



Green Hills Elementary School

401 Ludeman Lane • Millbrae, CA 94030 • (650) 588-6485 • Grades K-5

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2019-20 School Accountability Report Card Published During the 2020-21 School Year

Millbrae Elementary School District

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District Governing Board

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School Description

Green Hills is a warm and nurturing school community. Staff, parents, students, and community members work together to provide a diverse group of 348 students the best possible educational experience. While we have experienced a slight decrease in enrollment due to families moving out of the area, there continues to be high public interest toward enrolling in our school. Although we have consistently demonstrated high performance on standardized testing and annual report cards, our community is especially proud of the exceptional accomplishments of the students developing as whole individuals, with sense of school and community pride. We have a dynamic staff dedicated to the achievement of all students. We have a strong and active parent community who enrich the school program by volunteering time to provide supplemental art and science programming. Green Hills is a school where everyone works towards meeting the expectations of a rigorous school program despite the budget and financial challenges our school has faced in recent years. Recent facility improvements include the second phase of modernization work made possible by Measure N school facilities funds. Highlights from the summer modernization work included: ADA accessible path-of-travel, ADA staff and student restrooms, ADA doors, frames & hardware, ADA reception and library check-out counters, wheelchair lifts, HVAC upgrades, fire alarm system upgrades, Local Area Network (LAN) upgrades, wireless capabilities and wireless thermostats.

About the SARC

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 webpage 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.

2019-20 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	52
Grade 1	52
Grade 2	51
Grade 3	71
Grade 4	65
Grade 5	70
Total Enrollment	361

2019-20 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	0.8
American Indian or Alaska Native	0.3
Asian	51.8
Filipino	5
Hispanic or Latino	12.2
Native Hawaiian or Pacific Islander	0.8
White	19.4
Two or More Races	8.6
Socioeconomically Disadvantaged	17.5
English Learners	28.8
Students with Disabilities	7.5

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 for Green Hills Elementary	18-19	19-20	20-21
With Full Credential	18	16.5	15.5
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0

Teacher Credentials for Millbrae Elementary	18-19	19-20	20-21
With Full Credential	♦	♦	108.4
Without Full Credential	♦	♦	3
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at Green Hills Elementary School

Indicator	18-19	19-20	20-21
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 2020-21)

Textbooks and Instructional Materials

Year and month in which data were collected: September 2020

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	McGraw Hill Wonders - 2017 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Mathematics	Eureka Math - 2015 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Science	Twig Science -- 2020 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
History-Social Science	Houghton Mifflin/Studies Weekly - 2017 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%

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

School Facility Conditions and Planned Improvements (Most Recent Year)

Green Hills was built in 1949 and was remodeled in 1990. A computer lab was first established through the generous donations to the school's PTA in 2001 and upgraded with current technology in Spring 2008. Additionally, classroom teachers received computers and use them for email communication with colleagues and parents, data entry and assessment, researching, and word processing. The school is equipped with wireless Internet throughout the campus, and 16 classrooms are using SMART Board technology and document cameras. District maintenance crews and school custodians refinished the hardwood floor in the multiuse room and dusted and cleaned all classrooms and bathrooms, which were upgraded and remodeled in the summer of 2011. Asphalt repairs were made to keep the yard and walkways safe. The school's custodians and district maintenance crew have set a goal of keeping every classroom and restroom clean and safe despite cutbacks, budget reductions, and decreased maintenance staff. During the summer of 2011, the school received major upgrades that made the campus ADA compliant, including a remodeled driveway with handicap accessibility to the main office and classrooms. The fire alarm system was replaced, along with new roofing and conduits on all buildings. This was made possible with money from the Measure X bond passed in May 2009. The upper and lower fields were renovated, and a new play structure was built on the yard. During the summer of 2013, our school completed the second phase of facilities modernization work made possible by Measure N school facilities funds. Highlights from the summer modernization work included: ADA accessible path-of-travel, ADA staff and student restrooms, ADA doors, frames & hardware, ADA reception and library check-out counters, wheelchair lifts, HVAC upgrades, fire alarm system upgrades, Local Area Network (LAN) upgrades, wireless capabilities and wireless thermostats.

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 rate for each system inspected
- The overall rating

Year and month in which data were collected: 8/4/2020

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	MUR:
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Structural: Structural Damage, Roofs	Good	Portable Classrooms: Gutters are deteriorating. Roofs will need to be redone soon.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Poor	Lower wing: Kindergarden play structure is not used and needs to be removed. Upper wing: Rear doors are weathered and will need to be replaced soon.
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 18-19	School 19-20	District 18-19	District 19-20	State 18-19	State 19-20
ELA	74	N/A	63	N/A	50	N/A
Math	78	N/A	58	N/A	39	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

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 Science for All Students Grades Five, Eight, and High School

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 18-19	School 19-20	District 18-19	District 19-20	State 18-19	State 19-20
Science	55	N/A	46	N/A	30	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: The new California Science Test (CAST) was first administered operationally in the 2018-2019 school year.

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.

2019-20 Percent of Students Meeting Fitness Standards

Grade Level	4 of 6	5 of 6	6 of 6
5	N/A	N/A	N/A
7	N/A	N/A	N/A
9	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-56-20 was issued which waived the requirement to administer the physical fitness performance test for the 2019-2020 school year.

**CAASPP Test Results in Science by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019-2020)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

**CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019-2020)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

**CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019-2020)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

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 2020-21)

Green Hills School enjoys a history of positive relationships among schools, parents, and community members through open communication and shared decision-making. Each year, a televised board meeting features our Green Hills school report and highlights student activities to show the many positive projects in which children are involved. An active PTA organization coordinates volunteer activities at the school, which include daily classroom volunteers and school events and activities. Some activities are designed as fund-raisers; others are appreciation events or community pursuits. The Green Hills PTA actively supports educational programs by sponsoring our Annual Fund. This direct ask sponsors 100% of our school supplies, field trip costs, technology enhancement, music assemblies, and a family picnic/campus beautification day. Decision-making is shared at our school. There are advisory groups that meet throughout the school year, including the ELAC and the SSC. During kindergarten through fifth grade parent conferences, teachers inform parents of their children's academic, social, and behavioral progress. Informal conferences can be scheduled throughout the year. Progress reports are sent to parents when children are experiencing academic difficulty. The SST (Student Success Team meeting) which includes students and parents, meets to discuss and plan for student success and achievement. Report cards are issued three times each year. Progress reports are sent home only when needed. Parent education is a high priority in the Millbrae School District. It is important to keep parents well informed about changes in the curriculum. PTA events are planned throughout the year, as well as district parent education programs covering a variety of topics from test-taking strategies to interactive math games and centers. Parents from all schools are invited to attend. Green Hills School provides an online handbook for each student and family outlining expected standards of behavior, a calendar of events for the year, and other essential information. In addition, each school distributes a newsletter to keep parents informed about current and upcoming activities, including PTA and district wide news. Many teachers send frequent or weekly updates on class activities and curriculum themes. Much information is posted on the school's newly remodeled Web \site and on a signboard in front of the school office. Weekly newsletters and announcements are sent home via email in order to conserve paper and "go green." Good communication promotes parent involvement and brings a significant amount of parent participation to Green Hills. For more information about becoming involved at our school, please call our principal, Mrs. Sara Juul at (650) 588-6485.

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.

School Safety Plan (School Year 2020-2021)

Staff and parent volunteers monitor the school grounds for 15 minutes before and after school as well as at all recesses and at lunch time. Teachers regularly review the rules for safe, responsible behavior in school and on the playground. At the beginning of the school year, students participate in a behavior assembly and sign a student rules and safety pledge. Visitors must sign in at the office, where they receive a bright badge to wear throughout their stay. A regular crossing guard and periodic visits by Millbrae police and traffic-control members contribute to the safety of our students, parents, and community members as they come and go from campus. Families are encouraged to walk to school and follow safety rules for crossing streets. Emergency preparedness is a high priority in the Millbrae School District. Each school, in collaboration with the Millbrae Police Department, has developed and implemented a School Safety Plan that provides emergency response and procedures in the event of need. Green Hills School has regular fire, lockdown and earthquake drills along with district wide emergency drills in which local Sheriff and Fire Departments participate. Additionally, Green Hills School has partnered with a local high school, Capuchino High School to ensure that Green Hills staff and students have a safe, and well provisioned facility off site for relocation if the need should ever arise. The Green Hills Safety Plan was last revised in October 2019 and was approved during a winter school advisory council meeting. The Green Hills Student and Parent Handbook outlines key elements of the plan. The handbook is accessible on the school website, and is referred to by the principal at various school meetings.

Suspensions and Expulsions

(data collected between July through June, each full school year respectively)

Rate	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Suspensions	0.0	0.0	0.5	1.6	3.5	3.5
Expulsions	0.0	0.0	0.0	0.0	0.1	0.1

Suspensions and Expulsions for School Year 2019-2020 Only

(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019-20	District 2019-20	State 2019-20
Suspensions	0.3	1.7	TBD
Expulsions	0.0	0.0	TBD

Note: The 2019-2020 suspensions and expulsions rate data are not comparable to prior year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to prior years.

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.

Ratio of Pupils to Academic Counselor (School Year 2019-2020)

Title	Ratio
Academic Counselor*	802.22

*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 2019-2020)

Title	Number of Full-Time Equivalent (FTE)
Counselor (Social/Behavioral or Career Development)	0.45
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0
Psychologist	.4
Social Worker	0
Nurse	.2
Speech/Language/Hearing Specialist	.8
Resource Specialist (non-teaching)	1
Other	.25

*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.

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19	2019-20	2019-20	2019-20	2019-20
	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	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+
K	27		2		25		2		26		2
1	22		3		26		2		26		2
2	26		2		22		3		38		1
3	25		3		22		3		24		3
4	29		3		30		2		27		2
5	30		2		30		3		29		2
Other**									25		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.

Professional Development (Most Recent Three Years)

Measure	2018-19	2019-20	2020-21
Number of school days dedicated to Staff Development and Continuous Improvement	2	2	3

Our teachers attend 2 days of staff development during the school year. The topics are determined collaboratively by teachers and administrators. Professional development during the year is focused on the implementation of new curriculum, SEL, and student wellness. Teachers are also provided time during faculty meetings to meet, discuss data analysis and student achievement with grade level peers.

FY 2018-19 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$52,384	\$50,574
Mid-Range Teacher Salary	\$79,314	\$76,649
Highest Teacher Salary	\$102,173	\$98,993
Average Principal Salary (ES)	\$124,205	\$125,150
Average Principal Salary (MS)	\$130,884	\$129,394
Average Principal Salary (HS)		\$122,053
Superintendent Salary	\$182,174	\$193,925

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	35.0	34.0
Administrative Salaries	6.0	6.0

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

FY 2018-19 Expenditures Per Pupil and School Site Teacher Salaries

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	\$5,906	\$614	\$5,292	\$84,953
District	N/A	N/A	\$7,729	\$82,192
State	N/A	N/A	\$7,750	\$80,565

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	-37.4	3.3
School Site/ State	-37.7	5.3

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

Types of Services Funded

State money targeted for particular categories of students paid for the part-time reading teacher in 2019-2020. She works with small groups of students who are reading below grade level. This funding also finances the English Language Development (ELD) tutor and a number of required activities associated with the recognized needs of the school's students. One function of the ELD tutor is to provide language intervention to kindergarten and first grade students, and those who are in the beginning levels of English proficiency. Private donations, grants, and parent fund-raising efforts have supported technology upgrades, classroom supplies, field trips, library books, special assemblies, and a variety of student and family focused activities.

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.