

Foxboro 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	Foxboro Elementary School
Street	600 Morning Glory Grive
City, State, Zip	Vacaville, CA 95687
Phone Number	707-447-7883
Principal	Kristyn Andrews
Email Address	kandrews@travisusd.org
School Website	www.travisusd.org/domain/10
Grade Span	K-6
County-District-School (CDS) Code	48-70565-6111652

2024-25 District Contact Information

District Name	Travis Unified School District
Phone Number	(707) 437-4604
Superintendent	Tiffany Benson
Email Address	tbenson@travisusd.org
District Website	https://www.travisusd.org/

2024-25 School Description and Mission Statement

Foxboro Elementary School

Located in Vacaville, midway between San Francisco and Sacramento in northern Solano County, Foxboro Elementary School serves a thriving community surrounded by rolling hillsides, fruit orchards, and fertile farmland. Vacaville, incorporated in 1892, covers just under 29 square miles and boasts a diverse population of 100,000. Despite its rapid growth, Vacaville retains its "small town at heart" character, with residents taking pride in a strong tradition of community involvement. As part of Travis Unified School District, Foxboro Elementary is one of five elementary schools, alongside one middle school, one high school,

2024-25 School Description and Mission Statement

and a continuation school.

Mission Statement

At Foxboro Elementary School, we are committed to creating a school family where there are no limits to student success. Our belief is that all students deserve an education that prepares them to pursue college if they choose. As a proud member of the No Excuses University network, we focus on developing future leaders through our core values of respect, responsibility, safety, and kindness. We provide a safe, caring, and supportive environment that establishes high expectations for student achievement, working in collaboration with families to ensure each student's success.

About Our School

Welcome to Foxboro Elementary School, where every day is a great day to be a Fox! Every day, our Foxes are greeted with a school-wide greatness chant and pledge: "Success for All. No Excuses." It is an honor to serve as the principal of this exceptional school family. As a proud member of the No Excuses University network, Foxboro Elementary implements six exceptional systems grounded in positive relationships and multi-tiered systems of support. Each morning begins with a school-wide gathering to say the pledge, sing a patriotic song, and participate in physical activities or dance. To foster connection, every student has a "welcome buddy" who greets them and helps start their day positively. At Foxboro, we believe in early and frequent communication with families, students, and staff, partnering as a team to provide the tools and support every student needs to achieve their full potential—academically, behaviorally, and socially. We are grateful you've chosen to be part of the Foxboro family, where every piece has a purpose!

Stay Connected with Foxboro Elementary

We're excited to keep you informed and engaged with everything happening at Foxboro! Join us online to stay updated on news, events, and school highlights!

Follow us on these platforms:

Website: <http://foxboro.travisusd.org>

Facebook: [Facebook.com/FoxboroElementary](https://www.facebook.com/FoxboroElementary)

Instagram: [@FoxboroElementary](https://www.instagram.com/FoxboroElementary)

About this School

2023-24 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	122
Grade 1	93
Grade 2	100
Grade 3	105
Grade 4	91
Grade 5	97
Grade 6	122
Total Enrollment	730

2023-24 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	50
Male	50
Asian	3.7
Black or African American	7.4
Filipino	6
Hispanic or Latino	31.4
Native Hawaiian or Pacific Islander	0.3
Two or More Races	17.3
White	32.3
English Learners	4.4
Homeless	0.3
Socioeconomically Disadvantaged	48.9
Students with Disabilities	19.3

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)	32.30	94.18	224.80	88.90	228366.10	83.12
Intern Credential Holders Properly Assigned	1.00	2.91	3.00	1.19	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	1.90	0.79	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	9.60	3.80	12115.80	4.41
Unknown/Incomplete/NA	1.00	2.91	13.40	5.32	18854.30	6.86
Total Teaching Positions	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
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	36.90	98.66	227.40	90.44	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	2.10	0.85	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	3.00	1.22	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	6.40	2.56	11953.10	4.28
Unknown/Incomplete/NA	0.50	1.34	12.30	4.91	15831.90	5.67
Total Teaching Positions	37.40	100.00	251.40	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)	32.30	89.01	227.80	90.70	231142.40	83.24
Intern Credential Holders Properly Assigned	0.00	0.00	1.80	0.74	5566.40	2.00
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	3.60	1.44	14938.30	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	4.40	1.76	11746.90	4.23
Unknown/Incomplete/NA	4.00	10.99	13.40	5.35	14303.80	5.15
Total Teaching Positions	36.30	100.00	251.20	100.00	277698.00	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.

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

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

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	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)	0.00	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

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 2025

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	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
Mathematics	Kindergarten - 5th Grade: Houghton Mifflin Harcourt: Math in Focus ©2015 Board Adopted: 2014 6th Grade: McGraw-Hill: Glencoe California Math Courses 1, 2, 3; ©2015 CA Accelerated Math CA Algebra 1 Board Adopted: 2014	Yes	0
Science	Transitional Kindergarten - 5th Grade TWIG Education: TWIG Science ©2020	Yes	0

	Board Adopted 2019 6th Grade Amplify Education: Amplify Earth Science and Weather ©2020 Board Adopted 2019		
History-Social Science	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
Health			0
Visual and Performing Arts			0

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

School Facility Conditions and Planned Improvements

Foxboro Elementary School Campus

Built in 1993, Foxboro Elementary School's campus features:

- * 39 classrooms
- * One library
- * A gym/multipurpose room
- * One staff room
- * Two playgrounds
- * At the time of this publication, 100% of restrooms are in good working order.

Facilities Inspection Report

The most recent school facilities inspection reflects our commitment to maintaining a safe and functional environment for students and staff. While even minor discrepancies are reported during the inspection process, there are no major deficiencies at this site. Items noted in the inspection report have already been addressed or are currently undergoing remediation to ensure our campus remains in excellent condition.

Year and month of the most recent FIT report

January, 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			A03: 4: (D) Evidence of water damage (Stained ceiling tiles) (Roof repair/seal planned for summer 2025) MPR:

School Facility Conditions and Planned Improvements

				<p>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) Wall tiles loose and falling in. (Work order created. Awaiting repair)</p> <p>MPR Girls Restroom Interior Quad: 4. (D) Wall tiles loose and falling in. (Work order created. Awaiting repair)</p>
<p>Cleanliness: Overall Cleanliness, Pest/Vermin Infestation</p>	X			<p>D01: 6. (D) Rodent droppings or insect skins are evident. (Site being treated by pest management company)</p> <p>Library: 6. (D) Rodent droppings or insect skins are evident. (Site being treated by pest management company)</p>
<p>Electrical</p>	X			
<p>Restrooms/Fountains: Restrooms, Sinks/ Fountains</p>	X			
<p>Safety: Fire Safety, Hazardous Materials</p>	X			
<p>Structural: Structural Damage, Roofs</p>	X			
<p>External: Playground/School Grounds, Windows/ Doors/Gates/Fences</p>	X			<p>Playground Upper: 14: (D) Significant cracks, trip hazards, holes, and deterioration are found (Deferred maintenance, awaiting contractor repair. Time TBD)</p>

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)	44	39	48	47	46	47
Mathematics (grades 3-8 and 11)	36	30	36	34	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	423	421	99.53	0.47	38.72
Female	205	205	100.00	0.00	40.49
Male	218	216	99.08	0.92	37.04
American Indian or Alaska Native	0	0	0	0	0
Asian	13	13	100.00	0.00	61.54
Black or African American	30	29	96.67	3.33	13.79
Filipino	24	24	100.00	0.00	54.17
Hispanic or Latino	129	129	100.00	0.00	35.66
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	80	79	98.75	1.25	32.91
White	146	146	100.00	0.00	44.52
English Learners	18	18	100.00	0.00	0.00
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	38	38	100	0	34.21
Socioeconomically Disadvantaged	203	202	99.51	0.49	32.67
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	77	76	98.70	1.30	15.79

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	423	420	99.29	0.71	30.48
Female	205	204	99.51	0.49	27.45
Male	218	216	99.08	0.92	33.33
American Indian or Alaska Native	0	0	0	0	0
Asian	13	13	100.00	0.00	46.15
Black or African American	30	29	96.67	3.33	10.34
Filipino	24	24	100.00	0.00	41.67
Hispanic or Latino	129	129	100.00	0.00	24.81
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	80	79	98.75	1.25	24.05
White	146	145	99.32	0.68	39.31
English Learners	18	18	100.00	0.00	5.56
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	38	38	100	0	34.21
Socioeconomically Disadvantaged	203	201	99.01	0.99	28.86
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	77	76	98.70	1.30	10.53

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)	35.00	35.05	36.19	33.41	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	98	97	98.98	1.02	35.05
Female	51	51	100.00	0.00	37.25
Male	47	46	97.87	2.13	32.61
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	31	31	100.00	0.00	29.03
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	15	14	93.33	6.67	28.57
White	40	40	100.00	0.00	42.50
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	49	49	100.00	0.00	28.57
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	22	21	95.45	4.55	19.05

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	96.9	98	99	99	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.

2024-25 Opportunities for Parental Involvement

Parent and Family Involvement at Foxboro Elementary

At Foxboro Elementary School, we warmly welcome all parents and family members to actively participate in our school community. Your involvement plays a vital role in supporting our students and fostering a positive school environment. There are many ways for parents to engage at Foxboro:

- * Join us each morning for JumpStart PE to kick off the day with energy and enthusiasm.
- * Get involved through the School Site Council, PTA, or Watch D.O.G.S. (Dads of Great Students) programs.
- * Volunteer in classrooms, assist with campus activities, or attend our many school events.

PTA: A Foundation of Support

Our PTA Board meets monthly, with general membership evening meetings held once per month. The PTA fosters a welcoming atmosphere for all students and their families, creating a true sense of belonging in the Foxboro community. The PTA is instrumental in supporting our school through:

- * Teacher grants and classroom activities
- * Contributions to the school garden and campus beautification projects

The PTA also sponsors engaging family events throughout the school year, including:

- * Back to School Bash
- * Kite Night
- * Harvest Festival
- * Reading Contests
- * Family Game and Movie Nights
- * Pastries with Parents

2024-25 Opportunities for Parental Involvement

Watch D.O.G.S. (Dads of Great Students)

Our Watch D.O.G.S. program invites dads and father figures to volunteer their time before, during, and after school. These dedicated volunteers:

- * Assist in classrooms and at recess
- * Help with campus supervision
- * Support our participation in Safe Routes to School activities, including International Walk to School Day and National Bike to School Day

Stay Connected

For more information or to get involved, please reach out to us through the following channels:

Website: <http://foxboro.travisusd.org>

Facebook: Facebook.com/FoxboroElementary

Phone: (707) 447-7883

We look forward to partnering with you to make Foxboro Elementary an incredible place for all students and families!

2023-24 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	777	770	87	11.3
Female	382	380	35	9.2
Male	395	390	52	13.3
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	29	29	1	3.4
Black or African American	57	55	12	21.8
Filipino	48	48	3	6.3
Hispanic or Latino	247	245	40	16.3
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	133	133	12	9.0
White	247	244	17	7.0
English Learners	46	46	7	15.2
Foster Youth	--	--	--	--
Homeless	--	--	--	--
Socioeconomically Disadvantaged	400	395	56	14.2
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	172	170	25	14.7

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
0.14	0.71	1.29	2.41	3.95	3.77	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	0.05	0	0.04	0.07	0.08	0.07

2023-24 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	1.29	0.00
Female	0.00	0.00
Male	2.53	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	3.51	0.00
Filipino	0.00	0.00
Hispanic or Latino	1.62	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.75	0.00
White	0.81	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	1.50	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	2.91	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

Student and Staff Safety at Foxboro Elementary

The safety of our students and staff is a top priority at Foxboro Elementary School. The School Site Safety Plan, developed in

2024-25 School Safety Plan

collaboration with the Vacaville Police Department, is reviewed and updated annually by the principal, the Foxboro Safety Committee, and the School Site Council. All staff receive annual training on the most current Safety Plan, which integrates the Standard Response Protocol (SRP) from the “I Love U Guys” Foundation. By partnering with families and community members, we create a safe, supportive environment where every student can thrive.

Standard Response Protocol (SRP)

Foxboro Elementary has adopted the Standard Response Protocol (SRP), a clear and consistent approach to safety. The SRP uses common language and specific actions to respond to various situations, ensuring students, staff, and first responders are aligned during emergencies. Each action is designed to address a specific type of situation and is practiced regularly through drills to build confidence and preparedness. The five SRP actions are:

- * Hold: Stay in your room or area; clear hallways.
- * Secure: Get inside and lock outside doors.
- * Lockdown: Locks, lights, out of sight.
- * Evacuate: Move to a designated location.
- * Shelter: Follow hazard-specific safety strategies (e.g., drop, cover, and hold for earthquakes).

Emergency Preparedness and Protocols

Key elements of our safety plan include:

- * Emergency Response Teams: Ready to act during large-scale incidents.
- * Communication: Emergency protocols are shared with the school community and reinforced by Vacaville Police Department School Resource Officers.
- * Compliance: Foxboro adheres to regulations on hazardous materials and state earthquake standards.
- * Fire and Disaster Drills: Conducted monthly to ensure readiness.

Supervision and Visitor Policies

Students are supervised throughout the day by teachers, staff, and noon duty supervisors. All visitors must sign in at the school office and wear a daily color-coded visitor’s badge.

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
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	
2	22	2	12	
3	21	1	12	
4	30	1	6	3
5	29	1	9	
6	33		3	

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	23	2	11	1
1	20	6	12	
2	22	2	16	
3	20	4	16	
4	22	4	12	
5	27	2	11	
6	26	2	13	
Other	32		2	

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	0

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)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	0.8
Psychologist	1
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	1.2
Resource Specialist (non-teaching)	
Other	4.75

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	10355	3202	7153	88789
District	N/A	N/A	7283	\$89,381
Percent Difference - School Site and District	N/A	N/A	-1.8	-0.7
State	N/A	N/A	\$10,771	\$94,694
Percent Difference - School Site and State	N/A	N/A	-40.4	-6.4

Fiscal Year 2023-24 Types of Services Funded

Travis Unified receives funding through the Local Control Funding Formula (LCFF), including Supplemental Grant Funding (SGF), which is designated to support high-needs student populations such as English learners, foster youth, and homeless students. Additionally, the district receives federal Title I funds, which are allocated to qualifying school sites per the methods

Fiscal Year 2023-24 Types of Services Funded

described by the California Department of Education. These funds are used to provide targeted instruction, support struggling students, and fund professional development. Title II funds are allocated for professional development across the district, while Title III funds focus on services and programs for English learners. Some funding is also allocated to support Special Education programs.

As part of LCFF, districts are required to develop, adopt, and annually update a three-year Local Control and Accountability Plan (LCAP) along with an LCFF Budget Overview for Parents. These documents outline how the district uses its resources to address the eight state priority areas, ensuring improved outcomes for all students, including specific subgroups.

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

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	\$58,011	\$58,855
Mid-Range Teacher Salary	\$89,541	\$92,519
Highest Teacher Salary	\$111,197	\$114,665
Average Principal Salary (Elementary)	\$142,585	\$142,791
Average Principal Salary (Middle)	\$156,679	\$151,078
Average Principal Salary (High)	\$159,025	\$167,094
Superintendent Salary	\$286,147	\$281,086
Percent of Budget for Teacher Salaries	34.87	30.99
Percent of Budget for Administrative Salaries	6.04	5.37

Professional Development

12.3 days = 2 full days + 10.3 (sum of partial days)

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	0	0	12.3