Eric White Elementary 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	Eric White Elementary School
Street	2001 Mitchell Ave.
City, State, Zip	Selma, Ca, 93662-9601
Phone Number	559-898-6650
Principal	Mrs. Michelle Salcido
Email Address	msalcido@selmausd.org
Website	http://selmausd.org
County-District-School (CDS) Code	10-62430-6007348

Entity	Contact Information
District Name	Selma Unified School District
Phone Number	(559) 898-6500
Superintendent	Tanya Fisher
Email Address	tfisher@selmausd.org
Website	http://www.selmausd.org/

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

Eric White Elementary School is one of eleven schools in the Selma Unified School District. Eric White School is considered to be a high-poverty school with 100% (Provision II school) of the students participating in the free lunch program. Of the 488 students enrolled at Eric White, 95% of the students are Hispanic; .02% are Caucasian, 0.02% are African American, and .01% are Asian, and 0.4 are Pacific Islander, and .002% are American Indian or Alaskan Native. Currently, English Learners comprise approximately 50% of the school population. These figures are based on 2018-2019 data.

Through the years, Eric White has gone through many changes to meet the needs of our growing community. In over 60 years of service, additional buildings have been constructed, and the original buildings have gone through renovations. Our school currently consists of 14 buildings, a library, and a modernized cafeteria/multipurpose room and kitchen. This year, our school houses 489 students, 19 classroom teachers, 5 certificated support staff, 4 special education aides, 2 bilingual instructional aides, 1 secretary, 12 campus aides, 2 part-time clerks, 1 program manager assistant, 1 community/parent liaison, 4 custodians, 1 cafeteria manager, 6 food service assistants, 1 library technician, 1 Positive Behavior Intervention (PBI) Aide, 2 program managers, 1 part-time psychologist, 1 part-time teacher librarian, and a principal. Our school population consists of students in Transitional Kindergarten and 2nd through 6th grade.

Thousands of students have been educated within the walls of Dr. G.W . Eric White School. Many distinguished citizens of Selma are Eric White alumni. We are proud to boast that many of our current staff members w ere former Eric White students themselves. The staff and students are proud of their school and its accomplishments and feel a tremendous honor to be a part of Eric White.

The success of Eric White School has been made possible through the coordination of many programs at the site including: a focused and common core based curriculum, a targeted reading intervention program, special education services, and a school-wide emphasis on reading, writing, mathematics, and technology. In addition, Eric White offers academic intervention in reading and math, English Language Development (ELD) for English Learner students, and a positive behavior intervention system called PBIS. There are additional co-curricular activities in which students can participate such as History Day, Peach Blossom (oral interpretation), Leadership, Spelling Bee, Songfest, Talent Show , Art, and various sports tournaments. Extended learning opportunities are offered for students. An after-school program is offered and serves approximately 200 students. Eric White School staff also offer Power Hour, an after-school intervention program for students needing additional support in reading and math.

In addition to embracing the Selma Unified School District mission, the Eric White School staff has created their very own mission statement for the school. All certificated teachers were involved in the creation of the mission statement and display a commitment to it. The mission of the Eric White Elementary School staff is the following: Eric White is committed to providing a rigorous, literacy-enriched education to all students in a safe, positive, and nurturing learning environment which will equip students to meet the challenges of the 21st century. Eric White School staff believes that all students can succeed, and all stakeholders are dedicated to providing a safe, secure, and positive environment that enables students to achieve their maximum potential and develop a life-long love for learning.

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

Grade Level	Number of Students
Kindergarten	53
Grade 2	90
Grade 3	93
Grade 4	87
Grade 5	85
Grade 6	96
Total Enrollment	504

Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	0.4
Asian	1.8
Hispanic or Latino	94.4
Native Hawaiian or Pacific Islander	0.2
White	3.2
Socioeconomically Disadvantaged	93.8
English Learners	52.6
Students with Disabilities	15.1
Foster Youth	0.4
Homeless	

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	23	23	25.5	324
Without Full Credential	1	0	1	9
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	2

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: January 2019

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	State-adopted textbooks are supplied to each student at Eric White School, including English Learners. In addition, a teacher resource kit is provided to each classroom teacher to provide additional instructional materials that support the use of the textbook. Selma Unified has adopted the state approved program, Benchmark Advance, published by Benchmark Education, as its Reading/Language Arts/ELD core curriculum in grades TK-5; and Study Sync, published by McGraw -Hill Education has been adopted for grades 6-8. Textbooks and supplemental instructional materials were purchased in 2017 for use in the 2017-2018 school year and subsequent school years.	Yes	0.0 %
Mathematics	State adopted textbooks are supplied to each student at Eric White School, including English Learners. In addition, a teacher resource kit is provided to each classroom teacher to provide additional instructional materials that support the use of the textbook. Selma Unified has adopted the state approved program, Splash Into TK! as its Mathematics core curriculum in Transitional Kindergarten and Go Math! as its Mathematics core curriculum in grades K-6. Both the TK and the K-6 curriculums are published by Houghton-Mifflin/Harcourt. This textbook series is aligned to the California Common Core State Standards (CCCSS). Textbooks and supplemental instructional materials w ere purchased in 2014 for use in the 2014-15 school year and subsequent school years.	Yes	0.0 %

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Science	State adopted textbooks are supplied to each student at Eric White School, including English Learners. In addition, a teacher resource kit is provided to each classroom teacher to provide additional instructional materials that support the use of the textbook. Selma Unified has adopted the state approved program, California Science, published by Scott-Foresman, for its T K-6 core Science curriculum. Textbooks and supplemental instructional materials were purchased in 2007 for use in the 2007-08 school year and subsequent school years.	Yes	0.0 %
History-Social Science	State adopted textbooks are supplied to each student at Eric White School, including English Learners. In addition, a teacher resource kit is provided to each classroom teacher to provide additional instructional materials that support the use of the textbook. Selma Unified has adopted the state approved programs History Social Studies for California in grades TK-5, published by Scott-Foresman and My World History published by Pearson for 6th grade. For grades TK-5, textbooks and supplemental instructional materials w ere purchased in 2006 for use in the 2006-2007 school year and subsequent years; for Grade 6, textbooks were purchased in 2016 for use in the 2016-2017 school year and subsequent school years.	Yes	0.0 %

School Facility Conditions and Planned Improvements (Most Recent Year)

Needed repairs include capping exposed wires in kitchen dry storage and moving carts so exit doors are not blocked.

No major work is planned for this school.

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: 11/25/2019

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	32:00:00 22: empty conduit through floor 31: empty conduit through wall
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**	

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)	41	43	44	44	50	50
Mathematics (grades 3-8 and 11)	28	23	23	24	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	356	354	99.44	0.56	43.22
Male	178	177	99.44	0.56	35.59
Female	178	177	99.44	0.56	50.85
Black or African American	--	--	--	--	--
American Indian or Alaska Native					
Asian	--	--	--	--	--
Filipino					
Hispanic or Latino	334	334	100.00	0.00	42.22
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	--	--	--	--	--

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races					
Socioeconomically Disadvantaged	341	339	99.41	0.59	43.66
English Learners	274	272	99.27	0.73	43.75
Students with Disabilities	46	46	100.00	0.00	17.39
Students Receiving Migrant Education Services	41	41	100.00	0.00	34.15
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	355	353	99.44	0.56	22.66
Male	178	177	99.44	0.56	21.47
Female	177	176	99.44	0.56	23.86
Black or African American	--	--	--	--	--
American Indian or Alaska Native					
Asian	--	--	--	--	--
Filipino					
Hispanic or Latino	333	333	100.00	0.00	22.22
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	--	--	--	--	--
Two or More Races					
Socioeconomically Disadvantaged	340	338	99.41	0.59	22.49
English Learners	274	272	99.27	0.73	23.90
Students with Disabilities	46	46	100.00	0.00	17.39
Students Receiving Migrant Education Services	41	41	100.00	0.00	21.95

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
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	20.7	20.7	8.5

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)

Parents and community members are very supportive of the educational programs at Eric White School. Parents are very involved at the school site and participate in activities such as the Back to School Night, Parent Club, School Site Council, English Learner Advisory Committee (ELAC), Family Literacy Night, Day of the Reader, Parent Technology Boot Camp, field trips, Spring Festival, parent appreciation awards, Open House, Winter Program, Reclassification Red Carpet Ceremony, awards assemblies, Parent/Student Dance, May Fiesta, and sports activities and tournaments. Additionally, Eric White School collaborates with Valley PBS to provide parent opportunities. The following is a detailed list of parent education sessions that w ere provided:

(Tech) Internet Safety and Resources
(Tech) Navigating Social Media with Kids
(Socio-Emotional) Manners and Respect
(Math) Operations and Math Facts
(Lit/ELA) Vocabulary Development and Prepositions

The goal of all parent involvement opportunities is for parents to become engaged and learn how to support their children and the school at home. The Eric White staff also believes that educating a child takes teamwork, and it is important for parents to become the school's partner in the education of their child. Any Eric White School parents wishing to become involved in our programs may call the school office at 559-898-6650 for more information.

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	2.0	1.9	2.6	5.7	5.6	6.0	3.6	3.5	3.5
Expulsions	0.0	0.0	0.2	0.2	0.2	0.1	0.1	0.1	0.1

School Safety Plan (School Year 2019-20)

Every year the Eric White School Safety Plan is revised and updated. The district has implemented the Selma Unified Procedure Guide, which is still a part of the current school safety plan. The school and district Emergency Procedure Guide includes a preparedness plan with steps for ensuring student and staff safety during a natural disaster, fire, power outage (facility alert), or intruder on campus. The plan also includes a comprehensive crisis plan. Fire drills and lockdown drills are conducted monthly, and earthquake drills are conducted 3 times per year.

Additionally, to ensure the safety of all students, staff members supervise students at all times before and after school and during recess and lunch. Visitors to the campus are required to check in at the school office and must w ear the proper visitor identification badge at all times. Eric White School is in the sixth year of implementing PBIS, Positive Behavior Intervention and Support Systems, and also conducts school wide anti-bullying training.

Selma Unified has implemented SPRIGEO at every school site, including Eric White Elementary. SPRIGEO is an electronic platform that gives students and their parents a tool to report bullying and other safety concerns anonymously through a link on the school website. Teachers, parents, and students are familiar with the SPRIGEO resource and how to use it if needed. All students should feel safe at school and in their community. This program empowers children to speak out and make a change. SPRIGEO notifies administrators through emails and texts to alert them of reported incidents. This program also stores the incident report in a secure online database, which provides school organizations with an efficient method of tracking and analyzing reports.

The School Safety Plan was reviewed with the staff on August 9, 2018 and continues to be a staff meeting topic at least 5 times per year. The plan was reviewed, revised, and updated in January of 2019.

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.

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2016-17 Average Class Size	2016-17 # of Classes* Size 1-20	2016-17 # of Classes* Size 21-32	2016-17 # of Classes* Size 33+	2017-18 Average Class Size	2017-18 # of Classes* Size 1-20	2017-18 # of Classes* Size 21-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-20	2018-19 # of Classes* Size 21-32	2018-19 # of Classes* Size 33+
K	25		2		20	1	1		27		2	
2	18	1	4		22		4		23		4	
3	17	3	2		16	2	4		23		4	
4	31		3		20	1	3		28		3	
5	19	2	3		32		3		21	1	3	
6	27		3		25	1	3		24	1	3	
Other**									3	1		

*Number of classes indicates how many classes fall into each size category (a range of total students per class).
** "Other" category is for multi-grade level classes.

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)	.5
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Speech/Language/Hearing Specialist	3.4
Resource Specialist (non-teaching)	5.0
Other	1.0

*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.

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	16158	3398	12760	75730
District	N/A	N/A	10020	80543
Percent Difference - School Site and District	N/A	N/A	24.1	-6.2
State	N/A	N/A	$7,506.64	$78,059.00
Percent Difference - School Site and State	N/A	N/A	51.8	-3.0

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)

In addition to services funded by general district funds, Eric White provides a multitude of programs and supplemental services for our students. Students have an opportunity to participate in Peach Blossom (an oral interpretation competition), Spelling Bee, History Day, Science Fair, Folkloric Dance, KIND Club, Young Mens Alliance, Student Leadership, Robotics and Recycling Club. Students also benefit from programs such as Read Across America, Kindness Essay Contests and other opportunities that extend their learning experiences. Special Education services include a Resource Specialist Program, Speech and Language Pathology, and a part time School Psychologist. Band class is available for students in grades 5-6. District health services provide vision and hearing screening for all students in grades TK,2 and 5, students who receive special education services and referred students. Eric White Elementary also partners with Big Smiles, a mobile Dental Center that screens and refers students for dental services in the fall of each school year.

Classroom teachers service students in computer technology, specifically RazKids and Achieve 3000. The Achieve 3000 computer program is used by all students in grades 4-6 to support fluency and reading comprehension. An after-school program offers additional support for students who are acquiring language, are at risk of retention, or are economically disadvantaged in grades 2-6. During the after-school program, literacy and math lessons are taught and a homework center assists students with their assignments. Another after-school program is ExL, Extended Learning. This program offers support for small groups of students in order to gain proficiency in the grade level standards. Eric White School is fortunate to staff three full-time intervention teachers. The intervention teachers assist the classroom teaching staff by providing extra intervention support to the grade level with a focus on reading, writing, and math.

Eric White Elementary implements PBIS, Positive Behavior Intervention and Supports. Our school follows the Tiger Traits of "Be Safe, Be Respectful, Be Responsible, Be Positive, and most of all, Be Kind." Students have numerous opportunities to earn rewards and incentives for appropriate behavior while at school. A team of staff members meet regularly to discuss school wide behavior data, appropriate responses, and PBIS concepts. Through PBIS, students learn how to deal with scenarios that they may encounter in class or on the playground by engaging in classroom lessons, social skills training, and school wide assemblies that focus on positive social and behavior skills. Conflict resolution and behavior academies are offered to students through our Positive Behavior Intervention Aide at the site. Students needing mental health services are referred either to the school psychologist or the district mental health clinicians. A county mental health clinician works at Eric White two days per week and also provides counseling to students in need. Referrals are also made by the psychologist to receive outside supports if appropriate.

The goal of Eric White Elementary is to create and maintain the best educational environment possible. To accomplish this, your support and input is encouraged and needed. If you have any question, concerns, or would like to become more involved in the educational process at your school, please contact your school principal. Your school can assist you in learning more about categorical programs. You may want to become involved in your school's SSC, ELAC and/or attend the Annual Title 1 Meeting. We encourage and look forward to your involvement in the programs we offer our learning community. If you have any questions, please call Eric White Elementary at (559) 898-6650.

Teacher and Administrative Salaries (Fiscal Year 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	$	$49,084
Mid-Range Teacher Salary	$	$76,091
Highest Teacher Salary	$	$95,728
Average Principal Salary (Elementary)	$	$118,990
Average Principal Salary (Middle)	$	$125,674
Average Principal Salary (High)	$	$137,589
Superintendent Salary	$	$230,096
Percent of Budget for Teacher Salaries	35%	35%
Percent of Budget for Administrative Salaries	6%	6%

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	3	3	3

Throughout the school year, teachers participate in 3 District Professional Learning Days. The focus of the 2018-2019 school year was to create school-wide Literacy Commitments and also review and refine grade level Professional Communities. Teachers also had 3 Planning days throughout the school year to collaborate and review the upcoming ELA and Math units and prepare lesson plans and materials for the upcoming Trimester. Each week teachers also participated in a one hour PLC session with their grade level colleagues to discuss current data and plan instruction to meet student needs.

In addition, a team of 8 Eric White teachers participated in the Instructional Leadership Team and spent time reviewing and updating the Eric White Mission Statement and created a Vision Statement.

The Eric White TK teachers attended the Early Education Collaboration through Fresno County Superintendent of Schools and learned which supports, planning and actions should be taken to promote a quality early care and education system that meets the needs of all children and families.

Teachers in grades 2 through 6 attended the Fresno County Science Collaborative where grade level teams worked together to create relevant and engaging Science units based on the New Generation Science Standards to implement in their classrooms.

Additional Professional Learning experiences for Eric White teachers included the following: Running Record Training (Grade 2), Rime Magic Training (Grades 2-5), Social Emotional & Academic Learning, and one 6th grade teacher received Academic coaching support from a District Coach throughout the school year.

Eric White administrators attended the California Title 1 Accountability Conference along with monthly district-led staff development.

In addition, Selma Unified School District supports and builds teacher capacity throughout the year through a Site Based Coaching model. This model allows for job embedded Professional learning by implementing the tenets of the Professional Learning Community framework. The district maintains a ELA/ELD, Math and Science coaching team that in turn support and provide instructional support for our site level coaching team. In collaboration with both teams, professional learning for teachers is provided to assist all students in achieving the State academic standards, with an emphasis on addressing and supporting student groups requiring additional resources; groups such as Foster Youth, English Learners, and Students with Disabilities.

The District also provides all teachers with three professional learning days throughout the year. These are non-student days that are planned and facilitated by site leaders and site coaches. For the last couple of years, these days focus on allowing teachers time for instructional planning as they apply to the California Standards for the Teacher Profession (CSTPs 3, 4, & 5).