

Foxboro Elementary School

2008-2009 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

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Vice President

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Student Board Member

Principal's Message

Foxboro Elementary is a school where learning never ends. As we celebrate our seventeenth 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 with 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 a high level of community involvement.

Foxboro Elementary School is one of five elementary schools in Travis Unified School District, which also includes one middle school, one high school, a community day school, and an education center. During the 2008-09 school year, Foxboro Elementary School had 759 students enrolled in grades kindergarten through six on a modified traditional calendar.

Student Enrollment by Ethnic Group

2008-09	
	Percentage
African American	8.3%
American Indian	0.3%
Asian	5.8%
Caucasian	47.4%
Filipino	6.9%
Hispanic or Latino	19.1%
Pacific Islander	1.3%
Multiple or No Response	10.9%

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 their actions.

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, 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		
	06-07	07-08	08-09	06-07	07-08	08-09
Suspensions	20	41	18	501	505	467
Suspension Rate	2.5%	5.5%	2.4%	9.5%	9.5%	8.8%
Expulsions	0	1	0	5	12	11
Expulsion Rate	0.0%	0.1%	0.0%	0.1%	0.2%	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
- Grade Level Performances
- Garden Club
- Community Service Club
- Cross-Age Tutoring
- Band
- 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

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.

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

	2006-07	2007-08	2008-09
K	98	91	100
1st	119	91	97
2nd	119	112	99
3rd	117	118	116
4th	104	110	120
5th	119	109	117
6th	120	118	110

Class Size

Foxboro Elementary School maintained a schoolwide average class size of 23 students and a pupil-to-teacher ratio of 20:1 for the 2008-09 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		
	07	08	09	07	08	09	07	08	09	07	08	09
K	20	18	20	3	3	4	-	-	-	-	-	-
1	20	17	19	4	3	4	-	-	-	-	-	-
2	20	19	19	4	5	3	-	-	-	-	-	-
3	20	20	20	4	4	4	-	-	-	-	-	-
4	25	28	30	1	-	-	4	4	4	-	-	-
5	30	27	29	-	-	-	4	4	4	-	-	-
6	30	30	28	-	-	-	4	4	4	-	-	-
K-3	21	19	20	8	8	6	1	-	-	-	-	-

School Facilities & Safety

Foxboro Elementary School's campus was originally built in 1993 and contains 35 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 October 2009.

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.

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 Leadership

Beginning in the 2008-09 school year, leadership duties have been assumed by Principal Lisa Eckhoff. Ms. Eckhoff has 19 years of experience in education as an elementary and middle school teacher, Reading Specialist, and assistant principal. 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, 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.

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.

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.

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.

School Facility Conditions				
Date of Last Inspection: 09/14/2009				
Overall Summary of School Facility Conditions: Fair				
Items Inspected	Facility Component System Status			Deficiency & Remedial Actions Taken or Planned
	Good	Fair	Poor	
Systems (Gas Leaks, Mech/HVAC, Sewer)	X			
Interior			X	K2 - Ceiling tiles stained, carpet stained, and dirty walls next to sink. A2 - Hole in wall by interior door. C3 - Damaged ceiling tile. C4 - Missing ceiling tile; carpet stained. C5 - Wrong color ceiling tile; carpet stained and soiled. D11 - Damaged ceiling tile; frayed carpet. D9 - Frayed carpet. D5 - Tile floor chipped at cabinets; carpet frayed. D7 - Carpet splitting; no ceiling vent covers. D8 - Carpet splitting and stained; no ceiling vent covers. MPR - Window broken (vandalism before school started); tile missing.
Cleanliness (Overall Cleanliness, Pest/ Vermin Infestation)	X			A2 - Dirty under sink. Outside B Wing - Fountains are dirty and doors dusty. C Wing Restroom - Girls restroom - toilet seat stained. C1 - Carpet stained. MPR Electrical Room - Items stored on transformer; room disorganized.
Electrical		X		K1 - Cable from wall to TV loose. Library - Bronze outlet cover missing; multiple lights out. A Wing Restrooms - Girls restroom - light bulbs needed. B2 - Light out. B4 - Outlets loose; cracked outlet cover. B5 - Light above teachers desk is out. B6 - Cracked diffuser. C3 - Light out. D5 - Broken outlet cover. D6 - LAN box hanging off wall.
Restrooms/Fountains		X		K1 - Faucet does not stay on long enough. K2 - Counter top around sink water damaged. Fountains - Water build-up scaling. A6 - Water fountain pressure too high. C1 - No pressure in fountain. K2 - Boys restroom needs sign; sink leaking; light out; girls restroom - light switch is in the ADA stall.
Safety (Fire Safety, Hazardous Materials)	X			
Structural (Structural Damage, Roofs)	X			C Building Exterior - Exterior painting needed. D1 - Deteriorating ramp.
External (Grounds, Windows, Doors, Gates, Fences)	X			A2 - Playground replacement in progress. Outside B Wing - Hole in concrete. A Wing Restrooms - Door handle missing.

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	0.5
Resource Program (RSP) Teachers	2	2.0
RSP Aides	2	2.0
Speech and Language Specialist	1	1.0

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, Accelerated Math 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, for the most recent three-year period, is shown. For further information, please see <http://star.cde.ca.gov>.

California Standards Test (CST)									
Subject	School			District			State		
	2007	2008	2009	2007	2008	2009	2007	2008	2009
English/Language Arts	58	58	59	60	62	64	43	46	50
Mathematics	63	62	59	51	53	53	40	43	46
Science	41	48	50	53	63	64	38	46	50
History/Social Science	*	*	*	38	44	53	33	36	41

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

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 2008-09 school year, 44.3% of fifth grade students met all six fitness standards.

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.

California Standards Test (CST)				
Subgroups				
Subject	English/Language Arts	Mathematics	Science	History/Social Science
African American	33	42	25	*
American Indian	*	*	*	*
Asian	79	77	58	*
Filipino	60	72	*	*
Hispanic or Latino	49	49	50	*
Pacific Islander	91	64	*	*
Caucasian	64	63	57	*
Males	52	58	50	*
Females	66	61	51	*
Socioeconomically Disadvantaged	40	46	40	*
English Learners	22	33	*	*
Students with Disabilities	15	18	*	*
Migrant Education	*	*	*	*

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

Federal Intervention Programs

	School	District
Program Improvement (PI) Status	Not in PI	Not in PI
First Year in PI	-	-
Year in PI (2009-10)	-	-
# of Schools Currently in PI	-	1
% of Schools Identified for PI	-	10.00%

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				
	06-07	07-08	08-09	2009 API Growth Score
Statewide Rank	9	8	7	
Similar Schools Rank	8	2	3	
All Students				
Actual Growth	-32	-2	-3	815
Socioeconomically Disadvantaged				
Actual Growth	-	-	7	753
Hispanic or Latino				
Actual Growth	-	-	-13	767
Caucasian				
Actual Growth	-27	-12	3	829

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	
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	

National Assessment of Educational Progress

The National Assessment of Educational Progress (NAEP) is a nationally representative assessment of what America's students know and can do in various subject areas. Assessments are conducted periodically in Mathematics, Reading, Science, Writing, the Arts, Civics, Economics, Geography, and U.S. History. Student scores for Reading and Mathematics are reported as performance levels (i.e., basic, proficient, and advanced) and the participation of students with disabilities (SD) and English language learners (ELL) is reported based on three levels (identified, excluded, and assessed).

Detailed information regarding the NAEP results for each grade, performance level, and participation rate can be found on the National Assessment of Educational Progress web page at <http://nces.ed.gov/nationsreportcard/>.

The first table displays the National Assessment of Educational Progress Results for reading (2007) and mathematics (2009) for grades four and eight by scale score and achievement level.

The second table displays the participation rates on the National Assessment of Educational Progress for reading (2007) and mathematics (2009) by students with disabilities and/or English language learners for grades four and eight.

NOTE: Only a sample group of California's schools and districts participate in the NAEP testing cycle. Therefore, students in any particular school or district may not be included in these results. The NAEP reflects state test results and is not reflective of either the LEA or the individual school.

National Assessment of Educational Progress					
Reading and Mathematics Results for Grades 4 & 8					
By Performance Level - All Students					
	Average Scale Score		% at Each Achievement Level		
	State	National	Basic	Proficient	Advanced
Reading 2007 Grade 4	209	220	30	18	5
Reading 2007 Grade 8	251	261	41	20	2
Math 2009 Grade 4	232	239	41	25	5
Math 2009 Grade 8	270	282	36	18	5

National Assessment of Educational Progress				
Reading and Mathematics Results for				
Students with Disabilities (SD) and/or English Language Learners (ELL)				
By Grades 4 & 8 and Participation Rate - All Students				
	Participation Rate			
	State		National	
	SD	ELL	SD	ELL
Reading 2007 Grade 4	74	93	65	80
Reading 2007 Grade 8	78	92	66	77
Math 2009 Grade 4	79	96	84	94
Math 2009 Grade 8	85	96	78	92

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.

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.

Instructional Materials

Travis Unified School District held a public hearing on October 13, 2009, 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*. Core subject textbooks and instructional materials are provided for each student, including English learners. Standards-aligned texts and materials are reserved both 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 October 2009) in core curriculum areas are illustrated in the chart.

District-Adopted Textbooks						
Grade Levels	Subject	Publisher	Adoption Year	Sufficient	% Lacking	
K-6	English Language Development	Hampton Brown	2004	Yes	0.0%	
K-6	English/ Language Arts	Houghton Mifflin	2005	Yes	0.0%	
K-6	Health	Harcourt School Publishers	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%	
1-6	Visual and Performing Arts	Pearson Scott Foresman	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.

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.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, Read Naturally, and Rosetta Stone.

	Computer Resources		
	06-07	07-08	08-09
Computers	161	160	162
Students per computer	4.9	4.7	4.7
Classrooms connected to Internet	35	35	38

Teacher Assignment

Travis Unified School District recruits and employs the most qualified credentialed teachers. For the 2008-09 school year, Foxboro Elementary School had 38 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
	06-07	07-08	08-09	08-09
Fully Credentialed	42	41	38	264
Without Full Credentials	1	0	0	5
Working Outside Subject	0	0	0	3

	Misassignments/Vacancies		
	07-08	08-09	09-10
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	100.0%	0.0%
District	98.8%	1.2%
High-Poverty Schools in District	0.0%	0.0%
Low-Poverty Schools in District	98.8%	1.2%

Staff Development

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

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.

Data Sources

Data within the SARC was provided by Travis Unified School District, retrieved from the 2008-09 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.

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 2007-08 financial statements).

Average Teacher Salaries	
School & District	
School	\$70,776
District	\$66,933
Percentage of Variation	5.74%
School & State	
All Unified School Districts	\$64,246
Percentage of Variation	10.16%

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		
	2007-08	
	District	State
Beginning Teachers	\$36,698	\$40,917
Mid-Range Teachers	\$68,371	\$64,688
Highest Teachers	\$76,766	\$82,849
Elementary School Principals	\$104,472	\$102,130
Middle School Principals	\$108,789	\$108,050
High School Principals	\$116,951	\$117,805
Superintendent	\$155,736	\$176,845
Salaries as a Percentage of Total Budget		
Teacher Salaries	46.3%	40.3%
Administrative Salaries	5.8%	5.9%

Expenditures & Services Funded

Travis Unified School District spent an average of \$8,188 to educate each student, based on 2007-08 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	\$5,875
From Restricted Sources	\$707
From Unrestricted Sources	\$5,168
District	
From Unrestricted Sources	\$4,961
Percentage of Variation between School & District	4.17%
State	
From Unrestricted Sources	\$5,512
Percentage of Variation between School & State	6.24%

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 (PAR)
- 10th Grade Counseling
- Federal, Maintenance & Operations
- 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
- Class Size Reduction