

Foxboro Elementary School

2007-2008 School Accountability Report Card



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

Lisa Eckhoff,
Principal

**Travis Unified
School District**

Kate Wren Gavlak,
Superintendent

Governing Board Members

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Mary Jo Dickerson,
Vice President

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Member

Ivery Hood,
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Student Member

Principal's Message

Foxboro Elementary is a school where learning never ends. As we celebrate our sixteenth 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, 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.

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 2007-08 school year, Foxboro Elementary School had 749 students enrolled in grades kindergarten through six on a year-round calendar.

Student Enrollment by Ethnic Group

2007-08

	Percentage
African American	8.1%
American Indian	0.1%
Asian	6.4%
Caucasian	51.1%
Filipino	6.3%
Hispanic or Latino	15.1%
Pacific Islander	0.9%
Multiple or No Response	11.9%

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 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		
	05-06	06-07	07-08	05-06	06-07	07-08
Suspensions	18	20	41	646	501	505
Suspension Rate	2.2%	2.5%	5.5%	12.1%	9.5%	9.5%
Expulsions	0	0	1	6	5	12
Expulsion Rate	0.0%	0.0%	0.1%	0.1%	0.1%	0.2%

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
- Grade Level 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.

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 often available before and after school and during lunch for tutoring. Cross-age buddies are also available for students.

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 one full day 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 contacts 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).

The table illustrates the enrollment trend by grade level for the past three school years.

Enrollment Trend by Grade Level

	2005-06	2006-07	2007-08
K	109	98	91
1st	121	119	91
2nd	119	119	112
3rd	112	117	118
4th	119	104	110
5th	123	119	109
6th	122	120	118

Class Size

Foxboro Elementary School maintained a schoolwide average class size of 21.9 students and a pupil-to-teacher ratio of 18.7:1 for the 2007-08 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

	Classrooms Containing:											
	Average Class Size			1-20 Students			21-32 Students			33+ Students		
	06	07	08	06	07	08	06	07	08	06	07	08
K	17	20	18	5	3	3	-	-	-	-	-	-
1	20	20	17	4	4	3	-	-	-	-	-	-
2	20	20	19	5	4	4	-	-	-	-	-	-
3	19	20	20	4	4	4	-	-	-	-	-	-
4	30	25	28	-	1	-	4	4	4	-	-	-
5	31	30	27	-	-	-	4	4	4	-	-	-
6	31	30	30	-	-	-	4	4	4	-	-	-
K-3	20	21	19	8	8	8	-	1	-	-	-	-

School Facilities & Safety

Foxboro Elementary School's campus was originally built in 1993 and contains 32 classrooms, one library, a gym/multipurpose room, one staff room, and two playgrounds. At the time of publication, 100% of restrooms were in good working order. Facilities information is current as of December 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: 10/17/2008				
Overall Summary of School Facility Conditions: Good				
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	Room A1 - Carpet stain. Sink counter deteriorating. A Center Room - Ceiling tiles satined. Room A2 - Handle on cabinet bent. Ceiling tiles stained. Room A3 - Carpet stained. Ceiling tiles stained. A Work Room - Ceiling tiles stained. Room A5 - Ceiling tile stained. B Work Room - Ceiling tiles stained. Room B6 - Carpet stained. . Room C1 - Ceiling tile warped. Carpet stained. Room C3 - Ceiling tiles broken and stained. C Work Room - Carpet missing in doorway. Room C6 - Carpet stained. Ceiling tile bowing in front corner. Bldg 10 - Ceiling tile bowed. Room D1 - Grill for vent. Room D2 - Grills for vents. Room D3 - Grills for vents. Baseboard missing. Room D8 - Grills for vents. . Room D7 - Carpet frayed. Room D6 - Carpet stained. Room D5 - Missing tile floor. Carpet torn. MPR - Floor tile cracked.
Hazardous Materials (Interior and Exterior)	X			
Structural Damage	X			Room B6 - Concrete slab separated and shows depression with carpet. Room D8 - Ramp chunks missing wood.
Fire Safety	X			B Work Room - Fire extinguisher obscured.
Electrical (Interior and Exterior)	X			Room B4 - Outlet loose. C Wing Boy's Bathroom - Light switch cover plate broken. Room D6 - USB wall mount is not mounted. Library - Floor outlet missing cover. Main Office - Outlet cracked.
Pest/Vermin Infestation	X			
Drinking Fountains (Inside and Outside)	X			Outside - plugged. Outside MPR - Replace fountain.
Restrooms	X			Room K1 - Toilet seat needs to be replaced. Toilet seat stained. C Wing Bathroom - Urinal overflowed. Water on floor. Outside MPR - Sinks not operating. Outlet cracked.
Sewer	X			
Roofs (observed from the ground, inside/outside the building)	X			
Playground/School Grounds	X			Outside MPR - Curb trip hazard.
Overall Cleanliness	X			Room C4 - Food not in a sealing container. (Sunflower seeds).

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 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 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 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 2008-09 school year the district allocated \$491,000 for the deferred maintenance program. This represents 1.1% of the district's general fund budget. During the 2008-09 school year, the district's governing board did not approve any maintenance projects for the school.

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 Aides	4	4.0
SCIL Teacher	1	1.0
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																						
	06	07	08	06	07	08	06	07	08	06	07	08	06	07	08	06	07	08															
All Students																																	
School	62	54	55	46	44	45	70	52	62	66	69	56	74	69	71	71	66	66	66	62	57	73	57	62	68	53	50	73	77	71	56	41	43
District	62	60	56	51	50	48	70	66	69	62	61	63	66	64	69	72	64	68	67	71	69	72	66	70	57	57	61	64	65	69	47	47	58
State	47	48	48	36	37	38	49	51	55	43	44	48	41	42	47	59	59	59	58	58	61	54	56	61	48	49	51	41	42	44	32	37	46
Males																																	
School	54	53	57	43	36	57	68	52	52	60	57	49	72	67	56	70	72	63	72	60	57	76	59	59	63	56	43	73	79	67	60	43	41
District	57	60	53	49	47	50	64	59	65	54	55	58	65	58	65	73	68	67	69	72	71	67	63	73	52	57	56	65	63	71	46	47	58
State	43	44	44	33	33	35	46	48	52	40	41	46	38	40	44	59	59	61	58	58	62	54	56	61	48	48	51	42	42	44	34	38	48
Females																																	
School	71	54	52	48	51	37	74	51	71	72	81	67	76	73	82	73	60	72	57	63	57	70	54	65	72	50	62	73	73	74	50	40	48
District	68	59	59	55	53	46	76	73	72	70	68	68	68	70	73	70	59	67	65	70	68	77	69	67	63	58	67	62	69	67	47	47	56
State	50	53	51	39	41	40	54	55	59	47	48	52	44	45	50	57	58	58	56	57	60	55	58	62	48	49	52	41	41	43	30	35	45
Socioeconomically Disadvantaged																																	
School	22	33	*	38	19	*	58	44	*	57	42	46	67	43	*	44	61	*	50	44	*	67	44	*	71	42	54	60	50	*	36	33	46
District	46	50	40	43	37	34	63	62	59	63	49	55	63	50	64	62	58	60	63	63	61	70	60	63	60	55	59	57	54	60	37	39	53
State	33	35	35	22	23	24	35	36	41	28	29	34	26	27	32	48	48	49	46	47	51	42	45	51	35	36	40	28	28	30	18	22	32
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	49	56	39	38	35	43	64	52	58	49	55	47	54	45	62	58	55	51	53	57	57	66	50	66	46	48	49	44	49	62	27	37	35
State	38	39	39	27	27	28	37	39	43	30	32	35	29	29	33	44	44	44	41	42	46	38	41	46	31	32	36	23	24	26	18	22	33
Asian																																	
School	82	65	*	* 50	*	47	* * *	* 53	*	91	* * *	73	82	*	* 58	*	60	* * *	* 40	*	91	* * *	* 33	*	91	* * *	* 33	*					
District	72	68	58	50	57	62	66	66	72	65	64	77	90	74	79	65	80	79	70	78	86	75	72	84	74	58	54	77	78	79	47	48	69
State	70	73	74	59	60	61	73	73	77	67	68	72	66	67	71	81	81	82	82	82	84	81	83	86	76	77	78	72	72	75	54	60	69
Hispanic or Latino																																	
School	58	19	58	42	40	*	69	36	55	28	67	*	78	37	*	68	44	58	58	50	*	77	36	36	28	42	*	67	53	*	22	33	*
District	64	38	47	35	41	21	59	50	56	44	50	53	57	49	61	74	49	68	61	69	47	66	55	57	41	47	51	52	50	59	26	37	56
State	33	35	35	22	23	24	35	37	42	29	30	34	26	28	33	47	48	49	46	48	52	43	46	51	36	37	40	29	29	31	18	23	32
Caucasian																																	
School	66	50	56	46	48	44	77	54	67	79	75	57	69	82	74	75	64	71	70	69	58	79	59	64	81	55	54	71	88	74	68	45	51
District	63	58	62	58	53	53	72	70	73	69	64	64	69	72	68	76	65	72	72	73	73	71	69	69	64	60	63	70	73	69	58	52	61
State	65	66	64	55	56	57	69	71	74	63	64	67	61	61	66	74	74	74	73	72	74	68	70	74	64	63	65	58	58	60	52	58	68

*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.

	API School Results			
	05-06	06-07	07-08	2008 API Growth Score
Statewide Rank	9	9	8	
Similar Schools Rank	7	8	2	
All Students				
Actual Growth	14	-32	-3	818
Caucasian				
Actual Growth	17	-27	-7	831

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.

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 2007-08 school year, 44.7% 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.

	Adequate Yearly Progress (AYP)			
	School		District	
	English - Language Arts	Mathematics	English - Language Arts	Mathematics
Made AYP Overall	Yes		No	
Met AYP Criteria	English - Language Arts	Mathematics	English - Language Arts	Mathematics
Participation Rate	Yes	Yes	Yes	Yes
Percent Proficient	Yes	Yes	No	Yes
API School Results	Yes		Yes	
Graduation Rate	N/A		Yes	

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.

	Federal Intervention Programs	
	School	District
Program Improvement (PI) Status	Not in PI	Not in PI
First Year in PI	-	-
Year in PI (2008-09)	-	-
# of Schools Currently in PI	-	0
% of Schools Identified for PI	-	0.00%

Data Sources

Data within the SARC was provided by Travis Unified School District, retrieved from the 2007-08 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 9, 2008, 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.

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 December 2008) in core curriculum areas are as follows.

District-Adopted Textbooks					
Grade Levels	Subject	Publisher	Adoption Year	Sufficient	% Lacking
K-6	English Language Development	Hampton Brown	2004	Yes	0.0%
6th	English Language Development	Heinle & Heinle	2001	Yes	0.0%
K-6	English/ Language Arts	Houghton Mifflin	2005	Yes	0.0%
K-6	Health	Harcourt School Publishers	2006	Yes	0.0%
4th-6th	Health	MacMillan/McGraw Hill	2006	Yes	0.0%
K-6	Mathematics	Harcourt Math	2004	Yes	0.0%
K-6	Science	MacMillan/McGraw Hill	2007	Yes	0.0%
K-6	Social Science	Harcourt School Publishers	2006	Yes	0.0%
1st-6th	Visual and Performing Arts	Silver Burdett	2008	Yes	0.0%

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.

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, Read Naturally, and Rosetta Stone.

	Computer Resources		
	05-06	06-07	07-08
Computers	156	161	160
Students per computer	5.3	4.9	4.7
Classrooms connected to Internet	38	35	35

Additional Internet Access/Public Libraries

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

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, 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 Target, Round Table Pizza, Washington Mutual, Chevron, Genentech, Southwest Airlines, Raley's, and Wells Fargo Bank.

School Leadership

Beginning in the 2008-09 school year, leadership duties have been assumed by Principal Lisa Eckhoff. Ms. Eckhoff has 18 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 2007-08 school year, Foxboro Elementary School had 41 fully credentialed teachers who met all credential requirements in accordance with State of California guidelines.

	Teacher Credential Status			
	School			District
	05-06	06-07	07-08	07-08
Fully Credentialed	44	42	41	268
Without Full Credentials	1	1	0	7
Working Outside Subject	0	0	0	2

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.

	Misassignments/Vacancies		
	06-07	07-08	08-09
Misassignments of Teachers of English Learners	0	0	0
Misassignments of Teachers (other)	0	0	0
Total Misassignments of Teachers	0	0	0
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	97.2%	2.8%
District	96.4%	3.6%
High-Poverty Schools in District	0.0%	0.0%
Low-Poverty Schools in District	96.4%	3.6%

Substitute Teachers

The district maintains an adequate pool of qualified substitute 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, 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 who has 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 2006-07 financial statements).

Average Teacher Salaries	
School & District	
School	\$65,449
District	\$66,773
Percentage of Variation	1.99%
School & State	
All Unified School Districts	\$62,157
Percentage of Variation	5.29%

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.

Average Salary Information		
Teachers - Principal - Superintendent		
2006-07		
	District	State
Beginning Teachers	\$36,698	\$39,692
Mid-Range Teachers	\$68,371	\$62,830
Highest Teachers	\$76,766	\$80,472
Elementary School Principals	\$101,369	\$98,460
Middle School Principals	\$107,804	\$104,522
High School Principals	\$117,965	\$114,549
Superintendent	\$144,200	\$166,547
Salaries as a Percentage of Total Budget		
Teacher Salaries	47.0%	40.2%
Administrative Salaries	5.8%	5.8%

Expenditures & Services Funded

Travis Unified School District spent an average of \$7,951 to educate each student, based on 2006-07 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	\$5,465
From Restricted Sources	\$598
From Unrestricted Sources	\$4,867
District	
From Unrestricted Sources	\$4,881
Percentage of Variation between School & District	0.28%
State	
From Unrestricted Sources	\$5,300
Percentage of Variation between School & State	8.17%

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

- School Improvement Program (SIP)
- Peer Assistance and Review
- Home-to-School Transportation
- Federal, Maintenance & Operations
- Class Size Reduction
- Other Instructional Allowances
- Gifted and Talented Pupils
- Special Education Transportation
- 10th Grade Counseling
- 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