

# J.E. Hester Elementary School

## 2022-2023 School Accountability Report Card (Published During the 2023-2024 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.

#### 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.

## 2023-24 School Contact Information

<b>School Name</b>	J.E. Hester Elementary School
<b>Street</b>	477 East Ash St.
<b>City, State, Zip</b>	Farmersville, CA 93223-1209
<b>Phone Number</b>	(559) 594-5801
<b>Principal</b>	Ms. Janie Paz
<b>Email Address</b>	jpaz@farmersville.k12.ca.us
<b>School Website</b>	<a href="https://www.farmersville.k12.ca.us/hester">https://www.farmersville.k12.ca.us/hester</a>
<b>County-District-School (CDS) Code</b>	54-75325-6054084

## 2023-24 District Contact Information

<b>District Name</b>	Farmersville Unified School District
<b>Phone Number</b>	559-592-2010
<b>Superintendent</b>	Dr. Sergio Chavez
<b>Email Address</b>	schavez@farmersville.k12.ca.us
<b>District Website</b>	<a href="http://www.farmersville.k12.ca.us">www.farmersville.k12.ca.us</a>

## 2023-24 School Description and Mission Statement

### School Profile

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 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.

## 2023-24 School Description and Mission Statement

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

### 2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	221
Grade 1	164
<b>Total Enrollment</b>	<b>385</b>

### 2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	46.2%
Male	53.8%
Asian	0.3%
Hispanic or Latino	96.6%
Native Hawaiian or Pacific Islander	0.5%
Two or More Races	0.3%
White	1.8%
English Learners	37.1%
Foster Youth	1.6%
Homeless	0.8%
Migrant	4.2%
Socioeconomically Disadvantaged	90.9%
Students with Disabilities	7.3%

## 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
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	15.90	82.38	94.20	79.47	228366.10	83.12
<b>Intern Credential Holders Properly Assigned</b>	1.80	9.33	6.10	5.18	4205.90	1.53
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0.00	0.00	6.80	5.77	11216.70	4.08
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0.00	0.00	2.90	2.52	12115.80	4.41
<b>Unknown</b>	1.60	8.29	8.30	7.04	18854.30	6.86
<b>Total Teaching Positions</b>	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
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	18.90	86.31	106.20	79.41	234405.20	84.00
<b>Intern Credential Holders Properly Assigned</b>	0.00	0.00	6.20	4.66	4853.00	1.74
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	1.80	8.44	8.60	6.49	12001.50	4.30
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0.00	0.00	2.90	2.21	11953.10	4.28
<b>Unknown</b>	1.10	5.20	9.60	7.21	15831.90	5.67
<b>Total Teaching Positions</b>	21.90	100.00	133.80	100.00	279044.80	100.00

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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
Permits and Waivers	0.00	0.90
Misassignments	0.00	0.80
Vacant Positions	0.00	0.00
<b>Total Teachers Without Credentials and Misassignments</b>	0.00	1.80

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00
Local Assignment Options	0.00	0.00
<b>Total Out-of-Field Teachers</b>	0.00	0.00

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

## Class Assignments

Indicator	2020-21	2021-22
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	0	3.6
<b>No credential, permit or authorization to teach</b> (a percentage of all the classes taught by teachers with no record of an authorization to teach)	10.8	0

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

## 2023-24 Quality, Currency, Availability of Textbooks and Other Instructional Materials

The school district held a public hearing on August 24, 2021 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 in August 24, 2021 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

September 12, 2023

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

## 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

August 23, 2023

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces	X			
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			
<b>Electrical</b>	X			
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			

## School Facility Conditions and Planned Improvements

<b>Safety:</b> Fire Safety, Hazardous Materials	X			
<b>Structural:</b> Structural Damage, Roofs	X			
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

## Overall Facility Rate

Exemplary	Good	Fair	Poor
X			

## B. Pupil Outcomes

### State Priority: Pupil Achievement

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

#### Statewide Assessments

(i.e., California Assessment of Student Performance and Progress [CAASPP] System 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.

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.

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 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)					47	46
<b>Mathematics</b> (grades 3-8 and 11)					33	34

## 2022-23 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 CAAs divided by the total number of students who participated in both assessments.

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.

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					

## 2022-23 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 CAAs divided by the total number of students who participated in both assessments.

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.

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. 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 CAAs divided by the total number of students who participated in both assessments.

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 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
Science (grades 5, 8 and high school)			12.32	13.48	29.47	30.29

## 2022-23 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.

#### 2022-23 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 during 2021-22 and 2022-23 school years, only participation results are required 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	95.9%	94.2%	97.1%	96.5%	97.7%
Grade 7	94%	94%	94%	94%	94%
Grade 9	100%	100%	0%	100%	100%

## 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.

#### 2023-24 Opportunities for Parental Involvement

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.

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.

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.

For information regarding organized opportunities for parental involvement, please contact the School Community Liaison or Principal in the main office at (559) 594-5801

## 2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	420	413	169	40.9
Female	193	192	73	38.0
Male	227	221	96	43.4
Non-Binary	0	0	0	0.0
American Indian or Alaska Native	0	0	0	0.0
Asian	2	2	2	100.0
Black or African American	0	0	0	0.0
Filipino	0	0	0	0.0
Hispanic or Latino	404	397	161	40.6
Native Hawaiian or Pacific Islander	2	2	1	50.0
Two or More Races	1	1	1	100.0
White	9	9	4	44.4
English Learners	160	154	54	35.1
Foster Youth	9	9	1	11.1
Homeless	4	4	1	25.0
Socioeconomically Disadvantaged	383	379	159	42.0
Students Receiving Migrant Education Services	18	17	8	47.1
Students with Disabilities	37	37	24	64.9

### 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 and expulsions data.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Suspensions	0.00	0.52	0.24	0.23	3.96	5.46	0.20	3.17	3.60
Expulsions	0.00	0.00	0.00	0.00	0.08	0.00	0.00	0.07	0.08

## 2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.24	0
Female	0	0
Male	0.44	0
Non-Binary		
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	0	0
Filipino	0	0
Hispanic or Latino	0.25	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	0	0
White	0	0
English Learners	0	0
Foster Youth	0	0
Homeless	0	0
Socioeconomically Disadvantaged	0.26	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	2.7	0

## 2023-24 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 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 Thursday, January 18th to review and approve 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.

### 2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 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	19	16	24	
1	24		40	

### 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	0
1	18	4	5	0
2	0	0	0	0
3	0	0	0	0
4	0	0	0	0
5	0	0	0	0
6	0	0	0	0
Other	0	0	0	0

## 2022-23 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
<b>Pupils to Academic Counselor</b>	385

## 2022-23 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.

Title	Number of FTE Assigned to School
<b>Counselor (Academic, Social/Behavioral or Career Development)</b>	1
<b>Library Media Teacher (Librarian)</b>	
<b>Library Media Services Staff (Paraprofessional)</b>	
<b>Psychologist</b>	
<b>Social Worker</b>	
<b>Nurse</b>	
<b>Speech/Language/Hearing Specialist</b>	
<b>Resource Specialist (non-teaching)</b>	
<b>Other</b>	

## Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 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
<b>School Site</b>	\$4388	1099	3239	75271
<b>District</b>	N/A	N/A	13090	\$80,962
<b>Percent Difference - School Site and District</b>	N/A	N/A	27	3
<b>State</b>	N/A	N/A	\$7,607	\$81,984
<b>Percent Difference - School Site and State</b>	N/A	N/A	13.8	5

## Fiscal Year 2022-23 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:

- A reading Teacher on Special Assignment to provide intensive reading intervention to struggling readers, as well as provide coaching for teaching staff on successful teaching strategies to improve reading growth.
- A math teacher on special assignment to provide intensive math intervention for students who need intensive support.
- 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 full-time psychologist works on site to support students and complete assessments as needed.
- A full-time counselor works on site to support students with social, behavioral, and academic needs.
- Teachers use a system 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 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 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
<b>Beginning Teacher Salary</b>	\$55,227	\$50,875
<b>Mid-Range Teacher Salary</b>	\$79,701	\$79,761
<b>Highest Teacher Salary</b>	\$100,132	\$103,045
<b>Average Principal Salary (Elementary)</b>	\$109,476	\$128,154
<b>Average Principal Salary (Middle)</b>	\$125,897	\$131,774
<b>Average Principal Salary (High)</b>	\$135,020	\$142,676
<b>Superintendent Salary</b>	\$197,795	\$211,462
<b>Percent of Budget for Teacher Salaries</b>	27.37%	30.11%
<b>Percent of Budget for Administrative Salaries</b>	4.22%	5.49%

## 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, 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, district support, and through the Tulare County Office of Education.

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	2021-22	2022-23	2023-24
<b>Number of school days dedicated to Staff Development and Continuous Improvement</b>	3	3	3