



Taylor Middle School

850 Taylor Blvd • Millbrae, CA 94030 • (650) 697-4096 • Grades 6-8

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<http://www.millbraeschooldistrict.org/5/Home>

2018-19 School Accountability Report Card Published During the 2019-20 School Year



Millbrae Elementary School District

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District Governing Board

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President

D. Don Revelo

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Maggie Musa
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District Administration

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Superintendent

Claire Beltrami
**Assistant Superintendent of
Educational Services**

Maria Santa Cruz
Chief Business Official

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School Description

Taylor Middle School is located in a suburban community with a rich history and a dedication to education, as documented in the documentary Taylor Middle School's 75th Anniversary Documentary, found on-line. Taylor is a sixth through eighth grade middle school with a diverse population of 830 students. Taylor adheres to our school mission: "To educate all students regardless of socioeconomic status, race, or gender. Our purpose is to provide the information and skills necessary for students to become responsible, healthy, young adults. It is our intention to provide a rigorous standards-based education to all students while educating the whole child to make contributions in our local and global community." Our school's strategic plan encompasses action items that address the district's goals around nurturing emotional intelligence, promoting a passion for learning in our young people, and to foster an innovative learning environment accessed by all students. The topics central to our strategic plan included an emphasis on student wellness, college and career, the appropriate integration of technology into instruction, strengthening community relationships, academic department's focus on implementation of new curriculum as well as next generation standards and frameworks, and the development of the Positive Behavioral Interventions and Support program. 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.

We have instituted a full multidisciplinary curriculum school-wide to meet the needs of all students. The academic program is creative and rigorous, yet accessible to all, and aligned to the California Common Core Standards. We support professional development of all staff members according to the California Standards for the Teaching Profession with an emphasis on collaborative curriculum implementation that have professionals sharing best practices and studies approaches to the new curriculum. As a result, we are able to provide a gradual, nurturing transition to middle school life with a two-period sixth grade core program of English and social studies, and science and math in the sixth grade and stand along courses in all other contexts. All sixth graders take mathematics and science in the cored environment, PE, and explorative "wheel" classes including academic technology, computer science, architecture, literature courses, and music and orchestra. Our seventh grade program provides a two-period English-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 offers one period of English, United States History, science and math. All eighth graders take PE as well as one elective class that meet daily. We offer grade level appropriate math (Illustrative Math) with offerings of accelerated math at the seventh and eighth grade levels. Taylor offers reading and math support classes through both teacher recommendation, and to students who scored Below Proficient on benchmarks. Taylor Middle School offers a rich elective program that includes Broadcast Journalism, Art, Drama, Leadership, Music, a year-long STEAM class, and Spanish. Students participate in a variety of critical-thinking activities in our 21st century technology courses, computer labs, and our live TV show. Every day, students produce an eight-minute morning show featuring school news, athletic activities, community news and current events.

About the SARC

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, 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 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.

2018-19 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 6	257
Grade 7	295
Grade 8	273
Total Enrollment	825

2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	1.1
Asian	46.9
Filipino	5.8
Hispanic or Latino	19.6
Native Hawaiian or Pacific Islander	2.3
White	17.7
Two or More Races	6.4
Socioeconomically Disadvantaged	29.3
English Learners	10.8
Students with Disabilities	10.5
Homeless	2.2

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Teacher Credentials for Taylor Middle School	17-18	18-19	19-20
With Full Credential	38	40	40
Without Full Credential	1	0	0
Teaching Outside Subject Area of Competence	0	0	0

Teacher Credentials for Millbrae Elementary	17-18	18-19	19-20
With Full Credential	♦	♦	117
Without Full Credential	♦	♦	1
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at Taylor Middle School

Indicator	17-18	18-19	19-20
Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0

* Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

*Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2019-20)

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.

Textbooks and Instructional Materials

Year and month in which data were collected: November 2019

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	Amplify (2018) The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Mathematics	Illustrative Math (2018) The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Science	McDougal Littell Science Textbook (2008) The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
History-Social Science	History Alive (TCI) Textbook (2005) The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Foreign Language	Realidades Spanish A/B Textbook (2008) The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Health	Glencoe Teen Health (2005) The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0

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

School Facility Conditions and Planned Improvements (Most Recent Year)

Taylor Middle School was built in 1939. It has had a wide range of uses throughout its history and has been an integral part of the community's educational as well as social activities. For its age, Taylor is in amazing shape despite the cutbacks, budget reductions, and decreased custodial and maintenance staff. The dedicated custodial staff and the district maintenance staff are dedicated to keeping every classroom clean and restrooms hygienic on a daily basis. As a result of Measure X passed in 2009 and Measure N passed in 2012, the school has undergone numerous improvements 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 is referred to the Caroline Shea center after a Taylor staff member passed away several years ago. This new building accommodates over 1,500 students and serve as a cafeteria and meal preparation site for the school district.

School Facility Good Repair Status (Most Recent Year)

Year and month in which data were collected: June 2019

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Fair	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
Overall Rating	Good	

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, which 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); and
- 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

CAASPP Test Results in ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
ELA	67	63	67	63	50	50
Math	58	52	60	58	38	39

Note: 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.

Note: 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.

CAASPP Test Results in Science for All Students

Grades Five, Eight, and Ten

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
Science	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

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

2018-19 Percent of Students Meeting Fitness Standards

Grade Level	4 of 6	5 of 6	6 of 6
7	18.5	27.7	31.2

Note: 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.

School Year 2018-19 CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	830	817	98.43	62.75
Male	426	423	99.30	58.06
Female	404	394	97.52	67.77
Black or African American	--	--	--	--
Asian	391	386	98.72	74.35
Filipino	39	38	97.44	71.05
Hispanic or Latino	166	164	98.80	40.49
Native Hawaiian or Pacific Islander	19	18	94.74	16.67
White	143	140	97.90	55.71
Two or More Races	60	60	100.00	76.67
Socioeconomically Disadvantaged	253	250	98.81	40.40
English Learners	242	236	97.52	37.87
Students with Disabilities	63	62	98.41	20.97
Homeless	19	19	100.00	0.00

Note: 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.

Note: 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.

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.

School Year 2018-19 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	830	819	98.67	52.14
Male	426	424	99.53	51.65
Female	404	395	97.77	52.66
Black or African American	--	--	--	--
Asian	391	387	98.98	71.58
Filipino	39	38	97.44	57.89
Hispanic or Latino	166	164	98.80	20.12
Native Hawaiian or Pacific Islander	19	19	100.00	5.26
White	143	140	97.90	40.71
Two or More Races	60	60	100.00	58.33
Socioeconomically Disadvantaged	253	250	98.81	29.60
English Learners	242	237	97.93	33.33
Students with Disabilities	63	62	98.41	12.90
Homeless	19	19	100.00	0.00

Note: 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.

Note: 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.

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.

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 for the school district and each school site

Opportunities for Parental Involvement (School Year 2019-20)

Taylor Middle School enjoys a history of positive relationships among schools, parents, and community members through open communication and shared decision making that puts students first. These opportunities to engage our parent and Millbrae communities centers upon an effort to treat every person who walks through the Taylor front door to feel welcome and appreciated no matter their background or the need they may have to address with the school. At the Board level, each televised district board meeting features the many positive activities in which children are involved, in which Taylor Middle School participates and most recently featured three student groups from drama, math and English demonstrating classroom activities. At the school level, we also have an active PTA that coordinates volunteer activities, raise funds for classroom expenditures and larger school projects, and helps to maintain a culture of support for our teachers and staff. Parents provide luncheons and special events for faculty and staff. Parents also volunteer as chaperones on field trips and the eighth grade promotion picnic and dance. Some activities are designed as fundraisers and others are appreciation events or community pursuits. The Taylor PTA actively provides a variety of assemblies each year to support educational programs. Decision making is shared at our school. Advisory groups, including the ELAC and the School Site Council, and the Department Representatives meet throughout the school year. For the general population of parents and community members, parent education is a high priority in the Millbrae School District and at Taylor Middle School, with several parent-education programs each year. We understand that it is important to keep parents well informed about changes in our curriculum, our emphasis on college and career readiness, or in the case of an upcoming Principal's Coffee, the plight and possibilities of social media and children. We often include guest speakers and other experts who speak to these issues or address matters of upward articulation to the high schools we feed.

Taylor provides behavior expectations for each student and family outlining expected standards of behavior, a calendar of events for the years, and other essential information through the publication of our Bulldog Binder Reminder and academic calendar. The Taylor Principal sends a monthly newsletter through email and posts on the website to keep parents informed about current and upcoming activities, including PTA and district news and employs other opportunities to connect to parents and all stakeholders. The school maintains a comprehensive activities calendar on Google Calendar for ease of access. Many teachers send frequent updates on class activities through our web-based parent portal. Frequent autodial messages are sent to Taylor families about upcoming events. These forms of communication help promote parent involvement.

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.

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 hold regular emergency drills on the campus and lockdown drills in collaboration with the sheriff and fire department. 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 Build Up Others, to Act Responsibly, to be Ready to Learn, and to Know What Is Right. Visitors must sign in at the office, where they receive a bright badge to wear throughout their stay. The school has an autodial 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.

Suspensions and Expulsions for the School	2016-17	2017-18	2018-19
Suspensions Rate	1.2	1.5	3.3
Expulsions Rate	0.0	0.0	0.0

Suspensions and Expulsions for the District	2016-17	2017-18	2018-19
Suspensions Rate	0.6	0.5	1.6
Expulsions Rate	0.0	0.0	0.0

Suspensions and Expulsions for the State	2016-17	2017-18	2018-19
Suspensions Rate	3.6	3.5	3.5
Expulsions Rate	0.1	0.1	0.1

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselor*	825.0

* 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.

Student Support Services Staff (School Year 2018-19)

Title	Number of Full-Time Equivalent (FTE)
Counselor (Social/Behavioral or Career Development)	1.0
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	

* 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.

Average Class Size and Class Size Distribution (Secondary)

Subject	2016-17 Average Class Size	2016-17 # of Classes* Size 1-22	2016-17 # of Classes* Size 23-32	2016-17 # of Classes* Size 33+	2017-18 Average Class Size	2017-18 # of Classes* Size 1-22	2017-18 # of Classes* Size 23-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-22	2018-19 # of Classes* Size 23-32	2018-19 # of Classes* Size 33+
English	23	7	17		20	11	17	1	20	12	18	
Mathematics	23	7	18		24	5	17	1	23	6	19	
Science	24	7	15	1	27	4	13	5	25	4	17	2
Social Science	29	1	18		22	8	17	1	23	7	18	

* Number of classes indicates how many classrooms 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.

Professional Development provided for Teachers

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	2	2	2

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 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.

FY 2017-18 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$40,004	\$49,378
Mid-Range Teacher Salary	\$77,759	\$77,190
Highest Teacher Salary	\$100,170	\$96,607
Average Principal Salary (ES)	\$123,064	\$122,074
Average Principal Salary (MS)	\$133,453	\$126,560
Average Principal Salary (HS)	\$0	\$126,920
Superintendent Salary	\$176,868	\$189,346

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	39%	36%
Administrative Salaries	7%	6%

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

FY 2017-18 Expenditures Per Pupil and School Site Teacher Salaries

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	\$5,013	\$70	\$4,943	\$78,744
District	N/A	N/A	\$7,191	\$79,905.00
State	N/A	N/A	\$7,506.64	\$77,619.00

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	-37.1	-1.1
School Site/ State	-37.6	0.7

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

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

Types of Services Funded

State Lottery funds are used to purchase our support curriculum, instructional materials and web based programs. The PTA and San Mateo County Office of Education fund our school homework center staffed most mornings and afternoons by certificated teachers. The PTA raised funds to purchase Chromebooks, new TVs, document cameras and other instructional technologies. We use Federal English Language Acquisition Program funds to pay for a part-time English language coordinator and 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. The Taylor Middle School library was refurbished and updated care of a partnership between the Chinese Business Association, Taylor PTA, and the MESD 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).

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.