

Smiley 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	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
Grade Span	K-5
County-District-School (CDS) Code	36-67843-6036586

2025-26 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

2025-26 School Description and Mission Statement

Smiley Elementary School is dedicated to providing a safe, nurturing, and inclusive learning environment that is intellectually challenging and engaging. The school offers meaningful opportunities for students to develop responsibility, independence, and a lifelong love of learning. As part of the Redlands Unified School District (RUSD), Smiley Elementary School supports and advances the district's vision of empowering all students with the knowledge, skills, and commitment necessary to meet the challenges of a changing world and to become effective leaders in the 21st century.

The Redlands Unified School District vision is centered on the following key focus areas:

E – Effective Communication and Collaboration

2025-26 School Description and Mission Statement

M – Mindset and Growth
P – Problem Solving and Critical Thinking
O – Online Citizenship and Global Awareness
W – Wellness and Life Skills
E – Exploration, Curiosity, and Creativity
R – Reflection and Goal Setting

Located within the Redlands Unified School District, Smiley Elementary School continues to uphold a strong tradition of excellence. The school is named after Alfred and Albert Smiley, notable philanthropists who made significant contributions to the community and played a key role in the establishment of the city's public library. The campus was constructed over a ten-year period beginning in 1954.

Smiley Elementary School operates on a traditional school schedule and serves approximately 580 students in Transitional Kindergarten through fifth grade. The student population is ethnically diverse, representing a wide range of cultural backgrounds and more than 15 home languages. Although the school is located in a middle-class neighborhood, approximately 49 percent of students qualify for free or reduced-price meals. A walk across the campus reflects a school culture rooted in being Responsible, Respectful, and Safe, an atmosphere that continues to grow and strengthen at Smiley Elementary School.

About this School

2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	131
Grade 1	99
Grade 2	89
Grade 3	98
Grade 4	108
Grade 5	108
Grade 6	1
Total Enrollment	634

2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	46.5
Male	53.5
American Indian or Alaska Native	0.6
Asian	7.1
Black or African American	7.6
Filipino	2.4
Hispanic or Latino	55
Native Hawaiian or Pacific Islander	0.8
Two or More Races	5
White	20.2
English Learners	6.3
Foster Youth	0.3
Homeless	1.1
Socioeconomically Disadvantaged	57.4
Students with Disabilities	18.1

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)	22.2	91.75	852.6	87.88	234405.2	84
Intern Credential Holders Properly Assigned	0	0	6.3	0.66	4853	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0	0	22.2	2.29	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0	0	31.8	3.28	11953.1	4.28
Unknown/Incomplete/NA	2	8.25	57.1	5.89	15831.9	5.67
Total Teaching Positions	24.2	100	970.2	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)	21.2	87.62	850.2	87.12	231142.4	83.24
Intern Credential Holders Properly Assigned	0	0	7.5	0.77	5566.4	2
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	1	4.13	34.3	3.52	14938.3	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0	0	30	3.08	11746.9	4.23
Unknown/Incomplete/NA	2	8.25	53.7	5.5	14303.8	5.15
Total Teaching Positions	24.2	100	975.9	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)	20.7	80.57	844.4	86.83	230039.4	100
Intern Credential Holders Properly Assigned	0	0	10.5	1.09	6213.8	2.23
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0	0	22.6	2.33	16855	6.04
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	1	3.89	24	2.47	12112.8	4.34
Unknown/Incomplete/NA	4	15.54	70.8	7.28	13705.8	4.91
Total Teaching Positions	25.7	100	972.4	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	0
Misassignments	0.00	0	0
Vacant Positions	0.00	0	0
Total Teachers Without Credentials and Misassignments	0.00	1	0

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	1
Local Assignment Options	0.00	0	0
Total Out-of-Field Teachers	0.00	0	1

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

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 2025

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	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.	0%
Mathematics	Math In Focus Houghton Mifflin Harcourt (2014)	0%
Science	Inspire Science by McGraw-Hill (2021)	0%
History-Social Science	Social Studies Alive! TCI (2019)	0%
Foreign Language	NA	NA
Health	NA	NA
Visual and Performing Arts	N/A	0%
Science Laboratory Equipment (grades 9-12)	NA	NA

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

School Facility Conditions and Planned Improvements

Description of the safety, cleanliness, and adequacy of the school facility:

Safety: The school facilities are inspected monthly, and needed repairs are submitted to the District via work orders. 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 opening and indicated 100% of all toilets are in working order. School administration and teaching staff place a high priority on providing adequate adult supervision on campus before, during, and after school. As students arrive on campus each morning, teachers and safety monitors are strategically assigned to designate entrance areas and the playground. During recess, teachers, recess supervisors, and paraeducators supervise playground activity. At the end of the day when students are dismissed, teachers monitor student behavior to ensure a safe and orderly departure. Our school is a closed campus. During school hours, all visitors must sign in at the school's office and wear identification badges while on school grounds.

Cleanliness: The governing board has adopted cleaning standards. The principal works daily with the custodial staff to develop cleaning schedules. School site custodians clean each classroom daily, and the school district provides a grounds crew who work on a rotating basis.

Adequacy: Smiley School currently has thirty-one classrooms, a multipurpose room, and a school library. Rooms and buildings are all adequately prepared to meet the needs of students in a clean and safe environment.

Description of any planned or recently completed facility improvements:

The district maintenance department assumes responsibility for completing improvement projects, but no specific planned or recently completed facility improvements are detailed in the current narrative.

Year and month of the most recent FIT report

July 2025

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.

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)	53	55	50	50	47	48
Mathematics (grades 3-8 and 11)	47	42	37	37	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	312	308	98.72	1.28	55.19
Female	143	143	100.00	0.00	62.94
Male	169	165	97.63	2.37	48.48
American Indian or Alaska Native	--	--	--	--	--
Asian	22	22	100.00	0.00	50.00
Black or African American	25	25	100.00	0.00	48.00
Filipino	--	--	--	--	--
Hispanic or Latino	169	167	98.82	1.18	52.10
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	13	13	100.00	0.00	76.92
White	68	67	98.53	1.47	62.69
English Learners	19	19	100.00	0.00	26.32
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	208	205	98.56	1.44	46.83
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	73	70	95.89	4.11	22.86

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	312	306	98.08	1.92	42.48
Female	143	141	98.60	1.40	41.84
Male	169	165	97.63	2.37	43.03
American Indian or Alaska Native	--	--	--	--	--
Asian	22	22	100.00	0.00	40.91
Black or African American	25	25	100.00	0.00	16.00
Filipino	--	--	--	--	--
Hispanic or Latino	169	165	97.63	2.37	37.58
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	13	13	100.00	0.00	46.15
White	68	67	98.53	1.47	59.70
English Learners	19	19	100.00	0.00	5.26
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	208	203	97.60	2.40	33.50
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	73	70	95.89	4.11	20.00

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)	45.92	38.32	32.96	33.45	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	108	107	99.07	0.93	38.32
Female	47	46	97.87	2.13	36.96
Male	61	61	100.00	0.00	39.34
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	60	59	98.33	1.67	37.29
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	22	22	100.00	0.00	45.45
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	69	68	98.55	1.45	23.53
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	20	20	100.00	0.00	10.00

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%	98%	99%	99%	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

Smiley Elementary School is fortunate to have a highly dedicated and engaged community of parents, grandparents, friends, and community members who volunteer regularly. Volunteers support classrooms by assisting teachers and students with a variety of instructional and enrichment activities. For example, the Scholastic Reading Program is implemented in Transitional Kindergarten through fifth grade and relies on volunteers to provide individual reading support to students five days per week.

The Smiley PTA plays a vital role in supporting volunteer efforts and family engagement. The PTA provides two volunteer coordinators who work closely with staff to organize and support volunteer participation. In addition, the PTA sponsors numerous programs that depend on strong parent involvement, including Running Club, Family Nights, school dances, fundraisers, assemblies, class celebrations, and field trips.

Parents also actively participate in shared decision-making through involvement in the School Site Council, the English Language Advisory Committee, and other site- and district-level committees. Families are encouraged to attend student award assemblies and participate in field trips. Smiley Elementary School is also fortunate to welcome former students who return during school breaks to support learning in primary classrooms. As a result of these efforts, Smiley continues to be recognized for having above-average volunteer hours within the Redlands Unified School District.

2024-25 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	688	667	183	27.4
Female	322	312	72	23.1
Male	366	355	111	31.3
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	49	46	10	21.7
Black or African American	53	52	15	28.8
Filipino	15	15	4	26.7
Hispanic or Latino	383	370	121	32.7
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	37	35	11	31.4
White	133	131	16	12.2
English Learners	59	54	18	33.3
Foster Youth	--	--	--	--
Homeless	21	21	17	81.0
Socioeconomically Disadvantaged	467	453	159	35.1
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	156	151	59	39.1

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
1.07	2.09	0.44	4.39	3.21	3.02	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	0.07	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	0.44	0.00
Female	0.62	0.00
Male	0.27	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	1.89	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.26	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.75	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	4.76	0.00
Socioeconomically Disadvantaged	0.64	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	0.64	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

Smiley Elementary School utilizes data from the California Safe Schools Assessment and suspension and expulsion reports to evaluate the current status of school safety and student behavior. A Comprehensive School Safety Plan is reviewed, updated, and adopted annually to ensure it reflects the school's current safety needs and aligns with district and state requirements.

Key components of Smiley Elementary School's Comprehensive School Safety Plan include school discipline policies and procedures; dress code guidelines; suspension and expulsion policies; sexual harassment policies; child abuse reporting procedures; dangerous pupil notifications; and emergency and disaster response procedures. The Safety Plan is continuously reviewed and revised as needed, incorporating updated information, training, and guidance under the direction of the Redlands Unified School District.

The Redlands Police Department and School Safety Officers partners with the school by providing support related to truancy, counseling, education, law enforcement activities, and parent informational workshops, as appropriate.

School Safety Procedures

To ensure student safety before school, campus monitors, teachers, and administrators actively supervise school grounds, including bus drop-off areas, loading zones, the cafeteria, and playgrounds. During the school day, all campus entrances are locked with the exception of the main office. All individuals seeking entry must check in through the office and be screened using the Raptor visitor management system. All adults on campus are required to wear a visible employee identification badge or an official visitor sticker at all times. Posted signage clearly indicates that all visitors must report to the main office and may not be on school grounds without proper authorization.

Prior to the start of the school day, only students are permitted access to the school grounds. Parents and visitors must enter through the main office and complete the Raptor screening process.

After school, students exit the campus through designated gates and proceed to the bus loading area, walk home, or report to the car pick-up area. Staff members supervise all dismissal areas until students have safely departed the campus.

The Comprehensive School Safety Plan was presented for review and approval in October 2025.

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	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

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	2	2	0
1	19	4	0	0
2	22	0	4	0
3	26	0	4	0
4	31	0	3	0
5	35	0	0	3
6	0	0	0	0
Other	15	3	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	3	
1	30		3	
2	22	1	3	
3	23	1	3	
4	31		2	
5	34			3
Other	14	3		

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	628

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)	1
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	1
Resource Specialist (non-teaching)	
Other	

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	\$11,865.63	\$2,088.54	\$7,411.04	\$93,302.87
District	N/A	N/A	\$10,404.68	\$105,673
Percent Difference - School Site and District	N/A	N/A	-33.6	-12.4
State	N/A	N/A	\$11,146	\$103,743
Percent Difference - School Site and State	N/A	N/A	-40.3	-10.6

Fiscal Year 2024-25 Types of Services Funded

At Smiley Elementary School, the following programs and services are funded to support students' academic achievement, social development, and overall well-being:

- Reading Intervention
- STEAM Technology Club
- Running Club
- STEAM Innovation Lab
- Positive Behavioral Interventions and Supports (PBIS)
- Science Olympiad Team
- Rube Goldberg Competition Team
- After School Tutoring

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	\$63,332	\$62,783
Mid-Range Teacher Salary	\$100,688	\$97,783
Highest Teacher Salary	\$132,936	\$128,020
Average Principal Salary (Elementary)	\$164,336	\$160,224
Average Principal Salary (Middle)	\$175,641	\$166,992
Average Principal Salary (High)	\$190,691	\$180,971
Superintendent Salary	\$312,120	\$313,465
Percent of Budget for Teacher Salaries	32.19%	30.05%
Percent of Budget for Administrative Salaries	4.7%	5%

Professional Development

Professional development is a priority at Smiley Elementary School, and ongoing staff development opportunities are provided to all teachers. Educators participate in professional learning activities aligned with the California Standards for the Teaching Profession (CSTP). Recent professional development has focused on the implementation of the Common Core State Standards and effective instructional practices in reading, writing, and mathematics.

Additional areas of focus include the use of common formative assessments, data analysis and review, the K–5 writing process, and Multi-Tiered System of Supports (MTSS). Professional learning and collaboration occur regularly through scheduled collaboration and training sessions held approximately once per month. These sessions are facilitated by site administration, instructional staff, and district personnel and take place across 16 partial professional development days.

During the 2025–2026 school year, the instructional focus emphasizes engaging, inclusive teaching practices that promote active student participation. Continued integration of instructional technology remains a priority, along with the implementation of C-STEM and Next Generation Science Standards (NGSS) cross-cutting concepts that foster innovation and creativity. Smiley Elementary School also maintains a strong emphasis on targeted intervention through Response to Intervention (RTI), providing support for all students in Kindergarten through fifth grade across intensive, strategic, benchmark, and extension levels.

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	16	16	16