

George L. Snowden Elementary School

2023-2024 School Accountability Report Card

(Published During the 2024-2025 School Year)



General Information about the School Accountability Report Card (SARC)

SARC Overview



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

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

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

DataQuest



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

California School Dashboard



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

Internet Access

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

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

2024-25 School Contact Information	
School Name	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://www.farmersville.k12.ca.us/snowden
Grade Span	2-3
County-District-School (CDS) Code	54-75325-6054076

2024-25 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	www.farmersville.k12.ca.us

2024-25 School Description and Mission Statement
<p>Snowden is located Farmersville in 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. It is the only school in the district that houses second and third grade and has a population of roughly 320 students. There are eight second grade classes and eight third grade classes. The District has utilized Class Size Reduction funds to maintain class size at 24 to 1 as a school average. Snowden Elementary has an annual School Plan for Student Achievement to provide services in a more equitable manner to benefit all students. Snowden has an Academic Coach, Special Education Teacher, a School Counselor and School Social Worker, a school Music teacher and a school PE teacher to assist students in achieving</p>

2024-25 School Description and Mission Statement

academic success. Snowden has classified staff which 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 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

2023-24 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 2	158
Grade 3	161
Total Enrollment	319

2023-24 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	48
Male	52
American Indian or Alaska Native	0.3
Asian	0.3
Hispanic or Latino	97.2
White	2.2
English Learners	45.5
Foster Youth	0.6
Homeless	1.3
Migrant	5
Socioeconomically Disadvantaged	94.4
Students with Disabilities	7.8

A. Conditions of Learning

State Priority: Basic

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

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

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	13.80	72.63	94.20	79.47	228366.10	83.12
Intern Credential Holders Properly Assigned	1.80	9.47	6.10	5.18	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	2.00	10.53	6.80	5.77	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	2.90	2.52	12115.80	4.41
Unknown/Incomplete/NA	1.30	7.32	8.30	7.04	18854.30	6.86
Total Teaching Positions	19.00	100.00	118.60	100.00	274759.10	100.00

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

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	17.40	79.45	106.20	79.41	234405.20	84.00
Intern Credential Holders Properly Assigned	1.00	4.57	6.20	4.66	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	1.50	6.85	8.60	6.49	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	2.90	2.21	11953.10	4.28
Unknown/Incomplete/NA	2.00	9.13	9.60	7.21	15831.90	5.67
Total Teaching Positions	21.90	100.00	133.80	100.00	279044.80	100.00

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

2022-23 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	15.50	77.50	99.20	77.23	231142.40	100.00
Intern Credential Holders Properly Assigned	1.00	5.00	7.70	6.03	5566.40	2.00
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	3.00	15.00	10.00	7.82	14938.30	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	4.20	3.29	11746.90	4.23
Unknown/Incomplete/NA	0.50	2.50	7.20	5.62	14303.80	5.15
Total Teaching Positions	20.00	100.00	128.50	100.00	277698	100

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

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

Authorization/Assignment	2020-21	2021-22	2022-23
Permits and Waivers	2.00	1.50	2
Misassignments	0.00	0.00	1
Vacant Positions	0.00	0.00	0
Total Teachers Without Credentials and	2.00	1.50	3

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

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

Class Assignments

Indicator	2020-21	2021-22	2022-23
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.00	0	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)	17.20	0	0

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

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

Tulare County Office of Education conducted a Williams visit to verify textbooks for all students on August 13, 2024 and determined that Snowden Elementary had sufficient and good quality textbooks, instructional materials, or science lab equipment pursuant to the settlement of Williams vs. the State of California. All students, including English learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and to take home. Textbooks and supplementary materials are adopted according to a cycle developed by the California Department of Education, making the textbooks used in the school the most current available. Materials approved for use by the State are reviewed by all teachers and a recommendation is made to the School Board by a selection committee composed of teachers and administrators. All recommended materials are available for parent examination at the district office prior to adoption.

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

Year and month in which the data were collected

August 2, 2024

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

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

School Facility Conditions and Planned Improvements

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 items that would be noted in the table would have been corrected or are in the process of remediation at the time of the SARC posting.

Year and month of the most recent FIT report	October 19, 2024
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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 Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Subject	School 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
English Language Arts/Literacy (grades 3-8 and 11)	18	24	21	27	46	47
Mathematics (grades 3-8 and 11)	23	24	13	13	34	35

2023-24 CAASPP Test Results in ELA by Student Group

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

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

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

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	163	161	98.77	1.23	24.22
Female	80	79	98.75	1.25	24.05
Male	83	82	98.80	1.20	24.39
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	157	155	98.73	1.27	25.16
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	--	--	--	--	--
English Learners	71	69	97.18	2.82	13.04
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	157	156	99.36	0.64	23.72
Students Receiving Migrant Education Services	13	13	100.00	0.00	46.15
Students with Disabilities	19	19	100.00	0.00	5.26

2023-24 CAASPP Test Results in Math by Student Group

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

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

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	163	162	99.39	0.61	24.22
Female	80	80	100.00	0.00	15.00
Male	83	82	98.80	1.20	33.33
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	157	156	99.36	0.64	25.16
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	--	--	--	--	--
English Learners	71	70	98.59	1.41	15.71
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	157	157	100.00	0.00	23.72
Students Receiving Migrant Education Services	13	13	100.00	0.00	30.77
Students with Disabilities	19	19	100.00	0.00	5.56

CAASPP Test Results in Science for All Students

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

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

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

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

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

2023-24 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

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

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

C. Engagement

State Priority: Parental Involvement

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

2024-25 Opportunities for Parental Involvement
<p>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:</p> <ul style="list-style-type: none">School Site Council (SSC)English Learner Acquisition Committee (ELAC)Parent ForumsBack-to-School NightOpen HouseFall FestivalStudent Winter ProgramsRead Across AmericaLunch on the Lawn in the SpringSchool Site FairsCharacter Counts assembliesField TripsParent Institute for Quality Education (PIQE)After School Program for StudentsKiwanis STAR Awards <p>The district also offers opportunities to allow parents to get involved.</p> <ul style="list-style-type: none">District English Learner Advisory Committee (DELAC)Local Control and Accountability Plan (LCAP) <p>The school also has a Community Liaison to assist with school and home connections.</p>

2024-25 Opportunities for Parental Involvement

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

2023-24 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	349	339	70	20.6
Female	165	163	36	22.1
Male	184	176	34	19.3
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	336	326	64	19.6
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	--	--	--	--
White	--	--	--	--
English Learners	159	156	28	17.9
Foster Youth	--	--	--	--
Homeless	--	--	--	--
Socioeconomically Disadvantaged	328	321	65	20.2
Students Receiving Migrant Education Services	18	18	3	16.7
Students with Disabilities	37	37	4	10.8

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 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
1.76	0.56	1.72	3.96	5.46	5.95	3.17	3.6	3.28

This table displays expulsions data.

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

2023-24 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	1.72	0.00
Female	0.61	0.00
Male	2.72	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	1.79	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	0.63	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	1.83	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	5.41	0.00

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

2024-25 School Safety Plan

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

2024-25 School Safety Plan

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 November 20, 2024.

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 on a regular basis. This school year, a district wide active shooter training was conducted at the beginning of the school year as well as an on-site training in September conducted by Farmersville Police Department. Students are supervised before school, at lunch, and after school by certificated staff, aides, and administration.

Snowden 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. Parents have the opportunity to have a question and answers 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.

2021-22 Elementary Average Class Size and Class Size Distribution

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

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
2	14	56	10	
3	14	41	30	

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
2	16	10		
3	20	5	4	

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
2	20	5	3	
3	20	2	6	

2023-24 Ratio of Pupils to Academic Counselor

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

Title	Ratio
Pupils to Academic Counselor	319

2023-24 Student Support Services Staff

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

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

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

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

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	8500	1352	7148	96433
District	N/A	N/A	15756	94324
Percent Difference - School Site and District	N/A	N/A	-75.2	2.2
State	N/A	N/A	\$10,771	\$87,655
Percent Difference - School Site and State	N/A	N/A	-40.4	9.5

Fiscal Year 2023-24 Types of Services Funded

In addition to general state funding, the district receives state and federal categorical funding for special programs. For the 2023-24 school year, the district received federal and state aid for the following categorical, special education, and support programs:

Federal Programs

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

State Programs

- Supplemental and Concentration Funds
- Child Development Programs

The students at 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 social worker work on site to support students with social, behavioral, and academic needs.

Fiscal Year 2022-23 Teacher and Administrative Salaries

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

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

Professional Development

As part of the 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 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.

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