

Green Hills Elementary School

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



General Information about the School Accountability Report Card (SARC)

SARC Overview



By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest



DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

California School Dashboard



The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

2023-24 School Contact Information

School Name	Green Hills Elementary School
Street	555 Richmond Drive Millbrae CA 94030
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

2023-24 District Contact Information

District Name	Millbrae Elementary School District
Phone Number	(650) 697-5693
Superintendent	Lisa Hickey
Email Address	lhickey@millbraesd.org
District Website	www.millbraeschooldistrict.org

2023-24 School Description and Mission Statement

Green Hills is a warm and nurturing school community. Staff, parents, students, and community members work together to provide a diverse group of 341 students with 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 in 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 a 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 math 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

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	77
Grade 1	53
Grade 2	56
Grade 3	48
Grade 4	55
Grade 5	49
Total Enrollment	338

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	46.2%
Male	53.3%
Asian	54.7%
Black or African American	0.3%
Filipino	7.1%
Hispanic or Latino	14.2%
Native Hawaiian or Pacific Islander	0.9%
Two or More Races	8.9%
White	13%
English Learners	23.1%
Foster Youth	0.3%
Homeless	0.6%
Socioeconomically Disadvantaged	16.3%
Students with Disabilities	10.1%

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)	12.50	100.00	83.40	86.01	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	0.20	0.21	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	0.40	0.41	12115.80	4.41
Unknown	0.00	0.00	12.90	13.36	18854.30	6.86
Total Teaching Positions	12.50	100.00	97.00	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)	12.30	98.40	73.40	87.38	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	1.00	1.19	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	3.70	4.44	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.20	1.60	2.40	2.89	11953.10	4.28
Unknown	0.00	0.00	3.40	4.08	15831.90	5.67
Total Teaching Positions	12.50	100.00	84.00	100.00	279044.80	100.00

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

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

Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

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

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

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

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00
Local Assignment Options	0.00	0.20
Total Out-of-Field Teachers	0.00	0.20

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

Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0	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	0

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

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

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

Second Step Socio-Emotional Curriculum, In addition to Second Step the MESD recently began to utilize the online assessment and resources from Aperture.

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%

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

8/21/2023

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			MUR:
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
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.

School Facility Conditions and Planned Improvements

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.
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Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

B. Pupil Outcomes

State Priority: Pupil Achievement

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

Statewide Assessments

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

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

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

College and Career Ready

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

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

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

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

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

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
English Language Arts/Literacy (grades 3-8 and 11)	79	69	65	62	47	46
Mathematics (grades 3-8 and 11)	80	79	60	61	33	34

2022-23 CAASPP Test Results in ELA by Student Group

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

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

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	155	153	98.71	1.29	68.63
Female	78	77	98.72	1.28	71.43
Male	76	75	98.68	1.32	65.33
American Indian or Alaska Native	0	0	0	0	0
Asian	81	81	100.00	0.00	75.31
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	28	26	92.86	7.14	38.46
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	13	13	100.00	0.00	84.62
White	21	21	100.00	0.00	71.43
English Learners	26	24	92.31	7.69	37.50
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	19	19	100.00	0.00	73.68
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	15	15	100.00	0.00	40.00

2022-23 CAASPP Test Results in Math by Student Group

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

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

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	155	154	99.35	0.65	78.57
Female	78	77	98.72	1.28	74.03
Male	76	76	100.00	0.00	82.89
American Indian or Alaska Native	0	0	0	0	0
Asian	81	81	100.00	0.00	88.89
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	28	27	96.43	3.57	44.44
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	13	13	100.00	0.00	76.92
White	21	21	100.00	0.00	85.71
English Learners	26	25	96.15	3.85	56.00
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	19	19	100.00	0.00	68.42
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	15	15	100.00	0.00	66.67

CAASPP Test Results in Science for All Students

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

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

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

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
Science (grades 5, 8 and high school)	69.70	58.00	50.30	50.77	29.47	30.29

2022-23 CAASPP Test Results in Science by Student Group

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	51	50	98.04	1.96	58.00
Female	27	27	100.00	0.00	48.15
Male	23	22	95.65	4.35	72.73
American Indian or Alaska Native	0	0	0	0	0
Asian	23	23	100.00	0.00	73.91
Black or African American	0	0	0	0	0
Filipino	--	--	--	--	--
Hispanic or Latino	15	14	93.33	6.67	28.57
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
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.

2022-23 California Physical Fitness Test Results

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

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

2023-24 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 additional family and community activities. 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. Most 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 special 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.

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	351	350	33	9.4
Female	164	163	17	10.4
Male	184	184	16	8.7
Non-Binary	3	3	0	0.0
American Indian or Alaska Native	1	0	0	0.0
Asian	185	185	11	5.9
Black or African American	1	1	0	0.0
Filipino	26	26	1	3.8
Hispanic or Latino	58	58	11	19.0
Native Hawaiian or Pacific Islander	3	3	3	100.0
Two or More Races	30	30	5	16.7
White	44	44	2	4.5
English Learners	86	86	13	15.1
Foster Youth	1	1	0	0.0
Homeless	2	2	1	50.0
Socioeconomically Disadvantaged	59	59	11	18.6
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	40	40	2	5.0

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.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Suspensions	0.00	0.00	0.00	0.00	0.86	1.21	0.20	3.17	3.60
Expulsions	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.07	0.08

2022-23 Suspensions and Expulsions by Student Group

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

2023-24 School Safety Plan

Staff monitor the school grounds for 15 minutes before and after school as well as incorporating parent volunteers for recesses and 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 the 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 February, 2024 and was approved during a school advisory council meeting. 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.

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	
Other	27		1	

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	16	2	2	
1	26		2	
2	23		2	
3	28		2	
4	26	1	1	
5	22	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	25	0	3	0
1	25	0	2	0
2	27	0	2	0
3	24	0	2	0
4	28	0	2	0
5	25	0	2	0
6	0	0	0	0
Other	8	1	0	0

2022-23 Ratio of Pupils to Academic Counselor

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

Title	Ratio
Pupils to Academic Counselor	1126.67

2022-23 Student Support Services Staff

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

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	.8
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	.6
Speech/Language/Hearing Specialist	.5
Resource Specialist (non-teaching)	
Other	

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

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

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$5,429	\$152	\$5,277	\$83,639
District	N/A	N/A	\$8,007	\$89,743
Percent Difference - School Site and District	N/A	N/A	-41.1	-2.2
State	N/A	N/A	\$7,607	\$88,288
Percent Difference - School Site and State	N/A	N/A	-22.2	-1.2

Fiscal Year 2022-23 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.

Fiscal Year 2021-22 Teacher and Administrative Salaries

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

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$56,411	\$54,046
Mid-Range Teacher Salary	\$85,411	\$84,515
Highest Teacher Salary	\$110,029	\$110,867
Average Principal Salary (Elementary)	\$144,504	\$136,841
Average Principal Salary (Middle)	\$150,496	\$141,477
Average Principal Salary (High)	\$0	\$137,985
Superintendent Salary	\$218,614	\$217,473
Percent of Budget for Teacher Salaries	33.19%	32.43%
Percent of Budget for Administrative Salaries	7.91%	5.62%

Professional Development

Our teachers attend 3 days of staff development during the school year. The topics are determined collaboratively by teachers and administrators. Professional development during the year is focused , MTSS and Professional Learning Teams. 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	2021-22	2022-23	2023-24
Number of school days dedicated to Staff Development and Continuous Improvement	4	2	3