Enchanted Hills Elementary School
2022-2023 School Accountability Report Card
(Published During the 2023-2024 School Year)

General Information about the School Accountability Report Card (SARC)

SARC Overview	By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC. - For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at https://www.cde.ca.gov/ta/ac/sa/. - For more information about the LCFF or the LCAP, see the CDE LCFF web page at https://www.cde.ca.gov/fg/aa/lc/. - For additional information about the school, parents/guardians and community members should contact the school principal or the district office.
DataQuest	DataQuest is an online data tool located on the CDE DataQuest web page at https://dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).
California School Dashboard	The California School Dashboard (Dashboard) https://www.caschooldashboard.org/ reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.
Internet Access	Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

2023-24 School Contact Information

School Name	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

2023-24 District Contact Information

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

2023-24 School Description and Mission Statement

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

For the 2022 - 2023 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 for the 2022 - 2023 school year was to increase student achievement at a minimum of 3 points in ELA and Math as measured by the California Dashboard. We accomplished the goal in ELA with an increase of +20.7 average distance from standard and in Math with an average of +24.8 average distance from standard.

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 K - 2nd grade administered an ELA and Math screener for foundational skills, fluency skills, basic comprehension and Math skills. The screener data is used to provide targeted intervention and small group instruction to students. Students receive additional support in the areas of need that are identified. Additional progress indicators include essential standard assessments, common formative, and summative 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

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	87

Grade 1	63
Grade 2	78
Grade 3	63
Grade 4	65
Grade 5	54
Grade 6	69
Total Enrollment	479

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	50.5%
Male	49.5%
Asian	0.2%
Black or African American	2.1%
Filipino	0.4%
Hispanic or Latino	93.7%
Two or More Races	0.6%
White	1.3%
English Learners	52%
Foster Youth	1%
Homeless	4.4%
Socioeconomically Disadvantaged	88.1%
Students with Disabilities	6.7%

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

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
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	0	0	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00	0	0	12115.80	4.41
Unknown	0.00	0.00	0	0	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	1.10	0.43	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	0	0	7.50	2.80	15831.90	5.67
Total Teaching Positions	24.50	100.00	267.40	100.00	279044.80	100.00

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

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

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

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

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

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

Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.00	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

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

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

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

The 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 14, 2023

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	Houghton Mifflin Harcourt: Math in Focus (Adopted in 2015) 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) Kinder-6th McGraw Hill World of Wonders Pre-K (Adopted in 2016) Transitional Kinder	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	8/29/23

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			K2 Class: Toilet won't flush and damaged wall
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			MPR: missing cover on floor outlet
Restrooms/Fountains: Restrooms, Sinks/ Fountains		X		A Boys RR: Faucet Off
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences			X	Playground: Large gap at Rubber Surface Edge Playground: Rubber Surface has large gaps

Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

Statewide Assessments
(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

College and Career Ready
The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
English Language Arts/Literacy (grades 3-8 and 11)	20	31	30	31	47	46
Mathematics (grades 3-8 and 11)	8	17	16	19	33	34

2022-23 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus

the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

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

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	250	242	96.80	3.20	31.40
Female	127	123	96.85	3.15	35.77
Male	123	119	96.75	3.25	26.89
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	237	229	96.62	3.38	31.00
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	120	112	93.33	6.67	24.11
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	231	227	98.27	1.73	32.60
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	29	29	100.00	0.00	10.34

2022-23 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

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

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	250	250	100.00	0.00	17.20
Female	127	127	100.00	0.00	17.32
Male	123	123	100.00	0.00	17.07
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	237	237	100.00	0.00	16.88
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	120	120	100.00	0.00	11.67
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	231	231	100.00	0.00	17.75
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	29	29	100.00	0.00	10.34

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

Science test results include the CAST and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
Science (grades 5, 8 and high school)	5.63	5.45	17.50	13.62	29.47	30.29

2022-23 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	55	55	100.00	0.00	5.45
Female	21	21	100.00	0.00	0.00
Male	34	34	100.00	0.00	8.82
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	53	53	100.00	0.00	5.66
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	0	0	0	0	0
English Learners	25	25	100.00	0.00	0.00
Foster Youth	--	--	--	--	--
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	52	52	100.00	0.00	5.77
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.

2022-23 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT during 2021-22 and 2022-23 school years, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	98.3	98.3	98.3	98.3	100

C. Engagement	State Priority: Parental Involvement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

2023-24 Opportunities for Parental Involvement

At Enchanted Hills, we believe in being educational partners with our parents and families in order to achieve 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.

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	558	523	196	37.5
Female	276	259	91	35.1
Male	282	264	105	39.8
Non-Binary	0	0	0	0.0
American Indian or Alaska Native	0	0	0	0.0
Asian	1	1	1	100.0
Black or African American	14	11	5	45.5
Filipino	2	2	0	0.0
Hispanic or Latino	519	489	183	37.4
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	3	3	1	33.3
White	7	6	2	33.3
English Learners	288	277	85	30.7
Foster Youth	11	8	2	25.0
Homeless	30	29	6	20.7
Socioeconomically Disadvantaged	502	475	183	38.5
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	56	55	26	47.3

C. Engagement

State Priority: School Climate

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

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

Suspensions and Expulsions

This table displays suspensions and expulsions data.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Suspensions	0.19	4.17	1.08	0.02	2.27	2.10	0.20	3.17	3.60
Expulsions	0.00	0.00	0.00	0.00	0.00	0.03	0.00	0.07	0.08

2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	1.08	0
Female	0	0
Male	2.13	0
Non-Binary		
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	0	0
Filipino	0	0
Hispanic or Latino	1.16	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	0	0
White	0	0
English Learners	1.04	0
Foster Youth	0	0
Homeless	0	0
Socioeconomically Disadvantaged	1.2	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	0	0

2023-24 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 Aeries Communication powered by Parentsquare to notify parents. The plan was last reviewed and approved by School Site Council on January 19, 2023.

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.

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	

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	22	0	4	0
1	21	0	3	0
2	26	0	3	0
3	21	0	3	0
4	33	0	1	0
5	18	1	2	0
6	23	1	2	0
Other	0	0	0	0

2022-23 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	479

2022-23 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1
Library Media Teacher (Librarian)	.125
Library Media Services Staff (Paraprofessional)	0
Psychologist	1
Social Worker	0
Nurse	.25
Speech/Language/Hearing Specialist	1
Resource Specialist (non-teaching)	0
Other	0

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

This table displays the 2021-22 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	14554	3410	11143	113630
District	N/A	N/A	10327	$96,211
Percent Difference - School Site and District	N/A	N/A	7.6	16.6
State	N/A	N/A	$7,607	$88,288
Percent Difference - School Site and State	N/A	N/A		25.1

Fiscal Year 2022-23 Types of Services Funded

Enchanted Hills offers extended learning opportunities through our after-school Intervention Program. Students who are invited to participate were identified utilizing assessment data. Other extended learning opportunities include Think Together after-school programming. 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.

Our academic coach is a certificated teacher who works with grade levels or individual teachers to collaborate on lesson plans, teaching strategies, data analysis and model lessons. Our academic coach 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 on social skills and/or provide support for other areas of need. They meet with students both in small groups and on an individual basis. Counselors work with students with attendance and/or behavioral needs.

Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at http://www.cde.ca.gov/ds/fd/cs/.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	58329	$54,046
Mid-Range Teacher Salary	95418	$84,515
Highest Teacher Salary	135215	$110,867
Average Principal Salary (Elementary)	157704	$136,841
Average Principal Salary (Middle)	0	$141,477
Average Principal Salary (High)	0	$137,985
Superintendent Salary	268400	$217,473
Percent of Budget for Teacher Salaries	36	32.43%
Percent of Budget for Administrative Salaries	5	5.62%

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 determined to support first best instruction and the needs of our students. Topics include culture and climate, best first Instruction, essential standards in ELA, Math, and ELD, 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.

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 grade level essential standards. During this time, they are under the guidance of our Academic Coach and/or site administrators.

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

Subject	2021-22	2022-23	2023-24
Number of school days dedicated to Staff Development and Continuous Improvement	10-15	10-15	10-15