

# Taylor Middle School

## 2021-2022 School Accountability Report Card (Published During the 2022-2023 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.

## 2022-23 School Contact Information

<b>School Name</b>	Taylor Middle School
<b>Street</b>	850 Taylor Blvd
<b>City, State, Zip</b>	Millbrae, CA 94030
<b>Phone Number</b>	(650) 697-4096
<b>Principal</b>	Erin Zlatunich and Rob Slauson
<b>Email Address</b>	ezlatunich@millbraesd.org, rslauson@millbraesd.org
<b>School Website</b>	<a href="https://www.millbraeschooldistrict.org/taylor">https://www.millbraeschooldistrict.org/taylor</a>
<b>County-District-School (CDS) Code</b>	6044226

## 2022-23 District Contact Information

<b>District Name</b>	Millbrae Elementary School District
<b>Phone Number</b>	(650) 697-5693
<b>Superintendent</b>	Debbie French
<b>Email Address</b>	dfrench@millbraesd.org
<b>District Website Address</b>	<a href="http://www.millbraeschooldistrict.org">www.millbraeschooldistrict.org</a>

## 2022-23 School Overview

Taylor Middle School is located in the suburban community of Millbrae in San Mateo County. Consisting of roughly three square miles, Millbrae has a small neighborhood feel yet enjoys a diverse population. To the northeast is San Francisco International Airport and to the northwest is San Bruno. To the south, Millbrae is bordered by Burlingame to the east and San Andreas Lake to the west. Built in 1939, Taylor Middle School was originally named Millbrae Elementary School and converted to a middle school in the late 1940's. With its Spanish mission architecture, Taylor Middle School has a charming appeal that proudly serves as a landmark in the Millbrae community. In honor of Taylor Middle School's 75th anniversary in 2015, a documentary was made by several community members that can be found in Taylor's website.

Taylor serves sixth through eighth grades and enjoys a diverse population of 716 students. The staff at Taylor Middle School is dedicated to quality education for all students. Aligned to the district's mission and vision, Taylor prioritizes equity and rigor as the cornerstone of teaching and learning. The staff at Taylor are focused on providing standards-based instruction that will prepare the whole child for high school and beyond. In addition, we encourage our teachers to utilize common, formative assessments tied to the standards as a measure of their student's progress. Our curriculum is designed to meet the needs of our students. For our sixth graders, we provide a gradual, nurturing transition to middle school life with a two-period core program consisting of English and social studies and another core consisting of science and math. In addition to these two cores, students also are enrolled in PE, and an explorative "wheel" class which includes academic technology, computer science, architecture, literature courses, and music and orchestra.

Our seventh-grade program provides a two-period English and social studies core that gradually prepares students for the eighth-grade program. Seventh graders take science, PE, mathematics, and an elective class. Our eighth-grade program offers one period of English, United States history, science and math. All eighth graders take PE, as well as one elective class. Taylor Middle School offers a rich elective program that includes, Art, Drama, Leadership, Music, and Spanish.

This year, Taylor revised its traditional bell schedule to a modified block schedule which affords us the ability to add two advisory periods on Wednesday and Thursday mornings. Currently, the work done in advisory is devoted to SEL or social/emotional learning as well as academic support such as small group instruction, reteaching, and assessment. Our vision is to move towards a Response to Intervention model, or RtI model where intervention is offered for students not meeting the standard or extension for students who have met the standard. All of this work is framed by our district's LCAP goals that promote the common core, multiple-tiered support for all students, and the making and sustaining of community relationships

## 2022-23 School Overview

and partnerships. Furthermore, our students have created a "No Place for Hate" group to educate our students and staff about bullying, tolerance, and acceptance. This group meets once a week during advisory time to discuss the needs on campus and present to the student body education based around bullying prevention.

Taylor has had a strong and intentional focus on the development of the Positive Behavioral Interventions and Support (PBIS) program. Student expectations, classroom and school-wide reinforcements, and the inclusion of the students in highlighting classroom expectations. Our staff is committed to continuous learning in a highly collaborative environment. Weekly time is devoted to this collaborative process that focuses on best practices in teaching and learning. All of this work is framed by our district's LCAP goals that promote the common core, multiple tiered support for all students, and the making and sustaining of community relationships and partnerships.

## About this School

### 2021-22 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 6	238
Grade 7	223
Grade 8	257
Total Enrollment	718

### 2021-22 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	48.9
Male	50.8
American Indian or Alaska Native	0.1
Asian	45.3
Black or African American	0.4
Filipino	7.1
Hispanic or Latino	21.2
Native Hawaiian or Pacific Islander	2.5
Two or More Races	6.7
White	16.4
English Learners	11.3
Foster Youth	0.0
Homeless	0.3
Migrant	0.0
Socioeconomically Disadvantaged	26.2
Students with Disabilities	7.7

## **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)	25.40	66.92	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)	0.20	0.53	0.20	0.21	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.40	1.05	0.40	0.41	12115.80	4.41
Unknown	11.90	31.47	12.90	13.36	18854.30	6.86
<b>Total Teaching Positions</b>	<b>38.00</b>	<b>100.00</b>	<b>97.00</b>	<b>100.00</b>	<b>274759.10</b>	<b>100.00</b>

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)						
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						
<b>Total Teaching Positions</b>						

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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	
Misassignments	0.20	
Vacant Positions	0.00	
<b>Total Teachers Without Credentials and Misassignments</b>	0.20	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

## 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	0.40	
Local Assignment Options	0.00	
<b>Total Out-of-Field Teachers</b>	0.40	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

## 2021-22 Class Assignments

Indicator	2020-21	2021-22
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.80	
<b>No credential, permit or authorization to teach</b> (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.00	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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

## 2022-23 Quality, Currency, Availability of Textbooks and Other Instructional Materials

As Taylor Middle School has entered and continues to work within a professional environment where academic departments are updating all curriculum and curriculum instructional materials to address the relatively new ELA/ELD and Math curricula, the adopted framework of the New Generation Science Curriculum, the proposed Framework for the History-Social Sciences, and local adoptions in the areas of Health and Spanish, discussions are rich around the core curriculum instructional materials to be selected, supplementary materials, and the format (digital, print, and/or interactive) these materials will take. For more information on our curriculum materials, please refer to the Taylor website and click on the curriculum tab.

<b>Year and month in which the data were collected</b>	September 2021
--	----------------

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Amplify (2018)	Yes	0
Mathematics	Illustrative Math (2018)	Yes	0
Science	Inspire Science by McGraw Hill (2020)	Yes	0
History-Social Science	National Geographic (2020)	Yes	0
Foreign Language	Realidades Spanish A/B Textbook (2008)	Yes	0
Health	Glencoe Teen Health (2005)	Yes	0

## School Facility Conditions and Planned Improvements

Taylor Middle School was built in 1939. It has had a wide range of uses throughout its history, and it has been an integral part of the community's educational, as well as social activities. Despite its age, Taylor continues to be well-maintained and meet the standards as set forth in the The Facility Inspection Tool (FIT) developed by the Office of Public School Construction to determine if a school facility is in "good repair" as defined by Education Code (EC) Section 17002(d)(1) and to rate the facility pursuant to EC Section 17002(d)(2).

Our district and site custodial staff are dedicated to keeping every classroom clean and that restrooms meet strict hygiene standards on a daily basis. As a result of Measure X passed in 2009 and Measure N passed in 2012, the school had numerous improvements made to classrooms, bathrooms and walkways in compliance with ADA (American Disability Act). The existing cafeteria was demolished in 2012 and a significantly larger state-of-the-art cafeteria has been built. The new building was named the Caroline Shea center after a Taylor staff member that passed away several years ago This building accommodates over 1,500 students and serves as a cafeteria and meal preparation site for the school district.

Recent facility improvements include a new digital message board that was installed to inform parents and community members about events and important school information. New blinds were installed in all of the classrooms along with new LCD monitors to replace the projection systems in each classroom. The north exterior wall of the gym was treated and resealed to prevent water intrusion. The exterior lighting was replaced with LED to improve visibility and safety at night. All the air filters throughout the campus were upgraded to Merv 13 filters exceeding CDPH recommendations.

In 2018 the Millbrae Elementary School District engaged with School Works to develop a Facilities Master Plan. This plan includes adding security fencing around the campus, adding security cameras throughout the campus, and improving the drop off and pick up by redesigning the current parking lot.

Year and month of the most recent FIT report

8/4/2022

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

## School Facility Conditions and Planned Improvements

<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			
<b>Safety:</b> Fire Safety, Hazardous Materials	X			
<b>Structural:</b> Structural Damage, Roofs	X			
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences			X	D-building: D-2 back door is weathered. A-Wing: Rain water drainage issue, windows cracked/shattered to be replaced E-wing: retaining wall is failing

## Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		



### 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).
4. **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.

#### 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 2020-21 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-21 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 2020-21 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-21 school year to other school years.

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 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	N/A	65	N/A	65	N/A	47
<b>Mathematics</b> (grades 3-8 and 11)	N/A	55	N/A	60	N/A	33

## 2021-22 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
<b>All Students</b>	717	694	96.79	3.21	64.70
<b>Female</b>	350	342	97.71	2.29	71.64
<b>Male</b>	365	350	95.89	4.11	58.29
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	329	321	97.57	2.43	73.52
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	52	51	98.08	1.92	68.63
<b>Hispanic or Latino</b>	149	138	92.62	7.38	36.96
<b>Native Hawaiian or Pacific Islander</b>	18	17	94.44	5.56	41.18
<b>Two or More Races</b>	50	49	98.00	2.00	81.63
<b>White</b>	116	115	99.14	0.86	66.96
<b>English Learners</b>	65	55	84.62	15.38	10.91
<b>Foster Youth</b>	0	0	0.00	0.00	0.00
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	0	0	0.00	0.00	0.00
<b>Socioeconomically Disadvantaged</b>	152	143	94.08	5.92	46.85
<b>Students Receiving Migrant Education Services</b>	0	0	0.00	0.00	0.00
<b>Students with Disabilities</b>	56	46	82.14	17.86	15.22

## 2021-22 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
<b>All Students</b>	717	698	97.35	2.65	54.81
<b>Female</b>	350	344	98.29	1.71	53.78
<b>Male</b>	365	352	96.44	3.56	55.84
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	329	325	98.78	1.22	71.38
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	52	51	98.08	1.92	62.75
<b>Hispanic or Latino</b>	149	140	93.96	6.04	20.14
<b>Native Hawaiian or Pacific Islander</b>	18	17	94.44	5.56	23.53
<b>Two or More Races</b>	50	49	98.00	2.00	59.18
<b>White</b>	116	113	97.41	2.59	48.67
<b>English Learners</b>	65	64	98.46	1.54	7.81
<b>Foster Youth</b>	0	0	0.00	0.00	0.00
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	0	0	0.00	0.00	0.00
<b>Socioeconomically Disadvantaged</b>	152	146	96.05	3.95	30.14
<b>Students Receiving Migrant Education Services</b>	0	0	0.00	0.00	0.00
<b>Students with Disabilities</b>	56	46	82.14	17.86	10.87

## 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.

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

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
<b>Science</b> (grades 5, 8 and high school)	44.02	51.39	43.08	50.3	28.5	29.47

## 2021-22 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
<b>All Students</b>	254	251	98.82	1.18	51.39
<b>Female</b>	119	118	99.16	0.84	54.24
<b>Male</b>	135	133	98.52	1.48	48.87
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	118	117	99.15	0.85	64.1
<b>Black or African American</b>	0	0	0	0	0
<b>Filipino</b>	17	17	100	0	58.82
<b>Hispanic or Latino</b>	50	49	98	2	26.53
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	19	18	94.74	5.26	66.67
<b>White</b>	42	42	100	0	45.24
<b>English Learners</b>	16	16	100	0	0
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	53	52	98.11	1.89	26.92
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	14	13	92.86	7.14	0

## 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.

#### 2021-22 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. Due to changes to the 2021-22 PFT administration, 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 7	234	234	234	234	234

## 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.

#### 2022-23 Opportunities for Parental Involvement

Taylor Middle School is committed to continuous improvement. Building positive relationships with all of our educational partners is a priority. We recognize that to do so we must have transparent and timely communication. The Taylor administrative team is dedicated to weekly communication to our families and staff. Our website is organized, user-friendly and contains a wealth of information and resources for students and families. We also host regular "Coffee with the Principals," those meetings are all listed on our website. We are fortunate to have many parents who volunteer to serve our school on various committees including our School Site Council, English Language Advisory Committee and more.

Taylor Middle School has an active PTA that coordinates voluntary activities including appreciation events, community-building events, fundraisers for classroom expenditures and larger school projects. Taylor PTA also helps to maintain a culture of support for our teachers and staff. Parents provide luncheons and special events for faculty and staff, as well as a variety of assemblies for students each year to support Taylor's educational programs. Our PTA parents also volunteer as chaperones on field trips and the eighth-grade promotion picnic and dance.

## 2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	749	731	101	13.8
Female	363	356	51	14.3
Male	384	373	49	13.1
American Indian or Alaska Native	1	1	0	0.0
Asian	341	331	15	4.5
Black or African American	3	3	0	0.0
Filipino	53	52	5	9.6
Hispanic or Latino	157	154	43	27.9
Native Hawaiian or Pacific Islander	19	18	7	38.9
Two or More Races	50	49	9	18.4
White	122	120	22	18.3
English Learners	92	90	17	18.9
Foster Youth	0	0	0	0.0
Homeless	2	2	0	0.0
Socioeconomically Disadvantaged	213	208	49	23.6
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	62	58	12	20.7

### 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 February, partial school year due to the COVID-19 pandemic. The 2019-20 suspensions and expulsions rate data are not comparable to other year data because the 2019-20 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 2019-20 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	3.17	1.82	2.45
Expulsions	0.00	0.00	0.05

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 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Suspensions	0.00	2.54	0.00	0.86	0.20	3.17
Expulsions	0.00	0.00	0.00	0.00	0.00	0.07

## 2021-22 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	2.54	0.00
Female	1.38	0.00
Male	3.39	0.00
American Indian or Alaska Native	0.00	0.00
Asian	1.47	0.00
Black or African American	0.00	0.00
Filipino	3.77	0.00
Hispanic or Latino	5.10	0.00
Native Hawaiian or Pacific Islander	10.53	0.00
Two or More Races	2.00	0.00
White	0.82	0.00
English Learners	5.43	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	5.16	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	3.23	0.00



## 2022-23 School Safety Plan

Emergency preparedness is a high priority at Taylor School. In collaboration with the San Mateo County Office of Education, the San Mateo Big Five Program, the San Mateo Sheriff Department and the Millbrae Fire Department, the School Site Council revised and implemented a new School Safety Plan that provides updated emergency responses and procedures that are standard across this county. We follow all of the county safety guidelines. All students and staff review emergency procedures before a drill. Staff debriefs with local agencies on a regular basis. The Millbrae School District has a Memorandum of Understanding with the San Mateo County Sheriff's Department. Both agencies work closely together to ensure student safety. The school grounds are monitored 30 minutes before and after school by administrators or designated staff. Students learn rules for conduct to create a safe environment and those are reinforced through production videos and PSAs that educate the school community about how to act and respond in all areas of the campus. Teachers regularly review the rules for safe, responsible behavior in school and in areas of the campus through the establishment and delivery of the BARK Code of Conduct that asks students to Be Safe, Act Responsibly, to Respect all people, property, and ideas, and Kindness Counts. Visitors must sign in at the office, where they receive a bright badge to wear throughout their stay. The school has an auto dial system that, in case of emergency, instantly phones parents with the most current information. The Millbrae community supports the school's effort to address safety for families. The San Mateo Sheriff Department has assigned a School Resource Officer to the Taylor campus that provides excellent support for our school. In addition, the Captain has authorized deputies and other staff to assist with our drop-off and pick up zones.

## 2019-20 Secondary 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 classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	23	9	17	
Mathematics	25	4	18	
Science	29		19	
Social Science	26	2	19	

## 2020-21 Secondary 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 classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	11	54		
Mathematics	12	44		
Science	14	42		
Social Science	13	40		

## 2021-22 Secondary 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 classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	22	9	15	
Mathematics	27	1	16	
Science	29		16	
Social Science	25	4	15	

## 2021-22 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	0

## 2021-22 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)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	1.0
Resource Specialist (non-teaching)	
Other	3.0

## 2020-21 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2020-21 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	\$5,514	\$450	\$5,064	\$83,563
District	N/A	N/A	\$8,007	\$85,508
Percent Difference - School Site and District	N/A	N/A	-45.0	-2.3
State	N/A	N/A	\$6,594	\$84,612
Percent Difference - School Site and State	N/A	N/A	-26.2	-1.2

## 2021-22 Types of Services Funded

State Lottery funds are used to purchase our support curriculum, instructional materials and web based programs. We use Federal English Language Acquisition Program funds to pay for a part-time English language coordinator and LCFF Supplemental Funds for a teacher to instruct the newcomers in an intensive English Language Development (ELD) class. The district Technology Plan allows for a shift of technology purchasing away from the school site and on to a district budget line item, and the appropriate infrastructure for deploying 21st century educational technologies is supported through district office resources.

## 2020-21 Teacher and Administrative Salaries

This table displays the 2020-21 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	\$55,035	\$51,591
Mid-Range Teacher Salary	\$83,328	\$79,620
Highest Teacher Salary	\$107,345	\$104,866
Average Principal Salary (Elementary)	\$135,148	\$131,473
Average Principal Salary (Middle)	\$137,507	\$135,064
Average Principal Salary (High)		\$137,679
Superintendent Salary	\$209,100	\$205,661
Percent of Budget for Teacher Salaries	35%	33%
Percent of Budget for Administrative Salaries	6%	6%

## Professional Development

During the school year, our teachers attended various professional workshops. Teachers continued to learn how to implement the CCSS Math and ELA, and a variety of other curriculum support programs and best practices. Professional development has also emphasized the establishment of curriculum maps and pacing guides for all core subjects as all departments investigate, collaborate around, and formalize curriculum pacing guides that assign fidelity to the curriculum. The Millbrae School District professional development consists of two full days during the school year. The focus is on our newly adopted Social Emotional Learning program and student wellness. Every Wednesday is shortened by an hour in order to allow time for teachers to collaborate on school wide topics. Our professional development continues to include an emphasis on the delivery of the BARK code of conduct inside and outside of the classroom and we seek professional learning experiences that as well maintain and improve our staff wellness.

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

Subject	2020-21	2021-22	2022-23
<b>Number of school days dedicated to Staff Development and Continuous Improvement</b>	3	4	3