Green Hills Elementary School
2021 School Accountability Report Card

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 www.cde.ca.gov/ta/ac/sa/

For more information about the LCFF or the LCAP, see the CDE LCFF web page at 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 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) 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.

2021-22 School Contact Information

School Name	Green Hills Elementary School
Street	401 Ludeman Lane
City, State, Zip	Millbrae, CA 94030
Phone Number	(650) 588-6485
Principal	Kerry Dees
Email Address	kdees@millbraesd.org
School Website	https://www.millbraeschooldistrict.org/Domain/8
County-District-School (CDS) Code	41 68973 6044200

2021-22 District Contact Information

District Name	Millbrae Elementary School District
Phone Number	(650) 697-5693
Superintendent	Debra French
Email Address	dfrench@millbraesd.org
District Website Address	www.millbraeschooldistrict.org

2021-22 School Overview

Green Hills is a warm and nurturing school community. Staff, parents, students, and community members work together to provide a diverse group of 331 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 the district has faced in recent years.

About this School

2020-21 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	50
Grade 1	51
Grade 2	54
Grade 3	51
Grade 4	70
Grade 5	72
Total Enrollment	348

2020-21 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	48.3
Male	51.1
American Indian or Alaska Native	0.3
Asian	54
Black or African American	0.9
Filipino	6.3
Hispanic or Latino	11.8
Native Hawaiian or Pacific Islander	0.6
Two or More Races	8.6
White	16.7
English Learners	20.1
Socioeconomically Disadvantaged	15.8
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

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

2019-20 Teacher Preparation and Placement

Authorization/Assignment	2019-20
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	
Intern Credential Holders Properly Assigned	
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	
Unknown	
Total Teaching Positions	

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 to based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2019-20 Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

Authorization/Assignment	2019-20
Permits and Waivers	
Misassignments	
Vacant Positions	
Total Teachers Without Credentials and Misassignments	

2019-20 Credentialed Teachers Assigned Out-of-Field (considered "out-of-field" under ESSA)

Indicator	2019-20
Credentialed Teachers Authorized on a Permit or Waiver	
Local Assignment Options	
Total Out-of-Field Teachers	

2019-20 Class Assignments

Indicator	2019-20
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	

2021-22 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Second Step Socio-Emotional Curriculum

Year and month in which the data were collected	September 2021

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	McGraw Hill Wonders - 2017	Yes	0%
Mathematics	Eureka Math - 2015	Yes	0%
Science	Twig Science -- 2020	Yes	0%
History-Social Science	Studies Weekly - 2017	Yes	0%
Foreign Language			
Health			
Visual and Performing Arts			
Science Laboratory Equipment (grades 9-12)			

School Facility Conditions and Planned Improvements

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, classrooms are equipped with large portable TV monitors with Apple TV and document cameras. 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. 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, the school completed the second phase of facilities modernization work made possible by Measure N school facilities funds. Highlights from this 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. Recent facility improvements include a new outdoor shade structure for students to eat and play protected from the sun and rain. A portable classroom room was added to increase classroom/office space needs. The MUR had minor upgrades including new fire retardant stage drapes. The exterior lighting was replaced and improved to LED to improve visibility and safety at night. All the air filters throughout the campus were upgraded to Merv 13 filters exceeding the CDPH recommendations.

In 2018 the Millbrae Elementary School District engaged with School Works to develop a Facilities Master Plan. This plan includes the replacement of the pavement in the playground area, replacement of the HVAC/MAU system in the MPR, and replacing portable buildings with a new modular lab/specialty building.

Year and month of the most recent FIT report	8/6/2021

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			MUR: non functioning boiler pending repair and or replacement.
Interior: Interior Surfaces	X			
Cleanliness:	X			

School Facility Conditions and Planned Improvements

Overall Cleanliness, Pest/Vermin Infestation				
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			Portable Classrooms: Gutters are deteriorating. Roofs will need to be redone soon.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences			X	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 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).

SARC Reporting in the 2020-2021 School Year Only
Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

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

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

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

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

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

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

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative test suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

The 2020-2021 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-2021 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-2021 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-2021 school year to other school years.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
English Language Arts/Literacy (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A

2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	192	185	96.35	3.65	71.89
Female	100	97	97	3	84.54
Male	92	88	95.65	4.35	57.95
American Indian or Alaska Native	0	0	0	0	0
Asian	102	100	98.04	1.96	76
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	27	25	92.59	7.41	60
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	14	14	100	0	64.29
White	36	34	94.44	5.56	76.47
English Learners	24	21	87.5	12.5	38.1
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	15	13	86.67	13.33	76.92
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	14	13	92.86	7.14	30.77

2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	192	186	96.88	3.12	72.58
Female	100	97	97.00	3.00	77.32
Male	92	89	96.74	3.26	67.42
American Indian or Alaska Native	0	0	0	0	0
Asian	102	100	98.04	1.96	82.00
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	27	25	92.59	7.41	48.00
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	14	14	100.00	0.00	57.14
White	36	34	94.44	5.56	70.59
English Learners	24	21	87.50	12.50	47.62
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	15	13	86.67	13.33	46.15
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	14	13	92.86	7.14	38.46

2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.
*At or above the grade-level standard in the context of the local assessment administered.

2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.
*At or above the grade-level standard in the context of the local assessment administered.

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.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative testing suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

For any 2020-2021 data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
Science (grades 5, 8 and high school)	N/A	46.27	N/A	43.08	N/A	28.72

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	72	67	93.06	6.94	46.27
Female	39	36	92.31	7.69	61.11
Male	33	31	93.94	6.06	29.03
American Indian or Alaska Native	0	0	0	0	0
Asian	43	41	95.35	4.65	46.34
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	12	12	100.00	0.00	50.00
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	--	--	--	--	--
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

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

2020-21 California Physical Fitness Test Results

Due to the COVID-19 crisis, the Physical Fitness Test was suspended during the 2020-2021 school year and therefore no data are reported and each cell in this table is populated with "N/A."

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
Grade 5	N/A	N/A	N/A
Grade 7	N/A	N/A	N/A
Grade 9	N/A	N/A	N/A

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.

2021-22 Opportunities for Parental Involvement

Green Hills School enjoys a history of positive relationships among schools, parents, and community members through open communication and shared decision-making. Each year, at a school board meeting Green Hills reports 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 transitional 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 teachers, specialists, principal and parents, meets to discuss and plan for support and interventions needed for struggling students. 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 Website 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, Ms. Kerry Dees at (650) 588-6485 or email kdees@millbraesd.org.

2020-21 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	358	352	3	0.9
Female	173	170	2	1.2
Male	183	180	1	0.6
American Indian or Alaska Native	1	1	0	0.0
Asian	192	189	0	0.0
Black or African American	3	3	0	0.0
Filipino	22	22	0	0.0
Hispanic or Latino	46	43	1	2.3
Native Hawaiian or Pacific Islander	2	2	1	50.0
Two or More Races	30	30	1	3.3
White	59	59	0	0.0
English Learners	74	72	0	0.0
Foster Youth	0	0	0	0.0
Homeless	0	0	0	0.0
Socioeconomically Disadvantaged	61	58	1	1.7
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	30	30	0	0.0

C. Engagement

State Priority: School Climate

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

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

Suspensions and Expulsions

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

Subject	School 2018-19	School 2020-21	District 2018-19	District 2020-21	State 2018-19	State 2020-21
Suspensions	0.00	0.00	1.63	0.00	3.47	0.20
Expulsions	0.00	0.00	0.00	0.00	0.08	0.00

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-2020 suspensions and expulsions rate data are not comparable to other 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 other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	0.27	1.82	2.45
Expulsions	0.00	0.00	0.05

2020-21 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.00	0.00
Female	0.00	0.00
Male	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	0.00	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	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	0.00	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	0.00	0.00

2021-22 School Safety Plan

Staff monitor the school grounds for 15 minutes before and after school as well as incorporating parent volunteers for all recesses and at lunch time. Teachers regularly review the rules for safe, responsible behavior in school and on the playground, following the behavior expectations campus wide as outlined and in out PBIS plan. 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 sheriff 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 evacuation, lockdown shelter in place, secure campus 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 January 2021 and was approved during a school advisory council meeting, and recently updated by staff in January of 2022. The Millbrae School District Parent Handbook is accessible on the school website, and is referred to by the principal at various school meetings.

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.

2018-19 Elementary Average Class Size and Class Size Distribution

This table displays the 2018-19 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	25		2	
1	26		2	
2	22		3	
3	22		3	
4	30		2	
5	30		3	
6				

2019-20 Elementary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	26		2	
1	26		2	
2	38		1	1
3	24		3	
4	27		2	
5	29		2	
6				
Other	25		1	

2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	25		2	
1	26		2	
2	27		2	
3	26		2	
4	28		2	
5	30		2	
6				
Other	27		1	

2020-21 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	316.4

2020-21 Student Support Services Staff

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

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1.1
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0
Psychologist	0
Social Worker	0
Speech/Language/Hearing Specialist	0
Resource Specialist (non-teaching)	0

2019-20 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2019-20 expenditures per pupil and average teach 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	$5,682	$136	$5,546	$85,243
District	N/A	N/A	$7,900	$82,781
Percent Difference - School Site and District	N/A	N/A	-35.0	2.9
State			$8,444	$82,431
Percent Difference - School Site and State	N/A	N/A	-41.4	3.4

2020-21 Types of Services Funded

State money targeted for particular categories of students paid for the part-time reading teacher in 2021-22. 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 push-in support for students 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.

2019-20 Teacher and Administrative Salaries

This table displays the 2019-20 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	$53,956	$51,450
Mid-Range Teacher Salary	$81,694	$80,263
Highest Teacher Salary	$105,240	$101,012
Average Principal Salary (Elementary)	$132,581	$128,082
Average Principal Salary (Middle)	$134,811	$132,453
Average Principal Salary (High)	$0	$134,792
Superintendent Salary	$185,817	$197,968
Percent of Budget for Teacher Salaries	35%	34%
Percent of Budget for Administrative Salaries	7%	6%

Professional Development

Our teachers attend 4 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 EL Rise, MTSS and Teach Well (SEL). Teachers are also provided time during faculty meetings to meet, discuss data analysis and student achievement with grade level peers.

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

Subject	2019-20	2020-21	2021-22
Number of school days dedicated to Staff Development and Continuous Improvement	2	3	4

Millbrae Elementary School District
2020-21 Local Accountability Report Card (LARC) Addendum

Local Accountability Report Card (LARC) Addendum

2020-21 Local Accountability Report Card (LARC) Addendum Overview

On July 14, 2021, the California State Board of Education (SBE) determined that the California Department of Education (CDE) will use the SARC as the mechanism to conduct a one-time data collection of the LEA-level aggregate test results of all school's local assessments administered during the 2020–2021 school year in order to meet the federal Every Students Succeeds Act (ESSA) reporting requirement for the Local Educational Agency Accountability Report Cards (LARCs).

Each local educational agency (LEA) is responsible for preparing and posting their annual LARC in accordance with the federal ESSA. As a courtesy, the CDE prepares and posts the LARCs on behalf of all LEAs.

Only for the 2020–2021 school year and the 2020–2021 LARCs, LEAs are required to report their aggregate local assessments test results at the LEA-level to the CDE by populating the tables below via the SARC. These data will be used to meet the LEAs' federal requirement for their LARCs. Note that it is the responsibility of the school and LEA to ensure that all student privacy and suppression rules are in place when reporting data in Tables 3 and 4 in the Addendum, as applicable.

The tables below are not part of the SBE approved 2020–2021 SARC template but rather are the mechanism by which these required data will be collected from LEAs.

For purposes of the LARC and the following tables, an LEA is defined as a school district, a county office of education, or a direct funded charter school.

2021-22 District Contact Information

District Name	Millbrae Elementary School District
Phone Number	(650) 697-5693
Superintendent	Debra French
Email Address	dfrench@millbraesd.org
District Website Address	www.millbraeschooldistrict.org

2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	1470	1314	89.39	10.61	64.95
Female	713	638	89.48	10.52	72.86
Male	755	676	89.54	10.46	57.53
American Indian or Alaska Native	--	--	--	--	--
Asian	670	612	91.34	8.66	75.33
Black or African American	--	--	--	--	--
Filipino	65	61	93.85	6.15	71.67
Hispanic or Latino	301	256	85.05	14.95	38.34
Native Hawaiian or Pacific Islander	30	28	93.33	6.67	25.00
Two or More Races	147	131	89.12	10.88	72.09
White	250	221	88.40	11.60	65.60
English Learners	180	151	83.89	16.11	20.67
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	138	109	78.99	21.01	34.86
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	144	123	85.42	14.58	14.75

2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	1469	1357	92.38	7.62	59.41
Female	713	661	92.71	7.29	59.91
Male	754	695	92.18	7.82	58.87
American Indian or Alaska Native	--	--	--	--	--
Asian	669	636	95.07	4.93	75.47
Black or African American	--	--	--	--	--
Filipino	65	62	95.38	4.62	61.29
Hispanic or Latino	301	258	85.71	14.29	25.29
Native Hawaiian or Pacific Islander	30	26	86.67	13.33	15.38
Two or More Races	147	134	91.16	8.84	66.42
White	250	235	94.00		52.99
English Learners	180	163	90.56	9.44	24.54
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	137	116	84.67	15.33	26.72
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	144	121	84.03	15.97	20.66

2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.
*At or above the grade-level standard in the context of the local assessment administered.

2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.
*At or above the grade-level standard in the context of the local assessment administered.