

J.E. Hester Elementary School

2023-2024 School Accountability Report Card

(Published During the 2024-2025 School Year)



General Information about the School Accountability Report Card (SARC)

SARC Overview



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

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

A hard copy of the School Accountability Report Card is available at your School Office, upon request.

DataQuest



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

California School Dashboard



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

Internet Access

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

Admission Requirements for the University of California (UC)	Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at https://admission.universityofcalifornia.edu/ .
Admission Requirements for the California State University (CSU)	Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at https://www2.calstate.edu/ .

2024-25 School Contact Information	
School Name	J.E. Hester Elementary School
Street	477 East Ash St.
City, State, Zip	Farmersville, CA 93223-1209
Phone Number	(559) 594-5801
Principal	Ms. Janie Paz
Email Address	jpaz@farmersville.k12.ca.us
School Website	https://www.farmersville.k12.ca.us/hester
Grade Span	K-1
County-District-School (CDS) Code	54-75325-6054084

2024-25 District Contact Information	
District Name	Farmersville Unified School District
Phone Number	559-592-2010
Superintendent	Dr. Sergio Chavez
Email Address	mmendez@farmersville.k12.ca.us
District Website	www.farmersville.k12.ca.us

2024-25 School Description and Mission Statement
<p>School Profile</p> <p>Hester Elementary is located in the Northeast side of the City of Farmersville. It serves approximately 32 students in Preschool and 369 students in transitional kindergarten, kindergarten and first grade. Our school is one of six schools in the Farmersville Unified School District. It is the only TK-K-1 school in the district. There are two preschools on campus: a pilot preschool and a community preschool. The grade levels are comprised of two transitional kindergarten, six kindergarten, two dual language kindergarten, six first grade, and two dual language first grade as well as a Special Day Class. The District has utilized Class</p>

2024-25 School Description and Mission Statement

Size Reduction funds to maintain class size at 24 to 1 as a school average. Hester Elementary has an annual School Plan for Student Achievement to provide services in a more equitable manner to benefit all students. Hester has one Assistant Principal, two Academic Coaches, one UPK Specialist, a Special Education Teacher, a Speech Language Pathologist, and a School Counselor to assist students in achieving academic success. Hester has a classified staff which includes five instructional assistants, three of which are dual language aides that support our English Learner students, four full time behavioral aides, one library technician, one school secretary, one attendance clerk, one health aide, three noon-time aides, one community liaison, one Teaching Fellows tutors, three custodians, and one campus aide.

There are approximately 97.9% Hispanic, 0.52% Asian, and 0.26% White students. Our second language learners total 119 students. We have an all-day Kindergarten program which provides 44,172 instructional minutes (36,000 State requirement) and 52,062 minutes for First Grade (50,400 State requirement).

School Mission and Vision:

Hester Elementary supports the Farmersville Unified School District mission of "Preparing students to be productive members of society and innovative leaders of tomorrow." Hester Elementary School's mission is to "Provide a caring community for students to excel as exceptional students." Our goal is to prepare students to become leaders and lifelong learners." Hester's staff will provide a fun, caring and stimulating learning environment where children will recognize and achieve their maximum potential. We will prepare our students to become independent learners with the skills and knowledge necessary for 21st Century learning. We will focus our instructional practices around the Four C's: critical thinking, communication, collaboration, and creativity.

Hester Elementary strives to develop a learning environment which is centered on students, directed by staff and supported by home and community. We value the partnership which exists between school, parents, and community and the part it plays in realizing this vision. We will ensure academic excellence by providing quality educational programs which promote college and career readiness. Our vision is to be an exemplary 21st century learning community, that fosters the academic and social development of every student in Farmersville Unified School District.

About this School

2023-24 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	172
Grade 1	193
Grade 2	1
Total Enrollment	366

2023-24 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	44.8
Male	55.2
American Indian or Alaska Native	0.5
Asian	0.3
Hispanic or Latino	93.4
Native Hawaiian or Pacific Islander	0.8
Two or More Races	0.5
White	4.4
English Learners	33.1
Foster Youth	0.8
Homeless	1.9
Migrant	3.8
Socioeconomically Disadvantaged	88.5
Students with Disabilities	9.6

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.

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	15.90	82.38	94.20	79.47	228366.10	83.12
Intern Credential Holders Properly Assigned	1.80	9.33	6.10	5.18	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	6.80	5.77	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	2.90	2.52	12115.80	4.41
Unknown/Incomplete/NA	1.60	8.29	8.30	7.04	18854.30	6.86
Total Teaching Positions	19.30	100.00	118.60	100.00	274759.10	100.00

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

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	18.90	86.31	106.20	79.41	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	6.20	4.66	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	1.80	8.44	8.60	6.49	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	2.90	2.21	11953.10	4.28
Unknown/Incomplete/NA	1.10	5.20	9.60	7.21	15831.90	5.67
Total Teaching Positions	21.90	100.00	133.80	100.00	279044.80	100.00

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

2022-23 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	18.00	90.00	99.20	77.23	231142.40	100.00
Intern Credential Holders Properly Assigned	1.00	5.00	7.70	6.03	5566.40	2.00
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	1.00	5.00	10.00	7.82	14938.30	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	4.20	3.29	11746.90	4.23
Unknown/Incomplete/NA	0.00	0.00	7.20	5.62	14303.80	5.15
Total Teaching Positions	20.00	100.00	128.50	100.00	277698	100

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

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

Authorization/Assignment	2020-21	2021-22	2022-23
Permits and Waivers	0.00	0.90	0
Misassignments	0.00	0.80	1
Vacant Positions	0.00	0.00	0
Total Teachers Without Credentials and	0.00	1.80	1

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

Indicator	2020-21	2021-22	2022-23
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00	0
Local Assignment Options	0.00	0.00	0
Total Out-of-Field Teachers	0.00	0.00	0

Class Assignments

Indicator	2020-21	2021-22	2022-23
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.00	3.6	5.2
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	10.80	0	0

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

2024-25 Quality, Currency, Availability of Textbooks and Other Instructional Materials

The school district held a public hearing on August 27, 2024 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.

The table displays information collected on August 2, 2024 about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school.

Year and month in which the data were collected

August 2, 2024

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	McGraw-Hill (Wonders) 2017/Digital Access	Yes	0
Mathematics	Houghton Mifflin (GoMath!) 2015	Yes	0
Science	Twig Education (Twig Science) 2021/Digital Access	Yes	0
History-Social Science	SAVVAS Pearson (myWorld Interactive) 2019/Digital Access	Yes	0

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

School Facility Conditions and Planned Improvements

Hester Elementary School facilities were built in 1949 and 1950 and were modernized in 1986, 2012 and during 2014. The campus consists of 15 permanent classrooms, 13 portable classrooms, a library, a multi-purpose room/ cafeteria, a staff room, a copy room, a playground and ample playing fields.

The table shows the results of the most recent school facilities inspection. While reviewing this report, please note that even minor discrepancies are reported in the inspection process. Any items that would be noted in the table would have been corrected or are in the process of remediation at the time of the SARC posting.

Year and month of the most recent FIT report				October 26, 2024	
System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X				
Interior: Interior Surfaces	X				
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X				
Electrical	X				
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X				
Safety: Fire Safety, Hazardous Materials	X				
Structural: Structural Damage, Roofs	X				
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X				

Overall Facility Rate			
Exemplary	Good	Fair	Poor
X			

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

Statewide Assessments

(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

- 1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
- 2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
- 3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

College and Career Ready

The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

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

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

ELA and mathematics test results include the Smarter Balanced Summative 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.

Subject	School 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
English Language Arts/Literacy (grades 3-8 and 11)					46	
Mathematics (grades 3-8 and 11)					34	

2023-24 CAASPP Test Results in ELA by Student Group

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

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

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

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students					
Female					
Male					
American Indian or Alaska Native					
Asian					
Black or African American					
Filipino					
Hispanic or Latino					
Native Hawaiian or Pacific Islander					
Two or More Races					
White					
English Learners					
Foster Youth					
Homeless					
Military					
Socioeconomically Disadvantaged					
Students Receiving Migrant Education Services					
Students with Disabilities					

2023-24 CAASPP Test Results in Math by Student Group

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

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

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students					
Female					
Male					
American Indian or Alaska Native					
Asian					
Black or African American					
Filipino					
Hispanic or Latino					
Native Hawaiian or Pacific Islander					
Two or More Races					
White					
English Learners					
Foster Youth					
Homeless					
Military					
Socioeconomically Disadvantaged					
Students Receiving Migrant Education Services					
Students with Disabilities					

CAASPP Test Results in Science for All Students

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

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

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

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

Subject	School 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
Science (grades 5, 8 and high school)			13.48	12.43	30.29	30.73

2023-24 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. 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.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students					
Female					
Male					
American Indian or Alaska Native					
Asian					
Black or African American					
Filipino					
Hispanic or Latino					
Native Hawaiian or Pacific Islander					
Two or More Races					
White					
English Learners					
Foster Youth					
Homeless					
Military					
Socioeconomically Disadvantaged					
Students Receiving Migrant Education Services					
Students with Disabilities					

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

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

2023-24 California Physical Fitness Test Results					
This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT requires only participation results for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.					
Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	96%	100%	99%	100%	99%
Grade 7	97.4%	97.9%	98.4%	99.5%	98.4%
Grade 9	93.4%	97.5%	98%	95.5%	96.5%

C. Engagement

State Priority: Parental Involvement

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

2024-25 Opportunities for Parental Involvement
<p>Hester Elementary greatly benefits from its supportive parents. Various opportunities are provided for parents to take an active role in their child's education. Parents are encouraged to attend the School Site Committee and English Learner Committee meetings and are invited via Parent Square and by phone call with the support of our community liaison. The community is informed of upcoming events that they may participate in via a newsletter that goes out through Parent Square twice a month. Events such as Back to-School Night, Open House, Student Winter Programs, Grandparents Day, Read Across America, Lunch on the Lawn, School Site Fairs, School Carnival, Monthly Student of the Month Assemblies, and field trips provide additional opportunities for parent involvement and relationship building between school staff and community. Parents are also welcome to visit their child's classroom during the school day as volunteers and/or on special occasions. The district hosts several DELAC meetings and LCAP forums during the school year.</p> <p>Parent volunteers in the classroom are encouraged. Parents who request to volunteer in their child's classroom on a regular basis are required to complete a District Volunteer process which includes Tuberculosis and fingerprint clearances. On occasion, parent volunteers serve as "chaperones" at school-wide field-trips.</p> <p>The school has an after school program for student called SPARK. The school also has a community school liaison and a counselor to assist with school and home connections.</p> <p>For information regarding organized opportunities for parental involvement, please contact the School Community Liaison or Principal in the main office at (559) 594-5801</p>

2023-24 Chronic Absenteeism by Student Group				
Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	401	392	113	28.8
Female	184	181	49	27.1
Male	217	211	64	30.3
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	375	366	102	27.9
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	--	--	--	--
White	18	18	7	38.9
English Learners	136	133	33	24.8
Foster Youth	--	--	--	--
Homeless	--	--	--	--
Socioeconomically Disadvantaged	362	355	106	29.9
Students Receiving Migrant Education Services	17	17	3	17.6
Students with Disabilities	57	56	27	48.2

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

C. Engagement

State Priority: School Climate

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

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

Suspensions and Expulsions

This table displays suspensions data.

Suspensions								
School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
0.52	0.24	0.25	3.96	5.46	5.95	3.17	3.6	3.28

This table displays expulsions data.

Expulsions								
School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
0	0	0	0.08	0	0	0.07	0.08	0.07

2023-24 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.25	0.00
Female	0.00	0.00
Male	0.46	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.27	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.00	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	0.28	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	0.00	0.00

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

2024-25 School Safety Plan

The safety of students and staff is a primary concern of Hester Elementary. The school is always in compliance with all laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. The School Site Safety plan is reviewed and updated annually in the Fall by the School Site Council Committee. All revisions were communicated to both the

2024-25 School Safety Plan

classified and certificated staff.

The school’s disaster preparedness plan includes steps for ensuring student and staff safety during a disaster. Fire, lockdown and disaster drills are conducted on a regular basis throughout the school year. A tentative schedule is sent out to staff and procedures are also communicated regularly to staff. Staff makes sure to discuss any measures that may need to be updated as new issues arise. Cameras have been installed in various locations on campus to monitor school safety. In addition, Hester Elementary uses the Raptor system to maintain a log of daily visitors to the school site.

Hester's staff and students adheres to the California Department of Public Health guidelines. All classrooms are equipped with PPE equipment. All classrooms contain twenty four student desks and have ample room for increased proximity and supervision. The custodians continue providing PPE and the cleaning of surfaces in rooms.

Staff communication on safety updates and protocols are through scheduled weekly meetings and email notifications. Parents are also informed on the most up-to-date safety protocols through consist Parent Square communications and Parent Forums that are communicated on our school website.

SSC Meeting was held on October 3, 2024 to approve the School Safety Plan.

D. Other SARC Information

Information Required in the SARC

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	11	103		
1	13	66	6	

2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	20	4	7	
1	18	4	5	

2023-24 Elementary Average Class Size and Class Size Distribution

This table displays the 2023-24 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	14	9		
1	24		8	
Other	5	1		

2023-24 Ratio of Pupils to Academic Counselor

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

Title	Ratio
Pupils to Academic Counselor	0

2023-24 Student Support Services Staff

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

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

Fiscal Year 2022-23 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2022-23 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$9761	1600	8161	79670
District	N/A	N/A	15756	\$94324
Percent Difference - School Site and District	N/A	N/A	-63.5	-16.8
State	N/A	N/A	\$10,771	\$87,655
Percent Difference - School Site and State	N/A	N/A	-27.6	-9.5

Fiscal Year 2023-24 Types of Services Funded

In addition to general state funding, the district receives state and federal categorical funding for special programs. For the 2022-23 school year, the district received federal and state aid for the following categorical, special education, and support programs:

Federal Programs:

- Title I, Part A, Compensatory Education
- Title I, Part C, Migrant Education
- Title II, Part A, Improving Teacher Quality
- Title II, Part D, Enhancing Education Through Technology
- Title III, Limited English Proficient
- Title IV Part A SSAE
- ESSER I, II, & III
- IDEA, Special Education

State Programs:

Supplemental and Concentration Funds

Child Development Programs

The students at J.E. Hester Elementary School benefit from research-proven interventions that are designed to address the individual needs of all our students. Here are the services provided at the school:

- * Instructional Aides that support students in the classroom and provided targeted academic supports.
- * Learning Centers focused on working with students with a specifically identified special need.
- * Student Study Team meetings are held with administration, teachers, and parents to determine best practices for students who need help academically, behaviorally, or socially.
- * A part time psychologist works on site to support students and complete assessments as needed.
- * Two full-time social workers on site to support students with social, behavioral, and academic needs.
- * Teachers and Administrators take part in Professional development centered on Professional Learning Communities.
- * Teachers use Capturing Kid's Hearts and Restorative Practices in order to determine best practices for students who need help academically, behaviorally, or socially.
- * Expanded Learning Opportunities available for all students after school from 2:30 to 5:30 daily.
- * Intersession offered every year during long breaks, as well as a 3-week summer school offered to interested students.

Fiscal Year 2022-23 Teacher and Administrative Salaries

This table displays the 2022-23 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$60,197	\$54,930
Mid-Range Teacher Salary	\$86,874	\$85,386
Highest Teacher Salary	\$109,144	\$111,172
Average Principal Salary (Elementary)	\$132,256	\$136,564
Average Principal Salary (Middle)	\$137,228	\$141,339
Average Principal Salary (High)	\$147,172	\$153,241
Superintendent Salary	\$222,360	\$224,537
Percent of Budget for Teacher Salaries	27%	29%
Percent of Budget for Administrative Salaries	4%	6%

Professional Development

As part of the growth process, opportunities for staff development are provided at both the district and individual school sites to administrators, teachers, and classified staff. The district offers three staff development days annually where staff members are offered professional growth opportunities in curriculum, instruction, assessments, behavior management, and technology. Training is conducted during weekly Late Start Mondays during the school year, and at times additional training is offered during the summer. Teachers and administration have received ELD, ELA, and Math training in Common Core Standards. Teachers are supported by administration, PLCs every Monday morning, collegial time, and district support. Teachers and administrators are also participating in Professional Learning Communities to make data driven instructional decisions to improve student outcomes.

In addition, staff undergo continuous staff development to improve school climate and culture on an ongoing basis.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2022-23	2023-24	2024-25
Number of school days dedicated to Staff Development and Continuous Improvement	3	3	3