

JE Hester Elementary School

School Accountability Report Card

Reported Using Data from the 2018-19 School Year

Published During 2019-20

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

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

DataQuest

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

Internet Access

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

About This School

School Contact Information (School Year 2019-20)

Entity	Contact Information
School Name	JE Hester Elementary School
Street	477 E. Ash Street
City, State, Zip	Farmersville, CA 93223
Phone Number	(559) 594-5801
Principal	Dannette Bryson
Email Address	dbryson@farmersville.k12.ca.us
Website	www.farmersville.k12.ca.us
County-District-School (CDS) Code	54-75325-6054084

Entity	Contact Information
District Name	Farmersville Unified School District
Phone Number	559-592-2010
Superintendent	Paul Sevillano
Email Address	psevillano@farmersville.k12.ca.us
Website	www.farmersville.k12.ca.us

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

School Profile

Hester Elementary is located in the Northeast side of the City of Farmersville. It serves approximately 419 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 is a Pilot Preschool on the site. The make-up of the grade levels comprising of: two transitional kindergarten classes, ten kindergarten classes with two of the ten classes consisting of Dual Language Immersion, and eight first grade classes. 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 an Academic Coach, Special Education Teacher, a School Counselor, and a Title I Reading Teacher to assist students in achieving academic success. Hester has a classified staff which includes two instructional assistants, five part-time behavioral aides, one library technician, one school secretary, one 3/4 time attendance clerk, one health aide, three noon-time aides, one community liaison, three Teaching Fellows tutors, and three custodians.

There are approximately 96.9% Hispanic, 48% American Indian/Alaskan, 72% Asian, and 1.91% White students. Our second language learners total 251 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). We have late start Wednesdays on the school calendar to provide collegial time to help improve student achievement. The District provides three staff development days on the school calendar. we are also partnering with Tulare County Office of Education to helps us with our math, literacy program in the areas of writing, reading, academics and proficiency (WRAP).

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.

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

Grade Level	Number of Students
Kindergarten	223
Grade 1	190
Total Enrollment	413

Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	0.2
American Indian or Alaska Native	0.5
Asian	0.5
Hispanic or Latino	95.9
White	2.9
Socioeconomically Disadvantaged	93.7
English Learners	58.6
Students with Disabilities	2.7
Foster Youth	0.7
Homeless	0.2

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Teacher Credentials

Teachers	School 2017-18	School 2018-19	School 2019-20	District 2019-20
With Full Credential	14	19	19	113
Without Full Credential	6	2	2	24
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

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

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

*Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2019-20)

Year and month in which data were collected: August 27, 2019

The school district held a public hearing on August 27, 2019 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 2019 about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school.

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	McGraw Hill 2017	Yes	0
Mathematics	Houghton Mifflin (GoMath) 2015	Yes	0
Science	Macmillan/ McGraw Hill 2007	Yes	0
History-Social Science	Pearson 2019	Yes	0

School Facility Conditions and Planned Improvements (Most Recent Year)

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 computer lab, 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. The items noted in the table have been corrected or are in the process of remediation.

School Facility Good Repair Status (Most Recent Year)

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The overall rating

Year and month of the most recent FIT report: August 2019

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	

System Inspected	Rating	Repair Needed and Action Taken or Planned
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
Overall Rating		

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
English Language Arts/Literacy (grades 3-8 and 11)						
Mathematics (grades 3-8 and 11)						

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

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

CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2018-19)

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

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

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students					
Black or African American					
American Indian or Alaska Native					
Filipino					
Hispanic or Latino					
Native Hawaiian or Pacific Islander					
Two or More Races					

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Socioeconomically Disadvantaged					
English Learners					
Students with Disabilities					
Students Receiving Migrant Education Services					
Foster Youth					
Homeless					

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

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

CAASPP Test Results in Science for All Students

Grades Five, Eight, and Ten

Percentage of Students Meeting or Exceeding the State Standard

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

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

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

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject areas of physical education.

California Physical Fitness Test Results (School Year 2018-19)

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

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

C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement (School Year 2019-20)

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. 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. Parents are also welcome to visit their child's classroom during the school day. The district hosts several DELAC meetings and LCAP forums during the year. Hester hosted PIQE, Parent Institute for Quality Education, to develop parent engagement and empowerment. PIQE's mission is to provide families with the knowledge to partner with the school and ensure their child achieves to their full potential. PIQE worked with parents in the area of Family Literacy. PIQE provided classes in both English and Spanish. Parents that complete the program graduate with a certificate of completion.

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 including the 1st grade field trip to the pumpkin patch and the kindergarten grade field trip to the zoo.

The school has an after school program for students. The school also has a community school liaison 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

State Priority: School Climate

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

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

Suspensions and Expulsions

Rate	School 2016-17	School 2017-18	School 2018-19	District 2016-17	District 2017-18	District 2018-19	State 2016-17	State 2017-18	State 2018-19
Suspensions	3.0	3.0	0.2	6.4	5.1	4.2	3.6	3.5	3.5
Expulsions	0.0	0.0	0.0	0.1	0.0	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2019-20)

Safety of students and staff is a primary concern of J. E. 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, lock down and disaster drills are conducted on a regular basis throughout the school year.

Students may begin arriving on campus at 7:15 a.m. Children participate in the Breakfast program and are supervised by three adults in the cafeteria. After school one hundred Hester students participate in the Teaching Fellows After School Program. Students are supervised during lunch and on breaks by Instructional Aides, classified staff, teachers and the principal. There is a designated area, South of the school, for student drop off and pick up.

D. Other SARC Information

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

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2016-17 Average Class Size	2016-17 # of Classes* Size 1-20	2016-17 # of Classes* Size 21-32	2016-17 # of Classes* Size 33+	2017-18 Average Class Size	2017-18 # of Classes* Size 1-20	2017-18 # of Classes* Size 21-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-20	2018-19 # of Classes* Size 21-32	2018-19 # of Classes* Size 33+
K	24		10		22	2	8		22	2	8	
1	23		8		21	2	7		24		8	
Other**												

*Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

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

Title	Ratio
Academic Counselors*	413.0

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

Student Support Services Staff (School Year 2018-19)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1.0
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	1.0
Psychologist	0.16
Social Worker	
Nurse	0.16
Speech/Language/Hearing Specialist	0.16

Title	Number of FTE* Assigned to School
Resource Specialist (non-teaching)	0.0

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

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2017-18)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$8,005.00	\$991.00	\$7,015.00	\$64,555.00
District	N/A	N/A	\$9,943.00	\$73,395.00
Percent Difference - School Site and District	N/A	N/A	-34.5	-12.8
State	N/A	N/A	\$7,506.64	\$72,949.00
Percent Difference - School Site and State	N/A	N/A	-6.8	-12.2

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

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

Types of Services Funded (Fiscal Year 2018-19)

- Title I
- Title II
- Title III
- Title IV
- PIQE
- Special Education
- ASES

Teacher and Administrative Salaries (Fiscal Year 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$50,426	\$46,208
Mid-Range Teacher Salary	\$72,772	\$72,218
Highest Teacher Salary	\$91,428	\$92,742
Average Principal Salary (Elementary)	\$103,685	\$134,864
Average Principal Salary (Middle)	\$106,271	\$118,220
Average Principal Salary (High)	\$115,834	\$127,356
Superintendent Salary	\$140,902	\$186,823
Percent of Budget for Teacher Salaries	30%	33%
Percent of Budget for Administrative Salaries	5%	6%

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

Professional Development (Most Recent Three Years)

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	2	3	3

As part of the growth process, opportunities for training and 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, teaching strategies, and methodologies. Training is conducted during the school year and during the day, 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 Late Start every Wednesdays collegial time, district support, and through the Tulare County Office of Education.