100.00	0.00	60.00
Hispanic or Latino	290	280	96.55	3.45	51.07
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	82	75	91.46	8.54	62.67
White	492	475	96.54	3.46	63.37
English Learners	115	97	84.35	15.65	8.25
Foster Youth	--	--	--	--	--
Homeless	44	40	90.91	9.09	27.50
Military	20	20	100.00	0.00	50.00
Socioeconomically Disadvantaged	504	475	94.25	5.75	46.74
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	117	110	94.02	5.98	23.64

2024-25 CAASPP Test Results in Math by Student Group

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

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

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	966	947	98.03	1.97	49.84
Female	480	469	97.71	2.29	50.53
Male	486	478	98.35	1.65	49.16
American Indian or Alaska Native	--	--	--	--	--
Asian	66	66	100.00	0.00	60.61
Black or African American	13	13	100.00	0.00	46.15
Filipino	15	15	100.00	0.00	60.00
Hispanic or Latino	290	284	97.93	2.07	36.27
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	82	78	95.12	4.88	51.28
White	492	483	98.17	1.83	55.90
English Learners	115	114	99.13	0.87	16.67
Foster Youth	--	--	--	--	--
Homeless	44	42	95.45	4.55	28.57
Military	20	20	100.00	0.00	30.00
Socioeconomically Disadvantaged	504	491	97.42	2.58	35.85
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	117	110	94.02	5.98	13.64

CAASPP Test Results in Science for All Students

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

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

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

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

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
Science (grades 5, 8 and high school)	42.31	41.92	43.48	43.52	30.73	32.33

2024-25 CAASPP Test Results in Science by Student Group

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	305	298	97.70	2.30	42.28
Female	149	148	99.33	0.67	38.51
Male	156	150	96.15	3.85	46.00
American Indian or Alaska Native	--	--	--	--	--
Asian	29	29	100.00	0.00	41.38
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	95	92	96.84	3.16	25.00
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	16	14	87.50	12.50	57.14
White	153	151	98.69	1.31	50.99
English Learners	39	39	100.00	0.00	0.00
Foster Youth	--	--	--	--	--
Homeless	16	15	93.75	6.25	6.67
Military	--	--	--	--	--
Socioeconomically Disadvantaged	167	162	97.01	2.99	28.40
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	36	35	97.22	2.78	31.43

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

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

2024-25 California Physical Fitness Test Participation Rates

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

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

C. Engagement

State Priority: Parental Involvement

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

2025-26 Opportunities for Parental Involvement

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 who serve on our school site council. Eich also offers opportunities throughout the year for parents to be active participants in our events. Events like Career Day welcome over 50 parents on campus to share their experiences and journeys. Parents also volunteer to serve on our 8th-grade Community Project panels. During our 3 Picnic Days, Eich has over 500 parents on campus. For more information about parent involvement opportunities, please call our school's office at (916) 771-1770.

2024-25 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	1001	988	144	14.6
Female	504	495	80	16.2
Male	497	493	64	13.0
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	65	65	4	6.2
Black or African American	14	13	0	0.0
Filipino	15	15	0	0.0
Hispanic or Latino	310	307	60	19.5
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	80	78	15	19.2
White	508	501	63	12.6
English Learners	130	127	23	18.1
Foster Youth	--	--	--	--
Homeless	52	52	19	36.5
Socioeconomically Disadvantaged	534	526	109	20.7
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	134	133	29	21.8

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

C. Engagement

State Priority: School Climate

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

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

Suspensions and Expulsions

This table displays suspensions data.

Suspensions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
6.51	6.67	3.1	1.68	2.51	2.04	3.6	3.28	2.94

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

This table displays expulsions data.

Expulsions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0	0	0.2	0.01	0.02	0.08	0.08	0.07	0.06

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

2024-25 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	3.10	0.20
Female	2.58	0.40
Male	3.62	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	14.29	0.00
Filipino	0.00	0.00
Hispanic or Latino	4.52	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	2.50	0.00
White	2.36	0.39
English Learners	5.38	0.00
Foster Youth	0.00	0.00
Homeless	9.62	1.92
Socioeconomically Disadvantaged	4.87	0.19
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	6.72	0.75

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

2025-26 School Safety Plan

The 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 outlines procedures for coordinating resources to respond to various emergencies, including natural disasters, environmental health issues, accidents, and intruders. Eich Middle School maintains a Comprehensive School Safety Plan (CSSP), which is updated annually by the Safety Committee and approved by Eich's Site Council. The 2025-2026 CSSP was reviewed by the Safety Committee and adopted on December 10, 2025 and will be submitted for final board approval in February 2026.

The Safety Committee comprises certified 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.

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	0
Mathematics	26	2	22	0
Science	26	4	20	0
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	1

2024-25 Secondary Average Class Size and Class Size Distribution

This table displays the 2024-25 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	22	13	17	
Mathematics	25	7	16	1
Science	26	3	21	
Social Science	26	6	16	2

2024-25 Ratio of Pupils to Academic Counselor

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

Title	Ratio
Pupils to Academic Counselor	480

2024-25 Student Support Services Staff

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

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

Fiscal Year 2023-24 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2023-24 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$15,903	\$5,061	\$10,843	\$132,421
District	N/A	N/A	\$10,575	\$131,673
Percent Difference - School Site and District	N/A	N/A	2.5	30.1
State	N/A	N/A	\$11,146	\$101,700
Percent Difference - School Site and State	N/A	N/A	0.7	31.6

Fiscal Year 2024-25 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 2023-24 Teacher and Administrative Salaries

This table displays the 2023-24 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$53,584	\$61,597
Mid-Range Teacher Salary	\$104,574	\$98,902
Highest Teacher Salary	\$121,753	\$126,340
Average Principal Salary (Elementary)	\$138,129	\$158,383
Average Principal Salary (Middle)	\$162,430	\$165,207
Average Principal Salary (High)		\$162,237
Superintendent Salary	\$275,600	\$288,332
Percent of Budget for Teacher Salaries	39.17%	31.29%
Percent of Budget for Administrative Salaries	5.66%	5.38%

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.

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.

Subject	2023-24	2024-25	2025-26
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Professional Development

Number of school days dedicated to Staff Development and Continuous Improvement	7	7	4
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