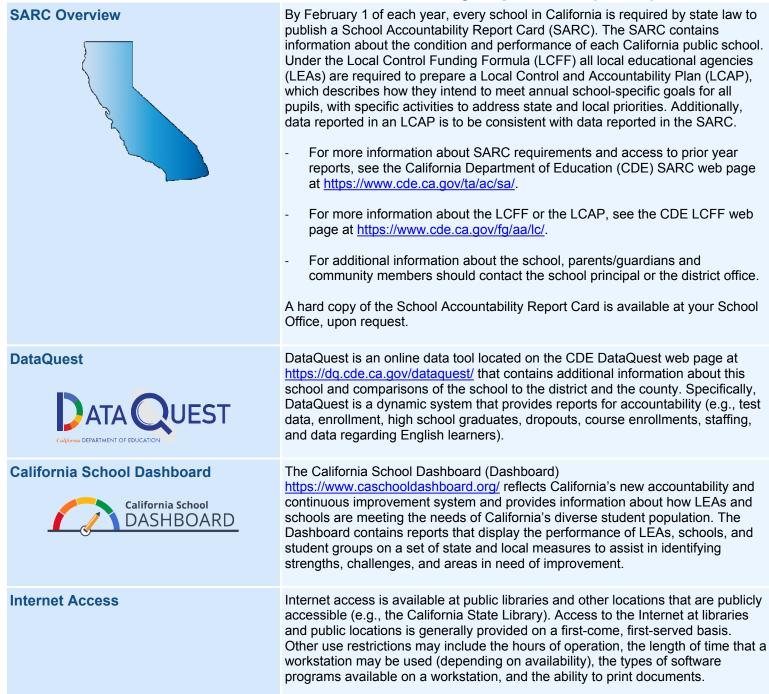# Enchanted Hills Elementary School
2023-2024 School Accountability Report Card
(Published During the 2024-2025 School Year)

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.
	A hard copy of the School Accountability Report Card is available at your School Office, upon request.
DataQuest	DataQuest is an online data tool located on the CDE DataQuest web page at https://dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).
California School Dashboard	The California School Dashboard (Dashboard) https://www.caschooldashboard.org/ reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.
Internet Access	Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

Admission Requirements for the University of California (UC)	Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at https://admission.universityofcalifornia.edu/.
Admission Requirements for the California State University (CSU)	Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at https://www2.calstate.edu/.

2024-25 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	Renee Carbajal
Email Address	renee.carbajal@perrisesd.org
School Website	https://www.perrisesd.org/o/enchantedhills
Grade Span	K-6
County-District-School (CDS) Code	33671996120547

2024-25 District Contact Information

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

2024-25 School Description and Mission Statement

Enchanted Hills Elementary is committed to providing a high-quality education that empowers all students to achieve academic excellence and personal growth. Located in the city of Perris, our school serves a diverse student body of approximately 450 students from kindergarten through sixth grade. Our dedicated staff, supportive community, and innovative programs foster a learning environment where students can thrive.

We pride ourselves on offering a safe, inclusive, and nurturing atmosphere where every student is encouraged to reach their full potential. Our comprehensive curriculum includes core academic subjects, art, technology, and physical education,

2024-25 School Description and Mission Statement

designed to challenge and engage students while meeting common core state standards. Additionally, we emphasize critical thinking, collaboration, and creativity to prepare students for success in college, career, and life.

Enchanted Hills Elementary offers various support services and enrichment opportunities to meet the diverse needs of our students, including AVID Elementary Practices, English language Development support, a wellbeing program, counseling services. Strong partnerships with families and the broader community are at the heart of our mission to develop confident, well-rounded learners who contribute positively to society.

Through continuous improvement and a shared commitment to excellence, Enchanted Hills Elementary remains dedicated to inspiring every student to achieve their best.

About this School

2023-24 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	52
Grade 1	67
Grade 2	60
Grade 3	77
Grade 4	63
Grade 5	67
Grade 6	61
Total Enrollment	447

2023-24 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	47.7
Male	52.3
Non-Binary	0
Asian	0.2
Black or African American	1.8
Filipino	0.2
Hispanic or Latino	94.4
Two or More Races	0.7
White	1.3
English Learners	53
Foster Youth	1.1
Homeless	1.8
Socioeconomically Disadvantaged	89
Students with Disabilities	10.3

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/Incomplete/NA	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/Incomplete/NA	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.

2022-23 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	24	100.00	244.60	92.87	231142.40	100.00
Intern Credential Holders Properly Assigned	0	0.00	3.00	1.14	5566.40	2.00
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00	6.50	2.47	14938.30	5.38
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00	4.20	1.62	11746.90	4.23
Unknown/Incomplete/NA	0.00	0.00	5.00	1.90	14303.80	5.15
Total Teaching Positions	24.00	100.00	263.40	100.00	277698	100

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

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

Authorization/Assignment	2020-21	2021-22	2022-23
Permits and Waivers	0.00	0.00	0
Misassignments	0.00	0.00	0
Vacant Positions	0.00	0.00	0
Total Teachers Without Credentials and	0.00	0.00	0

Credentialed Teachers Assigned Out-of-Field (considered "out-of-field" under ESSA)

Indicator	2020-21	2021-22	2022-23
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00	0
Local Assignment Options	0.00	0.00	0
Total Out-of-Field Teachers	0.00	0.00	0

Class Assignments

Indicator	2020-21	2021-22	2022-23
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.00	0	0
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.00	0	0

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

2024-25 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 12, 2024

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	Yes	0
Mathematics	Houghton Mifflin Harcourt: Math in Focus (Adopted in 2015) Kinder-6th	Yes	0
Science	Twig Education: Twig Science (Adopted in 2022) Kinder-6th	Yes	0
History-Social Science	Harcourt Social Studies: California Reflections (Adopted in 2006) Kinder-6th	Yes	0

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

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	8/20/2024

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			Class 24: Damaged wall surface
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			:
Electrical	X			Girls Restroom: Broken lock on stall
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

B. Pupil Outcomes

State Priority: Pupil Achievement

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

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

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

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

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

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

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

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

ELA and mathematics test results include the Smarter Balanced Summative 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 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
English Language Arts/Literacy (grades 3-8 and 11)	31	23	31	29	46	47
Mathematics (grades 3-8 and 11)	17	20	19	19	34	35

2023-24 CAASPP Test Results in ELA by Student Group

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

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

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

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	271	264	97.42	2.58	22.73
Female	130	127	97.69	2.31	25.98
Male	141	137	97.16	2.84	19.71
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	254	247	97.24	2.76	21.86
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	125	118	94.40	5.60	11.86
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	251	246	98.01	1.99	23.98
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	46	45	97.83	2.17	0.00

2023-24 CAASPP Test Results in Math by Student Group

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

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

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	271	271	100.00	0.00	19.93
Female	130	130	100.00	0.00	18.46
Male	141	141	100.00	0.00	21.28
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	254	254	100.00	0.00	20.08
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	125	125	100.00	0.00	13.60
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	251	251	100.00	0.00	20.32
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	46	46	100.00	0.00	0.00

CAASPP Test Results in Science for All Students

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

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

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

Subject	School 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
Science (grades 5, 8 and high school)	5.45	7.35	13.62	13.99	30.29	30.73

2023-24 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	68	68	100.00	0.00	7.35
Female	34	34	100.00	0.00	5.88
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	0	0	0	0	0
Hispanic or Latino	64	64	100.00	0.00	7.81
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	32	32	100.00	0.00	3.13
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	61	61	100.00	0.00	8.20
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	17	17	100.00	0.00	0.00

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

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

2023-24 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 requires only participation results for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

2024-25 Opportunities for Parental Involvement

Enchanted Hills Elementary values the essential role parents and guardians play in fostering student success and maintaining a strong school community. We offer numerous opportunities for families to engage with the school and actively participate in their children's education. To strengthen the home-school connection, please join us for our many parent involvement opportunities.

Parent Councils:
School Site Council: Participate in the SSC to contribute to decisions about school budgets, policies, and academic priorities.
English Learner Advisory Council: Support English learner programs by joining the ELAC to provide input on language development initiatives and services.
African American Advisory Council: Support the success of African American students by collaborating with the school team to address the specific needs of African American students and their families.

Volunteer Opportunities:
Complete the volunteer approval process to assist with classroom activities, school projects and events.

School Events:
Participate in events such as Back-to-School Night, Open House, parent-teacher conferences, and family engagement nights.

Communication and Advocacy:
Stay informed by connecting with our Perris Elementary School District App, reading our school newsletters, attending regular meetings, and engaging with teachers and staff to share insights and feedback.

For more information about opportunities for involvement, please visit our school website and read our School Newsletters.

2023-24 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	511	494	164	33.2
Female	246	236	77	32.6
Male	265	258	87	33.7
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Black or African American	11	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	476	460	153	33.3
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	--	--	--	--
White	--	--	--	--
English Learners	269	264	66	25.0
Foster Youth	--	--	--	--
Homeless	14	12	6	50.0
Socioeconomically Disadvantaged	466	453	155	34.2
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	74	73	27	37.0

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

C. Engagement

State Priority: School Climate

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

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

Suspensions and Expulsions

This table displays suspensions data.

Suspensions								
School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
4.17	1.08	2.54	2.27	2.1	1.68	3.17	3.6	3.28

This table displays expulsions data.

Expulsions								
School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
0	0	0	0	0.03	0	0.07	0.08	0.07

2023-24 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	2.54	0.00
Female	3.25	0.00
Male	1.89	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	2.73	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.00	0.00
English Learners	2.60	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	2.58	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	1.35	0.00

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2024-25 School Safety Plan

Enchanted Hills Elementary School is committed to providing a safe, inclusive, and supportive learning environment for all students and staff. The school safety plan is a comprehensive framework designed to prevent, prepare for, respond to, and recover from emergencies. It also supports the well-being of the school site. It is updated annually in compliance with state and

2024-25 School Safety Plan

federal guidelines.

The Comprehensive School Site Safety Plan was developed for Enchanted Hills Elementary in collaboration with local agencies and the district office to fulfill Senate Bill 187 requirements. Components of this plan include child abuse reporting procedures, teacher notification of dangerous pupil procedures, disaster response procedures, procedures for safe arrival and departure from school, sexual harassment policy, and dress code policy. Enchanted Hills Elementary's most recent school safety plan was reviewed, updated, and approved by the school safety committee and discussed with school staff.

The safety plan includes emergency details; such as, evacuation routes and emergency procedures, scheduled emergency drills and information on emergency supplies. In addition, it encompasses prevention and intervention programs that support students and staff, campus security measures, staff training and community involvement.

The safety and well-being of our students and staff are at the heart of everything we do. Through the implementation of the safety plan, Enchanted Hills ensures a secure environment that supports academic and personal growth.

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.

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		4	
1	21		3	
2	26		3	
3	21		3	
4	33		1	
5	18	1	2	
6	23	1	2	

2023-24 Elementary Average Class Size and Class Size Distribution

This table displays the 2023-24 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	17	3		
1	22		3	
2	20	2	1	
3	26		3	
4	32		2	
5	22	1	2	
6	20	1	2	

2023-24 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	414

2023-24 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. The "Other" category is for all other student support services staff positions not listed.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1
Library Media Teacher (Librarian)	.111
Library Media Services Staff (Paraprofessional)	.75
Psychologist	.5
Social Worker	.111
Nurse	.20
Speech/Language/Hearing Specialist	1
Resource Specialist (non-teaching)	0
Other	0

Fiscal Year 2022-23 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2022-23 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	19393	6680	12713	117554
District	N/A	N/A	11483	$107,828
Percent Difference - School Site and District	N/A	N/A	10.2	8.6
State	N/A	N/A	$10,771	$94,129
Percent Difference - School Site and State	N/A	N/A	16.5	22.1

Fiscal Year 2023-24 Types of Services Funded

Enchanted Hills is committed to ensuring that all students receive the support and resources they need to succeed academically, socially, and emotionally. A variety of programs and services address the diverse needs of our student population.

Academic Support Services include intervention programs to target academic needs, English Learner Support to help English learners acquire proficiency and access the core curriculum. Student Wellbeing programs include social emotional learning instruction, on campus Wellbeing Centers, in classroom emotion regulation areas, school counseling services, support staff to support the wellbeing of students, teachers and parents. Enrichment programs include our after school ELEVO program and a visual art program that promotes creativity and self-expression. We engage families and the community with workshops and partnerships. Technology is integrated throughout learning. The comprehensive services funded at Enchanted Hills Elementary are integral to ensuring that every student has the opportunity to achieve their fullest potential in a supportive and enriching environment.

Fiscal Year 2022-23 Teacher and Administrative Salaries

This table displays the 2022-23 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	$58,329	$57,839
Mid-Range Teacher Salary	$104,696	$90,040
Highest Teacher Salary	$135,215	$118,647
Average Principal Salary (Elementary)	$155,244	$144,639
Average Principal Salary (Middle)	$0	$148,270
Average Principal Salary (High)	$0	$161,275
Superintendent Salary	$300,575	$229,986
Percent of Budget for Teacher Salaries	36%	31%
Percent of Budget for Administrative Salaries	5%	6%

Professional Development

Professional development at Enchanted Hills Elementary is a key element in fostering teacher growth, enhancing instructional practices, and supporting student achievement. We are committed to equipping educators with the knowledge and tools necessary to meet the diverse needs of our students and advance academic excellence. The professional development is focused on standards- based instruction, differentiated instruction, reading foundations, mathematical thinking, English learner development, social emotional learning, technology integration and data-driven decision making. Our professional development is structured in a collaborative professional learning community with dedicated days regularly. It is supported with academic coaching, ongoing guidance and support for instructional techniques. The impact of professional development is assessed to evaluate effectiveness, provide feedback and analysis for improvement. By prioritizing meaningful and relevant professional development, Enchanted Hills Elementary ensures that our educators remain well-equipped to deliver high-quality instruction and foster a culture of continuous improvement for the benefit of our students and school community

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

Subject	2022-23	2023-24	2024-25
Number of school days dedicated to Staff Development and Continuous Improvement	10-15	10-15	10-15