

Enchanted Hills Elementary School

School Accountability Report Card

Reported Using Data from the 2018-19 School Year

Published During 2019-20

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 <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or 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).

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

School Contact Information (School Year 2019-20)

Entity	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
Website	www.perrisesd.org/Domain/8
County-District-School (CDS) Code	33671996120547

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

School Description and Mission Statement (School Year 2019-20)

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

Enchanted Hills Elementary School is located in the city of Perris, a community fifteen miles southeast of Riverside. Our school draws students from diverse cultural and socioeconomic backgrounds in a suburban/rural environment. The total student enrollment is 503 comprised of 3% African American, 3% white, and 94% Hispanic population. Our school educates 52% English Learners and 93% Low socio-economic families.

Enchanted Hills Elementary School is dedicated to ensuring that all students receive the best possible education and reach their fullest academic potential to succeed in a global society. We challenge our students daily with a rigorous curriculum that is aligned with the California Content Standards. We emphasize reading, writing, mathematics, PE, Art, and English language development at all grade levels. The dedication of our teachers and our high expectations for our students breed academic success at Enchanted Hills Elementary. Enchanted Hills is in its third year of implementation of the AVID Elementary program.

Enchanted Hills Elementary School's School Plan for Student Achievement describes a total program plan for School Improvement, with goals with goals to increase student achievement in English Language Arts, Mathematics and to increase the achievement of our English Learners (EL). A school culture goal addresses parent involvement and creating a warm, safe environment for students and families. The staff and parents contributed recommendations based upon results from the annual school survey, School Site Council and ELAC recommendations, yearly Program Monitoring Review, and Coordinated Program Monitoring results.

Parents and community members are an important part of our academic program. We encourage parents to participate in our school activities, events, and committees. Our entire staff looks forward to working with parents and community members to ensure another year of academic success.

The vision statement of our school reads as follows:

Enchanted Hills Elementary school is a collaborative learning community where staff, parents, and students are committed to being positive contributors to a respectful, academic culture.

Our staff and community are invested in making student-centered decisions that will influence rigorous teaching through innovative and differentiated instruction.

We are dedicated to ensuring that all students are actively engaged in achieving academic goals, preparing for college and becoming productive citizens of society in a safe climate of high expectations and responsibility.

Student Enrollment by Grade Level (School Year 2018-19)

Grade Level	Number of Students
Kindergarten	82
Grade 1	72
Grade 2	90
Grade 3	68
Grade 4	64
Grade 5	56
Grade 6	71
Total Enrollment	503

Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	2.8
Asian	0.4
Hispanic or Latino	93.6
White	3.2
Socioeconomically Disadvantaged	93.4
English Learners	52.3
Students with Disabilities	7.8
Foster Youth	0.2
Homeless	5

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Teacher Credentials

Teachers	School 2017-18	School 2018-19	School 2019-20	District 2019-20
With Full Credential	32	25	32	316
Without Full Credential	0	0	0	5
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2017-18	2018-19	2019-20
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.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2019-20)

Year and month in which data were collected: September 12, 2019

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.

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) McGraw Hill World of Wonders Pre-K (Adopted in 2016)	Yes	0
Mathematics	Houghton Mifflin Harcourt Math In Focus (Adopted in 2015)	Yes	0
Science	Harcourt California Science (Adopted in 2007)	Yes	0
History-Social Science	Harcourt Social Studies: California Reflections (Adopted in 2006)	Yes	0

School Facility Conditions and Planned Improvements (Most Recent Year)

Enchanted Hills Elementary School consists of 20 permanent classrooms, three permanent county classrooms, and six portable buildings. The media center, the multipurpose room, and the administrative offices are also in modular buildings.

The school site is inspected regularly to ensure that we comply with all state requirements. A custodial staff attends to the regular and preventive maintenance of the school site. They clean each classroom, the rest rooms, and the offices daily. District maintenance removes graffiti and maintains landscaping on a weekly basis.

We added Drip Irrigation to our landscaping to help maintain appearance and we are in the process of landscaping our curb planters in the front of our school.

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.

School Facility Good Repair Status (Most Recent Year)

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The overall rating

Year and month of the most recent FIT report: November 14, 2019

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	

System Inspected	Rating	Repair Needed and Action Taken or Planned
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Poor	Boys RR: dirty/rusted exhaust vents, 1 loose toilet seat Girls RR: 1 loose toilet seat, loose button on hand dryer K2: loose toilet seat, elec. cord without protector
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
Overall Rating	Good	

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. 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); 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 ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
English Language Arts/Literacy (grades 3-8 and 11)	26	29	33	34	50	50
Mathematics (grades 3-8 and 11)	13	16	23	24	38	39

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.

Note: 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.

**CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2018-19)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	276	273	98.91	1.09	28.94
Male	140	139	99.29	0.71	25.18
Female	136	134	98.53	1.47	32.84
Black or African American	12	12	100.00	0.00	16.67
American Indian or Alaska Native					
Asian	--	--	--	--	--
Filipino					
Hispanic or Latino	254	251	98.82	1.18	29.88
Native Hawaiian or Pacific Islander					
White	--	--	--	--	--
Two or More Races					
Socioeconomically Disadvantaged	259	256	98.84	1.16	28.13
English Learners	186	184	98.92	1.08	29.35
Students with Disabilities	32	32	100.00	0.00	6.25
Students Receiving Migrant Education Services	--	--	--	--	--
Foster Youth					
Homeless	11	9	81.82	18.18	33.33

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

Note: 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 2018-19)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	276	273	98.91	1.09	15.75
Male	140	138	98.57	1.43	18.12
Female	136	135	99.26	0.74	13.33

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Black or African American	12	12	100.00	0.00	16.67
American Indian or Alaska Native					
Asian	--	--	--	--	--
Filipino					
Hispanic or Latino	254	251	98.82	1.18	15.94
Native Hawaiian or Pacific Islander					
White	--	--	--	--	--
Two or More Races					
Socioeconomically Disadvantaged	259	256	98.84	1.16	15.63
English Learners	186	184	98.92	1.08	14.67
Students with Disabilities	32	32	100.00	0.00	3.13
Students Receiving Migrant Education Services	--	--	--	--	--
Foster Youth					
Homeless	11	9	81.82	18.18	22.22

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

Note: 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 Grades Five, Eight, and Ten Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Science (grades 5, 8 and high school)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

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 areas of physical education.

California Physical Fitness Test Results (School Year 2018-19)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	14.5	11.3	8.1

Note: 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.

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 for the school district and each school site.

Opportunities for Parental Involvement (School Year 2019-20)

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 in the classroom and are welcome to serve as chaperones on field trips. Many help with our annual carnival, which has proven to be a huge success. Parents assist the media center clerk with the book fairs in the fall and spring of each year.

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 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. To become involved, please contact the school office at (951) 443-4790.

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

Rate	School 2016-17	School 2017-18	School 2018-19	District 2016-17	District 2017-18	District 2018-19	State 2016-17	State 2017-18	State 2018-19
Suspensions	5.3	4.3	1.6	2.6	3.6	2.1	3.6	3.5	3.5
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2019-20)

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, visitor, 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.

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

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2016-17	2016-17	2016-17	2016-17	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19
	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+
K	21		5		23		4		21	1	3	
1	24		3		23		4		24		3	
2	24		3		23		3		22		4	
3	24		3		23		3		18	2	2	
4	26		3		23		3		32		1	1
5	24		3		25		3		28		2	
6	21	1	3		25		3		24		3	
Other**					11	1						

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

** "Other" category is for multi-grade level classes.

Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselors*	503.0

*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.

Student Support Services Staff (School Year 2018-19)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1.0
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	.5
Social Worker	
Nurse	.3
Speech/Language/Hearing Specialist	.5
Resource Specialist (non-teaching)	1.0
Other	

*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 2017-18)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$9,765	\$1,775	\$8,020	\$90,251
District	N/A	N/A	\$8,657	\$85,627
Percent Difference - School Site and District	N/A	N/A	-7.6	5.3
State	N/A	N/A	\$7,506.64	\$82,663.00
Percent Difference - School Site and State	N/A	N/A	6.6	8.8

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

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

Types of Services Funded (Fiscal Year 2018-19)

Enchanted Hills offers extended learning opportunities through our after school Panda Program and the Targeted Intervention Program. Students are invited to participate were identified utilizing CAASPP and other assessment data. Other extended learning opportunities are the Alternative Support Tutoring Service and Think Together after-school programming. The Bilingual instructional aide works 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 behavior concerns.

Teacher and Administrative Salaries (Fiscal Year 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$47,989	\$45,741
Mid-Range Teacher Salary	\$86,137	\$81,840
Highest Teacher Salary	\$111,246	\$102,065
Average Principal Salary (Elementary)	\$118,647	\$129,221
Average Principal Salary (Middle)	\$0	\$132,874
Average Principal Salary (High)	\$0	\$128,660
Superintendent Salary	\$212,670	\$224,581
Percent of Budget for Teacher Salaries	42%	36%
Percent of Budget for Administrative Salaries	6%	5%

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

Professional Development (Most Recent Three Years)

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	10-15	10-15	10-15

Professional development is centered on school focus areas, which are selected based on state and district student achievement 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, CA ELA standards, Close Reading strategy, Writing, and AVID. 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 our district's Units of Study. During this time, they are under the guidance of our Academic Coach and site administrators.