

Benjamin Foxen Elementary School

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

General Information about the School Accountability Report Card (SARC)

SARC Overview



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

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

DataQuest



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

California School Dashboard



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

Internet Access

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

Admission Requirements for the University of California (UC)

Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at <https://admission.universityofcalifornia.edu/>.

Admission Requirements for the California State University (CSU)

Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at <https://www2.calstate.edu/>.

2025-26 School Contact Information

School Name	Benjamin Foxen Elementary School
Street	4949 Foxen Canyon Rd.
City, State, Zip	Santa Maria, CA 93454
Phone Number	(805) 937-1148
Principal	Doug Brown
Email Address	dbrown@blochmanusd.org
School Website	http://blochmanusd.org
Grade Span	K-8
County-District-School (CDS) Code	42 69112 6045264

2025-26 District Contact Information

District Name	Blochman Union Elementary School District
Phone Number	805-937-1148
Superintendent	Doug Brown
Email Address	dbrown@blochmanusd.org
District Website	http://blochmanusd.org

2025-26 School Description and Mission Statement

The Blochman Union School District is a one school district that encompasses the unincorporated towns of Sisquoc, Garey and Tepusquet. The district's only school, Benjamin Foxen Elementary, is a K-8 school with 210 students located in the Santa Maria Valley of Santa Barbara County. In addition, Blochman sponsors four charter schools, Family Partnership Charter School (K-12), Trivium Charter School (K-12), Trivium Charter School: Adventure (K-12), and Trivium Charter School: Voyage (K-12). All charter schools are independent study schools serving students in Santa Barbara and San Luis Obispo Counties.

After 8th grade promotion from Benjamin Foxen Elementary School, students attend the Santa Maria Joint Union High School District. Local industries include farming, oil production, rock/sand/gravel production and vineyards/wine production. There are

2025-26 School Description and Mission Statement

two universities and three community colleges located within a 65 mile radius of the District.

The mission of the Blochman Union School District is to ensure the educational success of all students by maintaining high expectations, a safe learning environment, a commitment to excellence, and comprehensive programs which empower children to reach their fullest potential as responsible citizens in a continuously changing world.

About this School

2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	24
Grade 1	18
Grade 2	19
Grade 3	27
Grade 4	21
Grade 5	24
Grade 6	26
Grade 7	27
Grade 8	24
Total Enrollment	210

2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	44.3
Male	55.7
American Indian or Alaska Native	0.5
Asian	1
Black or African American	0.5
Hispanic or Latino	47.1
Two or More Races	5.2
White	45.7
English Learners	9
Homeless	0.5
Socioeconomically Disadvantaged	45.7
Students with Disabilities	11.9

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

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

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

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	8.9	100	64.7	60.47	234405.2	84
Intern Credential Holders Properly Assigned	0	0	0	0	4853	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0	0	0	0.06	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0	0	41.5	38.79	11953.1	4.28
Unknown/Incomplete/NA	0	0	0.7	0.68	15831.9	5.67
Total Teaching Positions	8.9	100	107	100	279044.8	100

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

2022-23 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	7.8	81.26	43.1	56.42	231142.4	83.24
Intern Credential Holders Properly Assigned	0	0	0	0	5566.4	2
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	1	10.35	2.7	3.57	14938.3	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0	0	29.4	38.5	11746.9	4.23
Unknown/Incomplete/NA	0.8	8.28	1.1	1.5	14303.8	5.15
Total Teaching Positions	9.6	100	76.5	100	277698	100

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

2023-24 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	8	88.89	42.1	58.27	230039.4	100
Intern Credential Holders Properly Assigned	0	0	0	0	6213.8	2.23
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	1	11.11	1	1.45	16855	6.04
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0	0	29.1	40.26	12112.8	4.34
Unknown/Incomplete/NA	0	0	0	0	13705.8	4.91
Total Teaching Positions	9	100	72.2	100	278927.1	100

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

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

Authorization/Assignment	2021-22	2022-23	2023-24
Permits and Waivers	0.00	1	1
Misassignments	0.00	0	0
Vacant Positions	0.00	0	0
Total Teachers Without Credentials and Misassignments	0.00	1	1

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

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

Class Assignments

Indicator	2021-22	2022-23	2023-24
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0	0	0
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0	0	0

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

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

This section describes whether the textbooks and instructional materials used at the school are from the most recent adoption; whether there are sufficient textbooks and instruction materials for each student; and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Year and month in which the data were collected August 2024

Subject	List of Textbooks and Other Instructional Materials / Indicate if from Most Recent Adoption / Year of Adoption	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Grades K – 5: Journeys (Houghton Mifflin) Grades 6 – 8: Collections (Houghton Mifflin)	0
Mathematics	Grades K – 5: My Math (McGraw -Hill) Grade 6: Big Ideas Math, Course One (Big Ideas Learning) Grade 7: Big Ideas Math, Course Two (Big Ideas Learning) Grade 8: Big Ideas Math, Course Three (Big Ideas Learning)	0
Science	Grades K - 6: National Geographic Exploring Science (Cengage) Grades 7 - 8: Inspire Science California (McGraw-Hill)	0
History-Social Science	Kindergarten: CA Impact-Learning & Working Now & Long Ago (McGraw -Hill) Grade 1: CA Impact-A Child's Place in Time & Space (McGraw -Hill) Grade 2: CA Impact-People Who Make a Difference (McGraw -Hill) Grade 3: CA Impact-Continuity & Change (McGraw -Hill) Grade 4: CA Impact-California: A Changing State (McGraw -Hill) Grade 5: CA Impact-US History : Making a New Nation (McGraw -Hill) Grade 6: CA Impact-World History & Geography, Ancient Civilizations (McGraw -Hill) Grade 7: CA Impact - World History & Geography, Medieval & Early Modern Times (McGraw -Hill) Grade 8: CA Impact: United States History & Geography, Growth & Conflict (McGraw -Hill)	0
Foreign Language	Spanish instruction is provided on a class-by-class basis.	0
Health	Grade 8: Teen Health (McGraw-Hill)	0

	Teachers in other grades incorporate state-approved health related supplemental instructional materials into the classroom curriculum.	
Visual and Performing Arts	The District contracts with Coehlo Music to provide music instruction to students. The district also utilizes Arts and Music Block Grant funding to provide in class art instruction to students.	0
Science Laboratory Equipment (grades 9-12)		0

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

School Facility Conditions and Planned Improvements

Benjamin Foxen School provides a safe, clean environment for student, staff and volunteers. School facilities were built in 1951 and span 11 acres. The buildings consist of 11 classrooms, an office, multi-purpose room/cafeteria, library and a bus barn. Two portable classrooms were added in 2015. Benjamin Foxen School is a community resource. The facilities are used by 4-H and several other organizations. Our facilities and campus safety are supported by classified staff including two maintenance workers, a Food Service Manager and head cook, a school secretary, an accounting assistant, a library assistant and a business manager. A scheduled maintenance program is administered by the District to ensure that all classrooms and facilities are maintained at a level that provides for a good learning environment. The District complies with all laws, rules and regulations pertaining to hazardous materials and state earthquake standards. The District's Disaster Preparedness Plan includes steps for ensuring student and staff safety during a disaster. Fire drills are held regularly.

Repairs necessary to keep the school in good repair and working order are completed in a timely manner. Blochman Union School District administers a scheduled maintenance program to ensure that all classrooms and facilities are well-maintained and provide a suitable learning environment.

Year and month of the most recent FIT report	11/21/24
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System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rate

Exemplary	Good	Fair	Poor
X			

B. Pupil Outcomes

State Priority: Pupil Achievement

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

Statewide Assessments

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

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

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

College and Career Ready

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

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

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

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

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

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
English Language Arts/Literacy (grades 3-8 and 11)	48	51	51	55	47	48
Mathematics (grades 3-8 and 11)	32	32	33	35	35	37

2024-25 CAASPP Test Results in ELA by Student Group

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

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

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	142	138	97.18	2.82	51.45
Female	60	59	98.33	1.67	59.32
Male	82	79	96.34	3.66	45.57
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	67	66	98.51	1.49	36.36
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	63	60	95.24	4.76	66.67
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	67	66	98.51	1.49	39.39
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	23	20	86.96	13.04	5.00

2024-25 CAASPP Test Results in Math by Student Group

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

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

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	142	138	97.18	2.82	31.88
Female	60	59	98.33	1.67	30.51
Male	82	79	96.34	3.66	32.91
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	67	66	98.51	1.49	21.21
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	63	60	95.24	4.76	43.33
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	67	66	98.51	1.49	27.27
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	23	20	86.96	13.04	5.00

CAASPP Test Results in Science for All Students

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

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

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

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

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
Science (grades 5, 8 and high school)	41.86	28.26	41.86	28.26	30.73	32.52

2024-25 CAASPP Test Results in Science by Student Group

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	46	46	100.00	0.00	28.26
Female	14	14	100.00	0.00	14.29
Male	32	32	100.00	0.00	34.38
American Indian or Alaska Native	--	--	--	--	--
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	23	23	100.00	0.00	13.04
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	17	17	100.00	0.00	52.94
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	24	24	100.00	0.00	25.00
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

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

2024-25 California Physical Fitness Test Participation Rates

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

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	96%	96%	100%	83%	100%
Grade 7	100%	96%	100%	100%	100%

C. Engagement

State Priority: Parental Involvement

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

2025-26 Opportunities for Parental Involvement

Parents and the community are very supportive of the education program at Benjamin Foxen Elementary. Parents are encouraged to work closely with the school in a variety of classroom volunteer positions.

The School Site Council (SSC) is made up of parents and staff who are responsible for the development of the school's School Improvement Plan. Parents are kept current with their student's progress through parent teacher conferences that are scheduled twice a year and supported by mini-conferences throughout the year.

The Local Control Accountability Plan Committee (LCAP) is actively involved in helping the District formulate and implement goals and plans.

The school welcomes parents to become active members on one or more of the many committees and councils as well as attending the school board meetings to stay informed of district and school issues.

2024-25 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	217	213	10	4.7
Female	96	94	6	6.4
Male	121	119	4	3.4
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	105	102	6	5.9
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	12	11	0	0.0
White	96	96	3	3.1
English Learners	22	20	4	20.0
Foster Youth	--	--	--	--
Homeless	--	--	--	--
Socioeconomically Disadvantaged	107	105	7	6.7
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	33	33	2	6.1

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

C. Engagement

State Priority: School Climate

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

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

Suspensions and Expulsions

This table displays suspensions data.

Suspensions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
4.48	2.45	2.3	0.56	0.32	0.29	3.6	3.28	2.94

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

This table displays expulsions data.

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

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

2024-25 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	2.30	0.00
Female	0.00	0.00
Male	4.13	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	3.81	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	1.04	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	3.74	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	9.09	0.00

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

2025-26 School Safety Plan

Benjamin Foxen Elementary School district administrators have the task and responsibility to ensure the safety of their students and staff in an emergency, whether it's an earthquake, a flood or an act of terrorism. Developing emergency operations plans and training staff in emergency response procedures is required by law. The safety of students and staff is a primary concern of Benjamin Foxen School. The school complies with all laws, rules and regulations pertaining to hazardous materials and state earthquake standards. The school's disaster preparedness plan includes steps for ensuring student and staff safety during a disaster. Fire, disaster, and earthquake drills are conducted on a regular basis throughout the school year. The campus is closed and adult supervision is provided before school, after school, and during recesses.

The Comprehensive School Safety Plan was developed by the school in consultation with local first responders in order to comply with Senate Bill 187 of 1997. The plan provides students and staff a means to ensure a safe and orderly learning environment. Components of the Comprehensive School Safety Plan include the following: child abuse reporting, procedures, teacher notification of dangerous pupil procedures, and disaster response procedures. Benjamin Foxen School reviews the plan annually and updates it as needed. The plan will be reviewed by the School Site Council on January 27, 2026 and the Board of Education on February 10, 2026. A copy of the safety plan is available to the public at the school office and on the district website.

D. Other SARC Information Information Required in the SARC

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

2022-23 Elementary Average Class Size and Class Size Distribution

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

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	14	1	0	0
1	23	0	1	0
2	20	1	0	0
3	21	0	1	0
4	21	0	1	0
5	24	0	1	0
6	23	1	5	0
Other	0	0	0	0

2023-24 Elementary Average Class Size and Class Size Distribution

This table displays the 2023-24 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	20	1	0	0
1	13	1	0	0
2	24	0	1	0
3	19	1	0	0
4	21	0	1	0
5	23	0	1	0
6	24	0	5	0
Other	0	0	0	0

2024-25 Elementary Average Class Size and Class Size Distribution

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

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	19	1		
1	18	1		
2	19	1		
3	27		1	
4	21		1	
5	24		1	
6	26		5	

2024-25 Ratio of Pupils to Academic Counselor

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

Title	Ratio
Pupils to Academic Counselor	0

2024-25 Student Support Services Staff

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

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	.5
Social Worker	
Nurse	0.1
Speech/Language/Hearing Specialist	0.4
Resource Specialist (non-teaching)	
Other	.75

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

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

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$14,482	\$4,401	\$10,081	\$65,470
District	N/A	N/A	\$11,318	\$72,511
Percent Difference - School Site and District	N/A	N/A	-11.6	-2.9
State	N/A	N/A	\$11,146	\$85,291
Percent Difference - School Site and State	N/A	N/A	-6.6	-19.2

Fiscal Year 2024-25 Types of Services Funded

Students in the low performing category for ELA receive intensive intervention provided by a certificated intervention teacher. The evidence-based methodologies to be used are Orton Gillingham multi-sensory direct instruction (Project Read and Barton), as well as Lindamood Bell Seeing Stars Sensory Imaging and Read Naturally. We also use the iReady program to provide students with individualized reading practice tailored to their identified specific areas of need on the iReady performance task, which is administered three times a year. The method used will depend on the characteristics and type of difficulty the student is manifesting. Students in the low performing category for math are receiving intensive intervention provided by a certificated intervention teacher. Students also have access to additional targeted math practice through the iReady program as well. We also have a math tutor available for students needing additional math support.

An instructional strategy to promote reading is being implemented in grades K-5 consisting of a Reading Workshop using Responsive Teaching. This strategy uses current best practices in teaching, while supporting the individual needs of every student. Furthermore, to ensure the success of Reading Workshop, we are providing the tools to set up a leveled classroom library at each grade level, as well as to utilize the Fountas & Pinnell Benchmark Assessment System for reading assessment. The school also provides numerous opportunities for field trips and on-site music instruction through a collaboration with

Fiscal Year 2024-25 Types of Services Funded

Coelho Music.

Fiscal Year 2023-24 Teacher and Administrative Salaries

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

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$45,960	\$55,248
Mid-Range Teacher Salary	\$71,423	\$80,746
Highest Teacher Salary	\$96,025	\$109,655
Average Principal Salary (Elementary)		\$133,828
Average Principal Salary (Middle)		\$142,253
Average Principal Salary (High)		
Superintendent Salary	\$166,483	\$155,954
Percent of Budget for Teacher Salaries	21.17%	25.26%
Percent of Budget for Administrative Salaries	6.35%	6.12%

Professional Development

To acquire necessary knowledge, upgrade skills, and develop professionally, Benjamin Foxen Elementary's staff members are encouraged to attend workshops and conferences. Teachers regularly share expertise, based on advanced education or specialized training, with their colleagues.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2023-24	2024-25	2025-26
Number of school days dedicated to Staff Development and Continuous Improvement	4	4	4