

Enchanted Hills Elementary School

2021-2022 School Accountability Report Card

(Published During the 2022-2023 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.

2022-23 School Contact Information

School Name	Enchanted Hills Elementary School
Street	1357 Mount Baldy
City, State, Zip	Perris, CA 92570
Phone Number	(951) 443-4790
Principal	Jewel Desosa
Email Address	jdesosa@perrisesd.org
School Website	https://www.perrisesd.org/Domain/8
County-District-School (CDS) Code	33671996120547

2022-23 District Contact Information

District Name	Perris Elementary School District
Phone Number	(951) 657-3118
Superintendent	Jean Marie Frey
Email Address	ksolorzano@perrisesd.org
District Website Address	www.perrisesd.org

2022-23 School Overview

Enchanted Hills Elementary School serves students in grades K-6. Students, teachers, and families work together to provide a community school atmosphere to promote academic and social achievement. Our mission is "dedicated to working collaboratively to ensure all students are learning at high levels".

For the 2021 - 2022 school year, Enchanted Hills was recognized by the state of California at the Platinum Level for our Positive Behavior Interventions and Supports (PBIS) implementation.

Our goal is to increase student achievement at a minimum of 3 points in ELA and Math as measured by the California Dashboard. Climate and culture remains a priority at Enchanted Hills. Students are taught our Panda P.R.I.D.E. Expectations (positive, resilient, integrity, dedicated, empathy) and it is fostered on a daily basis by all staff members. Panda P.R.I.D.E. tickets are given by all certificated and classified staff members to students who are following our school-wide expectations. The tickets are turned in for a chance to win a prize during Friday Flag announcements or they can be exchanged at our student store for various prizes. Staff are also acknowledged through panda P.R.I.D.E. staff tickets and our shout out board.

This school year, all teachers in grades TK - 2nd grade administered an ELA Wonders screener for foundational skills, fluency skills, and basic comprehension. This data along with Lexia data is used for targeted intervention which occurs daily for 30 minutes. Students receive additional support in the areas identified as learning deficits. The screener is scheduled to be administered to all students every trimester. Students who are being progress monitored are assessed an additional two times per trimester. Additional progress indicators include essential standard pre, mid, and post assessments in ELA and Math. This data is monitored at least 3 times a trimester. The data is used to drive their universal access small group time.

Enchanted Hills is an AVID Elementary school. We are focused on having students equipped with college/career readiness skills such as organization, writing, inquiry, and collaboration. All classes in grades K - 6th grade take AVID 3 column notes, have organizational tools, and participate in collaborative groups.

About this School

2021-22 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	60
Grade 1	73
Grade 2	58
Grade 3	61
Grade 4	64
Grade 5	68
Grade 6	60
Total Enrollment	444

2021-22 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	48.6
Male	51.4
American Indian or Alaska Native	0.0
Asian	0.2
Black or African American	2.0
Filipino	0.2
Hispanic or Latino	94.1
Native Hawaiian or Pacific Islander	0.0
Two or More Races	0.2
White	2.0
English Learners	48.4
Foster Youth	0.9
Homeless	2.0
Migrant	0.0
Socioeconomically Disadvantaged	86.3
Students with Disabilities	8.3



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)	24.00	100.00	252.60	95.94	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	0.00	0.00	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	2.00	0.76	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	1.00	0.38	12115.80	4.41
Unknown	0.00	0.00	7.70	2.92	18854.30	6.86
Total Teaching Positions	24.00	100.00	263.30	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)	23.50	95.92	252.70	94.51	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	2.00	0.75	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	2.10	0.81	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	3.00	1.12	11953.10	4.28
Unknown	1.00	4.08	7.50	2.80	15831.90	5.67
Total Teaching Positions	24.50	100.00	267.40	100.00	279044.80	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.

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

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	0.00
Misassignments	0.00	0.00
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	0.00	0.00

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

2021-22 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)	0.00	0.00
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.00	0.00

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

2022-23 Quality, Currency, Availability of Textbooks and Other Instructional Materials

The Williams Act legislation requires that there should be sufficient textbooks and instructional materials for each student, including English learners, to use in class and to take home. Below is information detailing the names of the textbooks used in our core classes; their dates of publication; the names of the firms that published them; and textbook sufficiency information.

Year and month in which the data were collected	September 8, 2022
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Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	McGraw Hill California Wonders (Adopted in 2016) Kinder-6th McGraw Hill World of Wonders Pre-K (Adopted in 2016) Transitional Kinder	Yes	0
Mathematics	McGraw Hill California Wonders (Adopted in 2016) Kinder-6th McGraw Hill World of Wonders Pre-K (Adopted in 2016) Transitional Kinder	Yes	0

Science	Twig Education: Twig Science (Adopted in 2022)	Yes	0
History-Social Science	Harcourt Social Studies: California Reflections (Adopted in 2006)	Yes	0

School Facility Conditions and Planned Improvements

Enchanted Hills Elementary opened in 2003. More facts about the condition of our school buildings are available in an online supplement to this report called for by the Williams legislation of 2004. What you will find is an assessment of more than a dozen aspects of our buildings: their structural integrity, electrical systems, heating and ventilation systems, and more. The important purpose of this assessment is to determine if our buildings and grounds are safe and in good repair. If anything needs to be repaired, this assessment identifies it and targets a date by which we commit to make those repairs. The guidelines for this assessment were written by the Office of Public School Construction (OPSC) and were brought about by the Williams legislation. You can look at the six-page Facilities Inspection Tool used for the assessment on the Web site of the OPSC.

To determine the condition of our facilities, our district sent experts from our facilities team to inspect them. They used a survey, called the Facilities Inspection Tool, issued by the Office of Public School Construction. Based on that survey, we've answered the questions you see on this report. Please note that the information reflects the condition of our buildings as of the date of the report. Since that time, those conditions may have changed.

Year and month of the most recent FIT report

8/30/22

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		14 Class C (914 sq/ft): Stained ceiling tile. MPR (4170 sq/ft): Stained ceiling tile.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			Playground: Water leak at fountains and large gaps on blacktop. Playground will be replaced next year. Gaps on pavement and leak at water fountain.
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			Playground: Gapping along rubber surface of perimeter. Playground will be replaced next year. Water leak at fountains and large gaps on blacktop. Playground will be replaced next year. Gaps on pavement and leak at water fountain.

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).
4. **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.

SARC Reporting in the 2020-2021 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

Options

Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

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.

The 2020-21 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-21 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-21 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-21 school year to other school years.

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 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
English Language Arts/Literacy (grades 3-8 and 11)	N/A	20	N/A	30	N/A	47
Mathematics (grades 3-8 and 11)	N/A	8	N/A	16	N/A	33

2021-22 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	257	253	98.44	1.56	20.16
Female	126	124	98.41	1.59	25.81
Male	131	129	98.47	1.53	14.73
American Indian or Alaska Native	0	0	0.00	0.00	0.00
Asian	0	0	0.00	0.00	0.00
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	239	235	98.33	1.67	20.00
Native Hawaiian or Pacific Islander	0	0	0.00	0.00	0.00
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	119	115	96.64	3.36	15.65
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0.00	0.00	0.00
Socioeconomically Disadvantaged	232	229	98.71	1.29	20.96
Students Receiving Migrant Education Services	0	0	0.00	0.00	0.00
Students with Disabilities	34	34	100.00	0.00	2.94

2021-22 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	256	255	99.61	0.39	7.84
Female	125	124	99.20	0.80	4.84
Male	131	131	100.00	0.00	10.69
American Indian or Alaska Native	0	0	0.00	0.00	0.00
Asian	0	0	0.00	0.00	0.00
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	238	237	99.58	0.42	7.59
Native Hawaiian or Pacific Islander	0	0	0.00	0.00	0.00
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	118	117	99.15	0.85	10.26
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0.00	0.00	0.00
Socioeconomically Disadvantaged	231	230	99.57	0.43	8.26
Students Receiving Migrant Education Services	0	0	0.00	0.00	0.00
Students with Disabilities	34	34	100.00	0.00	5.88

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.

For any 2020–21 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Science (grades 5, 8 and high school)	NT	5.63	NT	17.5	28.5	29.47

2021-22 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	71	71	100	0	5.63
Female	41	41	100	0	7.32
Male	30	30	100	0	3.33
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	67	67	100	0	4.48
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	35	35	100	0	0
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	65	65	100	0	6.15
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

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

2021-22 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. Due to changes to the 2021-22 PFT administration, 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	99%	99%	100%	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.

2022-23 Opportunities for Parental Involvement

At Enchanted Hills, we believe in having a partnership with parents in order to support the educational progress of students. We encourage participation in school events, family activities, and in parent committees. Parents are members of our School Site Council and English Learner Advisory Committee and are stakeholders in the decision-making process. We invite parent volunteers to assist with classroom and school projects.

All parents are welcome and are encouraged to participate in our many activities during the year such as our Math and Literacy family nights, annual jog-a-thon fundraiser, Coffee and Donuts with the Principal, Friday flag assemblies, family dances, and parent workshops. We continue to meet with our FIAT (Family Involvement Action Team) to plan our "Paws for Reading" events, which include parent workshops on AVID, Attendance, Second Step Guidance lessons, and other topics that enable parents to participate in their child's education. After the "Paws for Reading" workshop parents are invited to read with their child in their classroom. To become involved, please contact the school office at (951) 443-4790.

2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	528	504	311	61.7
Female	266	256	154	60.2
Male	262	248	157	63.3
American Indian or Alaska Native	0	0	0	0.0
Asian	3	1	1	100.0
Black or African American	12	12	8	66.7
Filipino	1	1	1	100.0
Hispanic or Latino	489	469	288	61.4
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	1	1	0	0.0
White	14	13	9	69.2
English Learners	253	244	134	54.9
Foster Youth	9	9	3	33.3
Homeless	17	15	9	60.0
Socioeconomically Disadvantaged	491	470	290	61.7
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	54	50	38	76.0

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 collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-20 suspensions and expulsions rate data are not comparable to other year data because the 2019-20 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-20 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	1.69	0.96	2.45
Expulsions	0.00	0.00	0.05

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Suspensions	0.19	4.17	0.02	2.27	0.20	3.17
Expulsions	0.00	0.00	0.00	0.00	0.00	0.07

2021-22 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	4.17	0.00
Female	3.01	0.00
Male	5.34	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	8.33	0.00
Filipino	0.00	0.00
Hispanic or Latino	3.89	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	7.14	0.00
English Learners	2.37	0.00
Foster Youth	0.00	0.00
Homeless	5.88	0.00
Socioeconomically Disadvantaged	4.28	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	7.41	0.00

2022-23 School Safety Plan

Enchanted Hills Elementary is a model facility, reflecting that our highest priority is the safety and welfare of our students. All site staff, administrators, teachers, and supervision aides monitor the campus, to ensure a safe learning environment for our students. The campus is a closed campus, with access only through the front office reception area; all guests, visitors, and vendors are required to check-in in the front office, where they are logged in through the Raptor System before gaining access to the campus.

Our school has an Emergency and Disaster Preparedness Plan that aligns with the NIMS Emergency System. The plan specifies procedures for dealing with fire, flood, earthquakes, lock downs, hazardous materials, disaster recovery organization, and student accountability, following a disaster. These plans are updated and reviewed annually and throughout the year. In addition, we have state-of-the-art intrusion and fire alarm systems and we routinely conduct a variety of safety drills, to ensure that our students and staff are well prepared to respond in the event of an emergency. In the event of a true emergency, our site utilizes the Illuminate Connect-Ed system to notify parents.

Emergency drills are conducted monthly with all students, staff, and guests participating on site.

Video surveillance cameras across our campus are a deterrent to trespassers, vandalism, and other illegal activities. They also help administrators and local law enforcement with the investigation of any crimes that occur on campus after school hours, making our school safer and more secure.

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.

2019-20 Elementary Average Class Size and Class Size Distribution

This table displays the 2019-20 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	21	1	3	
1	22	1	2	
2	24		3	
3	20	3	1	
4	31		1	
5	29		2	
6	27		2	
Other	11	1		

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	23		3	
1	22		3	
2	24		3	
3	21		3	
4	26		3	
5	22	1	2	
6	21	1	2	

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	20	2	1	
1	24		3	
2	19	3		
3	20	2	1	
4	32		2	
5	17	1	3	
6	20	1	2	

2021-22 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	888

2021-22 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)	0.5
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	0.5
Social Worker	0.13
Nurse	0.3
Speech/Language/Hearing Specialist	0.5
Resource Specialist (non-teaching)	
Other	

2020-21 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2020-21 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	14920	3540	11381	98744
District	N/A	N/A	11129	89492
Percent Difference - School Site and District	N/A	N/A	2.2	9.8
State	N/A	N/A	\$6,594	\$84,612
Percent Difference - School Site and State	N/A	N/A	53.3	15.4

2021-22 Types of Services Funded

Enchanted Hills offers extended learning opportunities through our after school Intervention Program and the Targeted Intervention Program. Students are invited to participate were identified utilizing assessment data. Other extended learning opportunities are the Alternative Support Tutoring Service and Think Together after-school programming. The Bilingual instructional aides work with teachers to provide support for our English Learners throughout the content areas.

Fifth grade students may participate in our Health and Fitness Camp two times a week for 5-6 weeks. This camp offers an opportunity for students who want to improve their physical fitness and ready themselves for the PE program at the middle school level.

The academic coach is a certificated teacher who works with grade levels or individual teachers to plan lessons. She is available to support teachers before or after school, as well as during grade level collaboration meetings. She also provides site based professional development for our teachers.

School Counselors and Social Worker Interns work with students to learn social skills or provide support for other areas of need. They meet with students both in small groups and on an individual basis. Counselors also work with students with attendance and/or behavioral needs.

2020-21 Teacher and Administrative Salaries

This table displays the 2020-21 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	\$50,173	\$51,591
Mid-Range Teacher Salary	\$90,056	\$79,620
Highest Teacher Salary	\$116,308	\$104,866
Average Principal Salary (Elementary)	\$134,548	\$131,473
Average Principal Salary (Middle)		\$135,064
Average Principal Salary (High)		\$137,679
Superintendent Salary	\$248,955	\$205,661
Percent of Budget for Teacher Salaries	39%	33%
Percent of Budget for Administrative Salaries	6%	6%

Professional Development

Professional development is centered on school focus areas, which are selected based on state and district student achievement data and observational data. Professional development topics are chosen to support first best instruction and the needs of our student population. Topics include instruction of culture and climate, Best first Instruction, CA ELA standards, CA math standards, close reading strategies, writing, AVID, technology, and small group instruction (Universal Access and Targeted Intervention). The District Office Staff Development Center also offers training for teachers. Teachers and support staff have attended trainings for Multi Tiered Systems of Support (MTSS), and on Professional Learning Communities / Culture and Climate through Solution Tree. Teachers are offered extended professional development to better utilize our tier two programs, Lexia for ELA and Dreambox for math.

School staff meets for professional development on weekly-modified school days, which allows for one hour of staff training and planning time to review student progress and plan instruction. Additional professional development is achieved through after school workshops, conference release time and individual mentoring. Teachers in need of additional support meet on a regular basis with the Academic Coach or administrators. All teaching staff is provided with the opportunity for collaboration and lesson planning time related to California Standards and our district's Units of Study. During this time, they are under the guidance of our Academic Coach and site administrators.

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

Subject	2020-21	2021-22	2022-23
Number of school days dedicated to Staff Development and Continuous Improvement	10-15	10-15	10-15