

# Taylor Middle 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

<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
<b>Email Address</b>	ezlatunich@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

## 2023-24 District Contact Information

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

## 2023-24 School Description and Mission Statement

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 738 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 teachers and 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 computer science, architecture, Spanish, 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 which may be drama, instrumental, broadcasting, or Spanish. We also offer an elective "wheel" class for our seventh graders which includes art, anime and manga studies, and music. 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. Eighth-grade students may select from drama, instrumental, broadcasting, or Spanish for a yearlong class or participate on the wheel that includes cultural awareness, journalism, and music.

Taylor continued with the modified block schedule which affords us the ability to continue 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

## 2023-24 School Description and Mission Statement

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 and partnerships.

Taylor has had a strong and intentional focus on the development of the Positive Behavioral Interventions and Support (PBIS) program and Restorative Justice. Student expectations, classroom and school-wide reinforcements, and the inclusion of the students in highlighting classroom expectations continue to improve culture and climate. 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

### 2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 6	251
Grade 7	229
Grade 8	229
Total Enrollment	709

### 2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	48.5%
Male	51.2%
Asian	43.6%
Black or African American	0.4%
Filipino	9.3%
Hispanic or Latino	21.7%
Native Hawaiian or Pacific Islander	2.1%
Two or More Races	7.1%
White	15.8%
English Learners	12.7%
Homeless	2.4%
Socioeconomically Disadvantaged	27.8%
Students with Disabilities	8.7%

## **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
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	25.40	66.92	83.40	86.01	228366.10	83.12
<b>Intern Credential Holders Properly Assigned</b>	0.00	0.00	0.00	0.00	4205.90	1.53
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0.20	0.53	0.20	0.21	11216.70	4.08
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0.40	1.05	0.40	0.41	12115.80	4.41
<b>Unknown</b>	11.90	31.47	12.90	13.36	18854.30	6.86
<b>Total Teaching Positions</b>	38.00	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
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	25.40	84.11	73.40	87.38	234405.20	84.00
<b>Intern Credential Holders Properly Assigned</b>	0.00	0.00	1.00	1.19	4853.00	1.74
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	1.70	5.73	3.70	4.44	12001.50	4.30
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0.60	2.09	2.40	2.89	11953.10	4.28
<b>Unknown</b>	2.40	8.05	3.40	4.08	15831.90	5.67
<b>Total Teaching Positions</b>	30.20	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	0.20	1.70
Vacant Positions	0.00	0.00
<b>Total Teachers Without Credentials and Misassignments</b>	0.20	1.70

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	0.40	0.00
Local Assignment Options	0.00	0.60
<b>Total Out-of-Field Teachers</b>	0.40	0.60

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
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.8	8.6
<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	3.7

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

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.

ELA- Amplify  
 Math- Illustrative Math  
 Science- Inspire  
 History-Social Science- NatGeo

Year and month in which the data were collected

September 2023

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 maintenance 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 patching all leaks in the roofs to prevent mold and mildew from growing. We also replaced the sump pump in our boiler. Broken or cracked windows have been replaced. Smoke detectors have been replaced where they were faulty. All the air filters throughout the campus continue to be Merv 13 filters, exceeding CDPH recommendations. Planned facility improvements include new blinds to be installed in all of the classrooms in the B hall to prevent the rooms from getting too hot, replacing a retaining wall on the volleyball courts.

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**

8/23/2023

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			
<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	A-Wing: Rain water drainage issue. Several windows cracked /shattered D-building: D-2 back door needs to be replaced. E-Wing: Retaining wall needs to be redone.

## 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
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	65	64	65	62	47	46
<b>Mathematics</b> (grades 3-8 and 11)	55	56	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
<b>All Students</b>	723	699	96.68	3.32	64.04
<b>Female</b>	356	342	96.07	3.93	70.97
<b>Male</b>	365	355	97.26	2.74	57.46
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	318	309	97.17	2.83	78.32
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	67	66	98.51	1.49	75.76
<b>Hispanic or Latino</b>	157	145	92.36	7.64	35.17
<b>Native Hawaiian or Pacific Islander</b>	16	16	100.00	0.00	25.00
<b>Two or More Races</b>	49	48	97.96	2.04	58.33
<b>White</b>	114	113	99.12	0.88	63.39
<b>English Learners</b>	79	63	79.75	20.25	11.11
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	16	14	87.50	12.50	50.00
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	175	170	97.14	2.86	42.35
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	63	58	92.06	7.94	12.07

## 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
<b>All Students</b>	723	705	97.51	2.49	55.54
<b>Female</b>	356	346	97.19	2.81	56.65
<b>Male</b>	365	357	97.81	2.19	54.34
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	318	313	98.43	1.57	75.08
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	67	65	97.01	2.99	64.62
<b>Hispanic or Latino</b>	157	149	94.90	5.10	20.95
<b>Native Hawaiian or Pacific Islander</b>	16	16	100.00	0.00	18.75
<b>Two or More Races</b>	49	46	93.88	6.12	50.00
<b>White</b>	114	114	100.00	0.00	49.12
<b>English Learners</b>	79	77	97.47	2.53	13.16
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	16	15	93.75	6.25	33.33
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	175	170	97.14	2.86	32.35
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	63	53	84.13	15.87	11.32

## 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)	51.39	50.86	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	238	233	97.90	2.10	50.64
Female	109	105	96.33	3.67	49.52
Male	128	127	99.22	0.78	51.97
American Indian or Alaska Native	0	0	0	0	0
Asian	97	96	98.97	1.03	68.75
Black or African American	0	0	0	0	0
Filipino	19	19	100.00	0.00	47.37
Hispanic or Latino	55	52	94.55	5.45	17.31
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	16	16	100.00	0.00	56.25
White	44	43	97.73	2.27	55.81
English Learners	31	30	96.77	3.23	3.33
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	66	64	96.97	3.03	28.13
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	22	19	86.36	13.64	10.53

## 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 7	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

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, posted on our marquee, and sent in our weekly communication. 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. Furthermore, a team of parents, teachers, site administrators, and district personnel are reviewing the math pathways at Taylor to provide feedback on creating equitable access to advanced math.

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.

## 2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	735	732	75	10.2
Female	361	359	44	12.3
Male	372	371	30	8.1
Non-Binary	2	2	1	50.0
American Indian or Alaska Native	0	0	0	0.0
Asian	322	319	7	2.2
Black or African American	3	3	0	0.0
Filipino	68	68	3	4.4
Hispanic or Latino	161	161	31	19.3
Native Hawaiian or Pacific Islander	16	16	9	56.3
Two or More Races	51	51	13	25.5
White	114	114	12	10.5
English Learners	104	103	22	21.4
Foster Youth	1	1	1	100.0
Homeless	18	18	6	33.3
Socioeconomically Disadvantaged	216	215	41	19.1
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	68	68	12	17.6

### 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	2.54	3.54	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	3.54	0
Female	4.16	0
Male	2.96	0
Non-Binary		
American Indian or Alaska Native	0	0
Asian	0.93	0
Black or African American	0	0
Filipino	4.41	0
Hispanic or Latino	6.83	0
Native Hawaiian or Pacific Islander	31.25	0
Two or More Races	1.96	0
White	1.75	0
English Learners	4.81	0
Foster Youth	0	0
Homeless	11.11	0
Socioeconomically Disadvantaged	8.33	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	5.88	0

## 2023-24 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 classrooms emergency bags are inventoried in August and rosters are placed in each bag for the assigned teacher. 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.

## 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	

## 2022-23 Secondary 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 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	14	0
Mathematics	28	1	14	1
Science	26	3	15	0
Social Science	26	3	14	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	0



## 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
<b>Counselor (Academic, Social/Behavioral or Career Development)</b>	
<b>Library Media Teacher (Librarian)</b>	
<b>Library Media Services Staff (Paraprofessional)</b>	
<b>Psychologist</b>	1
<b>Social Worker</b>	
<b>Nurse</b>	
<b>Speech/Language/Hearing Specialist</b>	
<b>Resource Specialist (non-teaching)</b>	
<b>Other</b>	2

## 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
<b>School Site</b>	\$5,514	\$450	\$5,064	\$83,563
<b>District</b>	N/A	N/A	\$8,007	\$89,743
<b>Percent Difference - School Site and District</b>	N/A	N/A	-45.0	-2.3
<b>State</b>	N/A	N/A	\$7,607	\$88,288
<b>Percent Difference - School Site and State</b>	N/A	N/A	-26.2	-1.2

## Fiscal Year 2022-23 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.

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

## Professional Development

During the school year, our teachers attended various professional workshops. Teachers participated in Restorative Justice and PBIS training 8 times over the year. Professional development has also emphasized the establishment of essential standards, common formative assessments, unit planning, and more. A couple of teachers also participated in Professional Learning Community training through Solution Tree. And, a few others have been trained in Universal Design for Learning. Our leadership teacher will be attending the Cada Convention in March, 2024. The Millbrae School District professional development consists of two full days during the school year. The focus is on professional learning teams. Every Wednesday is shortened by an hour to allow time for teachers to collaborate on school-wide topics. Taylor releases early on Thursdays to provide our teachers with dedicated time to collaborate and analyze data. 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	2021-22	2022-23	2023-24
<b>Number of school days dedicated to Staff Development and Continuous Improvement</b>	4	3	3