

Smiley Elementary School

2022-2023 School Accountability Report Card (Published During the 2023-2024 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.

2023-24 School Contact Information

School Name	Smiley Elementary School
Street	1210 West Cypress Avenue
City, State, Zip	Redlands, CA 92373
Phone Number	(909) 307-5580
Principal	Danita Slaughter
Email Address	danita_slaughter@redlands.k12.ca.us
School Website	https://www.redlandsusd.net/smiley
County-District-School (CDS) Code	36-67843-6036586

2023-24 District Contact Information

District Name	Redlands Unified School District
Phone Number	(909) 307-5300
Superintendent	Juan Cabral
Email Address	juan_cabral@redlands.k12.ca.us
District Website	www.redlands.k12.ca.us

2023-24 School Description and Mission Statement

Smiley Elementary School is dedicated to providing a safe, nurturing environment, which is intellectually challenging yet stimulating and includes opportunities for students to develop their sense of responsibility, independence and a love for learning. As part of the Redlands Unified School District, Smiley Elementary School will support students towards the RUSD Vision. Our students will be empowered with the knowledge and commitment necessary to confront the challenges of our changing world, as they become leaders in the 21st century.

The vision for Redlands 2025 will focus on five key areas:

- E - Enhanced Learning through Innovation
- X - Excellence in Academics
- C - Collaborative Community and Parent Partnerships
- E - Equality through Equity
- L - Learning Environments are Safe and Secure

Located in the Redlands Unified School District, Smiley Elementary School continues to enjoy a tradition of excellence. Named after Alfred and Albert Smiley, philanthropists who contributed to various community projects and helped create the city's public library, the campus was constructed over a ten-year period starting in 1954.

Smiley Elementary School is on a traditional schedule serving approximately 600 students in Transitional Kindergarten through 5th grades. The student body is made up of an ethnically-diverse population that celebrates varied cultural heritages and embraces 15 home languages. Although Smiley Elementary School is located in a middle class neighborhood, approximately one-half (49%) lives in poverty and receives free/reduced lunch. Walking the playground is all that is required to feel the Responsible, Respectful and Safe atmosphere that is continuing to develop at Smiley Elementary School.

About this School

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	124
Grade 1	81
Grade 2	95
Grade 3	115
Grade 4	101
Grade 5	106
Total Enrollment	594

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	47.1%
Male	52.9%
American Indian or Alaska Native	0.5%
Asian	6.6%
Black or African American	8.2%
Filipino	2.5%
Hispanic or Latino	51.2%
Native Hawaiian or Pacific Islander	0.3%
Two or More Races	5.2%
White	24.6%
English Learners	10.8%
Foster Youth	0.7%
Homeless	5.4%
Socioeconomically Disadvantaged	66.8%
Students with Disabilities	14.5%

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.

2020-21 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)	23.60	88.27	832.10	85.87	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	6.70	0.70	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.10	0.52	35.20	3.63	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	1.00	3.74	29.80	3.08	12115.80	4.41
Unknown	2.00	7.47	65.10	6.72	18854.30	6.86
Total Teaching Positions	26.70	100.00	969.10	100.00	274759.10	100.00

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.

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)	22.20	91.75	852.60	87.88	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	6.30	0.66	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	22.20	2.29	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	31.80	3.28	11953.10	4.28
Unknown	2.00	8.25	57.10	5.89	15831.90	5.67
Total Teaching Positions	24.20	100.00	970.20	100.00	279044.80	100.00

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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.

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

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	0.00

Misassignments	0.10	0.00
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	0.10	0.00

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	1.00	0.00
Local Assignment Options	0.00	0.00
Total Out-of-Field Teachers	1.00	0.00

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	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

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

2023-24 Quality, Currency, Availability of Textbooks and Other Instructional Materials

The California State Board of Education reviews elementary level textbooks and adopts those that meet standards defined in the State Frameworks. Textbooks are selected in the Redlands Unified School District through a committee of teachers and administrators. They review the materials that have been approved for purchase. Teachers at each site have an opportunity to preview texts prior to selection. In the past, textbooks were selected and purchased on a seven-year cycle, rotating by content area. Current state budget funding has led the District to modify the cycle with the most recent adoption being a kindergarten through fifth grade Science program in 2023. Copies of student books are available at the Instructional Resource Center for parent review. Program candidates feature a variety of instructional materials and technology to enhance the instructional program for our students and are aligned with State Grade Level Standards. All Smiley Elementary students are provided with all state and district adopted materials in their classrooms, and receive instruction in the core curriculum.

Year and month in which the data were collected

December 2023

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Journeys Common Core Houghton Mifflin Harcourt (2013)***Not from a most recent state adoption for K-5 but is considered from the most recent local adoption for TK. ***The Current Adoption is considered to be aligned to the Common Core State Standards.	No	0%
Mathematics	Math In Focus Houghton Mifflin Harcourt (2014)	Yes	0%
Science	Inspire Science by McGraw-Hill (2021)	Yes	0%
History-Social Science	Social Studies Alive! TCI (2019)	Yes	0%
Foreign Language	NA		NA
Health	NA		NA
Visual and Performing Arts	N/A		0%
Science Laboratory Equipment (grades 9-12)	N/A	N/A	NA

School Facility Conditions and Planned Improvements

The oldest portion of Smiley School includes the office wing and rooms one through ten which were built in 1952. As the school population continued to grow, four more wings were added in the 1960s. Smiley School currently has thirty-one classrooms, a multipurpose room, and school library.

The governing board has adopted cleaning standards for all schools in RUSD. A summary of these standards is available at the school office, at the District Office, or at www.redlands.k12.ca.us. The principal works daily with the custodial staff to develop cleaning schedules to ensure a clean and safe school. The school facilities are inspected monthly, and needed repairs are either done by the custodians or are submitted to the District via work orders. Monthly Inspection Reports are submitted to the District. Rooms and buildings are all adequately prepared to meet the needs of students in a clean and safe environment.

Maintenance and Repairs:

When maintenance and repairs are needed, the site custodians are notified and work or repairs are made, if possible. District maintenance staff ensures that larger or more complicated 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 good communication, efficient service and that emergency repairs are given the highest priority.

The site Principal has inspected the school prior to the opening to students and has indicated 100% of all toilets on school grounds are in working order.

Cleaning Process and Schedule:

School site custodians clean each classroom daily and the school district provides a grounds crew who work at Smiley Elementary on a rotating basis.

Year and month of the most recent FIT report

July 2023

School Facility Conditions and Planned Improvements

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			Facility inspected monthly.
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.

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.

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.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
English Language Arts/Literacy (grades 3-8 and 11)	55	58	51	50	47	46
Mathematics (grades 3-8 and 11)	48	53	35	37	33	34

2022-23 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 CAAs divided by the total number of students who participated in both assessments.

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.

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	290	288	99.31	0.69	57.99
Female	139	138	99.28	0.72	60.87
Male	151	150	99.34	0.66	55.33
American Indian or Alaska Native	--	--	--	--	--
Asian	22	22	100.00	0.00	72.73
Black or African American	21	21	100.00	0.00	47.62
Filipino	--	--	--	--	--
Hispanic or Latino	154	153	99.35	0.65	49.67
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	12	12	100.00	0.00	66.67
White	74	73	98.65	1.35	69.86

English Learners	27	27	100.00	0.00	33.33
Foster Youth	--	--	--	--	--
Homeless	15	15	100.00	0.00	40.00
Military	--	--	--	--	--
Socioeconomically Disadvantaged	107	106	99.07	0.93	43.40
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	53	52	98.11	1.89	25.00

2022-23 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 CAAs divided by the total number of students who participated in both assessments.

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.

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	290	288	99.31	0.69	52.78
Female	139	138	99.28	0.72	47.10
Male	151	150	99.34	0.66	58.00
American Indian or Alaska Native	--	--	--	--	--
Asian	22	22	100.00	0.00	77.27
Black or African American	21	21	100.00	0.00	42.86
Filipino	--	--	--	--	--
Hispanic or Latino	154	153	99.35	0.65	42.48
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	12	12	100.00	0.00	33.33
White	74	73	98.65	1.35	71.23
English Learners	27	27	100.00	0.00	22.22
Foster Youth	--	--	--	--	--
Homeless	15	15	100.00	0.00	40.00
Military	--	--	--	--	--
Socioeconomically Disadvantaged	107	106	99.07	0.93	33.96
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	53	52	98.11	1.89	21.15

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

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 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
Science (grades 5, 8 and high school)	43.81	45.24	32.27	31.39	29.47	30.29

2022-23 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. 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.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	89	88	98.88	1.12	44.32
Female	43	43	100.00	0.00	48.84
Male	46	45	97.83	2.17	40.00
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	53	52	98.11	1.89	40.38
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	17	17	100.00	0.00	70.59
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	25	24	96.00	4.00	29.17
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	18	17	94.44	5.56	17.65

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.

2022-23 California Physical Fitness Test Results

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 during 2021-22 and 2022-23 school years, only participation results are required 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	98%	94%	98%	95%	98%

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.

2023-24 Opportunities for Parental Involvement

Smiley is fortunate to have a very dedicated group of parents, grandparents, friends and community members who volunteer regularly. Volunteers can be found in classrooms helping teachers and students with a variety of tasks. As an example, our Scholastic Reading Program is implemented in kindergarten through 5th grade and requires volunteers to read individually with each student five days per week.

Our PTA has been extremely supportive of our volunteer programs and has two coordinators who assist the staff with volunteers. They continue to take on the task of providing classroom volunteers who assist as instructional docents for our Arts Attack program, etc. The PTA also sponsors the following programs that require much parent involvement to be successful: Running Club, Smiley Campout, Family Nights, Class Parties, and Field Trips.

Parents also participate on the School Site Council as well as on site and district level committees. Smiley is also fortunate to have former alumni return during their breaks to assist in the primary classrooms. Smiley continues to be recognized as having above average volunteer hours for the RUSD.

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	652	637	180	28.3
Female	305	297	69	23.2
Male	347	340	111	32.6
Non-Binary	0	0	0	0.0

American Indian or Alaska Native	3	3	1	33.3
Asian	44	42	9	21.4
Black or African American	56	54	18	33.3
Filipino	15	15	4	26.7
Hispanic or Latino	332	328	110	33.5
Native Hawaiian or Pacific Islander	2	2	1	50.0
Two or More Races	34	33	9	27.3
White	160	154	25	16.2
English Learners	76	74	24	32.4
Foster Youth	6	6	3	50.0
Homeless	34	34	11	32.4
Socioeconomically Disadvantaged	443	433	153	35.3
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	127	127	51	40.2

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 and expulsions data.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Suspensions	0.00	0.31	1.07	0.22	3.67	4.39	0.20	3.17	3.60
Expulsions	0.00	0.00	0.00	0.00	0.03	0.07	0.00	0.07	0.08

2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	1.07	0
Female	0	0
Male	2.02	0
Non-Binary		
American Indian or Alaska Native	0	0
Asian	0	0

Black or African American	0	0
Filipino	0	0
Hispanic or Latino	1.51	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	0	0
White	1.25	0
English Learners	1.32	0
Foster Youth	0	0
Homeless	2.94	0
Socioeconomically Disadvantaged	1.35	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	0.79	0

2023-24 School Safety Plan

Smiley Elementary School utilizes data from its California Safe School Assessment and suspension/expulsion reports to evaluate the current status of school crime and safety. A Safe School Plan is updated and adopted each school year and is reflective of the school's safety needs.

The key components of Smiley's Safe School Plan include a description of school discipline policies and procedures, dress code guidelines, suspension and expulsion policies, sexual harassment policies, child abuse reporting procedures, dangerous pupil notification, and disaster response procedures. The Safety Plan is continuously revised with updated information and training and under the direction of the District.

The Redlands Police Department is available to provide truancy support, counseling, education, and law enforcement activities for students as well as for parent informational workshops.

School Safety:

To ensure student safety before school, campus monitors, teachers and administrators supervise the school grounds including the bus drop-off area, loading zones, cafeteria and playground. During the school day all entrance areas to the school are locked with the exception of the office. All persons desiring entry must enter the office and be screened through the Raptor system. All adults on campus must have an employee badge or an official visitors sticker visible at all times. Signs are posted to indicate all visitors must report to the administration office and may not be on school grounds unless they have a visitor's pass. The Comprehensive Safety Plan was presented in September of 2023 for approval.

Before school, only students are allowed access to the school grounds. Any parent or visitor must go through the office and be screened through the raptor system.

After school, students exit school grounds through one of the designated gates. They will walk to the bus loading area, walk home or the car pick up area. Staff supervise these areas until all students have left the campus for home.

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.

2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 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	18	3	2	
1	19	3	1	
2	25		4	
3	22		4	
4	26	1	2	
5	27	1	2	
Other	13	4		

2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 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	15	4	2	
1	22		4	
2	22	1	3	
3	25		4	
4	27		3	
5	33		1	
Other	11	3		

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	6	1	0
1	20	3	1	0
2	25	0	4	0
3	24	0	4	0
4	34	0	0	2
5	28	0	3	0
6	0	0	0	0
Other	12	3	0	0

2022-23 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	594

2022-23 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.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	1
Resource Specialist (non-teaching)	
Other	4

Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 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	\$9,511.66	\$2,295.13	\$7,216.53	\$90,044.44
District	N/A	N/A	\$8,465.02	\$91,547
Percent Difference - School Site and District	N/A	N/A	-15.9	-1.7
State	N/A	N/A	\$7,607	\$90,632
Percent Difference - School Site and State	N/A	N/A	-5.3	-0.7

Fiscal Year 2022-23 Types of Services Funded

At Smiley Elementary School the following programs are funded to enable students the opportunity to grow academically and socially:

- Reading Intervention
- Math Intervention
- STEAM Tech Club
- Lunch Bunch

Fiscal Year 2022-23 Types of Services Funded

SMILEY STUDIOS Broadcasting Club
 Running Club
 STEAM Innovation Lab
 PBIS
 Science Olympiad

Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 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	\$54,693	\$55,550
Mid-Range Teacher Salary	\$86,952	\$84,645
Highest Teacher Salary	\$114,801	\$111,284
Average Principal Salary (Elementary)	\$141,031	\$139,860
Average Principal Salary (Middle)	\$150,733	\$146,440
Average Principal Salary (High)	\$163,648	\$158,447
Superintendent Salary	\$280,000	\$278,268
Percent of Budget for Teacher Salaries	33.8%	32.21%
Percent of Budget for Administrative Salaries	4.27%	4.89%

Professional Development

Staff development opportunities are made available to all teachers at Smiley Elementary and are considered a priority. Teachers participate in professional workshops that are aligned with the California Standards for the Teaching Profession. Recent staff development has been focused on the Common Core State Standards and Teaching Practices in the area of Reading, Writing, Math, and Science. Also staff development has focused on Common formative assessments, Thinking Maps, data review, writing process K-5th, and MTSS tiered systems of supports. Additional training and sharing of information occurs at Collaboration/Training approximately, each month. These trainings are led by administration, staff and district personnel.

The focus of the 2023-2024 school year is instruction that engages and encourages all students' participation, integrating technology into classroom instruction continues to be a focus as well as C-STEM and NGSS cross-cutting standards which highlight innovation and creativity.

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

Subject	2021-22	2022-23	2023-24
Number of school days dedicated to Staff Development and Continuous Improvement	21	16	16