

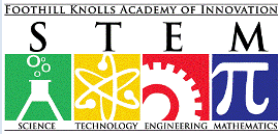
Foothill Knolls STEM Academy of Innovation

1245 Veterans Court • Upland, CA 91786 • (909) 949-7740 • Grades K-8

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<http://fk-uusd-ca.schoolloop.com/>



2018-19 School Accountability Report Card Published During the 2019-20 School Year

Upland Unified School District

390 North Euclid Ave.

Upland, CA 91786

(909) 985-1864

www.uplandusd.org

District Governing Board

Linda Angona, President

Wes Fifield, Vice-President

Mary Locke, Clerk

Robert Bennett, Member

Jack Young, Member

District Administration

Nancy Kelly, Ed.D.

Superintendent

Shinay Bowman

**Assistant Superintendent,
Elementary Education**

Pamela Salgado

**Assistant Superintendent,
Secondary Education**

Arik Avanesyans

**Assistant Superintendent, Business
Services**

Sergio Canal

**Assistant Superintendent, Human
Resources**

School Description

Foothill Knolls STEM Academy of Innovation School is one of 14 schools in the Upland Unified School District. Our school is located at the base of the San Gabriel Mountains in the eastern section of Upland. Foothill Knolls is nestled on a cul-de-sac north of Foothill Boulevard in a neighborhood that includes single dwelling homes, apartments, townhomes, and some commercial buildings. Foothill Knolls is a growing TK - 8th-grade school with a diverse population of approximately 600 students containing 22 general education classes, one special education classes encompassing grades 3-6, a Literacy Coach, and three instructional aides in the Literacy Lab, a speech and language specialist, a School Psychologist, three full-time Resource Specialist teachers, and four RSP instructional aides, and a part-time librarian. Foothill Knolls also has a district-run daycare program which serves Foothill Knolls students. The school also has a half-time Elementary Administrator who is shared with another Upland school site and a school counselor 1 day per week to support our middle school students. Foothill Knolls houses 5 of the district Spotlight Classrooms to support all teachers in the district by displaying an enriched, engaging learning environment.

Foothill Knolls has built a tradition of academic excellence and a strong commitment to helping every student to meet his/her potential. The staff at Foothill Knolls believes that all children can learn in an engaging environment and to that end, our highly qualified professional staff strives to provide every student access to a rigorous, standards-based core curriculum with a focus on STEM and project-based learning opportunities. Foothill Knolls has the distinction of being a school who prides itself on its literary focus hosting author assemblies each year and the Imagination Machine assembly (which acts out student-generated stories). Middle school students compete in a Rube Goldberg competition each year. Each year, the school hosts a community stargazing night called Star Palooza and a community Flight Night event at our local airport that shares student work around aerodynamics. The school is in the second year of implementing a STEM advisory board to oversee and support student interest in STEM fields and careers. We are extremely proud of our staff's hard work, our parent and community involvement, and the academic success of our students. We value the rich experiences and opportunities that our diversity offers us as we learn, work, and play together.

The dedicated staff at Foothill Knolls is committed to our District mission: "Every Single Student ...Every Single Day." Our goal is that Foothill Knolls functions as a student-centered school where teachers design and implement innovative strategies to teach a highly rigorous standards-based curriculum that is developmentally appropriate, purposeful, and delivered in the context of real-world experiences using project-based learning. This rigorous curriculum also prepares our students to be knowledgeable and resourceful in our rapidly changing technological world and ensures they are on the path to being college and career ready. In 2010, Foothill Knoll's classrooms were remodeled into 21st Century Learning environments that continue to be updated and equipped with current technology. In May 2015, we launched our STEM Academy. Our school site has the distinction of being the only TK - 8th-grade school in the district offering a smaller learning option for middle school students and their families who are seeking this type of learning environment. This is our second year of participating in a strategic planning process that allows for multiple perspectives as we move forward in our Project Based Learning implementation. We continue to implement professional development that moves our staff forward in Project-Based Learning and Design Thinking.

Mission Statement:

Foothill Knolls STEM (Science, Technology, Engineering, and Math) Academy of Innovation is a dedicated community that inspires and empowers all students to be future-ready problem solvers who positively impact an ever-changing global society.

About the SARC

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, 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 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.

2018-19 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	68
Grade 1	46
Grade 2	58
Grade 3	72
Grade 4	64
Grade 5	71
Grade 6	67
Grade 7	63
Grade 8	59
Total Enrollment	568

2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	5.6
American Indian or Alaska Native	0.5
Asian	4.2
Filipino	2.6
Hispanic or Latino	57.7
Native Hawaiian or Pacific Islander	0.2
White	26.4
Two or More Races	0.9
Socioeconomically Disadvantaged	56.9
English Learners	11.4
Students with Disabilities	13.6
Foster Youth	0.4
Homeless	8.8

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

Teacher Credentials for Foothill Knolls STEM	17-18	18-19	19-20
With Full Credential	30	27	26
Without Full Credential	0	0	1
Teaching Outside Subject Area of Competence	0	0	0

Teacher Credentials for Upland Unified School	17-18	18-19	19-20
With Full Credential	◆	◆	493
Without Full Credential	◆	◆	0
Teaching Outside Subject Area of Competence	◆	◆	0

Teacher Misassignments and Vacant Teacher Positions at Foothill Knolls STEM Academy of Innovation

Indicator	17-18	18-19	19-20
Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0

* Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

*Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2019-20)

Besides the district's core textbooks highlighted below the school has also purchased supplemental materials to support our new STEM focus and Common Core State Standards. FOSS Next Generation Science kits and textbooks have been purchased for all grade levels. Project Lead The Way engineering curriculum is also being implemented TK - 8. Supplemental materials such as Fountas and Pinnell Leveled Literacy Kits and iReady are also used in the reading lab for reading intervention.

Textbooks and Instructional Materials

Year and month in which data were collected: 2017 August

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	<p>Adoption Year: 2016 McGraw-Hill Wonders K-5</p> <p>Adoption Year: 2016 McGraw-Hill Study Sync 6-8 2015</p> <p>Adoption Year: 2006 Scholastic - Read 180 (Grades 4-12)</p> <p>Adoption Year: 2006 SRA - Kaleidoscope (SDC)</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0</p>
Mathematics	<p>Adoption Year: 2017 Houghton Mifflin - Go Math K-8 Math, 2015</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0</p>
Science	<p>Adoption Year: 2007 Scott Foresman - California Science (K-6)</p> <p>Adoption Year: 2007 Prentice Hall - California Science Explorer: Focus on Physical and Life Science (6-8)</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0</p>
History-Social Science	<p>Adoption Year: 2006 Harcourt School Publishers for California, Reflections series Kindergarten: Our World, Now and Long Ago 1st grade: A Child's View 2nd grade: People We Know 3rd grade: Our Communities 4th grade: California: A Changing State 5th grade: The United States: Making a New Nation 6th grade: Ancient Civilizations</p> <p>Adoption Year: 2006 Holt, Rinehart and Winston - California Social Studies 7th grade: World History: Medieval to Early Modern Times 8th grade: United States History: Independence to 1914</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0</p>

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

School Facility Conditions and Planned Improvements (Most Recent Year)

School custodial staff and the district's maintenance department work together to ensure classrooms and campus grounds are well-maintained and kept safe and functioning for students, staff, and visitors. UUSD employs an effective Maintenance and Operations department that maintains an electronic work order system enabling school staff to communicate unscheduled maintenance needs, urgent repairs, or special projects. Most of the site's repairs, maintenance projects, and work order requests are performed by district maintenance personnel. Emergency situations are immediately resolved by the district maintenance staff or outside contractors, based upon the nature of the problem.

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: March 2018

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
Overall Rating	Good	

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, which 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); and
- 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

CAASPP Test Results in ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
ELA	45	44	53	53	50	50
Math	30	34	39	39	38	39

Note: Percentages are not calculated 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.

Note: ELA and 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 CAAs divided by the total number of students who participated in both assessments.

CAASPP Test Results in Science for All Students

Grades Five, Eight, and Ten

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
Science	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

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

2018-19 Percent of Students Meeting Fitness Standards

Grade Level	4 of 6	5 of 6	6 of 6
5	21.7	24.6	31.9
7	18.5	30.8	33.8

Note: 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.

**School Year 2018-19 CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	398	388	97.49	44.33
Male	226	219	96.90	44.75
Female	172	169	98.26	43.79
Black or African American	24	24	100.00	29.17
American Indian or Alaska Native	--	--	--	--
Asian	13	13	100.00	69.23
Filipino	--	--	--	--
Hispanic or Latino	236	235	99.58	40.43
Native Hawaiian or Pacific Islander	--	--	--	--
White	104	96	92.31	51.04
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	232	230	99.14	35.22
English Learners	73	72	98.63	22.22
Students with Disabilities	76	71	93.42	21.13
Foster Youth	--	--	--	--
Homeless	31	30	96.77	3.23

Note: 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 CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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.

School Year 2018-19 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	398	389	97.74	33.68
Male	226	219	96.90	36.99
Female	172	170	98.84	29.41
Black or African American	24	24	100.00	12.50
American Indian or Alaska Native	--	--	--	--
Asian	13	13	100.00	69.23
Filipino	--	--	--	--
Hispanic or Latino	236	236	100.00	31.36
Native Hawaiian or Pacific Islander	--	--	--	--
White	104	96	92.31	38.54
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	232	230	99.14	24.78
English Learners	73	73	100.00	19.18
Students with Disabilities	76	71	93.42	14.08
Foster Youth	--	--	--	--
Homeless	31	30	96.77	3.23

Note: 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 CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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.

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 for the school district and each school site

Opportunities for Parental Involvement (School Year 2019-20)

At Foothill Knolls STEM Academy of Innovation, we recognize that education is a team effort. Our parents and community play an important role in helping our students succeed. We encourage and appreciate parental involvement and see opportunities to engage their support through our amazing PTA, School Site Council, ELAC, Watchdog Dads, and classroom volunteers. The staff provides parent education and parent involvement opportunities to assist parents with strategies and resources to help them participate fully in the education of their child. Some of these events include literacy or STEM nights, Back-To-School Night, Showcase Night, Parent/Teacher conferences, Harvest Festival, and a variety of Community Event nights such as Star Palooza and Flight Night. We also come together as a community for choral music concerts, STEM competitions, Author visits, and book launches. Both parents and community members are a part of our FK STEM Advisory Board that provides ongoing guidance and support for our STEM focus.

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.

School Safety Plan

A safe and orderly environment is an important characteristic of an effective school. Foothill Knolls STEM Academy of Innovation is committed to the safety and security of our students, staff, and parents. We are proactive in that we have an extensive safety plan that covers almost any situation. The District Office coordinates the development, annual review, and updating of the District Comprehensive Safety Plan through a committee comprised of school representatives. The safety committee at Foothill Knolls modifies the site plan and aligns procedures for our specific site needs. The plan is reviewed frequently and the adjustments are shared and implemented with all staff, when needed, at monthly meetings. This year our plan will again be revised to reflect the changing nature of safety issues with a focus on lockdown practices all year long. The plan is reviewed and approved by our School Site Council. We also regularly practice safety drills and work actively to prevent unsafe conditions and situations.

Suspensions and Expulsions for the School	2016-17	2017-18	2018-19
Suspensions Rate	1.1	1.7	3.4
Expulsions Rate	0.0	0.2	0.2

Suspensions and Expulsions for the District	2016-17	2017-18	2018-19
Suspensions Rate	2.5	3.2	4.5
Expulsions Rate	0.0	0.1	0.1

Suspensions and Expulsions for the State	2016-17	2017-18	2018-19
Suspensions Rate	3.6	3.5	3.5
Expulsions Rate	0.1	0.1	0.1

D. Other SARC Information

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

Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselor*	2840.0

* 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.

Student Support Services Staff (School Year 2018-19)

Title	Number of Full-Time Equivalent (FTE)
Counselor (Social/Behavioral or Career Development)	.2
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	1.0
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	5.2
Other	1.0

* 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.

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2016-17	2016-17	2016-17	2016-17	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19
	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+
K	16	6			21	1	2		22		3	
1	24		3		21	1	2		23		2	
2	20	1	2		25		3		19	1	2	
3	29		2		19	1	2		23		3	
4	25	1	2		30		2		30		2	
5	35			2	26	1		2	33		1	1
6	28		12	1	30		12	1	33	1	8	1
Other**												

*Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Professional Development provided for Teachers

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement			

The Upland Unified School District believes that high quality, research-based professional development is essential to continuous improvement of teaching skills and concepts. The District provides or coordinates on-going training based on needs identified through student performance indicators, including results of the California Assessment of Student Performance and Progress, the English Language Proficiency Assessments for California, District iReady benchmark assessments, and input from sites regarding specific needs. Professional development is aligned with the District Strategic Plan for Student Achievement and Board goals. Teachers, paraprofessionals and administrators participate in workshops, and conferences that allow them to grow professionally and provide opportunities for collegial sharing. Regular meetings of teacher leaders in literacy, mathematics, reading intervention and technology as well as follow-up coaching support full implementation of training. Additionally, each school provides time for teacher collaboration on student achievement data, curriculum development, and review of classroom-based performance measures. Examples of workshops and coaching implemented as the result of analysis of student achievement include: Effective Teaching Strategies, Classroom Management, Curriculum Alignment and Mapping, English Language Development, AVID, Thinking Maps, Positive Behavior Intervention Support, Social Emotional Learning, 21st Century Classroom Technology, Common Core State Standards, Next Generation Science Standards, Modeling Academic Language, Universal Design for Learning, and Parent Engagement. Staff members participate in professional development in all-day workshops, after-school workshops and meetings, individual coaching/mentoring, and off-site conferences. The Induction (formerly BTSA) program provides support to new teachers. The Peer Assistance and Review Program is available to provide support to teachers in the areas of content knowledge and teaching strategies. Currently, the District calendar includes a collaboration day schedule each week to allow for on-going teacher dialogue and collaboration to meet student needs.

FY 2017-18 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$48,457	\$51,374
Mid-Range Teacher Salary	\$76,801	\$80,151
Highest Teacher Salary	\$99,526	\$100,143
Average Principal Salary (ES)	\$120,328	\$126,896
Average Principal Salary (MS)	\$125,053	\$133,668
Average Principal Salary (HS)	\$143,664	\$143,746
Superintendent Salary	\$248,434	\$245,810

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	37%	35%
Administrative Salaries	5%	5%

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

FY 2017-18 Expenditures Per Pupil and School Site Teacher Salaries

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	11428.86	5181.74	6247.12	63954.43
District	N/A	N/A	6597.81	\$80,166.00
State	N/A	N/A	\$7,506.64	\$82,031.00

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	-5.5	-22.5
School Site/ State	-18.3	-24.8

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

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

Types of Services Funded

In addition to general state funding, Upland Unified School District receives state and federal categorical funding for: Title I, Title II, Title III, and Special Education.

Foothill Knolls receives funds to support its programs from: State Categorical Funds, district SITE funds, Student Activities Fund, Donations from Foothill Knolls Parent Teacher Association, Donations from local community merchants and business organizations and Private donations from individuals.

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).

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.