

# Foxboro Elementary School

## 2006-2007 School Accountability Report Card



600 Morning Glory Drive  
Vacaville, CA 95687  
707-447-7883

**Pat Zetah,  
Principal**

**Travis Unified  
School District**

**Kate Wren Gavlak,  
Superintendent**

### Governing Board Members

**Harry Axhelm,  
President**

**Mary Jo Dickerson,  
Vice President**

**Wanona Ireland,  
Clerk**

**Edwin Sanderson,  
Member**

**Ivery Hood,  
Member**

**Bryanna Maty,  
Student Member**

### Principal's Message

Foxboro Elementary is a school where learning never ends. As we celebrate our fifteenth year anniversary, we feel proud of the many accomplishments and traditions established at Foxboro. The high academic and behavioral expectations for our students and staff attract families to Foxboro. Students benefit from the interdependent relationships of adults. Our success is the result of intensive collaborative efforts of administration, staff, parents, students, and community members. Due to Foxboro's excellent reputation, families relocating to the area actively seek out homes in the Foxboro attendance boundaries. Families quickly become immersed in the culture of the school and participate in annual Parent Teacher Association (PTA) events such as the Harvest Festival, Penny Drive, Holiday Gift Shop, Kite Night, and Ice Cream Social. These events bring parents and students to campus and build a sense of community. Our award-winning Foxboro garden was established by the PTA and continues to thrive and present students with learning opportunities. In a safe, secure, and nurturing environment, Foxboro Elementary supports students as they are taught a standards-based curriculum.

**GO FOXBORO!**

### School Vision & Mission Statement

Our mission is to develop responsible, involved citizens and future leaders, who are effective problem solvers, successful communicators and life long learners. We work toward this goal by promoting self-esteem, cultural awareness, problem solving skills, self-reliance, and quality social interaction so students achieve to their highest potential in a safe and positive school environment.

### Community & School Profile

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 27 square miles, has a beautiful setting bordered by rolling hillsides, fruit orchards and fertile farmland. A diverse population of 92,300 residents calls Vacaville home, and has 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 the 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, a community day school, and an education center. During the 2006-07 school year, Foxboro Elementary School had 796 students enrolled in grades kindergarten through six on a year-round calendar.

#### Student Enrollment by Ethnic Group

2006-07

	Percentage
African American	10.7%
American Indian	0.6%
Asian	6.3%
Caucasian	52.8%
Filipino	5.9%
Hispanic	13.8%
Pacific Islander	0.8%
Multiple or No Response	9.2%

### Discipline & Climate for Learning

Students at Foxboro Elementary School are guided by specific rules and classroom expectations that promote respect, cooperation, courtesy, and acceptance of others. The school's discipline philosophy promotes a safe school, a warm, friendly classroom environment, and demonstrates that good discipline is a solid foundation on which to build an effective school. Foxboro Elementary School utilizes the "Discipline With Dignity" philosophy, where students have the choice to act appropriately or act in a manner not acceptable to the standards set by the staff. The students are made aware of the standards and are aware of the consequences for acting inappropriately.

Parents and students are informed about discipline policies at the beginning of each school year through the School and Classroom Handbooks. During the first two weeks of school, physical education teachers review rules for the playground and games with students, as well as the proper way to walk out of class to recess or lunch. Policies are reviewed at each track in meeting, on the website, in newsletters, and during Back-to-School Night.

The Suspensions and Expulsions table illustrates total cases for all grade levels as well as a percentage of total enrollment (number of suspensions divided by total enrollment). Suspensions are expressed in terms of total infractions, not total number of students, as some students may have been suspended on several occasions. Expulsions occur only when required by law or when all other alternatives are exhausted.

Suspensions & Expulsions						
	School			District		
	04-05	05-06	06-07	04-05	05-06	06-07
Suspensions	30	18	20	441	646	501
Suspension Rate	3.73%	2.18%	2.51%	8.29%	12.11%	9.45%
Expulsions	0	0	0	14	6	5
Expulsion Rate	0.00%	0.00%	0.00%	0.26%	0.11%	0.09%

### Extracurricular Activities

Students are encouraged to participate in the school's additional academic and extracurricular activities that are an integral part of the educational program. These schoolwide and classroom incentives promote positive attitudes, encourage achievement, and aid in the prevention of behavioral problems. Extracurricular activities, and programs include:

- Intramurals
- Cross-Age Tutoring
- Track Performances
- Band
- Garden Club
- Chorus

### Student Recognition

Certificates, ribbons, prizes, and various other awards are given to students at assemblies and special presentations throughout the school year. Students receive recognitions within their classrooms for good attendance, academics, behavior, meeting their Accelerated Reader goals, mastering Accelerated Math objectives, and student achievement. At the end of the year, Perfect Attendance Awards are given to students who did not miss a day of school during this year and from kindergarten through their sixth grade year.

### Homework

Foxboro Elementary School believes homework is a fundamental part of the learning process that helps to develop basic academic and study skills as well as promote student responsibility and self-discipline. Homework is assigned to students on an individual basis by their teachers. The assignments may be nightly, weekly, or for an extended period of time. Nightly homework will never be new work to be learned, but will be reinforcement of work presented in the classroom. Students are expected to complete their homework assignments in a timely manner and to the best of their ability. Parents are encouraged to provide a supportive environment for homework activities and to be responsible for reviewing homework assignments with their child.

Teachers are available before and after school and during lunch for tutoring. Cross-age buddies are also available for students. Foxboro Elementary School offers intersession and Algebra Academy at least two times a year for each track.

### Curriculum Development & Staff Development

All curriculum development at Foxboro Elementary School revolves around the California State Content Standards and Frameworks. Teachers align classroom curriculum to ensure that all students either meet or exceed state proficiency levels. The writing and implementation of Foxboro Elementary School's curriculum is an ongoing process. The school's curriculum guides are updated regularly to align with the state standards, district goals, and the statewide assessment program. Foxboro Elementary School analyzes testing data to determine areas in the curriculum that need improvement.

Staff members are offered a variety of opportunities for professional improvement. The district dedicates three full days annually to professional development.

### School Enrollment & Attendance

School districts receive financial support from the state for the education of the students they serve based on how many students attend each day. Most importantly, attendance is critical to academic achievement and regular daily attendance is a priority at Foxboro Elementary School. Student attendance is carefully monitored to identify those students exhibiting excessive absences.

Attendance, tardy, and truancy policies are clearly stated, consistently enforced, and consequences fairly administered. Parents are advised of their responsibilities, including proper notification of why and when students are absent. Foxboro Elementary School has an auto-dialer that calls parents to notify them of their students' absences. After three unexcused absences, the office staff makes personal phone calls to students' homes to verify absences.

Letters are also sent home and meetings are scheduled with parents to discuss their student's attendance. Students with excessive absences are referred to the School Attendance and Review Board (SARB).

This chart illustrates the enrollment trend by grade level for the past three school years.

Enrollment Trend by Grade Level			
	2004-05	2005-06	2006-07
K	111	109	98
1st	115	121	119
2nd	110	119	119
3rd	115	112	117
4th	118	119	104
5th	120	123	119
6th	116	122	120

### Class Size

Foxboro Elementary School maintained a schoolwide average class size of 22.9 students and a pupil-to-teacher ratio of 19.4:1 for the 2006-07 school year. The table shows average class size by grade level, as well as the number of classes offered in reference to their enrollment.

	Class Size Distribution											
	Average Class Size			Classrooms Containing:								
	05	06	07	1-20 Students			21-32 Students			33+ Students		
	05	06	07	05	06	07	05	06	07	05	06	07
K	18	17	20	4	5	3	0	0	0	0	0	0
1st	19	20	20	4	4	4	0	0	0	0	0	0
2nd	18	20	20	5	5	4	0	0	0	0	0	0
3rd	19	19	20	4	4	4	0	0	0	0	0	0
4th	30	30	25	0	0	1	4	4	4	0	0	0
5th	30	31	30	0	0	0	4	4	4	0	0	0
6th	29	31	30	0	0	0	4	4	4	0	0	0
K-3	19	20	21	8	8	8	0	0	1	0	0	0

### School Facilities & Safety

Foxboro Elementary School's campus was originally built in 1993 and contains 28 classrooms, one library, a gym/multipurpose room, one staff room, two intersession rooms, and two playgrounds. At the time of publication, 100% of restrooms were in good working order. Foxboro Elementary School will be adding three new portable classrooms in June 2008. Facilities information is current as of April 2008.

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.

School Facility Conditions				
Date of Last Inspection: November 1, 2007				
Overall Summary of School Facility Conditions: Exemplary				
Items Inspected	Facility Component System Status			Deficiency & Remedial Actions Taken or Planned
	Good	Fair	Poor	
Gas Leaks	X			
Mechanical Systems	X			
Windows/Doors/Gates/Fences (Interior and Exterior)	X			
Interior Surfaces (Floors, Ceilings, Walls, and Window Casings)	X			Multipurpose floor tiles need to be replaced. Ceiling tiles stained and needs to be replaced. C Wing (west side) had dampness; wall sealed and awning installed. Effective measure that eliminated the dampness.
Hazardous Materials (Interior and Exterior)	X			
Structural Damage	X			
Fire Safety	X			
Electrical (Interior and Exterior)	X			
Pest/Vermin Infestation	X			
Drinking Fountains (Inside and Outside)	X			
Restrooms	X			
Sewer	X			
Roofs (observed from the ground, inside/outside the building)	X			
Playground/School Grounds	X			
Overall Cleanliness	X			

The safety of students and staff is a primary concern of Foxboro Elementary School. The School Site Safety plan is evaluated and revised annually in the spring by the assistant principal and members of the Safety Committee; the revisions are then shared with the entire staff. Key elements of the Safety Plan are the school's physical environment, social environment, cultural environment, and the Emergency Response Team. Included within the School Site Safety Plan is a disaster preparedness plan which lays out steps that are to be taken to ensure student and staff safety during a disaster. The school is in compliance with the laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. Fire and disaster drills are conducted on a regular basis throughout the school year.

Students are supervised throughout the day by teachers and noon duty supervisors. All visitors to the school must sign in first at the school office and receive a visitor's badge, which is a new color every day.

**Cleaning Process**

The principal works daily with the custodial staff of two to ensure that the cleaning of the school is maintained to provide for a clean and safe school. The Director of Maintenance and operations coordinates in-service training for the custodial staff. Each classroom is cleaned daily and outside maintenance is done on a regular basis or as needed. Currently the district has no specific policy on cleaning requirements and has adopted the CASBO Custodial Handbook and applied the cleaning standards and care of equipment for this purpose.

**Maintenance and Repair**

District maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority. Facilities Master Plan Policy (BP7110) and the Environmental Safety Policy (BP 3514) guide the maintenance and repair protocols for the district.

**Deferred Maintenance Budget**

The district participates in the State School Deferred Maintenance Program (EC17591), which provides matching funds on a dollar-for-dollar basis, to assist school districts with expenditures for major repair or replacement of existing school building components. Typically this includes roofing, plumbing, heating, electrical systems, interior or exterior painting, and floor systems. For the 2007-08 school year the district allocated \$458,322 for deferred maintenance program. This represents 0.1% of the district's general fund budget. During the 2007-08 school year, the district's governing board approved the following deferred maintenance project for the school: carpet replacement.

**Counseling & Support Staff**

It is the goal of Foxboro Elementary School to assist students in their social and personal development as well as academics. The school provides special attention to students who experience achievement problems. Qualified personnel provide counseling and support services to students on an as-needed basis. Support staff are devoted to helping students deal with problems and assisting them to reach positive goals. The table illustrates the support services offered at Foxboro Elementary School.

Counseling & Support Services Staff		
	Number of Staff	Full Time Equivalent
Behavior Specialist	1	0.6
Health Technician	1	0.5
Library Clerk	1	1.0
Occupational Therapist	1	0.6
Psychologist	1	0.8
Resource Program (RSP) Teachers	2	2.0
RSP Aides	2	2.0
SCIL Teacher	1	1.0
SCIL Aide	4	4.0
Speech and Language Specialist	1	1.0

The Resource Specialist Program (RSP) teachers and aides assist students with special needs in small groups or on a one-on-one basis, as well as in their regular classrooms. Foxboro Elementary School has a Structured Class for Intensive Learning (SCIL) for preschool and kindergarten students with Autism.

English Language Learner (ELL) students are placed in classrooms with CLAD (Crosscultural Language and Academic Development) certified teachers. ELL students receive English Language Development (ELD) in their regular classes.

Foxboro Elementary School offers a Gifted and Talented Education (GATE) program to students who qualify in grades four through six. GATE students receive differentiated instruction in class, as well as participate in other scheduled activities. GATE students may also participate in the Algebra Academy.

**Student Achievement & Testing**

Various measures of student achievement are used as an ongoing part of the quality instructional program at Foxboro Elementary School. These measure students' actual progress as well as the effectiveness of the instructional program. Students are also assessed using RESULTS, Developmental Reading Assessments (DRA), STAR reading assessments, and writing rubrics.

## California Standards Test

The California Standards Test (CST), a component of the STAR Program, is administered to all students in the spring to assess student performance in relation to the State Content Standards. Student scores are reported as performance levels: Advanced (exceeds state standards), Proficient (meets standards), Basic (approaching standards), Below Basic (below standards), and Far Below Basic (well below standards). The combined percentage of students scoring at the Proficient and Advanced levels in English/Language Arts, Math, and Science (grade five), for the most recent three-year period, is shown. For further information, please see <http://star.cde.ca.gov>.

California Standards Test (CST)																																	
Combined % of Students Scoring at Proficient and Advanced Levels																																	
	Language Arts															Math															Science		
	2			3			4			5			6			2			3			4			5			6			5		
	05	06	07	05	06	07	05	06	07	05	06	07	05	06	07	05	06	07	05	06	07	05	06	07	05	06	07	05	06	07	05	06	07
All Students																																	
School	60	62	54	55	46	44	87	70	52	67	66	69	67	74	69	67	71	66	73	66	62	62	73	57	43	68	53	75	73	77	35	56	41
District	61	62	60	44	51	50	73	70	66	62	62	61	55	66	64	69	72	64	70	67	71	66	72	66	49	57	57	56	64	65	42	47	47
State	42	47	48	31	36	37	47	49	51	43	43	44	38	41	42	56	59	59	54	58	58	50	54	56	44	48	49	40	41	42	28	32	37
Males																																	
School	53	54	53	45	43	36	89	68	52	59	60	57	57	72	67	72	70	72	76	72	60	69	76	59	44	63	56	77	73	79	40	60	43
District	58	57	60	36	49	47	67	64	59	58	54	55	47	65	58	72	73	68	68	69	72	63	67	63	50	52	57	59	65	63	47	46	47
State	39	43	44	29	33	33	44	46	48	39	40	41	35	38	40	58	59	59	56	58	58	50	54	56	43	48	48	41	42	42	32	34	38
Females																																	
School	70	71	54	66	48	51	84	74	51	79	72	81	77	76	73	61	73	60	70	57	63	52	70	54	42	72	50	74	73	73	29	50	40
District	65	68	59	53	55	53	78	76	73	66	70	68	64	68	70	66	70	59	73	65	70	70	77	69	49	63	58	54	62	69	37	47	47
State	45	50	53	35	39	41	52	54	55	46	47	48	41	44	45	55	57	58	54	56	57	51	55	58	45	48	49	39	41	41	26	30	35
Socioeconomically Disadvantaged																																	
School	*	22	33	*	38	19	*	58	44	*	57	42	*	67	43	*	44	61	*	50	44	*	67	44	*	71	42	*	60	50	*	36	33
District	53	46	50	42	43	37	57	63	62	50	63	49	41	63	50	62	62	58	68	63	63	64	70	60	43	60	55	35	57	54	33	37	39
State	28	33	35	17	22	23	32	35	36	28	28	29	22	26	27	45	48	48	44	46	47	38	42	45	32	35	36	26	28	28	14	18	22
African American																																	
School	*	40	62	*	38	13	*	70	60	*	58	62	*	59	58	*	55	62	*	44	40	*	65	53	*	58	57	*	59	58	*	33	43
District	46	49	56	33	38	35	57	64	52	50	49	55	48	54	45	64	58	55	75	53	57	57	66	50	35	46	48	47	44	49	22	27	37
State	34	38	39	22	27	27	35	37	39	30	30	32	24	29	29	42	44	44	39	41	42	34	38	41	28	31	32	22	23	24	16	18	22
Asian																																	
School	*	82	65	*	*	50	*	47	*	*	*	53	*	91	*	*	73	82	*	*	58	*	60	*	*	*	40	*	91	*	*	*	33
District	65	72	68	55	50	57	69	66	66	77	65	64	61	90	74	75	65	80	68	70	78	84	75	72	65	74	58	69	77	78	59	47	48
State	66	70	73	54	59	60	71	73	73	67	67	68	60	66	67	79	81	81	81	82	82	79	81	83	74	76	77	69	72	72	50	54	60
Hispanic																																	
School	*	58	19	*	42	40	*	69	36	*	28	67	*	78	37	*	68	44	*	58	50	*	77	36	*	28	42	*	67	53	*	22	33
District	35	64	38	33	35	41	62	59	50	43	44	50	27	57	49	47	74	49	60	61	69	52	66	55	30	41	47	41	52	50	27	26	37
State	28	33	35	17	22	23	32	35	37	27	29	30	22	26	28	44	47	48	43	46	48	38	43	46	33	36	37	26	29	29	14	18	23
Caucasian																																	
School	65	66	50	57	46	48	93	77	54	65	79	75	70	69	82	71	75	64	77	70	69	69	79	59	41	81	55	78	71	88	32	68	45
District	67	63	58	50	58	53	79	72	70	69	69	64	62	69	72	72	76	65	69	72	73	68	71	69	55	64	60	61	70	73	49	58	52
State	61	65	66	51	55	56	68	69	71	63	63	64	58	61	61	73	74	74	70	73	72	65	68	70	58	64	63	58	58	58	49	52	58

\*Scores are not disclosed when fewer than 10 students are tested in a grade level and/or subgroup.

## Academic Performance Index

The Academic Performance Index (API) is a score on a scale of 200 to 1,000 that annually measures the academic performance and progress of individual schools in California. The state has set 800 as the API score that schools should strive to meet.

**Statewide Rank:** Schools receiving an API Base score are ranked in ten categories of equal size (deciles) from 1 (lowest) to 10 (highest), according to type of school (elementary, middle, or high school).

**Similar Schools Rank:** Schools also receive a ranking that compares that school to 100 other schools with similar demographic characteristics. Each set of 100 schools is ranked by API score from 1 (lowest) to 10 (highest) to indicate how well the school performed compared to similar schools.

## Contact Information

Parents who wish to participate in Foxboro Elementary School's leadership teams, school committees, school activities, or become a volunteer may contact the school at (707) 447-7883.

API School Results				
	04-05	05-06	06-07	2007 API Growth Score
Statewide Rank	8	9	9	
Similar Schools Rank	6	7	8	
All Students				
Actual Growth	23	14	-32	824
Caucasian				
Actual Growth	28	17	-27	841

## CAT-6

The California Achievement Test (CAT/6) is a standardized norm-referenced test (NRT), which indicates how the student or group of students compares with that of a norm group and other students from around the country. In August of 2004 the governor signed legislation reauthorizing the STAR Program. Prior to the reauthorization the California Achievement Tests, Sixth Edition Survey (CAT/6 Survey) were administered to all students in grades two through eleven. The reauthorization program requires administering the CAT/6 Survey only to students in grades three and seven. Students in grades three and seven were tested in reading, language, spelling, and mathematics. The purpose of administering the CAT/6 Survey is to determine how well California students are achieving academically compared to a national sample of students tested in the same grade at the same time of the school year. The CAT/6 chart reflects the percentages of students scoring at or above the 50th percentile, or those students performing at average/above average level, in Reading and Math.

## Physical Fitness

In the spring of each year, Foxboro Elementary School is required by the state to administer a physical fitness test to all students in grade five. The physical fitness test is a standardized evaluation that tracks the development of high-quality fitness programs and assists students in establishing physical activity as part of their daily lives. During the 2006-07 school year, 28.6% of fifth grade students met all six fitness standards.

## Adequate Yearly Progress

No Child Left Behind (NCLB) is a federal law enacted in January 2002 that reauthorized the Elementary and Secondary Education Act (ESEA). It mandates that all students (including students who are economically disadvantaged, are from racial or ethnic minority groups, have disabilities, or have limited English proficiency) in all grades meet the state academic achievement standards for Mathematics and English/Language Arts by 2014. Schools must demonstrate "Adequate Yearly Progress" (AYP) toward achieving that goal. The Federal NCLB Act requires that all schools and districts meet the following Adequate Yearly Progress (AYP) requirements:

- Participation rate on the state's standards-based assessments in English/Language Arts (ELA) and Mathematics.
- Percent proficient on the state's standards-based assessments in ELA and Mathematics.
- API as an additional indicator.
- Graduation rate (for secondary schools).

There are several consequences for schools that do not meet the AYP standards, including additional tutoring and replacing of staff. Students would also be allowed to transfer to schools (within their district) that have met their AYP, and the former school would be required to provide the transportation to the new site. Results of school and district performance are displayed in the table.

## Federal Intervention Program

Schools and districts receiving Federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (English/Language Arts or Mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP.

## Data Sources

Data within the SARC was provided by Travis Unified School District, retrieved from the 2006-07 SARC template, and/or located on Dataquest (<http://data1.cde.ca.gov/dataquest>). Dataquest is a search engine, maintained by the California Department of Education (CDE), which allows the public to search for facts and figures pertaining to schools and districts throughout the state. Among the data available, parents and community members may find information about school performance, test scores, student demographics, staffing, and student misconduct/intervention.

## Instructional Materials

Travis Unified School District held a Public Hearing on September 11, 2007, and determined that each school within the district has 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. All textbooks and instructional materials used within the district are aligned with the California State Content Standards and Frameworks and have been approved by the Board of Education.

### CAT/6 Norm Referenced Test

#### % At or Above 50th Percentile

	Reading			Math		
	05	06	07	05	06	07
All Students						
School	59	49	43	71	73	66
District	51	53	49	71	71	74
State	36	37	38	55	55	56
Males						
School	63	45	33	80	75	65
Females						
School	55	55	53	62	69	67
Socioeconomically Disadvantaged						
School	*	31	13	*	63	56
African American						
School	*	38	20	*	56	47
Asian						
School	*	*	58	*	*	67
Hispanic						
School	*	25	35	*	67	50
Caucasian						
School	64	59	46	69	74	72

\*Scores are not disclosed when fewer than 10 students are tested in a grade level and/or subgroup.

### Adequate Yearly Progress (AYP)

	School		District	
	English - Language Arts	Mathematics	English - Language Arts	Mathematics
Made AYP Overall	Yes		Yes	
Met AYP Criteria	English - Language Arts	Mathematics	English - Language Arts	Mathematics
Participation Rate	Yes	Yes	Yes	Yes
Percent Proficient	Yes	Yes	Yes	Yes
API School Results	Yes		Yes	
Graduation Rate	N/A		Yes	

### Federal Intervention Programs

	School	District
Program Improvement (PI) Status	Not in PI	Not in PI
First Year in PI	-	-
Year in PI (2007-08)	-	-
# of Schools Currently in PI	-	0
% of Schools Identified for PI	-	0.00%

Textbook adoptions are uniform throughout the Travis Unified School District. A committee consisting of administrators and teachers establishes selection criteria based on state standards, reviews instructional materials on the state list, and makes recommendations to the Board of Trustees for final adoption. The most recent textbook adoptions (as of April 2008) in core curriculum areas are shown.

### Library Information

The school's library/media center is staffed by a full time library/media technician, who teaches students how to use the library and help them with their book selections. The library is stocked with thousands of books that are available for students to check out. In addition, the library contains 15 computers with Accelerated Reader, as well as a laptop and LCD projector. All students visit the library on a weekly basis.

### Additional Internet Access/Public Libraries

For additional research materials and Internet availability, students are encouraged to visit the numerous public libraries located in Solano County which contain numerous computer workstations. For more information please visit <http://www.solanolibrary.com>.

### Computer Resources

Computer skills and concepts are integrated throughout the standard curriculum to prepare students for technological growth and opportunities. All classrooms are connected to the Internet and have five computers in each room; the K-3 multiage program shares a mini-lab with 10 Internet capable computers. Students receive computer-assisted instruction on a regular schedule. Students receive training on the following software programs, according to their grade level and abilities: Microsoft Word and PowerPoint, Accelerated Reader, Type to Learn, Kidspiration, Inspiration, Accelerated Math, and Read Naturally.

District-Adopted Textbooks				
Grade Levels	Subject	Publisher	Adoption Year	Sufficient
K-6	English/ Language Arts	Houghton Mifflin	2005	Yes
K-6	Health	Harcourt School Publishers	2006	Yes
4-6	Health	MacMillan/ McGraw Hill	2006	Yes
K-6	Mathematics	Harcourt Math	2004	Yes
K-6	Visual & Performing Arts	Silver Burdett Ginn	1999	Yes
K-6	Science	MacMillan/ McGraw Hill	2007	Yes
K-6	Social Science	Harcourt School Publishers	2006	Yes

Computer Resources			
	04-05	05-06	06-07
Computers	138	156	161
Students per computer	5.8	5.3	4.9
Classrooms connected to Internet	32	38	35

### Parent & Community Involvement

Parents play an important role at Foxboro Elementary School through active participation and involvement in the School Site Council and the PTA. The PTA holds quarterly meetings and often donates funds and their time for projects, such as the school beautification project, the school garden, and sending sixth grade students to science camp. The PTA sponsors honored traditions throughout the school year, such as Harvest Festival, Holiday Shop, Penny Drive, Kite Night, Pastries for Parents, and Ice Cream Social. The PTA is also active in welcoming new students and kindergartners at Kindergarten Orientation and the first day of school. Parents are also welcome to volunteer in classrooms and at school activities.

Foxboro Elementary School benefits from partnerships with local businesses and services, including Albertson's, Target, Round Table Pizza, Washington Mutual, Chevron, Genentech, Southwest Airlines, Raley's, and Wells Fargo Bank.

### School Leadership

Beginning in the 2006-07 school year, leadership duties have been assumed by Principal Patricia Zetah. Ms. Zetah has 32 years of experience in education, holding the following positions: classroom teacher, Reading Specialist, Literacy Facilitator, and assistant principal.

Assistant Principal Lisa Eckhoff has 17 years of experience in education as an elementary and middle school teacher, Reading Specialist, and assistant principal (previously and currently). She has worked in Florida, Utah, Department of Defense Dependent Schools, and California.

Leadership at Foxboro Elementary School is a responsibility shared among administration, instructional staff, students, and parents. Staff members participate on the Leadership Team, School Site Council, Safety Committee, Staff Development Committee, and Parent Teacher Association (PTA). These teams make decisions regarding the priorities and direction of the educational plan and ensure instructional programs are consistent with students' needs and comply with district goals.

### Teacher Assignment

Travis Unified School District recruits and employs the most qualified credentialed teachers. For the 2006-07 school year, Foxboro Elementary School had 42 fully credentialed teachers who met all credential requirements in accordance with State of California guidelines.

Teacher misassignments reflect the number of placements within a school for which the certificated employee in the teaching or services position (including positions that involve teaching English Learners) does not hold a legally recognized certificate or credential. Teacher vacancies reflect the number of positions to which a single designated certificated employee has not been assigned at the beginning of the year for an entire year.

	Teacher Credential Status			
	School			District
	04-05	05-06	06-07	06-07
Fully Credentialed	43	44	42	274
Without Full Credentials	1	1	1	4
Working Outside Subject	0	0	0	4

	Misassignments/Vacancies		
	05-06	06-07	07-08
Misassignments of Teachers of English Learners	0	0	0
Misassignments of Teachers (other)	0	0	0
<b>Total Misassignments of Teachers</b>	<b>0</b>	<b>0</b>	<b>0</b>
Vacant Teacher Positions	0	0	0

## Highly Qualified Teachers

The Federal No Child Left Behind Act requires that all teachers in core subject areas meet certain requirements in order to be considered as "Highly Qualified" no later than the end of the 2006-07 school year. Minimum qualifications include: possession of a Bachelor's Degree, possession of an appropriate California teaching credential, and demonstrated competence in core academic subjects.

NCLB Compliant Teachers		
	% of Core Academic Courses Taught By NCLB Compliant Teachers	% of Core Academic Courses Taught By Non-NCLB Compliant Teachers
School	95.00%	5.00%
District	96.00%	4.00%
High-Poverty Schools in District	0.00%	0.00%
Low-Poverty Schools in District	96.00%	4.00%

## Substitute Teachers

The district maintains an adequate pool of qualified substitutes teachers. All substitutes have college degrees and are credentialed by the state of California. Generally, the district does not experience any problems finding qualified substitute teachers. On rare occasions when a substitute teacher is not available for an absent teacher, the principal, assistant principal, or another teacher assumes the role of the substitute.

## Teacher Evaluation

A constructive evaluation process promotes quality instruction and is a fundamental element in a sound educational program. Evaluations and formal observations are designed to encourage common goals and to comply with the state's evaluation criteria and district policies. Temporary and probationary teachers are evaluated annually and tenured teachers are evaluated at least once every other year. Evaluations are conducted by the principal and assistant principal, who have been trained and certified for competency to perform teacher evaluations.

Evaluations are based on the following criteria: Pupil Progress Toward Standards of Expected Achievement, Instructional Techniques and Strategies, Adherence to Curricular Objectives, Suitable Learning Environment, and Performance of Job Responsibilities and Adjunct Duties.

Travis Unified School District participates in both the BTSA and PAR programs. The BTSA (Beginning Teacher Support and Assessment) facilitator works with beginning and veteran teachers in improving their skills and addressing the California Standards for the Teaching Profession. Teachers who need additional support can receive help through the Peer Assistance and Review (PAR) program, which utilizes exemplary teachers to assist permanent and beginning teachers in the areas of subject matter knowledge and teaching strategies.

## School Site Teacher Salaries

The chart illustrates the average teacher salary at the school and compares it to the average teacher salary at the district and state (based on 2005-06 financial statements).

Average Teacher Salaries	
School & District	
School	\$57,255
District	\$61,281
Percentage of Variation	6.57%
School & State	
All Unified School Districts	\$58,776
Percentage of Variation	2.59%

## Teacher & Administrative Salaries as a Percentage of Total Budget

This table displays district salaries for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of the district's budget, and compares these figures to the state averages for districts of the same type and size. Detailed information regarding salaries may be found at the CDE Web site, [www.cde.ca.gov](http://www.cde.ca.gov).

Average Salary Information		
Teachers - Principal - Superintendent		
2005-06		
	District	State
Beginning Teachers	\$33,953	\$38,479
Mid-Range Teachers	\$63,257	\$60,306
Highest Teachers	\$74,856	\$74,193
Elementary School Principals	\$94,842	\$92,985
Middle School Principals	\$101,493	\$98,305
High School Principals	\$106,939	\$107,384
Superintendent	\$140,000	\$155,314
Salaries as a Percentage of Total Budget		
Teacher Salaries	47.3%	40.8%
Administrative Salaries	6.1%	5.7%

## Expenditures & Services Funded

Travis Unified School District spent an average of \$7,399 to educate each student, based on 2005-06 audited financial statements. The table provides a comparison of a school's per pupil funding from unrestricted sources with other schools in the district and throughout the state.

Expenditures per Pupil	
School	
Total Expenditures Per Pupil	\$5,248
From Restricted Sources	\$4,734
From Unrestricted Sources	\$514
District	
From Unrestricted Sources	\$901
Percentage of Variation between School & District	42.95%
State	
From Unrestricted Sources	\$4,943
Percentage of Variation between School & State	89.60%

In addition to general state funding, Travis Unified School District receives the following categorical, special education, and support programs:

- School Improvement Program (SIP)
- Peer Assistance and Review (PAR)
- 10th Grade Counseling
- Federal, Maintenance & Operations
- Class Size Reduction
- Other Instructional Allowances
- Gifted and Talented Pupils
- Home-to-School Transportation
- Special Education Transportation
- Tobacco Use Prevention Education (TUPE)
- Vocational Education, Handicapped Students
- Federal, Special Education, Entitlement per UDC
- Federal, Special Education, Discretionary Grants
- Federal, Vocational & Applied Technology Education Act
- Economic Impact Aid (EIA)
- Instructional Materials
- Federal, ECIA/ESEA/IASA