

Taylor Middle School

2023-2024 School Accountability Report Card (Published During the 2024-2025 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.

A hard copy of the School Accountability Report Card is available at your School Office, upon request.

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/>.

2024-25 School Contact Information

School Name	Taylor Middle School
Street	555 Richmond Drive, Millbrae, CA 94030
City, State, Zip	Millbrae, CA 94030
Phone Number	(650) 697-4096
Principal	Erin Zlatunich
Email Address	ezlatunich@millbraesd.org
School Website	https://www.millbraeschooldistrict.org/taylor
Grade Span	6-8
County-District-School (CDS) Code	41 68973 6044226

2024-25 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

2024-25 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.

2024-25 School Description and Mission Statement

Taylor serves sixth through eighth grades and enjoys a diverse population of 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. It is the mission of Taylor Middle School to provide all students with a safe, supportive and rigorous program of engaging academic and social experiences to prepare students for the future.

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. 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 performing arts.

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, leadership, or Spanish. We also offer an elective "wheel" class for our seventh graders which includes art, introduction to broadcasting, and performing arts. 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, leadership, or Spanish for a yearlong class or participate on the wheel that includes cultural awareness, journalism, and performing arts.

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 Intervention model, or Rtl 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

2023-24 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 6	235
Grade 7	252
Grade 8	237
Total Enrollment	724

2023-24 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	51.1
Male	48.3
Non-Binary	0.6
American Indian or Alaska Native	0.1
Asian	47.1
Black or African American	0.4
Filipino	8.8
Hispanic or Latino	21.4
Native Hawaiian or Pacific Islander	1.4
Two or More Races	7.9
White	12.8
English Learners	11.9
Homeless	1.2
Socioeconomically Disadvantaged	22.8
Students with Disabilities	6.9

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/Incomplete/NA	11.90	31.47	12.90	13.36	18854.30	6.86
Total Teaching Positions	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
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	25.40	84.11	73.40	87.38	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	1.00	1.19	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	1.70	5.73	3.70	4.44	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.60	2.09	2.40	2.89	11953.10	4.28
Unknown/Incomplete/NA	2.40	8.05	3.40	4.08	15831.90	5.67
Total Teaching Positions	30.20	100.00	84.00	100.00	279044.80	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.

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)	28.10	90.74	84.10	93.48	231142.40	100.00
Intern Credential Holders Properly Assigned	0.00	0.00	1.00	1.11	5566.40	2.00
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	1.60	5.16	2.60	2.89	14938.30	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.50	1.81	0.50	0.62	11746.90	4.23
Unknown/Incomplete/NA	0.60	2.23	1.60	1.88	14303.80	5.15
Total Teaching Positions	31.00	100.00	90.00	100.00	277698	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.

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

Authorization/Assignment	2020-21	2021-22	2022-23
Permits and Waivers	0.00	0.00	1
Misassignments	0.20	1.70	0.5
Vacant Positions	0.00	0.00	0
Total Teachers Without Credentials and	0.20	1.70	1.6

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

Indicator	2020-21	2021-22	2022-23
Credentialed Teachers Authorized on a Permit or Waiver	0.40	0.00	0
Local Assignment Options	0.00	0.60	0.5
Total Out-of-Field Teachers	0.40	0.60	0.5

Class Assignments

Indicator	2020-21	2021-22	2022-23
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.80	8.6	4.1
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.00	3.7	2.4

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

2024-25 Quality, Currency, Availability of Textbooks and Other Instructional Materials

We are committed to ensuring that every student has access to high quality, current textbooks and instructional materials that are aligned with current academic standards while supporting diverse learners across all subject areas. We recognize that some students may require access to computers and internet at home to fully engage with their coursework and complete assignments. While students can use school computers and internet during the school day, a student who does not have access to a personal device for learning at home can contact the school office to explore options for loaner devices or other resources. Our goal is to ensure every student has equitable access to the tools they need to thrive academically. For more information on our curriculum materials, please refer to the Taylor website and click on the Academics tab.

Year and month in which the data were collected September 2024

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

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

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 previous bond measures passing, 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

School Facility Conditions and Planned Improvements

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. New blinds will be installed in all of the classrooms in the B hall to prevent the rooms from getting too hot, and a retaining wall at the volleyball courts will be installed with proper drainage. Finally, in collaboration with the City of Millbrae the basketball courts were remodeled in August 2024 with a multi-sport service and eight new basketball hoops installed.

The District's Facility Master Plan was updated in 2024 and includes replacing the boiler system with individual classroom units, adding security fencing and cameras around the campus, improving the drop off and pick up by redesigning the current parking lot, and create more student learning areas throughout campus.

Year and month of the most recent FIT report

09/16/2024

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences		X		A-Wing: Previous years Windows were cracked/shattered. Summer 2024 windows were replaced. Draining issues still exist but is maintained.

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 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 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
English Language Arts/Literacy (grades 3-8 and 11)	64	68	62	65	46	47
Mathematics (grades 3-8 and 11)	56	57	61	62	34	35

2023-24 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	730	711	97.40	2.60	67.93
Female	373	364	97.59	2.41	73.63
Male	354	344	97.18	2.82	61.63
American Indian or Alaska Native	--	--	--	--	--
Asian	342	334	97.66	2.34	82.93
Black or African American	--	--	--	--	--
Filipino	65	64	98.46	1.54	67.19
Hispanic or Latino	157	152	96.82	3.18	37.50
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	59	58	98.31	1.69	72.41
White	94	90	95.74	4.26	65.56
English Learners	77	60	77.92	22.08	15.00
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	177	168	94.92	5.08	48.21
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	52	49	94.23	5.77	18.37

2023-24 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	730	724	99.18	0.82	56.91
Female	373	370	99.20	0.80	59.19
Male	354	351	99.15	0.85	54.42
American Indian or Alaska Native	--	--	--	--	--
Asian	342	342	100.00	0.00	76.90
Black or African American	--	--	--	--	--
Filipino	65	64	98.46	1.54	54.69
Hispanic or Latino	157	155	98.73	1.27	20.65
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	59	58	98.31	1.69	60.34
White	94	92	97.87	2.13	47.83
English Learners	77	74	96.10	3.90	25.68
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	177	174	98.31	1.69	32.76
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	52	48	92.31	7.69	12.50

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 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
Science (grades 5, 8 and high school)	50.86	56.28	50.77	54.68	30.29	30.73

2023-24 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	56.22
Female	131	127	96.95	3.05	62.20
Male	106	105	99.06	0.94	48.57
American Indian or Alaska Native	0	0	0	0	0
Asian	118	117	99.15	0.85	69.23
Black or African American	--	--	--	--	--
Filipino	21	21	100.00	0.00	57.14
Hispanic or Latino	45	42	93.33	6.67	30.95
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	14	14	100.00	0.00	50.00
White	35	34	97.14	2.86	44.12
English Learners	21	19	90.48	9.52	0.00
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	53	49	92.45	7.55	28.57
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	16	13	81.25	18.75	23.08

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.

2023-24 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 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 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.

2024-25 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 hosted regular monthly "Coffee with the Principals," but due to low participation we will transition to 1-2 Principal's Coffee per trimester. Information for these 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, parents and guardians volunteer for lunchtime supervision, field trip chaperones, and classroom volunteers. Taylor Middle School also 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. We are fortunate to have active parents who also volunteer for school events such as dances and movie nights.

2023-24 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	747	738	67	9.1
Female	379	376	34	9.0
Male	364	358	32	8.9
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	347	345	10	2.9
Black or African American	--	--	--	--
Filipino	68	66	5	7.6
Hispanic or Latino	160	159	28	17.6
Native Hawaiian or Pacific Islander	12	--	--	--
Two or More Races	59	59	8	13.6
White	96	95	14	14.7
English Learners	98	96	20	20.8
Foster Youth	--	--	--	--
Homeless	--	--	--	--
Socioeconomically Disadvantaged	184	181	30	16.6
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	56	55	13	23.6

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 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
2.54	3.54	1.47	0.86	1.21	0.74	3.17	3.6	3.28

This table displays expulsions data.

Expulsions								
School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
0	0	0	0	0	0	0.07	0.08	0.07

2023-24 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	1.47	0.00
Female	0.79	0.00
Male	2.20	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	1.47	0.00
Hispanic or Latino	3.13	0.00
Native Hawaiian or Pacific Islander	8.33	0.00
Two or More Races	3.39	0.00
White	2.08	0.00
English Learners	4.08	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	4.35	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	3.57	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.

2024-25 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

2024-25 School Safety Plan

standard across this county. 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 and staff debrief the drills 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 15 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.

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	
Mathematics	28	1	14	1
Science	26	3	15	
Social Science	26	3	14	

2023-24 Secondary 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 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	8	16	
Mathematics	28	1	15	1
Science	33	2	8	5
Social Science	27	2	15	

2023-24 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

2023-24 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)	2
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	1
Social Worker	
Nurse	1
Speech/Language/Hearing Specialist	1
Resource Specialist (non-teaching)	
Other	

Fiscal Year 2022-23 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2022-23 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	\$95,773
Percent Difference - School Site and District	N/A	N/A	-45.0	-13.6
State	N/A	N/A	\$10,771	\$94,129
Percent Difference - School Site and State	N/A	N/A	-72.1	-11.9

Fiscal Year 2023-24 Types of Services Funded

State Lottery funds are used to purchase our support curriculum, instructional materials such as fiction and non-fiction books, 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 2022-23 Teacher and Administrative Salaries

This table displays the 2022-23 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	\$60,109	\$57,839
Mid-Range Teacher Salary	\$91,010	\$90,040
Highest Teacher Salary	\$117,241	\$118,647
Average Principal Salary (Elementary)	\$153,977	\$144,639
Average Principal Salary (Middle)	\$156,716	\$148,270
Average Principal Salary (High)	\$0	\$161,275
Superintendent Salary	\$225,217	\$229,986
Percent of Budget for Teacher Salaries	33.3	30.79
Percent of Budget for Administrative Salaries	8.41	5.71

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

Professional Development

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	2022-23	2023-24	2024-25
Number of school days dedicated to Staff Development and Continuous Improvement	3	3	3