

2019 SARC Input Form

THIS IS NOT THE FULL SARC TEMPLATE.

This template is provided as a tool to update your SARC and contains only a list of required reporting components that our team isn't able to retrieve from public sources (i.e., Dataquest). Please review and complete each section of this template for completeness and accuracy. DTS will import publicly available data as it becomes available.

This template provides guidance in each section to assist you through the update process. You can also click on the section title for any of the sections to review detailed guidance from CDE regarding the reporting requirements for the section being reviewed/updated. A full version of CDE's data elements document can be downloaded by [clicking here](#).

A list of answers to frequently asked questions can be reviewed by [clicking here](#). If, after reading the provided guidance and referring to the frequently asked questions documentation, you find you still need assistance, please feel free to contact the DTS Support Team by [clicking here](#).

School Contact Information (School Year 2019-20)

Please review and complete the information below as needed. This section should include **current** School Contact Information for your school.

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
E-mail Address	dbrown@rcsdk8.org
School Website	www.rcsdk8.org
CDS Code	3166910-6031249

District Contact Information (School Year 2019-20)

Please review and complete the information below as needed. This section should include **current** District Contact Information for your district.

District Name	Roseville City School District
Street	1050 Main St.
City, State, Zip	Roseville, CA 95678
Phone Number	(916) 771-1600
Superintendent	Derk Garcia
Web Site	www.rcsdk8.org
E-mail Address	dgarcia@rcsdk8.org

School Description and Mission Statement (School Year 2019-20)

Please review and complete the information below as needed. This section should include information about your school, its programs and its goals. This section should be kept to 2-3 paragraphs.

Warren T. Eich Middle School, which was originally opened in 1964 as a 7th/8th-grade Intermediate School, 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 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, 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 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.

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, the Bridges program for students who need extra academic support in core 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, 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.

Opportunities for Parental Involvement (School Year 2019-20)

Please review and complete the information below as needed. This section should include information on how parents can become involved in school activities, including contact information pertaining to organized opportunities for parent involvement. This section should be kept to 1-2 paragraphs.

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 8th Grade Promotion Dance, the Barnes & Noble Fundraiser, Skate Nights, and Staff Appreciation events. 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 and click on Schools, Click on Eich, Click on PTC.
2. www.eichptc.com
3. <http://facebook.com/eichptc>
4. EICHPTC@GMAIL.COM
5. twitter.com/@Eich_PTC

School Safety Plan (School Year 2019-20)

Please review and complete the information below as needed. This section should include information about your school's comprehensive safety plan, including the dates on which the safety plan was last reviewed, updated, and discussed with faculty and a student representative; as well as a brief description of the key elements of the plan. (please do not paste your entire safety plan in this field). This section should be kept to 1-2 paragraphs.

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 2018 - 2019 CSSP was reviewed by the Safety Committee on November 3, 2018, adopted by the Safety Committee on January 5, 2019, and adopted by the School Site Council on January 13, 2019.

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 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 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.

School Facility Conditions and Planned Improvements (School Year 2019-20)

Please review and complete the information below as needed. This section should include information from the most recently collected Facility Inspection Tool (FIT) data (or equivalent), including:

- Description of the safety, cleanliness, and adequacy of the school facility
- Description of any planned or recently completed facility improvements
- Description of any needed maintenance to ensure good repair

FIT tools completed using CDE's [MS Excel format](#) (only) can be submitted to DTS for import by [clicking here](#). To see an example of the CDE FIT Tool, [click here](#). Requests for multiple schools should be sent in one email. Otherwise, please review and complete the information below as needed.

Year and month of the most recent FIT report: 12/2018

This section should be kept to 1-2 paragraphs.

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 (School Year 2019-20)

Using the most recently collected **Facility Inspection Tool (FIT)** data (or equivalent), provide a summary statement of the condition of the school facility, as required by Education Code sections 17014, 17032.5, 17070.75(a), and 17089(b), including:

- 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

This data should match the most recent inspection/FIT report for your school.

System Inspected	Repair Status (the marks should match your most recent inspection)	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	Ceiling repair in girl's locker room restroom
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	
Overall Rating:	Exemplary	

Teacher Credentials

Please review and complete the information below as needed. This section should include the number of teachers that fall into each category listed for the year indicated.

Teachers at this School	School 2017-18	School 2018-19	School 2019-20	District 2019-20
With Full Credential	41	44		
Without Full Credential Without a full credential (includes LEA and university internships, pre-internships, emergency or other permits, and waivers)	0	0		
Teaching Outside Subject Area of Competence CDE does not collect data on the number of teachers teaching outside their subject area of competence (with full credential). Teaching outside subject area data should be available in the LEA's personnel office. In most instances, teaching outside subject area is a subset of total teacher misassignments (see data definition for Teacher Misassignments).	0	0		

Teacher Misassignments and Vacant Teacher Positions

Please review and complete the information below as needed. This section should include the number of teachers that fall into each category listed for the year indicated.

Indicator	2017-18	2018-19	2019-20
Misassignments of Teachers of English Learners 'Misassignments' refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.	0	0	
Total Teacher Misassignments '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.	0	0	
Vacant Teacher Positions 'Vacant Teacher Positions' refer to positions not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester.	0	0	

Textbooks and Instructional Materials (School Year 2019-20)

This section describes 1) whether the textbooks and instructional materials used at the school are from the most recent adoption, 2) whether there are sufficient textbooks and instructional materials for each student 3) and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

List all textbooks and instructional materials used in the school in **core subjects** (reading/language arts, math, science, and history-social science), including:

- Year they were adopted
- Whether they were selected from the most recent list of standards-based materials adopted by the State Board of Education (SBE) or local governing board
- Percent of students who lack their own assigned textbooks and/or instructional materials*
- For kindergarten through grade 8 (K-8), include any supplemental curriculum adopted by local governing board

If an insufficiency exists, the description must identify the percent of students who lack sufficient textbooks and instructional materials. Be sure to use the most recent available data collected by the LEA and note the year and month in which the data were collected.

This data should match the most recent adoption of textbooks for your LEA.

Year and month in which the data were collected: 1/6/2019

This section should be kept to 1-2 paragraphs.

Roseville City Elementary held a public hearing on September 6, 2018, 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.

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

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Foreign Language			
Health			
Visual and Performing Arts			
Science Laboratory Equipment (grades 9-12 schools only)			

◆ means data is not required. The fields are intentionally not provided.

[Expenditures per Pupil and School Site Teacher Salaries \(Fiscal Year 2017-18\)](#)

Please review and complete the information below as needed.

- The fields that are highlighted yellow are populated for you with data provided by CDE.
- Percent differences, highlighted light-blue, are calculated by this form.
- The remaining data was copied over from last year's SARC and should be reviewed/updated, with data from FY 17-18.

The most recent data available from CDE is for fiscal year 2017-18. For comparison purposes, data for the same fiscal year is requested from the school.

As this template is thoroughly reviewed each year, please note that the year listed, fiscal year 17-18, is correct.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$9,846	\$1,559	\$8,287	\$82,512
District	◆	◆	\$8,125	
Percent Difference: School Site and District	◆	◆	2.0	-0.9
State	◆	◆		
Percent Difference: School Site and State	◆	◆	15.1	2.0

◆ means data is not required. The fields are intentionally not provided.

Restricted expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted.

Unrestricted expenditures are from money whose use, except for general guidelines, is not controlled by law or by a donor.

Types of Services Funded (Fiscal Year 2018-19)

Please review and complete the information below as needed. This section should include specific information about the types of programs and services available at the school that support and assists students. For example, this narrative may include information about supplemental educational services.

As this template is thoroughly reviewed each year, please note that the year listed, fiscal year 18-19, is correct.

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 Advanced/Accelerated Math, ELA and Social Science classes;
- *the Wildcat Rtl 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.

Professional Development (2017-18, 2018-19 and 2019-20)

Please review and complete the information below as needed. This section should include the number of days provided for professional development and continuous professional growth in 2017-18, 2018-19 and 2019-20.

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement			

School Completion and Postsecondary Preparation

**This section applies to schools serving grades 9-12 only.
If your school does not serve grades 9-12, simply skip and leave this section blank.
It will not be included in the full SARC.**

Career Technical Education Programs (School Year 2018-19)

Please review and complete the information below as needed. This section should include information about Career Technical Education (CTE) programs as follows:

- A list of programs offered by the school district in which pupils at the school may participate and that are aligned to the model curriculum standards adopted pursuant to Education Code Section 51226; and
- A list of program sequences offered by the school district. The list should identify courses conducted by a regional occupational center or program, and those conducted directly by the school district; and
- A listing of the primary representative of the district's CTE advisory committee and the industries represented on the committee.

As this template is thoroughly reviewed each year, please note that the year listed, 18-19, is correct. This section should be kept to 1-2 paragraphs.
