

Foxboro Elementary School

2024-2025 School Accountability Report Card (Published During the 2025-2026 School Year)



General Information about the School Accountability Report Card (SARC)

SARC Overview



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

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

DataQuest



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

California School Dashboard



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

Internet Access

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

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/ .

2025-26 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	https://foxboro.travisusd.org/
Grade Span	K-5
County-District-School (CDS) Code	48-70565-6111652

2025-26 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/

2025-26 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 vibrant and growing community surrounded by rolling hillsides, fruit orchards, and fertile farmland. Vacaville, incorporated in 1892, covers just under 29 square miles and is home to a diverse population of approximately 100,000 residents. Despite its continued growth, the city maintains a strong “small town at heart” identity, reflected in deep community pride and active family involvement.

2025-26 School Description and Mission Statement

Foxboro Elementary is part of the Travis Unified School District and is one of five elementary schools serving the district, along with one middle school, one comprehensive high school, and one continuation school.

Mission Statement -

At Foxboro Elementary School, we are committed to creating a school family where there are no limits to student success. We believe all students deserve an education that prepares them for a wide range of future opportunities, including college and career pathways. 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.

Foxboro Elementary provides a safe, caring, and inclusive learning environment that upholds high expectations for academic achievement while supporting students' social, emotional, and behavioral growth. Through strong partnerships with families and ongoing reflection of our practices, we work collaboratively to ensure every student has the support they need to thrive.

About Our School -

Welcome to Foxboro Elementary School, where every day is a great day to be a Fox! Each morning, students are welcomed with a school-wide chant and pledge affirming our shared commitment to "Success for All. No Excuses." This daily routine sets a positive tone and reinforces our culture of belonging, high expectations, and collective responsibility.

Our school day begins with a school-wide gathering that includes the pledge, a patriotic song, and opportunities for movement, dance, or physical activity—helping students build connection, focus, and readiness to learn. To further foster a welcoming environment, each student is paired with a "welcome buddy" who helps create a sense of safety and belonging from the moment the day begins.

In addition to our school-wide Jumpstart, every classroom begins the day with a Morning Meeting, providing students with a consistent, structured opportunity to build relationships, practice communication skills, and develop social-emotional competencies. These daily meetings foster a sense of community, strengthen student voice, and support a positive classroom climate that promotes engagement and readiness to learn.

As a No Excuses University school, Foxboro Elementary implements six exceptional systems rooted in positive relationships, clear expectations, and a strong Multi-Tiered System of Supports (MTSS). These systems guide our academic instruction, social-emotional learning, behavior supports, and family engagement efforts to ensure that students receive timely, targeted support based on individual student needs.

Foxboro Elementary places a strong emphasis on inclusion, student voice, and social-emotional and academic development. Through intentional classroom practices, school-wide expectations, and collaborative problem-solving, we work to ensure all students feel seen, supported, and empowered as learners. We prioritize early and ongoing communication with families, recognizing that strong home-school partnerships are essential to student success.

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

Instagram: @FoxboroElementary

About this School

2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	118
Grade 1	91
Grade 2	101
Grade 3	108
Grade 4	103
Grade 5	95
Grade 6	101
Total Enrollment	717

2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	50.6
Male	49.4
American Indian or Alaska Native	0.1
Asian	3.9
Black or African American	6.6
Filipino	5.3
Hispanic or Latino	34.4
Native Hawaiian or Pacific Islander	0.1
Two or More Races	17.6
White	31
English Learners	5.3
Foster Youth	0.3
Homeless	1
Socioeconomically Disadvantaged	47.4
Students with Disabilities	19.9

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

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

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

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	36.9	98.66	227.4	90.44	234405.2	84
Intern Credential Holders Properly Assigned	0	0	2.1	0.85	4853	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0	0	3	1.22	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0	0	6.4	2.56	11953.1	4.28
Unknown/Incomplete/NA	0.5	1.34	12.3	4.91	15831.9	5.67
Total Teaching Positions	37.4	100	251.4	100	279044.8	100

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

2022-23 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	32.3	89.01	227.8	90.7	231142.4	83.24
Intern Credential Holders Properly Assigned	0	0	1.8	0.74	5566.4	2
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0	0	3.6	1.44	14938.3	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0	0	4.4	1.76	11746.9	4.23
Unknown/Incomplete/NA	4	10.99	13.4	5.35	14303.8	5.15
Total Teaching Positions	36.3	100	251.2	100	277698	100

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

2023-24 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	33.5	87.04	227.3	88.69	230039.4	100
Intern Credential Holders Properly Assigned	3	7.77	5	1.95	6213.8	2.23
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0	0	5.3	2.09	16855	6.04
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0	0	10.4	4.07	12112.8	4.34
Unknown/Incomplete/NA	2	5.18	8.2	3.2	13705.8	4.91
Total Teaching Positions	38.5	100	256.3	100	278927.1	100

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

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

Authorization/Assignment	2021-22	2022-23	2023-24
Permits and Waivers	0.00	0	0
Misassignments	0.00	0	0
Vacant Positions	0.00	0	0
Total Teachers Without Credentials and Misassignments	0.00	0	0

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

Indicator	2021-22	2022-23	2023-24
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0	0
Local Assignment Options	0.00	0	0
Total Out-of-Field Teachers	0.00	0	0

Class Assignments

Indicator	2021-22	2022-23	2023-24
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0	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	0	0

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

2025-26 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Travis Unified School District held a public hearing on September 5, 2025 and determined that each school within the district had sufficient and good quality textbooks, instructional materials, or science lab equipment pursuant to the settlement of Williams vs. the State of California. All students, including English learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and to take home. Textbooks and supplementary materials are adopted according to a cycle developed by the California Department of Education, making the textbooks used in the school the most current available. Materials approved for use by the State are reviewed by all teachers and a recommendation is made to the School Board by a selection committee composed of teachers and administrators. All recommended materials are available for parent examination at the district office prior to adoption.

Year and month in which the data were collected

January 2026

Subject	List of Textbooks and Other Instructional Materials / Indicate if from Most Recent Adoption / Year of Adoption	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Transitional Kindergarten - 5th Grade McGraw - Hill Education: Reading Wonders ©2017 Board Adopted 2016	0
Mathematics	Kindergarten - 5th Grade: Houghton Mifflin Harcourt: Math in Focus ©2015 Board Adopted: 2014	0
Science	Transitional Kindergarten - 5th Grade TWIG Education: TWIG Science ©2020 Board Adopted 2019	0
History-Social Science	Transitional Kindergarten - 5th Grade Studies Weekly: California Studies Weekly—Social Studies State Adopted: 2017 Harcourt School Publishers Board Adopted: 2006	0
Health		0
Visual and Performing Arts		0

School Facility Conditions and Planned Improvements

Foxboro Elementary School Campus

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

- * 35 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, 2026
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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		A Lab: 4: (D) Evidence of water damage (Stained ceiling tiles) (Roof repair/seal planned for summer 2026) A Workroom: 4: (D) Evidence of water damage (Stained ceiling tiles) (Roof repair/seal planned for summer 2026) A01: 4: (D) Evidence of water damage (Stained ceiling tiles) (Roof repair/seal planned for summer 2026) A02: 4: (D) Evidence of water damage (Stained ceiling tiles) (Roof repair/seal planned for summer 2026) A03: 4: (D) Evidence of water damage (Stained ceiling tiles) (Roof repair/seal planned for summer 2026) B03: 4: (D) Evidence of water damage (Stained ceiling tiles) (Roof repair/seal planned for summer 2026) MPR: 4: (D) Floor surfacing warped or bubbled in a few spots. (Deferred maintenance, awaiting contractor repair. Time TBD)
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			A Lab: 7: (D) Two lights not working. (Work order created. Awaiting repair) B03:

School Facility Conditions and Planned Improvements

				7: (D) Two lights not working. (Work order created. Awaiting repair)
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

B. Pupil Outcomes

State Priority: Pupil Achievement

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

Statewide Assessments

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

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

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

College and Career Ready

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

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

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

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

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

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
English Language Arts/Literacy (grades 3-8 and 11)	39	35	47	47	47	48
Mathematics (grades 3-8 and 11)	30	30	34	35	35	37

2024-25 CAASPP Test Results in ELA by Student Group

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

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

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	416	411	98.80	1.20	35.04
Female	215	212	98.60	1.40	37.26
Male	201	199	99.00	1.00	32.66
American Indian or Alaska Native	--	--	--	--	--
Asian	16	16	100.00	0.00	50.00
Black or African American	32	32	100.00	0.00	21.88
Filipino	22	22	100.00	0.00	36.36
Hispanic or Latino	139	135	97.12	2.88	33.33
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	74	74	100.00	0.00	25.68

White	131	130	99.24	0.76	43.08
English Learners	25	22	88.00	12.00	4.55
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	205	200	97.56	2.44	27.50
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	77	76	98.70	1.30	13.16

2024-25 CAASPP Test Results in Math by Student Group

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

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

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	416	414	99.52	0.48	29.71
Female	215	213	99.07	0.93	27.23
Male	201	201	100.00	0.00	32.34
American Indian or Alaska Native	--	--	--	--	--
Asian	16	16	100.00	0.00	43.75
Black or African American	32	32	100.00	0.00	12.50
Filipino	22	22	100.00	0.00	22.73
Hispanic or Latino	139	138	99.28	0.72	26.81
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	74	74	100.00	0.00	20.27
White	131	130	99.24	0.76	41.54
English Learners	25	25	100.00	0.00	4.00
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0

Socioeconomically Disadvantaged	205	203	99.02	0.98	24.14
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	77	76	98.70	1.30	9.21

CAASPP Test Results in Science for All Students

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

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

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

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

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
Science (grades 5, 8 and high school)	35.05	37.11	33.41	34.38	30.73	32.52

2024-25 CAASPP Test Results in Science by Student Group

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	97	97	100.00	0.00	37.11
Female	47	47	100.00	0.00	42.55
Male	50	50	100.00	0.00	32.00
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	35	35	100.00	0.00	40.00
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	24	24	100.00	0.00	33.33
White	23	23	100.00	0.00	43.48
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	51	51	100.00	0.00	25.49
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	16	16	100.00	0.00	25.00

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

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

2024-25 California Physical Fitness Test Participation Rates

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

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	100	100	100	100	100
Grade 7	NA	NA	NA	NA	NA
Grade 9	NA	NA	NA	NA	NA

C. Engagement

State Priority: Parental Involvement

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

2025-26 Opportunities for Parental Involvement

At Foxboro Elementary School, we value families as essential partners in the educational process and warmly welcome parents, guardians, and family members to actively participate in our school community. Family involvement plays a critical role in supporting student learning, strengthening school culture, and fostering a safe, inclusive, and supportive environment for all students.

Foxboro offers multiple opportunities for families to engage and contribute, including:

- * Joining us each morning for JumpStart Physical Education, supporting student wellness and positive school climate
- * Participating in shared decision-making through School Site Council (SSC), Parent Teacher Association (PTA), or Watch D.O.G.S. (Dads of Great Students)
- * Volunteering in classrooms, supporting campus activities, or attending school-wide events that promote connection and community

We are committed to maintaining open, two-way communication with families and creating accessible opportunities for involvement that reflect the diverse needs and schedules of our school community.

Coffee & Connections with Miss Andrews -

Foxboro Elementary also offers Coffee & Connections with Miss Andrews, a family engagement opportunity designed to strengthen communication and partnership between school leadership and families. These monthly informal gatherings provide parents and caregivers with the opportunity to learn more about school programs, ask questions, share feedback, and engage in open dialogue about student learning, school initiatives, and community priorities. Coffee & Connections supports transparency, collaboration, and shared responsibility for student success.

2025-26 Opportunities for Parental Involvement

PTA: A Foundation of Support -

Foxboro Elementary's Parent Teacher Association (PTA) serves as a strong foundation of support for students, staff, and families. The PTA Board meets monthly, with general membership meetings held in the evening once per month to encourage broad participation. Through its work, the PTA helps foster a welcoming school climate and a strong sense of belonging for all families.

The PTA provides meaningful support through:

- * Classroom and specialist accounts
- * Classroom, grade level, and schoolwide enrichment activities
- * Schoolwide assemblies
- * Contributions to the school garden and campus beautification projects

In addition, the PTA sponsors a variety of family-centered events throughout the school year that promote engagement, literacy, and community connection, including:

- * Back to School Bash
- * Kite Night & Ice Cream Social
- * Harvest Festival
- * December Holiday Week
- * Reading contests and challenges
- * Family Nights
- * Pastries with Parents
- * And so much more!

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

Foxboro Elementary is proud to partner with families through the Watch D.O.G.S. program, which invites fathers, grandfathers, uncles, and other father figures to volunteer their time before, during, and after the school day. These volunteers provide positive role models and additional support across campus by:

- * Assisting in classrooms and during recess
- * Supporting campus supervision and student safety
- * Participating in Safe Routes to School initiatives, including International Walk to School Day and National Bike to School Day
- * And so much more!

Stay Connected -

Families are encouraged to stay connected and engaged with Foxboro Elementary through the following channels:

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

Facebook: Facebook.com/FoxboroElementary

Instagram: @FoxboroElementary

Phone: (707) 447-7883

Foxboro Elementary is committed to building strong, respectful partnerships with families. Together, we work to support student success, strengthen our school community, and ensure every child feels valued and supported.

2024-25 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	786	765	111	14.5
Female	396	385	55	14.3
Male	390	380	56	14.7
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	31	30	6	20.0
Black or African American	52	50	4	8.0
Filipino	40	39	3	7.7
Hispanic or Latino	270	266	52	19.5
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	140	133	17	12.8
White	241	237	27	11.4
English Learners	50	46	11	23.9
Foster Youth	--	--	--	--
Homeless	11	--	--	--
Socioeconomically Disadvantaged	397	388	73	18.8
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	180	178	27	15.2

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

C. Engagement

State Priority: School Climate

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

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

Suspensions and Expulsions

This table displays suspensions data.

Suspensions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0.71	1.29	1.15	3.95	3.77	2.55	3.6	3.28	2.94

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

This table displays expulsions data.

Expulsions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0	0	0	0	0.04	0.03	0.08	0.07	0.06

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

2024-25 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	1.15	0.00
Female	0.00	0.00
Male	2.31	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	3.23	0.00
Black or African American	3.85	0.00
Filipino	2.50	0.00
Hispanic or Latino	0.37	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	1.43	0.00
White	0.83	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	1.01	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	2.22	0.00

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

2025-26 School Safety Plan

Student and Staff Safety at Foxboro Elementary

The safety of students and staff is a top priority at Foxboro Elementary School. The comprehensive School Site Safety Plan is developed in collaboration with the Vacaville Police Department and is reviewed and updated annually by the principal, the Foxboro Safety Committee, and the School Site Council. In accordance with state requirements, all staff receive annual training on the most current School Safety Plan. The plan is communicated to the school community and made available to the public as required.

Foxboro Elementary partners with families, staff, and community agencies to maintain a safe, secure, and supportive learning environment where all students can thrive academically, socially, and emotionally.

Standard Response Protocol (SRP) -

Foxboro Elementary has adopted the Standard Response Protocol (SRP) from the I Love U Guys Foundation to provide a consistent, common language for emergency response. The SRP ensures alignment among students, staff, and first responders during emergency situations and is practiced regularly through drills to build preparedness and confidence.

The five SRP actions include:

- * Hold: Stay in your classroom 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 during earthquakes)

Emergency drills are conducted on a regular basis, including fire, earthquake, and lockdown-related scenarios, in accordance with district and state guidelines.

Emergency Preparedness and Protocols -

Key elements of Foxboro Elementary's safety systems include:

- * Emergency Response Teams prepared to respond to large-scale incidents
- * Emergency communication systems, including real-time coordination tools and two-way radios, to support accountability and timely response during drills and emergency situations
- * Collaboration with law enforcement, including support from Vacaville Police Department School Resource Officers
- * Compliance with state and district safety regulations, including hazardous materials protocols and earthquake safety standards
- * Regular fire and disaster drills conducted throughout the school year

Students are supervised throughout the day by certificated staff, classified staff, and noon duty supervisors. Supervision is provided before school, during recess, and after school to ensure student safety at all times.

All visitors are required to sign in at the school office and wear a daily color-coded visitor badge, which changes each day. Staff are trained to monitor visitor identification and direct any individuals without proper identification to the front office.

Social-Emotional Safety and Student Support -

Foxboro Elementary recognizes that student safety includes both physical and social-emotional well-being. The school prioritizes proactive, preventative practices that promote belonging, emotional regulation, and positive behavior.

- * All classrooms implement daily Morning Meetings, providing structured opportunities for relationship-building, communication, and social-emotional skill development.
- * Students are supported through schoolwide Positive Behavioral Interventions and Supports (PBIS) aligned to the core values of respect, responsibility, safety, and kindness.
- * Multi-Tiered Systems of Support (MTSS), Student Study Team (SST), and attendance intervention processes are used to identify and support students who need additional academic, behavioral, or social-emotional assistance.
- * Designated calming spaces and a school Wellness Center are available to support students with self-regulation and emotional needs.

2025-26 School Safety Plan

* The school is supported by a multidisciplinary team, including a school social worker and intervention staff, who collaborate with teachers, administrators, and families to provide timely and appropriate support.

Ongoing Review and Accountability -

The School Site Council reviews the School Safety Plan annually and provides feedback to ensure continued effectiveness and alignment with student needs. Foxboro Elementary remains committed to continuous improvement of safety practices to maintain a safe, orderly, and supportive school environment conducive to learning.

D. Other SARC Information Information Required in the SARC

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

2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	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

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	21	2	12	0
1	20	6	12	0
2	22	2	16	0
3	20	4	16	0
4	22	4	12	0
5	27	2	11	0
6	26	2	13	0
Other	32	0	2	0

2024-25 Elementary Average Class Size and Class Size Distribution

This table displays the 2024-25 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	23	1	13	
1	19	2	16	
2	21	2	16	
3	25	1	16	
4	22	2	18	
5	29	1	14	
6	31	1	3	4

2024-25 Ratio of Pupils to Academic Counselor

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

Title	Ratio
Pupils to Academic Counselor	0

2024-25 Student Support Services Staff

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

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

Fiscal Year 2023-24 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2023-24 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	11314	3802	7512	92439
District	N/A	N/A	8068	\$96,250
Percent Difference - School Site and District	N/A	N/A	-7.1	-4.0
State	N/A	N/A	\$11,146	\$100,065
Percent Difference - School Site and State	N/A	N/A	-39.0	-7.9

Fiscal Year 2024-25 Types of Services Funded

Travis Unified School District receives funding from a variety of state and federal sources to provide a comprehensive educational program that meets the needs of all students.

State Funding & Local Control

The primary source of funding is the Local Control Funding Formula (LCFF), which includes Base Grants for general operations and Supplemental and Concentration Grants specifically targeted to support high-needs student populations. These populations include English learners, foster youth, and students from low-income households. These funds are utilized to implement the district's Local Control and Accountability Plan (LCAP), focusing on state priorities such as student achievement, school climate, and parent engagement. Specific services at our site include [Example: intervention teachers, counseling services, or after-school programs].

Federal Funding & Targeted Support

In addition to state funds, the school receives federal categorical funding to support specific student outcomes:

Fiscal Year 2024-25 Types of Services Funded

Title I, Part A: These funds are used to provide supplemental services to help students meet state academic standards, including [Example: reading specialists or instructional aides].

Title II: Allocated for professional development to improve teacher and principal quality.

Title III: Designated to support English Learners in gaining English proficiency and meeting academic standards.

Special Education: Funding is also provided to support the unique needs of students with disabilities, ensuring access to a Free Appropriate Public Education (FAPE).

Federal Impact Aid Funding

As a military-connected district, Travis Unified School District receives Federal Impact Aid to support its general operations.

Fiscal Year 2023-24 Teacher and Administrative Salaries

This table displays the 2023-24 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$62,119	\$62,145
Mid-Range Teacher Salary	\$95,880	\$97,088
Highest Teacher Salary	\$119,070	\$120,436
Average Principal Salary (Elementary)	\$155,546	\$151,343
Average Principal Salary (Middle)	\$167,987	\$159,514
Average Principal Salary (High)	\$177,860	\$177,261
Superintendent Salary	\$315,600	\$294,805
Percent of Budget for Teacher Salaries	34.62%	29.95%
Percent of Budget for Administrative Salaries	6.38%	5.4%

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	2023-24	2024-25	2025-26
Number of school days dedicated to Staff Development and Continuous Improvement	0	12.3	30.5