

J.E. Hester Elementary School

2024-2025 School Accountability Report Card

(Published During the 2025-2026 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.

2025-26 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 | Mr. Jesus Zavala |
| Email Address | jzavala@farmersville.k12.ca.us |
| School Website | https://hester.farmersville.k12.ca.us/ |
| Grade Span | |
| County-District-School (CDS) Code | 54-75325-6054084 |

2025-26 District Contact Information

| | |
|-------------------------|---|
| District Name | Farmersville Unified School District |
| Phone Number | 559-592-2010 |
| Superintendent | Mr. Manuel Mendez |
| Email Address | mmendez@farmersville.k12.ca.us |
| District Website | https://www.farmersville.k12.ca.us/ |

2025-26 School Description and Mission Statement

School Profile

Hester Elementary is located on the Northeast side of the City of Farmersville. Tulare County Office of Education currently oversees our Preschool, which serves 27 students. Our current enrollment at J. E. Hester is 323 students. We now serve TK-3rd grade. Our school is one of six schools in the Farmersville Unified School District. The grade levels are comprised of four transitional kindergarten, three kindergarten, three first grade, one combo 1st & 2nd grade, two second grade, and four third grade. We also have one P.E class, one music class & two RSP rooms that are differentiated by age. The District has utilized Class Size Reduction funds to maintain a class size of 24 to 1 as a school average. Hester Elementary has an annual School Plan for Student Achievement to provide services more equitably to benefit all students. Hester has one Coach, one UPK Specialist, two Special Education Teachers, two Speech Language Pathologists, one School Counselor, one social worker & one psychologist that collectively assist with the implementation of our MTSS initiative. Hester has a classified staff which includes one instructional assistant, one reading specialist assistant, three full time behavioral aides, one special education aide, one library technician, one child care aide, one school secretary, one attendance clerk, one health aide, three noon-time aides, one community liaison, one "Save The Children" assistant, three custodians, one campus aide & a part time IT assistant.

There are approximately 97.9% Hispanic, 0.52% Asian, and 0.26% White students. Our English language learners total 66 students. We have an all-day Kindergarten program which provides 48,240 instructional minutes (36,000 State requirement), 53,640 minutes for First Grade (50,400 State requirement) & 56,695 minutes for Second & Third Grade (54,000 State requirement).

School Mission and Vision:

Hester Elementary supports the Farmersville Unified School District's mission of "Preparing students to be productive members of society and innovative leaders of tomorrow." Hester Elementary School's vision is as follows: "At Hester, we will create a safe environment to promote a growth mindset to make learning fun for all." This vision will be achieved by establishing a warm culture filled with laughter & fun, through the core value of respect, by being supportive & encouraging of one another. 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.

2025-26 School Description and Mission Statement

Hester Elementary strives to develop a learning environment that is centered on students, directed by staff, and supported by home and community. We value the partnership that 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 that 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

2024-25 Student Enrollment by Grade Level

| Grade Level | Number of Students |
|------------------|--------------------|
| Kindergarten | 203 |
| Grade 1 | 129 |
| Grade 2 | 1 |
| Total Enrollment | 333 |

2024-25 Student Enrollment by Student Group

| Student Group | Percent of Total Enrollment |
|-------------------------------------|-----------------------------|
| Female | 48.9 |
| Male | 51.1 |
| American Indian or Alaska Native | 0.6 |
| Asian | 0.6 |
| Hispanic or Latino | 93.1 |
| Native Hawaiian or Pacific Islander | 0.3 |
| Two or More Races | 0.3 |
| White | 5.1 |
| English Learners | 31.2 |
| Foster Youth | 0.9 |
| Homeless | 3.3 |
| Migrant | 4.5 |
| Socioeconomically Disadvantaged | 95.5 |
| 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.

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) | 18.9 | 86.31 | 106.2 | 79.41 | 234405.2 | 84 |
| Intern Credential Holders Properly Assigned | 0 | 0 | 6.2 | 4.66 | 4853 | 1.74 |
| Teachers Without Credentials and Misassignments (“ineffective” under ESSA) | 1.8 | 8.44 | 8.6 | 6.49 | 12001.5 | 4.3 |
| Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA) | 0 | 0 | 2.9 | 2.21 | 11953.1 | 4.28 |
| Unknown/Incomplete/NA | 1.1 | 5.2 | 9.6 | 7.21 | 15831.9 | 5.67 |
| Total Teaching Positions | 21.9 | 100 | 133.8 | 100 | 279044.8 | 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.

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 | 90 | 99.2 | 77.23 | 231142.4 | 83.24 |
| Intern Credential Holders Properly Assigned | 1 | 5 | 7.7 | 6.03 | 5566.4 | 2 |
| Teachers Without Credentials and Misassignments (“ineffective” under ESSA) | 1 | 5 | 10 | 7.82 | 14938.3 | 5.38 |
| Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA) | 0 | 0 | 4.2 | 3.29 | 11746.9 | 4.23 |
| Unknown/Incomplete/NA | 0 | 0 | 7.2 | 5.62 | 14303.8 | 5.15 |
| Total Teaching Positions | 20 | 100 | 128.5 | 100 | 277698 | 100 |

Note: The data in this table is based on 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.

2023-24 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) | 16 | 84.21 | 94.4 | 79.54 | 230039.4 | 100 |
| Intern Credential Holders Properly Assigned | 1 | 5.26 | 4.4 | 3.72 | 6213.8 | 2.23 |
| Teachers Without Credentials and Misassignments (“ineffective” under ESSA) | 1 | 5.26 | 12 | 10.15 | 16855 | 6.04 |
| Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA) | 1 | 5.26 | 3.6 | 3.08 | 12112.8 | 4.34 |
| Unknown/Incomplete/NA | 0 | 0 | 4.1 | 3.49 | 13705.8 | 4.91 |
| Total Teaching Positions | 19 | 100 | 118.7 | 100 | 278927.1 | 100 |

Note: The data in this table is based on 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 | 2021-22 | 2022-23 | 2023-24 |
|--|---------|---------|---------|
| Permits and Waivers | 0.90 | 0 | 0 |
| Misassignments | 0.80 | 1 | 1 |
| Vacant Positions | 0.00 | 0 | 0 |
| Total Teachers Without Credentials and Misassignments | 1.80 | 1 | 1 |

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

| Indicator | 2021-22 | 2022-23 | 2023-24 |
|---|---------|---------|---------|
| Credentialed Teachers Authorized on a Permit or Waiver | 0.00 | 0 | 0 |
| Local Assignment Options | 0.00 | 0 | 1 |
| Total Out-of-Field Teachers | 0.00 | 0 | 1 |

Class Assignments

| Indicator | 2021-22 | 2022-23 | 2023-24 |
|--|---------|---------|---------|
| Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned) | 3.6 | 5.2 | 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) | 0 | 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>.

2025-26 Quality, Currency, Availability of Textbooks and Other Instructional Materials

The school district held a public hearing on August 26, 2025 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 1, 2025 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 1, 2025

| Subject | List of Textbooks and Other Instructional Materials / Indicate if from Most Recent Adoption / Year of Adoption | Percent Students Lacking Own Assigned Copy |
|---|--|--|
| Reading/Language Arts | McGraw-Hill (Wonders) 2017/Digital Access | 0 |
| Mathematics | Houghton Mifflin (GoMath!) 2015 | 0 |
| Science | Twig Education (Twig Science) 2021/Digital Access | 0 |
| History-Social Science | SAVVAS Pearson (myWorld Interactive) 2019/Digital Access | 0 |
| Science Laboratory Equipment (grades 9-12) | | |

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 facilities at Hester Elementary remain in good condition. All systems, including gas, mechanical/HVAC, and sewer, remain functional and are serviced on an ongoing basis. Custodial and MOT staff provide ongoing custodial and maintenance service to keep the school clean, orderly, and pest-free. All restrooms have functional sinks, and the water fountains are operating

School Facility Conditions and Planned Improvements

normally. There are no issues with the structural integrity of any of the school buildings, including the roofs of the buildings. All doors, gates, and fences are in good working order, which continue to provide a secure perimeter to the school as well as a safe entrance/exit from each building and classroom. Recent work on the school facilities includes the construction of nine classrooms on the north-east side of the campus, where preschool and TK classes will be located beginning January 2026. Additionally, a new ELOP building has been constructed on the west side of the campus and is awaiting its final inspection. This is also next to the new solar installation, which was completed within the last school year. There are no plans for any additional facilities upgrades in the near future.

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

July 24, 2025

| System Inspected | Rate Good | Rate Fair | Rate Poor | Repair Needed and Action Taken or Planned |
|---|-----------|-----------|-----------|---|
| Systems: Gas Leaks, Mechanical/HVAC, Sewer | X | | | Nothing Noted |
| Interior: Interior Surfaces | X | | | Nothing Noted |
| Cleanliness: Overall Cleanliness, Pest/Vermin Infestation | X | | | Nothing Noted |
| Electrical | X | | | Nothing Noted |
| Restrooms/Fountains: Restrooms, Sinks/ Fountains | X | | | Nothing Noted |
| Safety: Fire Safety, Hazardous Materials | X | | | Nothing Noted |
| Structural: Structural Damage, Roofs | X | | | Nothing Noted |
| External: Playground/School Grounds, Windows/ Doors/Gates/Fences | X | | | Nothing Noted |

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.

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 Assessments 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.

| Subject | School 2023-24 | School 2024-25 | District 2023-24 | District 2024-25 | State 2023-24 | State 2024-25 |
|--|----------------|----------------|------------------|------------------|---------------|---------------|
| English Language Arts/Literacy (grades 3-8 and 11) | | | | | 47 | 48 |
| Mathematics (grades 3-8 and 11) | | | | | 35 | 37 |

2024-25 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 | | | | | |

2024-25 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 2023-24 | School 2024-25 | District 2023-24 | District 2024-25 | State 2023-24 | State 2024-25 |
|---|-------------------|-------------------|---------------------|---------------------|------------------|------------------|
| Science (grades 5, 8 and high school) | | | 12.43 | 11.69 | 30.73 | 32.33 |

2024-25 CAASPP Test Results in Science by Student Group

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

| 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.

2024-25 California Physical Fitness Test Participation Rates

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 | 99% | 100% | 100% | 100% | 100% |
| Grade 7 | 94% | 94% | 94% | 94% | 94% |
| Grade 9 | 95% | 96% | 95% | 95% | 95% |

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.

2025-26 Opportunities for Parental Involvement

J. E. 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 the English Learner Committee meetings. Our community liaison utilizes our Parent Square platform and sends out ballots to encourage parent involvement. The community is informed of upcoming events that they may participate in through a newsletter sent via Parent Square regularly. Events such as Back to-School Night, Coffee with the Principal, Open House, Christmas Program, Family Literacy Night, Parent Institute for Quality Education, Read Across America, Lunch on the Lawn, the Fall Festival, 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 as well.

School connection during day school hours is augmented through the outreach of our School Counselor, Community Liaison, UPK Specialist & our Social Worker. Conversely, our after-school program, called SPARK, also supports our parent outreach initiative at J. E. Hester Elementary.

Parent volunteers are also encouraged. Parents who request to volunteer in their child's classroom regularly are required to complete the District Volunteer process, which includes Tuberculosis and fingerprint clearances. On occasion, parent volunteers serve as "chaperones" at school-wide field trips.

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

2024-25 Chronic Absenteeism by Student Group

| Student Group | Cumulative Enrollment | Chronic Absenteeism Eligible Enrollment | Chronic Absenteeism Count | Chronic Absenteeism Rate |
|---|-----------------------|---|---------------------------|--------------------------|
| All Students | 357 | 348 | 103 | 29.6 |
| Female | 173 | 167 | 47 | 28.1 |
| Male | 184 | 181 | 56 | 30.9 |
| Non-Binary | -- | -- | -- | -- |
| American Indian or Alaska Native | -- | -- | -- | -- |
| Asian | -- | -- | -- | -- |
| Black or African American | -- | -- | -- | -- |
| Filipino | -- | -- | -- | -- |
| Hispanic or Latino | 330 | 323 | 98 | 30.3 |
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- |
| Two or More Races | -- | -- | -- | -- |
| White | 18 | 16 | 2 | 12.5 |
| English Learners | 116 | 112 | 29 | 25.9 |
| Foster Youth | -- | -- | -- | -- |
| Homeless | 16 | 13 | 6 | 46.2 |
| Socioeconomically Disadvantaged | 347 | 338 | 99 | 29.3 |
| Students Receiving Migrant Education Services | 20 | 20 | 5 | 25.0 |
| Students with Disabilities | 48 | 48 | 21 | 43.8 |

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 2022-23 | School 2023-24 | School 2024-25 | District 2022-23 | District 2023-24 | District 2024-25 | State 2022-23 | State 2023-24 | State 2024-25 |
| 0.24 | 0.25 | 3.36 | 5.46 | 5.95 | 6.85 | 3.6 | 3.28 | 2.94 |

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.

This table displays expulsions data.

| Expulsions | | | | | | | | |
|----------------|----------------|----------------|------------------|------------------|------------------|---------------|---------------|---------------|
| School 2022-23 | School 2023-24 | School 2024-25 | District 2022-23 | District 2023-24 | District 2024-25 | State 2022-23 | State 2023-24 | State 2024-25 |
| 0 | 0 | 0 | 0 | 0 | 0.12 | 0.08 | 0.07 | 0.06 |

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 Suspensions and Expulsions by Student Group

| Student Group | Suspensions Rate | Expulsions Rate |
|---|------------------|-----------------|
| All Students | 3.36 | 0.00 |
| Female | 0.00 | 0.00 |
| Male | 6.52 | 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 | 3.64 | 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 | 1.72 | 0.00 |
| Foster Youth | 0.00 | 0.00 |
| Homeless | 6.25 | 0.00 |
| Socioeconomically Disadvantaged | 3.46 | 0.00 |
| Students Receiving Migrant Education Services | 0.00 | 0.00 |
| Students with Disabilities | 4.17 | 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.

2025-26 School Safety Plan

The safety of students and staff is a primary concern at J. E. Hester Elementary. It is directly tied to our shared vision this year. 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. Our Incident Command System ensures that all students and staff are accounted for during our monthly drills. It also employs a gradual release of our students should we ever experience special circumstances. Moreover, our evacuation procedures and alternating command posts are under review to help secure maximum safety.

The school's disaster preparedness plan includes steps for ensuring student and staff safety during a disaster. A tentative monthly drill schedule is sent out to staff, and procedures are also communicated regularly to staff. Staff make 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, in alignment with Farmersville Unified School District, has a mandatory signing-in/signing-out procedure to maintain a log of daily visitors to the school site.

Hester's staff and students adhere 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 is through scheduled weekly meetings and email notifications. Parents are also informed on the most up-to-date safety protocols through consistent Parent Square communications and Parent Forums that are communicated on our school website.

A SSC Meeting was held on December 3, 2025 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.

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 |

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 | 0 | 0 |
| 1 | 24 | 0 | 8 | 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 | 5 | 1 | 0 | 0 |

2024-25 Elementary Average Class Size and Class Size Distribution

This table displays the 2024-25 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 | 17 | 25 | 8 | |
| 1 | 16 | 32 | | |
| Other | 4 | 1 | | |

2024-25 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 |

2024-25 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 | |

Fiscal Year 2023-24 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2023-24 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 | 13212 | 2692 | 10520 | 83654 |
| District | N/A | N/A | 14641 | \$92,174 |
| Percent Difference - School Site and District | N/A | N/A | -63.5 | -12.0 |
| State | N/A | N/A | \$11,146 | \$92,686 |
| Percent Difference - School Site and State | N/A | N/A | -2.4 | -4.7 |

Fiscal Year 2024-25 Types of Services Funded

In addition to general state funding, the district receives state and federal categorical funding for special programs. For the 2024-25 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 III, Limited English Proficient
- Title IV Part A SSAE
- IDEA, Special Education

State Programs:

Supplemental and Concentration Funds

Fiscal Year 2024-25 Types of Services Funded

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 Aide that supports students in the classroom and provides 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 social worker 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 Suite 360 and Restorative Practices to determine best practices for students who need help academically, behaviorally, or socially.
- * Expanded Learning Opportunities available for all students after school from 1:30 to 6:00 PM daily.

Fiscal Year 2023-24 Teacher and Administrative Salaries

This table displays the 2023-24 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 | \$63,207 | \$57,978 |
| Mid-Range Teacher Salary | \$91,218 | \$89,612 |
| Highest Teacher Salary | \$114,601 | \$117,194 |
| Average Principal Salary (Elementary) | \$138,870 | \$143,632 |
| Average Principal Salary (Middle) | \$144,090 | \$149,447 |
| Average Principal Salary (High) | \$154,532 | \$162,334 |
| Superintendent Salary | \$224,628 | \$234,076 |
| Percent of Budget for Teacher Salaries | 26.83% | 27.81% |
| Percent of Budget for Administrative Salaries | 5.21% | 5.47% |

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 the school climate and culture on an ongoing basis. This is not limited to certificated staff but rather extended to all classified staff. This calibration and frequent checking for understanding ensures that our entire team is aligned across our incident command system, our MTSS initiative, our cultural endeavors, our

Professional Development

celebration of student achievement across academics, attendance, and socialization, while also building our staff's internal capacity.

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

| Subject | 2023-24 | 2024-25 | 2025-26 |
|--|---------|---------|---------|
| Number of school days dedicated to Staff Development and Continuous Improvement | 3 | 3 | 20 |