Green Hills Elementary School

2024-2025 School Accountability Report Card
(Published During the 2025-2026 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.

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

2025-26 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://gh.millbraeschooldistrict.org/
Grade Span	TK-5
County-District-School (CDS) Code	41 68973 6044200

2025-26 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

2025-26 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 365 students with the best possible educational experience. 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 supplies and materials, volunteering at school and raising funds to support a collective goal of a positive school culture. Green Hills is a school where everyone works towards meeting the expectations of a rigorous school program despite any budget and financial challenges the district has faced in recent years. We are the proud

2025-26 School Description and Mission Statement

recipients of the PBIS Silver Awards, State Green Ribbon Award, City of Millbrae Green Business, and Winner of the 2024 Sustainable and Climate-Ready Schools Challenge from SMCOE.
MISSION: At Green Hills School, students come first. We foster a safe and inclusive community that empowers students to be compassionate human beings, problem solvers, and lifelong learners.

About this School

2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Transitional Kindergarten (TK)	44
Kindergarten	76
Grade 1	48
Grade 2	55
Grade 3	55
Grade 4	56
Grade 5	48
Total Enrollment	338

2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	45.6
Male	54.1
Non-Binary	0.3
Asian	54.7
Black or African American	0.6
Filipino	8.3
Hispanic or Latino	15.4
Native Hawaiian or Pacific Islander	0.6
Two or More Races	8.9
White	10.7
English Learners	20.7
Socioeconomically Disadvantaged	15.4
Students with Disabilities	11.2

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.

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)	12.3	98.4	73.4	87.38	234405.2	84
Intern Credential Holders Properly Assigned	0	0	1	1.19	4853	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0	0	3.7	4.44	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.2	1.6	2.4	2.89	11953.1	4.28
Unknown/Incomplete/NA	0	0	3.4	4.08	15831.9	5.67
Total Teaching Positions	12.5	100	84	100	279044.8	100

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

2022-23 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	13.3	93.01	84.1	93.48	231142.4	83.24
Intern Credential Holders Properly Assigned	1	6.99	1	1.11	5566.4	2
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0	0	2.6	2.89	14938.3	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0	0	0.5	0.62	11746.9	4.23
Unknown/Incomplete/NA	0	0	1.6	1.88	14303.8	5.15
Total Teaching Positions	14.3	100	90	100	277698	100

Note: The data in this table is based on 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.

2023-24 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)	11.3	84.96	74.3	87.04	230039.4	100
Intern Credential Holders Properly Assigned	1	7.52	1	1.17	6213.8	2.23
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	1	7.52	5.7	6.78	16855	6.04
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0	0	2.1	2.49	12112.8	4.34
Unknown/Incomplete/NA	0	0	2.1	2.49	13705.8	4.91
Total Teaching Positions	13.3	100	85.4	100	278927.1	100

Note: The data in this table is based on 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	2021-22	2022-23	2023-24
Permits and Waivers	0.00	0	0
Misassignments	0.00	0	1
Vacant Positions	0.00	0	0
Total Teachers Without Credentials and Misassignments	0.00	0	1

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

Indicator	2021-22	2022-23	2023-24
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0	0
Local Assignment Options	0.20	0	0
Total Out-of-Field Teachers	0.20	0	0

Class Assignments

Indicator	2021-22	2022-23	2023-24
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0	0	7.1
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	0

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

2025-26 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Second Step Socio-Emotional Curriculum

Year and month in which the data were collected	January 2026

Subject	List of Textbooks and Other Instructional Materials / Indicate if from Most Recent Adoption / Year of Adoption	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	McGraw Hill Wonders - 2017	0%
Mathematics	McGraw Hill - 2025	0%
Science	Twig Science -- 2020	0%
History-Social Science	Social Studies Weekly - 2017	0%
Foreign Language	N/A	
Health	5th Grade Puberty Lessons, SEL lessons provided by staff and counselor	
Visual and Performing Arts	Spindrift Theatre, Music for Minors, SPindrift 3-5 Musical	

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

School Facility Conditions and Planned Improvements

Green Hills was built in 1949 and was remodeled in 1990. All teacher are provided with new HP com[puters that connect to displays. 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 staff have set a goal of keeping every classroom and restroom clean and safe. The campus is equipped with ADA accessible path-of-travel, ADA staff and student restrooms, ADA doors, frames & hardware, wheelchair lifts, HVAC upgrades, fire alarm system upgrades, Local Area Network (LAN) upgrades, wireless capabilities and wireless thermostats. Recent facility improvements include a new play structure for for PK-Kindergarten students that have age appropriate play structures and inclusive features. All the air filters are upgraded that are exceeding the CDPH recommendations.

In 2024 the Millbrae Elementary School District engaged with community partners to develop a Facilities Master Plan. This plan dludes improved ingress and egress removal of aging of portables to be replaced with permanent state of the art buildings, additional shade structures, upgrades for the multi-use room and secured fencing to provide a monitored single point of entrance.

School Facility Conditions and Planned Improvements

Year and month of the most recent FIT report	

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			MUR temporary heating was installed in the kitchen and MUR
Interior: Interior Surfaces	X			New classroom furniture and works spaces were provided for 5th grade and Tk classrooms due to expansion.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			Green Hills continues to combat cockroaches and trets regularly.
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			New floor mats were provided throughout the school to present wet surfaces entering classrooms and all entrances.
Structural: Structural Damage, Roofs	X			New rain gutters and downspouts were installed.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rate

Exemplary	Good	Fair	Poor
X			

B. Pupil Outcomes

State Priority: Pupil Achievement

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

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

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

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

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

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

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

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

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

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
English Language Arts/Literacy (grades 3-8 and 11)	73	78	65	66	47	48
Mathematics (grades 3-8 and 11)	81	78	62	62	35	37

2024-25 CAASPP Test Results in ELA by Student Group

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

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

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

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	163	160	98.16	1.84	77.50
Female	73	71	97.26	2.74	78.87
Male	90	89	98.89	1.11	76.40
American Indian or Alaska Native	0	0	0	0	0
Asian	92	91	98.91	1.09	86.81
Black or African American	--	--	--	--	--
Filipino	13	13	100.00	0.00	100.00
Hispanic or Latino	22	21	95.45	4.55	33.33
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	13	13	100.00	0.00	69.23
White	22	21	95.45	4.55	76.19
English Learners	18	17	94.44	5.56	29.41
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	25	24	96.00	4.00	50.00
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	17	16	94.12	5.88	37.50

2024-25 CAASPP Test Results in Math by Student Group

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

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

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	163	161	98.77	1.23	78.26
Female	73	72	98.63	1.37	77.78
Male	90	89	98.89	1.11	78.65
American Indian or Alaska Native	0	0	0	0	0
Asian	92	92	100.00	0.00	88.04
Black or African American	--	--	--	--	--
Filipino	13	13	100.00	0.00	76.92
Hispanic or Latino	22	21	95.45	4.55	33.33
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	13	13	100.00	0.00	69.23
White	22	21	95.45	4.55	90.48
English Learners	18	18	100.00	0.00	55.56
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	25	25	100.00	0.00	52.00
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	17	16	94.12	5.88	31.25

CAASPP Test Results in Science for All Students

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

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

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

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

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
Science (grades 5, 8 and high school)	55.36	57.14	54.68	49.69	30.73	32.52

2024-25 CAASPP Test Results in Science by Student Group

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	49	49	100.00	0.00	57.14
Female	23	23	100.00	0.00	60.87
Male	26	26	100.00	0.00	53.85
American Indian or Alaska Native	0	0	0	0	0
Asian	26	26	100.00	0.00	69.23
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	--	--	--	--	--
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.

2024-25 California Physical Fitness Test Participation Rates

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

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	100	100	100	100	100
Grade 7	N/A				
Grade 9	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.

2025-26 Opportunities for Parental Involvement

Green Hills School fosters strong relationships among schools, parents, and the community through open communication and collaborative decision-making. Each year, the school highlights student achievements and projects at a school board meeting. An active PTA coordinates volunteer efforts, including daily classroom support, fundraising events, appreciation activities, and community-building initiatives. The PTA also sponsors the Annual Fund, which fully funds school supplies, field trips, technology upgrades, music and SEL assemblies, and family and community events.Decision-making at Green Hills is a shared process, with advisory groups like the English Learner Advisory Committee (ELAC) and the School Site Council (SSC) meeting throughout the year. Parent-teacher conferences for TK through fifth grade provide updates on students' academic, social, and behavioral progress, and informal conferences are available as needed. When students face challenges, progress reports are sent home, and a Student Success Team (SST) meeting involving teachers, specialists, the principal, and parents is held to plan interventions. Report cards are issued three times annually, with progress reports provided as needed.

Green Hills provides weekly newsletters with an event calendar, key information and celebrations. Newsletters and updates from teachers ensure families stay informed about school activities, as well school signboard that enhance communication while reducing paper usage.This commitment to transparency and involvement promotes significant parent participation at Green Hills. For more information, contact Principal Kerry Dees at (650) 588-6485 or kdees@millbraesd.org.

2024-25 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	352	349	26	7.4
Female	159	158	15	9.5
Male	192	190	11	5.8
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	192	190	8	4.2
Black or African American	--	--	--	--
Filipino	32	31	2	6.5
Hispanic or Latino	54	54	7	13.0
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	30	30	2	6.7
White	39	39	6	15.4
English Learners	75	75	7	9.3
Foster Youth	--	--	--	--
Homeless	--	--	--	--
Socioeconomically Disadvantaged	70	70	12	17.1
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	44	44	6	13.6

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

C. Engagement

State Priority: School Climate

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

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

Suspensions and Expulsions

This table displays suspensions data.

Suspensions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0	0.29	0	1.21	0.74	1.75	3.6	3.28	2.94

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

This table displays expulsions data.

Expulsions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0	0	0	0	0	0	0.08	0.07	0.06

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

2024-25 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
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	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

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

2025-26 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 November 2025 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.

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

2023-24 Elementary Average Class Size and Class Size Distribution

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

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	24	0	2	0
1	26	0	2	0
2	24	0	2	0
3	28	0	2	0
4	25	0	2	0
5	28	0	2	0
6	0	0	0	0
Other	10	1	0	0

2024-25 Elementary Average Class Size and Class Size Distribution

This table displays the 2024-25 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	17	1	2	
1	24		2	
2	26		2	
3	26		2	
4	27		2	
5	24		2	
Other	10	1		

2024-25 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	840

2024-25 Student Support Services Staff

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

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	0.4
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	0.5
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	1
Resource Specialist (non-teaching)	
Other	1

Fiscal Year 2023-24 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2023-24 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	$99,187
Percent Difference - School Site and District	N/A	N/A	-41.1	-13.5
State	N/A	N/A	$11,146	$100,089
Percent Difference - School Site and State	N/A	N/A	-68.5	-11.8

Fiscal Year 2024-25 Types of Services Funded

Private donations, grants, and parent fundraising efforts have provided essential support for technology upgrades, classroom supplies, field trips, library books, special assemblies, STEAM lessons, music and instrumental programs, physical education, and various student- and family-focused activities.

Fiscal Year 2023-24 Teacher and Administrative Salaries

This table displays the 2023-24 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	$62,513	$61,516
Mid-Range Teacher Salary	$94,650	$95,479
Highest Teacher Salary	$121,931	$125,208
Average Principal Salary (Elementary)	$158,772	$152,668
Average Principal Salary (Middle)	$145,522	$156,487
Average Principal Salary (High)		$165,427
Superintendent Salary	$243,000	$242,781
Percent of Budget for Teacher Salaries	32.31%	29.76%
Percent of Budget for Administrative Salaries	8.39%	5.74%

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 on: The Science of Reading, UDL creation and consensus of district-wide essential standards, 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	2023-24	2024-25	2025-26
Number of school days dedicated to Staff Development and Continuous Improvement	3	3	2