

# Warren T. Eich Middle School

## School Accountability Report Card

### Reported Using Data from the 2016-17 School Year

#### Published During 2017-18

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, 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/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 <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).

#### **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**

#### **Contact Information (School Year 2017-18)**

<b>School Contact Information</b>	
<b>School Name</b>	Warren T. Eich Middle School
<b>Street</b>	1509 Sierra Gardens Dr
<b>City, State, Zip</b>	Roseville, CA 95661
<b>Phone Number</b>	916-771-1770
<b>Principal</b>	Darren Brown
<b>E-mail Address</b>	dbrown@rcsdk8.org
<b>Web Site</b>	www.rcsdk8.org
<b>CDS Code</b>	3166910-6031249

District Contact Information	
District Name	Roseville City School District
Phone Number	(916) 771-1600
Superintendent	Derk Garcia
E-mail Address	
Web Site	www.rcsdk8.org

### School Description and Mission Statement (School Year 2017-18)

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Warren T. Eich Middle School, which was originally opened in 1964 as a 7th/8th grade Intermediate School, has experienced many successes academically, socially, 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, Beginning/Advanced Woodshop, Yearbook, Beginning/Advanced Student Government, Beginning/Intermediate/Advanced Dance, Beginning/Advanced Drama, Beginning/Advanced Band/Marching Band, Drum Line, Guitar, or Choir/Musical Theatre. Since the early 90's, the award-winning marching band, alone, has accumulated over 200 first-place showings in parades and concerts. For more detailed information on Eich's International Baccalaureate (IB) Program please go to [www.IBEich.com](http://www.IBEich.com).

Also, since 1999, Warren T. Eich has 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 Flag Football, Girls' & Boys' Basketball, Wrestling, and Track & Field as after-school competitive sports. Since 1997, Eich boasts over 50 athletic championships while competing in the Foothill Interscholastic Sports Athletic League (FISAL).

Warren T. Eich also has strong ties with the community by participating, on a yearly basis, in the annual Lions Club Canned Food Drive, a Toy Drive which supports a local elementary school's "Giving Tree" to supply gifts and books for underprivileged students during the holidays, Eich's Jingle Bell Run which raises money for low-income Eich families, and St. Baldrick's in the fight against cancer.

Finally, Warren T. Eich offers classes and programs that fit the needs of a diverse student population through Gifted and Talented Education (GATE) classes in Language Arts and Social Studies/History, Advanced Placement/Accelerated Math classes, English Language Learner (ELL) classes, the Bridges program for students who need extra academic support in core classes, two Heritage Speaking classes as an alternative for those who are fluent in Spanish and may not require Levels 1, 2, & 3 Spanish classes, the Math Olympiad which offers students the opportunity to compete in individual and team math competitions, Destination Imagination (DI) which allows students to compete in math, science, engineering, and performing arts 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 community 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 on-going 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 programmes of international education and rigorous assessment.

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

**Student Enrollment by Grade Level (School Year 2016-17)**

<b>Grade Level</b>	<b>Number of Students</b>
<b>Grade 6</b>	338
<b>Grade 7</b>	265
<b>Grade 8</b>	297
<b>Total Enrollment</b>	900

**Student Enrollment by Group (School Year 2016-17)**

<b>Student Group</b>	<b>Percent of Total Enrollment</b>
<b>Black or African American</b>	1.1
<b>American Indian or Alaska Native</b>	0.6
<b>Asian</b>	6.3
<b>Filipino</b>	2.7
<b>Hispanic or Latino</b>	24.3
<b>Native Hawaiian or Pacific Islander</b>	0.1
<b>White</b>	52.8
<b>Two or More Races</b>	4.4
<b>Socioeconomically Disadvantaged</b>	30.9
<b>English Learners</b>	6.1
<b>Students with Disabilities</b>	7.4
<b>Foster Youth</b>	0.2

## 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.

### Teacher Credentials

Teachers	School			District
	2015-16	2016-17	2017-18	2017-18
<b>With Full Credential</b>	35	43	41	470
<b>Without Full Credential</b>	0	0	0	0
<b>Teaching Outside Subject Area of Competence (with full credential)</b>	0	0	0	1

### Teacher Misassignments and Vacant Teacher Positions

Indicator	2015-16	2016-17	2017-18
<b>Misassignments of Teachers of English Learners</b>	0	0	0
<b>Total Teacher Misassignments *</b>	0	0	0
<b>Vacant Teacher Positions</b>	0	0	0

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

\* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

### Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2017-18)

Year and month in which data were collected: 9/7/17

Roseville City Elementary held a public hearing on September 7, 2017, 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.

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	SpringBoard ELA	Yes	0
<b>Mathematics</b>	Carnegie 2015	Yes	0
<b>Science</b>	Science Pearson/ Prentice Hall 2007	Yes	0
<b>History-Social Science</b>	History/Social Science Holt, Rinehart & Winston 2006	Yes	0

**School Facility Conditions and Planned Improvements (Most Recent Year)**

**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: Exemplary

The inspection included a check of possible gas leaks, mechanical systems, interior and exterior doors and windows, interior surface areas, structural damage, electrical, 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.

**School Facility Good Repair Status (Most Recent Year)**

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The overall rating

<b>School Facility Good Repair Status (Most Recent Year)</b>				
<b>Year and month of the most recent FIT report: 12/2017</b>				
<b>System Inspected</b>	<b>Repair Status</b>			<b>Repair Needed and Action Taken or Planned</b>
	<b>Good</b>	<b>Fair</b>	<b>Poor</b>	
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces	X			Replace carpet in kitchen
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			
<b>Electrical:</b> Electrical	X			
<b>Restrooms/Fountains:</b> Restrooms, Sinks/Fountains	X			
<b>Safety:</b> Fire Safety, Hazardous Materials	X			
<b>Structural:</b> Structural Damage, Roofs	X			
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

**Overall Facility Rating (Most Recent Year)**

Year and month of the most recent FIT report: 12/2017				
Overall Rating	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, 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. 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); and
- 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**

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2015-16	2016-17	2015-16	2016-17	2015-16	2016-17
English Language Arts/Literacy (grades 3-8 and 11)	68	64	63	63	48	48
Mathematics (grades 3-8 and 11)	49	51	53	51	36	37

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.

**CAASPP Test Results in ELA by Student Group  
Grades Three through Eight and Grade Eleven (School Year 2016-17)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	897	858	95.65	64.34
Male	436	424	97.25	58.49
Female	461	434	94.14	70.05
Black or African American	12	10	83.33	60
American Indian or Alaska Native	--	--	--	--
Asian	56	56	100	82.14
Filipino	26	26	100	76.92
Hispanic or Latino	221	215	97.29	47.44
Native Hawaiian or Pacific Islander	--	--	--	--
White	466	442	94.85	67.87
Two or More Races	39	37	94.87	70.27
Socioeconomically Disadvantaged	277	265	95.67	48.68
English Learners	106	102	96.23	35.29

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
<b>Students with Disabilities</b>	89	83	93.26	13.25
<b>Foster Youth</b>	--	--	--	--

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 Grades Three through Eight and Grade Eleven (School Year 2016-17)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
<b>All Students</b>	897	852	94.98	50.59
<b>Male</b>	436	422	96.79	53.32
<b>Female</b>	461	430	93.28	47.91
<b>Black or African American</b>	12	10	83.33	40
<b>American Indian or Alaska Native</b>	--	--	--	--
<b>Asian</b>	56	55	98.21	74.55
<b>Filipino</b>	26	26	100	65.38
<b>Hispanic or Latino</b>	221	211	95.48	29.38
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--
<b>White</b>	466	441	94.64	56.24
<b>Two or More Races</b>	39	37	94.87	59.46
<b>Socioeconomically Disadvantaged</b>	277	262	94.58	29.39
<b>English Learners</b>	106	103	97.17	25.24
<b>Students with Disabilities</b>	89	82	92.13	19.51
<b>Foster Youth</b>	--	--	--	--

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 Ten**

Subject	Percent of Students Scoring at Proficient or Advanced					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
<b>Science (grades 5, 8, and 10)</b>	80	78	73	73	60	56

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

Note: Scores are not shown 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: The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

**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 areas of physical education.

**California Physical Fitness Test Results (School Year 2016-17)**

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
<b>7</b>	16.2	25	37.7

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.

**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 for the school district and each schoolsite.

**Opportunities for Parental Involvement (School Year 2017-18)**

Warren T. Eich appreciates and is grateful to the hundreds of parents who volunteer and/or coordinate activities on campus. Our Parent Teacher Club (PTC) is a vital part of Eich’s success and meets the second Monday of each month at 3:30 pm in the Eich staff room or Library. The PTC coordinates parent volunteer opportunities for the Eich Annual Crab Feed, the 8th Grade Promotion Dance, the Barnes & Noble Fundraiser, Skate Nights, and Staff Appreciation events. The Crab Feed, which is the main fundraiser to support Eich’s Visual/Performing Arts Programs, annually raises close to \$12,000. 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. To get more information regarding the Eich PTC and volunteer/fundraising opportunities, please go to the following:

1. [www.rcsdk8.org](http://www.rcsdk8.org) and click on Schools, Click on Eich, Click on PTC.
2. [www.eichptc.com](http://www.eichptc.com)
3. <http://facebook.com/eichptc>
4. [EICHPTC@GMAIL.COM](mailto:EICHPTC@GMAIL.COM)
5. [twitter.com/@Eich\\_PTC](https://twitter.com/@Eich_PTC)



## 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

Rate	School			District			State		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
<b>Suspensions</b>	1.9	4.1	4.0	3.0	2.7	3.2	3.8	3.7	3.6
<b>Expulsions</b>	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

### School Safety Plan (School Year 2017-18)

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 Comprehensive School Safety Plan (CSSP) which is updated annually by the Safety Committee and approved by Eich's Site Council. The 2015 - 2016 CSSP was reviewed by the Safety Committee on November 3, 2015, adopted by the Safety Committee on January 5, 2016, and adopted by the School Site Council on January 13, 2016.

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 develops 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 development of the CSSP. Emergency drills (evacuation and lock down) 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 safe arrival and dismissal of students. Over the summer of 2013, a 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.

## 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.

### Federal Intervention Program (School Year 2017-18)

Indicator	School	District
<b>Program Improvement Status</b>		In PI
<b>First Year of Program Improvement</b>		2012-2013
<b>Year in Program Improvement*</b>		Year 2
<b>Number of Schools Currently in Program Improvement</b>	N/A	3
<b>Percent of Schools Currently in Program Improvement</b>	N/A	100

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

**Average Class Size and Class Size Distribution (Secondary)**

Subject	2014-15				2015-16				2016-17			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	24	8	15	1	26	4	18	1	25	7	16	2
Mathematics	26	5	13	1	27		3		28	1	3	
Science	26	2	17		24	5	16	1	27	2	18	
Social Science	26	2	16	1	28		18	1	28	2	16	2

Note: 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.

**Academic Counselors and Other Support Staff (School Year 2016-17)**

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0	0
Counselor (Social/Behavioral or Career Development)	1	N/A
Library Media Teacher (Librarian)	0	N/A
Library Media Services Staff (Paraprofessional)	.75	N/A
Psychologist	.5	N/A
Social Worker	0	N/A
Nurse	.2	N/A
Speech/Language/Hearing Specialist	.5	N/A
Resource Specialist	2	N/A
Other	0	N/A

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

\*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 2015-16)**

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	\$9,631	\$2,540	\$7,091	\$80,950
District	N/A	N/A	\$6,509	\$80,553
Percent Difference: School Site and District	N/A	N/A	8.9	0.0
State	N/A	N/A	\$6,574	\$78,363
Percent Difference: School Site and State	N/A	N/A	5.5	4.9

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

## Types of Services Funded (Fiscal Year 2016-17)

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 Foreign Language and a Visual/Performing Arts class as part of their daily core classes;
- the Gifted and Talented Education (GATE) program for Language Arts and Social Studies/History;
- the Advanced/Accelerated Math classes;
- the Wildcat Enrichment and Intervention (WEI) Program which allows students re-teaching opportunities and/or extended learning opportunities;
- the English Learner (EL) program created for students who are adapting to the English language;
- the Bridges program for students who need extra academic support in core classes;
- 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) 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 continued success in high school and beyond.

## Teacher and Administrative Salaries (Fiscal Year 2015-16)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$41,775	\$48,678
Mid-Range Teacher Salary	\$81,529	\$78,254
Highest Teacher Salary	\$94,924	\$96,372
Average Principal Salary (Elementary)	\$110,722	\$122,364
Average Principal Salary (Middle)	\$125,320	\$125,958
Average Principal Salary (High)		\$126,758
Superintendent Salary	\$197,499	\$212,818
Percent of Budget for Teacher Salaries	45%	38%
Percent of Budget for Administrative Salaries	6%	5%

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

## Professional Development (Most Recent Three Years)

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.
7. STEAM (Science Technology Engineering Art & Mathematics) Training/Conferences.
8. District Writing Articulation.
9. Math Integrated I Collaboration.
10. Science Next Gen Standards Training & Articulation.
11. PBIS (Positive Behavior Intervention Support) Training.
12. EL Training/Conferences.
13. iReady (math & language arts) Assessments.
14. Social Studies/History UCD History Project.
15. Professional Learning Communities (PLC's).