

Warren T. Eich Middle School

School Accountability Report Card

Reported Using Data from the 2018-19 School Year

Published During 2019-20

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 <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or 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).

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

School Contact Information (School Year 2019-20)

Entity	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
Website	www.rcsdk8.org
County-District-School (CDS) Code	3166910-6031249

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

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

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, 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 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 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 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.

Student Enrollment by Grade Level (School Year 2018-19)

Grade Level	Number of Students
Grade 6	295
Grade 7	322
Grade 8	332
Total Enrollment	949

Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	1.8
American Indian or Alaska Native	0.3
Asian	7.1
Filipino	2.4
Hispanic or Latino	25.5
Native Hawaiian or Pacific Islander	0.2
White	51.6
Two or More Races	5.1
Socioeconomically Disadvantaged	33.2
English Learners	6.6
Students with Disabilities	10.4
Foster Youth	0.2
Homeless	1.1

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

Teacher Credentials

Teachers	School 2017-18	School 2018-19	School 2019-20	District 2019-20
With Full Credential	41	44	43	495
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence (with full credential)	0	0	8	51

Teacher Misassignments and Vacant Teacher Positions

Indicator	2017-18	2018-19	2019-20
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	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 2019-20)

Year and month in which data were collected: 9/12/19

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.

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	SpringBoard ELA	Yes	0
Mathematics	Math Links	Yes	0
Science	Science Pearson/ Prentice Hall 2007	Yes	0
History-Social Science	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

Year and month of the most recent FIT report: 12/2019

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	

System Inspected	Rating	Repair Needed and Action Taken or Planned
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	
Overall Rating	Exemplary	

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 ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
English Language Arts/Literacy (grades 3-8 and 11)	63	70	64	65	50	50
Mathematics (grades 3-8 and 11)	48	50	53	53	38	39

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

CAASPP Test Results in ELA by Student Group

Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	920	881	95.76	4.24	70.23
Male	471	463	98.30	1.70	63.28

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Female	449	418	93.10	6.90	77.94
Black or African American	18	16	88.89	11.11	37.50
American Indian or Alaska Native	--	--	--	--	--
Asian	65	64	98.46	1.54	92.19
Filipino	22	21	95.45	4.55	76.19
Hispanic or Latino	239	228	95.40	4.60	57.02
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	485	462	95.26	4.74	74.62
Two or More Races	53	52	98.11	1.89	69.23
Socioeconomically Disadvantaged	315	307	97.46	2.54	54.07
English Learners	118	110	93.22	6.78	42.73
Students with Disabilities	72	69	95.83	4.17	23.53
Students Receiving Migrant Education Services	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--

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 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	920	884	96.09	3.91	50.23
Male	471	464	98.51	1.49	50.22
Female	449	420	93.54	6.46	50.24
Black or African American	18	16	88.89	11.11	31.25
American Indian or Alaska Native	--	--	--	--	--
Asian	65	64	98.46	1.54	78.13
Filipino	22	22	100.00	0.00	50.00

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Hispanic or Latino	239	229	95.82	4.18	34.06
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	485	462	95.26	4.74	55.63
Two or More Races	53	53	100.00	0.00	41.51
Socioeconomically Disadvantaged	315	308	97.78	2.22	33.12
English Learners	118	112	94.92	5.08	25.89
Students with Disabilities	72	71	98.61	1.39	8.45
Students Receiving Migrant Education Services	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--

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 Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Science (grades 5, 8 and high school)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

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 2018-19)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5			

Note: Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement (School Year 2019-20)

Warren T. Eich appreciates and is grateful to the hundreds of parents who volunteer and/or coordinate activities on campus. The staff, students, and community of W.T. Eich Middle School are committed to the belief that parents are the foundation for successful student achievement, and that their involvement on our campus increases the success for all students. We have several parent volunteers for all the Eich events and activities as well as four parents that serve on our school site council.

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 2016-17	School 2017-18	School 2018-19	District 2016-17	District 2017-18	District 2018-19	State 2016-17	State 2017-18	State 2018-19
Suspensions	4.0	5.9	4.3	3.2	3.2	2.4	3.6	3.5	3.5
Expulsions	0.0	0.1	0.1	0.0	0.1	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2019-20)

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 and adopted by the Safety Committee on December 17, 2019, and adopted by the School Site Council on January 9, 2020.

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.

Average Class Size and Class Size Distribution (Secondary)

Subject	2016-17	2016-17	2016-17	2016-17	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19
	Average Class Size	# of Classes* 1-22	# of Classes* 23-32	# of Classes* 33+	Average Class Size	# of Classes* 1-22	# of Classes* 23-32	# of Classes* 33+	Average Class Size	# of Classes* 1-22	# of Classes* 23-32	# of Classes* 33+
English	25	7	16	2	23	7	21	1	24	9	22	2
Mathematics	28	1	3		26	3	10	2	24	7	16	1
Science	27	2	18		26	3	20		25	3	22	
Social Science	28	2	16	2	27	3	18		27	2	22	

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

Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselors*	.0

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Student Support Services Staff (School Year 2018-19)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	1.0
Speech/Language/Hearing Specialist	.5
Resource Specialist (non-teaching)	.5

*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 2017-18)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$10,061	\$2,741	\$7,320	\$83,210
District	N/A	N/A	\$6,998	\$83,683
Percent Difference - School Site and District	N/A	N/A	4.5	-0.6
State	N/A	N/A	\$7,506.64	\$82,663.00

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
Percent Difference - School Site and State	N/A	N/A	15.1	2.0

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

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

Types of Services Funded (Fiscal Year 2018-19)

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 RtI 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 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 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$43,144	\$45,741
Mid-Range Teacher Salary	\$84,200	\$81,840
Highest Teacher Salary	\$98,032	\$102,065
Average Principal Salary (Elementary)	\$120,297	\$129,221
Average Principal Salary (Middle)	\$131,327	\$132,874
Average Principal Salary (High)	\$0	\$128,660
Superintendent Salary	\$210,286	\$224,581
Percent of Budget for Teacher Salaries	44%	36%
Percent of Budget for Administrative Salaries	6%	5%

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

Professional Development (Most Recent Three Years)

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	8	8	8

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