

# Foxboro Elementary School

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



### General Information about the School Accountability Report Card (SARC)

#### SARC Overview



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

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

#### DataQuest



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

#### California School Dashboard



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

#### Internet Access

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

## 2023-24 School Contact Information

<b>School Name</b>	Foxboro Elementary School
<b>Street</b>	600 Morning Glory Grive
<b>City, State, Zip</b>	Vacaville, CA 95687
<b>Phone Number</b>	707-447-7883
<b>Principal</b>	Kristyn Andrews
<b>Email Address</b>	kandrews@travisusd.org
<b>School Website</b>	www.travisusd.org/domain/10
<b>County-District-School (CDS) Code</b>	48-70565-6111652

## 2023-24 District Contact Information

<b>District Name</b>	Travis Unified School District
<b>Phone Number</b>	(707) 437-4604
<b>Superintendent</b>	Conklin, Pam
<b>Email Address</b>	pconklin@travisusd.org
<b>District Website</b>	<a href="https://www.travisusd.org/">https://www.travisusd.org/</a>

## 2023-24 School Description and Mission Statement

Foxboro Elementary School is located in Vacaville, situated midway between San Francisco and Sacramento in northern Solano County. The City of Vacaville, incorporated in 1892 and currently comprising just under 29 square miles, has a beautiful setting bordered by rolling hillsides, fruit orchards and fertile farmland. A diverse population of 100,000 residents call Vacaville home, and have helped transform the community from a small agricultural town into a thriving and progressive city. While the City's population history shows its rapid growth, Vacaville remains a "small town at heart," whose residents pride themselves on a high level of community involvement.

Foxboro Elementary School is one of five elementary schools in Travis Unified School District, which also includes one middle school, one high school, and a continuation school.

### Mission Statement

The Foxboro school community is committed to creating a school family that knows no limits to the success of each student. We believe all students deserve to be educated in a manner that will allow them to learn about and attend college if they so choose. Foxboro Elementary School is a proud member of the "No Excuses University" network of schools. Our students and staff strive to develop future leaders through our core values of respect, responsibility, safety, and kindness. Our school is a safe, caring and supportive environment that establishes high expectations for student success in collaboration with families.

### About Our School

Welcome to Foxboro Elementary School! Each day, we welcome our Foxes with our greatness chant and school pledge: "Success for All. No Excuses." It is my privilege to serve as Principal of the Foxboro Elementary School family. A proud member of the No Excuses University network of schools, our school is built on six exceptional systems grounded in positive relationships and multiple tiered systems of supports. Typically, we begin each day as a school family to say the pledge, sing a patriotic song, and participate in physical education exercise/dance together. Each student has a welcome buddy each morning--welcoming them to school and beginning their day. At Foxboro, we communicate early and often to partner with families, students, and staff as a team to support our students with whatever tools they need to guide them to successfully set goals and achieve their full potential - academically, behaviorally and social-emotionally. We feel so thankful that each of you have chosen to be part of our Foxboro family, where every piece has a purpose!

## 2023-24 School Description and Mission Statement

PLEASE NOTE: During the 2023-2024 school year, we will be updating this school website location to <http://foxboro.travisusd.org/>

## About this School

### 2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	77
Grade 1	98
Grade 2	106
Grade 3	94
Grade 4	101
Grade 5	98
Grade 6	98
Total Enrollment	672

### 2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	50.1%
Male	49.9%
Asian	3.7%
Black or African American	6.1%
Filipino	4.8%
Hispanic or Latino	33.2%
Native Hawaiian or Pacific Islander	0.3%
Two or More Races	16.1%
White	34.4%
English Learners	4.5%
Foster Youth	0.1%
Socioeconomically Disadvantaged	46%
Students with Disabilities	19%

## A. Conditions of Learning **State Priority: Basic**

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

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

### 2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	32.30	94.18	224.80	88.90	228366.10	83.12
<b>Intern Credential Holders Properly Assigned</b>	1.00	2.91	3.00	1.19	4205.90	1.53
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0.00	0.00	1.90	0.79	11216.70	4.08
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0.00	0.00	9.60	3.80	12115.80	4.41
<b>Unknown</b>	1.00	2.91	13.40	5.32	18854.30	6.86
<b>Total Teaching Positions</b>	34.30	100.00	252.80	100.00	274759.10	100.00

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

## 2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	36.90	98.66	227.40	90.44	234405.20	84.00
<b>Intern Credential Holders Properly Assigned</b>	0.00	0.00	2.10	0.85	4853.00	1.74
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0.00	0.00	3.00	1.22	12001.50	4.30
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0.00	0.00	6.40	2.56	11953.10	4.28
<b>Unknown</b>	0.50	1.34	12.30	4.91	15831.90	5.67
<b>Total Teaching Positions</b>	37.40	100.00	251.40	100.00	279044.80	100.00

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

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

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

Authorization/Assignment	2020-21	2021-22
<b>Permits and Waivers</b>	0.00	0.00
<b>Misassignments</b>	0.00	0.00
<b>Vacant Positions</b>	0.00	0.00
<b>Total Teachers Without Credentials and Misassignments</b>	0.00	0.00

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

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

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

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

## Class Assignments

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

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

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

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

Travis Unified School District held a public hearing on September 26, 2023 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.

Year and month in which the data were collected

January 2024

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	Transitional Kindergarten - 5th Grade McGraw - Hill Education: Reading Wonders ©2017 Board Adopted 2016  6th Grade The College Board: Spring Board English Language Arts ©2017 Board Adopted 2016	Yes	0
<b>Mathematics</b>	Kindergarten - 5th Grade: Houghton Mifflin Harcourt: Math in Focus ©2015 Board Adopted: 2014  6th Grade: McGraw-Hill: Glencoe California Math; Your Common Core Edition, Course 1 ©2015 Board Adopted: 2014	Yes	0

<b>Science</b>	Transitional Kindergarten - 5th Grade TWIG Education: TWIG Science ©2020 Board Adopted 2019  6th Grade Amplify Education: Amplify Earth Science and Weather ©2020 Board Adopted 2019	Yes	0
<b>History-Social Science</b>	Transitional Kindergarten - 5th Grade Studies Weekly: California Studies Weekly—Social Studies State Adopted: 2017 Harcourt School Publishers Board Adopted: 2006  6th Grade Pearson: Ancient History (CA): MyWorld Interactive Ancient Civilizations: © 2019 Board Adopted 2019	Yes	0
<b>Health</b>			0
<b>Visual and Performing Arts</b>			0

## School Facility Conditions and Planned Improvements

Foxboro Elementary School's campus was originally built in 1993 and contains 39 classrooms, one library, a gym/multipurpose room, one staff room, and two playgrounds. At the time of publication, 100% of restrooms were in good working order. 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. There are no major deficiencies at this site. The items noted in the table have been corrected or are in the process of remediation.

**Year and month of the most recent FIT report**

January, 2024

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces		X		A work room: 4: (D) Evidence of water damage (Stained ceiling tiles) (Replacement of ceiling tiles scheduled for February Break) A02: 4: (D) Evidence of water damage (Stained ceiling tiles) (Replacement of ceiling tiles scheduled for February Break) A03: 4: (D) Evidence of water damage (Stained ceiling tiles) (Replacement of ceiling tiles scheduled for February Break) B center lab: 4: (D) Evidence of water damage (Stained ceiling tiles) (Replacement of ceiling tiles scheduled for February Break)

## School Facility Conditions and Planned Improvements

			<p>B03: 4: (D) Evidence of water damage (Stained ceiling tiles) (Replacement of ceiling tiles scheduled for February Break)</p> <p>B06: 4: (D) Ceiling tile missing (Replacement of ceiling tiles scheduled for February Break)</p> <p>C02: 4: (D) Evidence of water damage (Stained ceiling tiles) (Replacement of ceiling tiles scheduled for February Break)</p> <p>C04: 4: (D) Evidence of water damage (Stained ceiling tiles) (Replacement of ceiling tiles scheduled for February Break)</p> <p>D08: 4: (D) Walls appear to have hazards from tears and holes. Baseboard torn and pulling off wall. (Work order created. Awaiting repair)</p> <p>K2: 4: (D) Evidence of water damage (Stained ceiling tiles) (Replacement of ceiling tiles scheduled for February Break)</p> <p>MPR: 4: (D) Floor surfacing warped or bubbled in a few spots. (Deferred maintenance, awaiting contractor repair. Time TBD)</p> <p>MPR Boys restroom Interior Quad: 4: (D) Walls appear to have hazards from tears and holes. Hole in the wall behind ADA toilet. (Work order created. Awaiting repair)</p>
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X		
<b>Electrical</b>	X		<p>C middle room: 7: (D) Two lights out. (Work order created. Awaiting repair)</p> <p>C04: 7: (D) Two lights out. (Work order created. Awaiting repair)</p> <p>C05: 7: (D) Light out. (Work order created. Awaiting repair)</p>
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X		
<b>Safety:</b> Fire Safety, Hazardous Materials	X		
<b>Structural:</b> Structural Damage, Roofs	X		
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X		<p>MPR: 14: (D) Significant cracks, trip hazards, holes, and deterioration are found. (Deferred maintenance, awaiting contractor repair. Time TBD)</p> <p>Playground Kinder: 14: (D) Significant cracks, trip hazards, holes, and deterioration are found (Deferred maintenance, awaiting contractor repair. Time - Spring 2024)</p>



## School Facility Conditions and Planned Improvements

			<p>14. (D) Inadequate surface material in playground area (ex fall zones have earth exposed or weed control netting exposed) (Deferred maintenance, awaiting contractor repair. Time - Spring 2024)                  Playground Upper:                  14: (D) Significant cracks, trip hazards, holes, and deterioration are found (Deferred maintenance, awaiting contractor repair. Time TBD)</p>
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## Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

## B. Pupil Outcomes

### State Priority: Pupil Achievement

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

#### Statewide Assessments

(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

#### College and Career Ready

The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

## Percentage of Students Meeting or Exceeding the State Standard on CAASPP

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

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

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

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	40	44	52	48	47	46
<b>Mathematics</b> (grades 3-8 and 11)	30	36	35	36	33	34

## 2022-23 CAASPP Test Results in ELA by Student Group

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

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

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	398	396	99.50	0.50	43.69
<b>Female</b>	201	201	100.00	0.00	48.76
<b>Male</b>	197	195	98.98	1.02	38.46
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	16	16	100.00	0.00	56.25
<b>Black or African American</b>	26	26	100.00	0.00	34.62
<b>Filipino</b>	17	17	100.00	0.00	58.82
<b>Hispanic or Latino</b>	135	135	100.00	0.00	38.52
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	66	66	100.00	0.00	46.97
<b>White</b>	136	134	98.53	1.47	45.52
<b>English Learners</b>	13	13	100.00	0.00	7.69
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	0	0	0	0	0
<b>Military</b>	25	24	96.00	4.00	50.00
<b>Socioeconomically Disadvantaged</b>	178	176	98.88	1.12	39.20
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	78	76	97.44	2.56	25.00

## 2022-23 CAASPP Test Results in Math by Student Group

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

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

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	398	397	99.75	0.25	36.27
<b>Female</b>	201	201	100.00	0.00	34.83
<b>Male</b>	197	196	99.49	0.51	37.76
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	16	16	100.00	0.00	68.75
<b>Black or African American</b>	26	26	100.00	0.00	15.38
<b>Filipino</b>	17	17	100.00	0.00	41.18
<b>Hispanic or Latino</b>	135	135	100.00	0.00	31.11
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	66	66	100.00	0.00	28.79
<b>White</b>	136	135	99.26	0.74	44.44
<b>English Learners</b>	13	13	100.00	0.00	0.00
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	0	0	0	0	0
<b>Military</b>	25	24	96.00	4.00	37.50
<b>Socioeconomically Disadvantaged</b>	178	177	99.44	0.56	28.81
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	78	77	98.72	1.28	24.68

## CAASPP Test Results in Science for All Students

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

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

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

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
<b>Science</b> (grades 5, 8 and high school)	26.53	35.00	33.62	36.19	29.47	30.29

## 2022-23 CAASPP Test Results in Science by Student Group

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
<b>All Students</b>	102	102	100.00	0.00	35.29
<b>Female</b>	45	45	100.00	0.00	31.11
<b>Male</b>	57	57	100.00	0.00	38.60
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	--	--	--	--	--
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	33	33	100.00	0.00	30.30
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	23	23	100.00	0.00	47.83
<b>White</b>	32	32	100.00	0.00	34.38
<b>English Learners</b>	--	--	--	--	--
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	0	0	0	0	0
<b>Military</b>	--	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	45	45	100.00	0.00	33.33
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	15	15	100.00	0.00	13.33

## B. Pupil Outcomes

### State Priority: Other Pupil Outcomes

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

#### 2022-23 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT during 2021-22 and 2022-23 school years, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	100%	100%	100%	100%	100%

## C. Engagement

### State Priority: Parental Involvement

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

#### 2023-24 Opportunities for Parental Involvement

Foxboro Elementary School welcomes all parents and important family members to be active participants in our school community. Parents play an important role at Foxboro Elementary School through joining us each morning for JumpStart PE, involvement in the School Site Council, PTA, Watch D.O.G.S. (Dads of Great Students), volunteering in classrooms, and volunteering and attending school activities.

Our PTA Board meets monthly with general membership evening meetings once per month. The PTA supports students, teachers, and classrooms by donating time and funds to teacher grants, classroom activities, the school garden, and campus beautification projects. The PTA sponsors many family events throughout the school year such as Back to School Bash, Kite Night, Harvest Festival, Reading Contests, Family Game and Movie Nights, and Pastries with Parents. Our PTA is integral to welcoming and including all of our students and parents to our Foxboro Family throughout the year.

The Watch D.O.G.S. (Dads of Great Students) are dads and dad-figures who volunteer their time before, during, and after school. They work with students in classrooms and at recess as well as assisting in campus supervision. Watch D.O.G.S actively support Foxboro's involvement in several Safe Routes to School activities such as International Walk to School Day and National Bike to School Day.

Contact Information:

Foxboro Elementary School Website: <https://www.travisusd.org/Domain/10>

Facebook: Foxboro Elementary: <https://www.facebook.com/FoxboroElementary/>

Phone Number: (707) 447-7883

## 2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	707	697	101	14.5
Female	354	348	44	12.6
Male	353	349	57	16.3
Non-Binary	0	0	0	0.0
American Indian or Alaska Native	0	0	0	0.0
Asian	27	27	1	3.7
Black or African American	45	43	8	18.6
Filipino	33	32	4	12.5
Hispanic or Latino	238	238	48	20.2
Native Hawaiian or Pacific Islander	2	2	0	0.0
Two or More Races	110	108	16	14.8
White	239	236	24	10.2
English Learners	37	37	9	24.3
Foster Youth	1	1	0	0.0
Homeless	2	2	0	0.0
Socioeconomically Disadvantaged	336	331	57	17.2
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	149	147	30	20.4

### C. Engagement

#### State Priority: School Climate

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

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

### Suspensions and Expulsions

This table displays suspensions and expulsions data.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Suspensions	0.00	0.14	0.71	0.02	2.41	3.95	0.20	3.17	3.60
Expulsions	0.00	0.00	0.00	0.00	0.05	0.00	0.00	0.07	0.08

## 2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.71	0
Female	0.56	0
Male	0.85	0
Non-Binary		
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	2.22	0
Filipino	0	0
Hispanic or Latino	1.26	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	0	0
White	0.42	0
English Learners	0	0
Foster Youth	0	0
Homeless	0	0
Socioeconomically Disadvantaged	1.19	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	1.34	0

## 2023-24 School Safety Plan

The safety of students and staff is a primary concern of Foxboro Elementary School. The School Site Safety plan was developed in partnership with the Vacaville Police Department and is evaluated and revised annually by the principal, Foxboro Safety Committee, and the School Site Council. School staff is trained annually on the current School Safety plan. Key elements of the Safety Plan include the school's physical and social environments as well as the Emergency Response Teams to be activated in the event of a large-scale incident. Included within the plan are the protocols that will be followed in the case of an emergency. These protocols have been communicated to the school community through school communications as well as by Vacaville Police Department School Resource Officers. Foxboro is in compliance with the laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. Fire and disaster drills are conducted throughout the school year on at least a monthly basis. Students are supervised throughout the day by teachers, staff, and noon duty supervisors. All visitors to the school must sign in first at the school office and wear a visitor's badge, which is a new color every day.

## D. Other SARC Information Information Required in the SARC

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



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

This table displays the 2020-21 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	25	2	1	1
1	23		4	
2	25		4	
3	23		4	
4	33		1	2
5	29		3	
6	30		3	
Other	8	3		

## 2021-22 Elementary Average Class Size and Class Size Distribution

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

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	22	1	3	1
1	20	1	4	
2	19	2	3	
3	20	1	4	
4	23	1	3	
5	33		1	1
6	23	1	3	

## 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	25	1	8	1
1	21	2	12	0
2	22	2	12	0
3	21	1	12	0
4	30	1	6	3
5	29	1	9	0
6	33	0	3	0
Other	0	0	0	0

## 2022-23 Ratio of Pupils to Academic Counselor

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

Title	Ratio
Pupils to Academic Counselor	0

## 2022-23 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	1
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	1.2
Resource Specialist (non-teaching)	
Other	

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

This table displays the 2021-22 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	9001	3021	5980	78636
District	N/A	N/A	6460	\$80,025
Percent Difference - School Site and District	N/A	N/A	-1.2	7.3
State	N/A	N/A	\$7,607	\$81,984
Percent Difference - School Site and State	N/A	N/A	-12.3	2.4

## Fiscal Year 2022-23 Types of Services Funded

Travis Unified receives Local Control Funding Formula (LCFF) funding from the state. Part of this funding is Supplemental Grant Funding (SGF) which is used to meet the needs of low-income students, English learners, foster youth, and homeless children. In addition, we receive Title I funding, which is used at the middle school to provide targeted instruction and other support for struggling students. Title I funding is also used for professional development. We receive Title II funding for professional development, and Title III funding to support English learners. We also receive some funding for Special Education.

With LCFF, districts are required to develop, adopt, and annually update a three-year Local Control and Accountability Plan (LCAP) and LCFF Budget Overview for Parents. The LCAP and budget must demonstrate how the district is using funds to address the eight state priority areas and improve outcomes for all students as well as specific student subgroups.

The eight state priority areas are student achievement, implementation of state standards, student engagement (attendance and dropout rates), school climate, parent involvement, basic services, course access, and other locally determined student outcomes.

## Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$53,303	\$50,875
Mid-Range Teacher Salary	\$82,273	\$79,761
Highest Teacher Salary	\$91,199	\$103,045
Average Principal Salary (Elementary)	\$122,244	\$128,154
Average Principal Salary (Middle)	\$136,158	\$131,774
Average Principal Salary (High)	\$142,537	\$142,676
Superintendent Salary	\$255,258	\$211,462
Percent of Budget for Teacher Salaries	35.07%	30.11%
Percent of Budget for Administrative Salaries	5.68%	5.49%

# Professional Development

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

Subject	2021-22	2022-23	2023-24
<b>Number of school days dedicated to Staff Development and Continuous Improvement</b>	1	0	0