

George L. Snowden 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	George L. Snowden Elementary School
Street	301 South Farmersville Blvd.
City, State, Zip	Farmersville, CA 93223-1835
Phone Number	(559) 747-0781
Principal	Mr. Carlos Nevarez
Email Address	cnevarez@farmersville.k12.ca.us
School Website	https://snowden.farmersville.k12.ca.us/
Grade Span	
County-District-School (CDS) Code	54-75325-6054076

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

Snowden is located in Farmersville, California's San Joaquin Valley. Farmersville is an agricultural-based community and is located in Tulare County. Snowden Elementary School is one of six schools located in the Farmersville Unified School District. Snowden houses Kindergarten through third grade and has a population of roughly 320 students. There are four Kindergarten classes, four first-grade classes, four second-grade classes, and five third-grade classes with two classes in each grade level teaching dual language Spanish. Current class sizes are 24 to 1, as the school average. Snowden Elementary has an annual School Plan for Student Achievement to provide services more equitably to benefit all students. Snowden has an Academic Coach, Special Education Teacher, a School Counselor, two School Social Workers, a Reading Specialist, a school Music teacher, and a school PE teacher to assist students in achieving academic success. Snowden has classified staff who assist in creating a positive learning environment: one part-time Behavioral Aide, one Library Technician, one School Secretary, one Attendance Clerk, one Health Aide, two Noon-time Aides, one campus aide, one Community Liaison, four instructional aides, and three Custodians.

Snowden Elementary meets the State instructional minutes requirement for each grade level.

Snowden supports the Farmersville Unified School District's mission of "Preparing students to be productive members of society and innovative leaders of tomorrow." Snowden staff developed a site mission of "Ensuring all students achieve high levels of learning".

Snowden staff are dedicated to ensuring a guaranteed and viable curriculum. Through this process, staff work collaboratively in professional learning communities to analyze data and ensure an intentional and swift response for students who need additional time to master essential skills and concepts, as well as extending and enriching learning for students who have met standards. Through this process, our team delivers instruction on essential skills and concepts that will provide the necessary foundation for student success in their current and future grade level, that can be leveraged across all disciplinary subjects, and that will equip them with the necessary "life skills" to be competent and competitive in a 21st-century global economy. The staff and administration are dedicated to creating a school that promotes safety, while also recognizing the importance of an educational partnership with our parents and local community.

About this School

2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 2	191
Grade 3	165
Total Enrollment	356

2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	44.4
Male	55.6
American Indian or Alaska Native	0.3
Asian	0.6
Hispanic or Latino	96.1
Native Hawaiian or Pacific Islander	0.6
Two or More Races	0.3
White	2.2
English Learners	38.2
Foster Youth	0.8
Homeless	1.4
Migrant	5.1
Socioeconomically Disadvantaged	93.3
Students with Disabilities	11.2

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.

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)	17.4	79.45	106.2	79.41	234405.2	84
Intern Credential Holders Properly Assigned	1	4.57	6.2	4.66	4853	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	1.5	6.85	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	2	9.13	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)	15.5	77.5	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)	3	15	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	0.5	2.5	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)	15	86.96	94.4	79.54	230039.4	100
Intern Credential Holders Properly Assigned	0	0	4.4	3.72	6213.8	2.23
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	2	11.59	12	10.15	16855	6.04
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0	0	3.6	3.08	12112.8	4.34
Unknown/Incomplete/NA	0.2	1.45	4.1	3.49	13705.8	4.91
Total Teaching Positions	17.2	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	1.50	2	2
Misassignments	0.00	1	0
Vacant Positions	0.00	0	0
Total Teachers Without Credentials and Misassignments	1.50	3	2

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	0
Total Out-of-Field Teachers	0.00	0	0

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)	0	5.2	0
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

Snowden Elementary School facilities were built in 1953 and were modernized in 1986 and 2013. The campus consists of 16 permanent classrooms, 11 portable classrooms, a library, a multi-purpose room, administrative offices, a staff room, and a playground.

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 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

School Facility Conditions and Planned Improvements

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 17, 2025

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

Overall Facility Rate

Exemplary	Good	Fair	Poor
X			

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)	24	20	27	29	47	48
Mathematics (grades 3-8 and 11)	24	19	13	15	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	166	164	98.80	1.20	20.12
Female	80	78	97.50	2.50	21.79
Male	86	86	100.00	0.00	18.60
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	160	158	98.75	1.25	19.62
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	--	--	--	--	--
English Learners	67	65	97.01	2.99	12.31
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	154	152	98.70	1.30	20.39
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	17	17	100.00	0.00	5.88

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	166	163	98.19	1.81	19.02
Female	80	78	97.50	2.50	16.67
Male	86	85	98.84	1.16	21.18
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	160	157	98.13	1.87	18.47
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	--	--	--	--	--
English Learners	67	65	97.01	2.99	12.31
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	154	151	98.05	1.95	19.87
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	17	17	100.00	0.00	5.88

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

Snowden Elementary greatly benefits from its supportive parents. Various opportunities are provided for parents to take an active role in their child's education. Parents still have multiple ways to take an active role in their student's academic progress.

Parents are encouraged to attend and take an active role in:

- School Site Council (SSC)
- English Learner Acquisition Committee (ELAC)
- Parent Forums
- Back-to-School Night
- Open House
- Fall Festival
- Student Winter Programs
- Read Across America
- Lunch on the Lawn in the Spring
- School Site Fairs
- Character Counts assemblies
- Field Trips
- Parent Institute for Quality Education (PIQE)
- After School Program for Students
- Kiwanis STAR Awards
- Literacy Nights (2)

The district also offers opportunities to allow parents to get involved.

- District English Learner Advisory Committee (DELAC)
- Local Control and Accountability Plan (LCAP)

The school also has a Community Liaison to facilitate connections between school and home.

2025-26 Opportunities for Parental Involvement

For information regarding organized opportunities for parental involvement, please get in touch with the School Community Liaison or Principal in the main office at (559) 747-0781.

2024-25 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	376	369	67	18.2
Female	168	166	26	15.7
Male	208	203	41	20.2
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	358	351	61	17.4
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	--	--	--	--
White	11	11	4	36.4
English Learners	145	143	18	12.6
Foster Youth	--	--	--	--
Homeless	--	--	--	--
Socioeconomically Disadvantaged	353	349	63	18.1
Students Receiving Migrant Education Services	20	19	2	10.5
Students with Disabilities	47	45	11	24.4

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
0.56	1.72	2.66	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	2.66	0.00
Female	1.19	0.00
Male	3.85	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	2.51	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.00	0.00
English Learners	0.69	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	2.83	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	8.51	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 of Snowden 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 updated annually in the fall. All revisions are communicated to the site staff. COVID-19 mitigation and safety procedures are embedded within the School Safety Plans. In addition, School Site Council Committee members and English Language Advisory Committee members reviewed and approved Snowden's school safety plan on December 17, 2025.

The school's disaster preparedness plan includes steps for ensuring student and staff safety during a disaster. Fire and disaster drills are conducted on a regular basis throughout the school year. Lockdown drills are also conducted regularly. Students are supervised before school, at lunch, and after school by certificated staff, aides, and administration.

Snowden will host PIQE in the spring, 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. Parents have the opportunity to have a question-and-answer session with the principal. During this session, student safety is addressed.

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	0	0	0	0
1	0	0	0	0
2	16	10	0	0
3	20	5	4	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	0	0	0	0
1	0	0	0	0
2	20	5	3	0
3	20	2	6	0
4	0	0	0	0
5	0	0	0	0
6	0	0	0	0
Other	0	0	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
2	21	10	36	
3	20	15	21	
Other	22		4	

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	1
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	11794	1762	10033	107148
District	N/A	N/A	14641	\$92,174
Percent Difference - School Site and District	N/A	N/A	-75.2	12.7
State	N/A	N/A	\$11,146	\$92,686
Percent Difference - School Site and State	N/A	N/A	-7.1	20.0

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 2024-2025 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
- Child Development Programs

Fiscal Year 2024-25 Types of Services Funded

The students at George L. Snowden Elementary School benefit from many other research-proven interventions that are designed to address the individual needs of all of our students.

Here are some examples:

- Our school library is open all day, and students are welcome to check out books anytime.
- Our Learning Centers, run by our Education Specialists, work with identified students and their specific needs.
- Student Study Team meetings using the program Beyond SST online are held with administration, teachers, and parents to determine best practices for students who need help academically, behaviorally, or socially.
- A Behavior Intervention Technician works full-time to coordinate student supports and teaching skills.
- The district offers professional development after school, as well as staff training during in-service days.
- A psychologist works on site to support students and complete assessments as needed.
- A full-time counselor and 2 social workers work on site to support students with social, behavioral, and academic needs.

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 professional development 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. At times, additional training is offered during the summer. Teachers and administration have received training in Common Core and ELD Standards and will continue to do so in the areas of ELA and Math. Teachers are also receiving support through the Tulare County Office of Education. During the school year, Professional Learning Communities are conducted during Late Start Mondays, where teachers review student data and focus on student learning while simultaneously building teacher capacity.

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

Professional Development

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