

Smiley Elementary School

School Accountability Report Card

Reported Using Data from the 2015-16 School Year

Published During 2016-17

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 <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://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 <http://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.

About This School

Contact Information (School Year 2016-17)

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	Jennifer Sherman, Principal
E-mail Address	jennifer_sherman@redlands.k12.ca.us
Web Site	http://smiley.redlandsusd.net/
CDS Code	36-67843-6036586

District Contact Information	
District Name	Redlands Unified School District
Phone Number	(909) 307-5300
Superintendent	Lori Rhodes
E-mail Address	lori_rhodes@redlands.k12.ca.us
Web Site	www.redlands.k12.ca.us

School Description and Mission Statement (School Year 2016-17)

As the Principal of Smiley Elementary, it is my privilege and pleasure to present to the community the Smiley Accountability Report Card. This document was put into place via Proposition 98 (1988) and the Redlands Unified School District Board of Education (1989). "The purpose of the School Accountability Report Card shall be to communicate important information to parents and other interested parties in the community about each of our public schools, and in this way, guarantee accountability for dollars spent." (AR 6810) Since 1989, Smiley Elementary School has presented this accountability report card annually.

Smiley School has earned a reputation for academic excellence, and all members of the school community, staff, PTA, School Site Council and parents work as partners to see that the needs of our students are met and to assist each child in reaching his/her potential. This partnership is expressed through many volunteer hours and special projects, such as the Peaceful Playground, Arts Attack, Friendly Helpers, Run Through Redlands Team, PeaceBuilders, PTA Reflections Program, Book Bridges Reading Program, and a variety of after school classes and programs. As a result of this partnership between parents and staff, students feel secure, display excellent citizenship, understand expectations and have a strong sense of pride in their school.

This report card will provide you with detailed information about Smiley School, our academic focus, and plans for the future. You will see that our resources and energy are directed toward providing quality education and a positive learning environment for all of our students.

School Summary:

Smiley School is located at the corner of San Mateo and Cypress Avenues. The school was built in 1952 on 10.8 acres of land. Three additional units were built in 1957, and the lower wings were added in 1963. Two portables that currently house the library and computer lab were added in 1961. An additional portable classroom was installed in 1998. "Modernization" was completed on the site in the spring of 2005. Primarily, classrooms were refurbished and the site was updated electronically. At the end of the '08-'09 school year, four additional portables were added to the site in preparation for moving the school from a YRE calendar to a modified calendar. This calendar change occurred in August, 2009.

Smiley School operates on a modified traditional calendar with approximately 650+ students enrolled. We have twenty-two regular education classes including four GATE (Gifted and Talented Education) cluster classrooms. In addition to these classes, we have one Specialized Academic Instruction (SAI) class for our students with identified learning disabilities. This class is staffed with a full-time teacher and aide. Smiley School also has two Special Day Classes (SDC) for students with moderate to severe handicaps. Both of these classes are staffed with a teacher and three to four aides. A Speech and Language Specialist housed at Smiley provides services for children with identified speech or language needs. Additional programs and services available at Smiley include instrumental music (grades 4 - 5), Library/Computer Lab (grades K - 5), Enrichment classes of art, music, and P.E. (grades 1 - 5), English Language Learner instruction (grades K - 5) and Intervention support (grades K - 5).

The school staff strives to establish regular communication with parents. This is in the format of reports, flyers, phone calls/telephone messaging, school web site, notes, conferences, a marquee and our monthly newsletter, The Smiley Scribbler. Each child receives a copy of The Smiley Scribbler to keep our parents informed about school activities/events, important dates and meetings. This is in addition to the Smiley PTA calendar published each year that features student artwork as well as important dates, contact information and information regarding monthly and yearly activities. Each Smiley family is provided a copy of the calendar.

The YMCA provides on-site daycare. Daycare is available before and after school hours, as well as during the time students are on break (off-site). The daycare program is housed in our multi-purpose room. In addition to this program, most of the daycare programs in the local area provide transportation service to and from Smiley School for both before and after school care.

The educational community of Smiley School, a California Distinguished School, is committed to the success of all of our students. We are dedicated to providing a clean, safe and nurturing environment which is intellectually challenging and includes opportunities for students to develop their sense of responsibility, independence and a love for learning.

This Year We Will:

- Focus staff development on Preparing Teachers to continue teaching the Common Core State Standards.
- Utilize student achievement data for meeting educational goals and providing interventions as defined in the Smiley Elementary School Plan for general enrollment and specific identified groups.
- Provide intervention support during and after school hours using current staff with the addition of two intervention support teachers.
- District TOA's will provide staff development in Common Core State Standards and Teaching Practices.

Student Enrollment by Grade Level (School Year 2015-16)

Grade Level	Number of Students
Kindergarten	105
Grade 1	97
Grade 2	100
Grade 3	114
Grade 4	114
Grade 5	110
Total Enrollment	640

Student Enrollment by Group (School Year 2015-16)

Student Group	Percent of Total Enrollment
Black or African American	5.8
American Indian or Alaska Native	0.6
Asian	7.8
Filipino	2
Hispanic or Latino	40.9
Native Hawaiian or Pacific Islander	0.3
White	36.3
Two or More Races	6.3
Socioeconomically Disadvantaged	46.9
English Learners	10.6
Students with Disabilities	10
Foster Youth	0.8

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (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

Teachers	School			District
	2014-15	2015-16	2016-17	2016-17
With Full Credential	24	24	25	17
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2014-15	2015-16	2016-17
Misassignments of 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.

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2015-16)

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100.0	0.0
All Schools in District	99.6	0.5
High-Poverty Schools in District	99.6	0.4
Low-Poverty Schools in District	99.4	0.6

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2016-17)

Year and month in which data were collected: January 2017

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 2008. 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.

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	Journeys Common Core Houghton Mifflin Harcourt (2014)	Yes	0%
Mathematics	Math In Focus Houghton Mifflin Harcourt (2015)	Yes	0%
Science	California Science Macmillian/McGraw-Hill (2008)	Yes	0%
History-Social Science	History - Social Science for California Scott Foresman (2006)	Yes	0%

School Facility Conditions and Planned Improvements (Most Recent Year)

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 1960's. Smiley School currently has thirty-one classrooms, a multipurpose room, a library and a computer lab. Our facilities were updated with central heating and air conditioning in 1993.

Students and staff work hard to keep our campus clean and safe. Classrooms rotate weekly through our Campus Cleanup schedule to pick up litter and the Student Council reports campus areas needing adult attention. Our custodian does regular campus safety inspections and completes repairs or oversees that problems are corrected by district personnel.

Through the vision and generosity of our Smiley PTA, Smiley's playgrounds were completely renovated. All four playgrounds have modular play equipment which allows our students to engage in safe and creative play. This project was completed in phases over a four year period. More recently, the entire blacktop surface was replaced, and the sand areas around the playground equipment have been replaced with wood-chips. In the spring of 2005 "Modernization" was completed with classrooms refurbished and the infra structure of the school updated. Murals were added on the playgrounds and along San Mateo St. We are continuing to add safety hook backpack racks to exterior classroom walls and that project should be completed next year. With the addition of the new four portables, a large outdoor stage was added to the north side of the 3rd grade wing.

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 school is scheduled to be repainted at the end of the 2010 - 2011 school year.

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.

School Facility Good Repair Status (Most Recent Year)

School Facility Good Repair Status (Most Recent Year)				
Year and month of the most recent FIT report: December 2016				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			Facility inspected monthly.
Electrical: 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 Rating (Most Recent Year)

Year and month of the most recent FIT report: December 2016				
Overall Rating	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, 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. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with 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 English Language Arts/Literacy (ELA) and Mathematics for All Students

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
English Language Arts/Literacy	51	61	53	59	44	48
Mathematics	47	52	40	44	34	36

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.

**CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2015-16)**

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	3	115	112	97.4	56.8
	4	112	110	98.2	61.8
	5	112	109	97.3	64.2
Male	3	57	55	96.5	46.3
	4	53	53	100.0	45.3
	5	61	58	95.1	55.2
Female	3	58	57	98.3	66.7
	4	59	57	96.6	77.2
	5	51	51	100.0	74.5
Asian	5	12	12	100.0	91.7
Hispanic or Latino	3	44	44	100.0	45.5
	4	37	36	97.3	50.0
	5	47	46	97.9	58.7
White	3	43	41	95.3	67.5
	4	51	50	98.0	68.0
	5	39	37	94.9	67.6
Socioeconomically Disadvantaged	3	52	52	100.0	39.2
	4	60	58	96.7	43.1
	5	56	55	98.2	49.1
English Learners	4	13	13	100.0	30.8
Students with Disabilities	3	16	15	93.8	42.9
	4	19	19	100.0	21.1
	5	14	14	100.0	35.7

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 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.

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 Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2015-16)**

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	3	115	111	96.5	64.2
	4	112	110	98.2	52.7
	5	112	109	97.3	39.5
Male	3	57	54	94.7	54.7
	4	53	53	100.0	47.2
	5	61	58	95.1	25.9
Female	3	58	57	98.3	73.2
	4	59	57	96.6	57.9
	5	51	51	100.0	54.9
Asian	5	12	12	100.0	58.3
Hispanic or Latino	3	44	44	100.0	51.2
	4	37	36	97.3	36.1
	5	47	46	97.9	30.4
White	3	43	40	93.0	71.8
	4	51	50	98.0	58.0
	5	39	37	94.9	43.2
Socioeconomically Disadvantaged	3	52	51	98.1	52.0
	4	60	58	96.7	32.8
	5	56	55	98.2	20.0
English Learners	4	13	13	100.0	38.5
Students with Disabilities	3	16	15	93.8	42.9
	4	19	19	100.0	21.1
	5	14	14	100.0	7.1

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 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.

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 Test Results in Science for All Students

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Science (grades 5, 8, and 10)	77	89	76	72	71	68	60	56	54

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

Note: Scores are not shown 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.

CAASPP Test Results in Science by Student Group Grades Five, Eight, and Ten (School Year 2015-16)

Student Group	Total Enrollment	# of Students with Valid Scores	% of Students with Valid Scores	% of Students Proficient or Advanced
All Students	112	109	97.3	76.2
Male	61	58	95.1	69.0
Female	51	51	100.0	84.3
Asian	12	12	100.0	83.3
Hispanic or Latino	47	46	97.9	67.4
White	39	37	94.9	81.1
Socioeconomically Disadvantaged	56	55	98.2	65.5
Students with Disabilities	14	14	100.0	64.3

Note: Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores.

Note: Scores are not shown 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.

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the Other Pupil Outcomes State Priority (Priority 8):

- Pupil outcomes in the subject areas of physical education.

California Physical Fitness Test Results (School Year 2015-16)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	25.7	21.1	15.6

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.

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the Parental Involvement State Priority (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite.

Opportunities for Parental Involvement (School Year 2016-17)

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 Book Bridges Reading Program is implemented in kindergarten through second grade and requires volunteers to read individually with each student four days per week. Volunteers chart their progress and help students select a new book to take home each night. 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. Parents also participate on the School Site Council as well as on site and district level committees. Smiley is also fortunate to have former alumnae return during their breaks to assist in the primary classrooms. Smiley continues to be recognized as having above average volunteer hours for the RUSD.

State Priority: School Climate

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

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

Suspensions and Expulsions

Rate	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Suspensions	1.8	1.7	2.2	4.8	3.7	4.1	4.4	3.8	3.7
Expulsions	0.0	0.0	0.0	0.2	0.2	0.2	0.1	0.1	0.1

School Safety Plan (School Year 2016-17)

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 front entrance, which is near the administration office, and the Kindergarten entrance to comply with half day attendance. 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.

After school, students walk to the bus loading area, walk home or the car pick up area and a crossing guard ensures students cross the street safely. Teachers and administrators supervise the areas until all students have left the campus for home.

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.

Federal Intervention Program (School Year 2016-17)

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2012-2013	2010-2011
Year in Program Improvement*	Year 2	Year 3
Number of Schools Currently in Program Improvement	N/A	9
Percent of Schools Currently in Program Improvement	N/A	56.3

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

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2013-14				2014-15				2015-16			
	Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	16	7	1		12	8			13	8		
1	26		3		24		3		22		4	
2	25		4		26		4		25		4	
3	23		5		25		5		23		4	
4	35			2	33		1	2	34			2
5	34		1	3	27	1	3		34			3
Other	15	1			15	1			28		2	

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

Academic Counselors and Other Support Staff (School Year 2015-16)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0	0
Counselor (Social/Behavioral or Career Development)	0	N/A
Library Media Teacher (Librarian)	0	N/A
Library Media Services Staff (Paraprofessional)	0	N/A
Psychologist	0	N/A
Social Worker	0	N/A
Nurse	0	N/A
Speech/Language/Hearing Specialist	0	N/A
Resource Specialist	1	N/A
Other	0	N/A

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

*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.

Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2014-15)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	\$5,736.80	\$816.38	\$4,920.42	\$83,096.62
District	N/A	N/A	\$4,920.42	\$80,558
Percent Difference: School Site and District	N/A	N/A	0.0	3.2
State	N/A	N/A	\$5,677	\$75,837
Percent Difference: School Site and State	N/A	N/A	-13.3	9.6

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

Types of Services Funded (Fiscal Year 2015-16)

Smiley Elementary has several categorically funded programs: School Improvement Program & English Language Learner Program (SSP), Lottery, Title I, Title III and Title V

2016-17 Student Objectives:

Common Core State Standards and the new curriculum in Math and English Language Arts

- Continue to implement Accelerated Reading program, grades K - 5
- Continue to implement "Thinking Maps" grades K - 5 and "Write From the Beginning"
- Update and increase hardware and software technology support
- Target subgroups for improved academic achievement
- Increase amount of intervention to students needing additional support

Summary of Strengths:

Smiley School's greatest strength is its dedicated, highly skilled staff and supportive parent group. Parents and staff work collaboratively to identify and meet the needs of our students. There is a strong academic focus and positive learning environment at Smiley. Staff members work hard to provide an appropriate academic program for all students. With use of the Accelerated Reader, English in a Flash, iStation, Lexia Core 5 Reading, c. technology programs, the staff is able to individualize learning instruction for all students.

Staff and parents set clear, consistent guidelines for behavior. There is a feeling of mutual respect and support between students and staff. As a result, students are well behaved and our campus is safe and orderly.

Funding:

Adequate funding continues to be a concern for all schools in California, and Smiley Elementary is no exception. Smiley Elementary continues to receive Title I funding, however at a steadily declining rate. Title I monies that were used for instructional materials and supplies, study trips, technology purchases, maintenance agreements, and the salary and benefits of a library/computer lab paraprofessional had to be reduced or funded under different categorical funds. Selecting and prioritizing areas for spending has resulted in some difficult compromises.

Student Objectives:

- Each Smiley student will demonstrate strengths and academic growth in Reading & Language Arts and Mathematics using a variety of assessment methods including the RUSD Common Assessments, the yearly state standardized test, observation of performance, and classroom assessments.

Teacher and Administrative Salaries (Fiscal Year 2014-15)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$43,473	\$45,092
Mid-Range Teacher Salary	\$76,873	\$71,627
Highest Teacher Salary	\$96,912	\$93,288
Average Principal Salary (Elementary)	\$118,476	\$115,631
Average Principal Salary (Middle)	\$127,244	\$120,915
Average Principal Salary (High)	\$138,146	\$132,029
Superintendent Salary	\$184,914	\$249,537
Percent of Budget for Teacher Salaries	40%	37%
Percent of Budget for Administrative Salaries	5%	5%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Professional Development (Most Recent Three Years)

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 and Math. Additional training and sharing of information occurs at Collaboration/Training every 4 weeks. Grade level leaders lead these meetings that focus on current research, implementation of state content standards, evaluating student writing samples and other literacy needs as suggested by the staff.