Taylor Middle School

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

General Information about the School Accountability Report Card (SARC)

SARC Overview



By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at https://www.cde.ca.gov/ta/ac/sa/
- For more information about the LCFF or the LCAP, see the CDE LCFF web page at https://www.cde.ca.gov/fg/aa/lc/
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at https://dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

California School Dashboard

The California School Dashboard (Dashboard) https://www.caschooldashboard.org/ reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

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

2025-26 School Contact Information

School Name	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://ta.millbraeschooldistrict.org/
Grade Span	6-8
County-District-School (CDS) Code	41 68973 6044226

2025-26 District Contact Information

District Name	Millbrae Elementary School District
Phone Number	(650) 697-5693
Superintendent	Lisa Hickey
Email Address	lhickey@millbraesd.org
District Website	www.millbraeschooldistrict.org

2025-26 School Description and Mission Statement

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.

Taylor serves sixth through eighth grades and enjoys a diverse population of students. The staff at Taylor Middle School is

2025-26 School Description and Mission Statement

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 middle school curriculum is designed to support a smooth transition between grades. Seventh-grade students participate in a two-period English and Social Studies "core" block, alongside Science, Mathematics, and Physical Education. Eighth-grade students transition to individual periods for English and U.S. History, while continuing their studies in Science, Math, and PE. Students in both grades may choose between yearlong electives that include Drama, Technical Theater, Instrumental Music, Broadcasting, Leadership, or Spanish.

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 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

2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 6	259
Grade 7	233
Grade 8	260
Total Enrollment	756

2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	49.2
Male	50.4
Non-Binary	0.4
American Indian or Alaska Native	0.1
Asian	47.9
Black or African American	0.3
Filipino	9
Hispanic or Latino	20.2
Native Hawaiian or Pacific Islander	1.1
Two or More Races	9.4
White	11.8
English Learners	11.6
Foster Youth	0.4
Homeless	0.7
Socioeconomically Disadvantaged	19.4
Students with Disabilities	7.1

A. Conditions of Learning

State Priority: Basic

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

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

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	25.4	84.11	73.4	87.38	234405.2	84
Intern Credential Holders Properly Assigned	0	0	1	1.19	4853	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	1.7	5.73	3.7	4.44	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.6	2.09	2.4	2.89	11953.1	4.28
Unknown/Incomplete/NA	2.4	8.05	3.4	4.08	15831.9	5.67
Total Teaching Positions	30.2	100	84	100	279044.8	100

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

2022-23 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	28.1	90.74	84.1	93.48	231142.4	83.24
Intern Credential Holders Properly Assigned	0	0	1	1.11	5566.4	2
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	1.6	5.16	2.6	2.89	14938.3	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.5	1.81	0.5	0.62	11746.9	4.23
Unknown/Incomplete/NA	0.6	2.23	1.6	1.88	14303.8	5.15
Total Teaching Positions	31	100	90	100	277698	100

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

2023-24 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	24.1	79.9	74.3	87.04	230039.4	100
Intern Credential Holders Properly Assigned	0	0	1	1.17	6213.8	2.23
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	2.7	9.24	5.7	6.78	16855	6.04
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	2.1	7.05	2.1	2.49	12112.8	4.34
Unknown/Incomplete/NA	1.1	3.74	2.1	2.49	13705.8	4.91
Total Teaching Positions	30.2	100	85.4	100	278927.1	100

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

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

Authorization/Assignment	2021-22	2022-23	2023-24
Permits and Waivers	0.00	1	2
Misassignments	1.70	0.5	0.8
Vacant Positions	0.00	0	0
Total Teachers Without Credentials and Misassignments	1.70	1.6	2.7

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

Indicator	2021-22	2022-23	2023-24
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0	1
Local Assignment Options	0.60	0.5	1.1
Total Out-of-Field Teachers	0.60	0.5	2.1

Class Assignments

Indicator	2021-22	2022-23	2023-24
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	8.6	4.1	2.9
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	3.7	2.4	0

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

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

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, students lacking home access to a personal learning device should contact the main office to inquire about loaner devices and technology assistance.. 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 2025

Subject	List of Textbooks and Other Instructional Materials / Indicate if from Most Recent Adoption / Year of Adoption	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Amplify (2018)	0
Mathematics	Illustrative Math (2018)	0
Science	Inspire Science by McGraw Hill (2020)	0
History-Social Science	National Geographic (2020)	0
Foreign Language	Realidades Spanish A/B Textbook (2008)	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 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.

School Facility Conditions and Planned Improvements

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	07/11/2025

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer		X		Deficiency in A-hall HVAC
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			

Overall Facility Rate

Exemplary	Good	Fair	Poor
X			

B. Pupil Outcomes

State Priority: Pupil Achievement

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

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

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

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

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

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

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

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

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

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
English Language Arts/Literacy (grades 3-8 and 11)	68	67	65	66	47	48
Mathematics (grades 3-8 and 11)	57	60	62	62	35	37

2024-25 CAASPP Test Results in ELA by Student Group

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

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

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

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	757	752	99.34	0.66	67.29
Female	371	368	99.19	0.81	72.55
Male	383	381	99.48	0.52	61.94
American Indian or Alaska Native	--	--	--	--	--
Asian	365	364	99.73	0.27	79.12
Black or African American	--	--	--	--	--
Filipino	67	67	100.00	0.00	70.15
Hispanic or Latino	155	153	98.71	1.29	46.41
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	73	73	100.00	0.00	68.49
White	87	85	97.70	2.30	55.29
English Learners	61	58	95.08	4.92	12.07
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	171	169	98.83	1.17	46.75
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	50	48	96.00	4.00	29.17

2024-25 CAASPP Test Results in Math by Student Group

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

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

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	757	754	99.60	0.40	60.21
Female	371	368	99.19	0.81	60.87
Male	383	383	100.00	0.00	59.53
American Indian or Alaska Native	--	--	--	--	--
Asian	365	365	100.00	0.00	80.82
Black or African American	--	--	--	--	--
Filipino	67	67	100.00	0.00	56.72
Hispanic or Latino	155	154	99.35	0.65	21.43
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	73	73	100.00	0.00	61.64
White	87	85	97.70	2.30	49.41
English Learners	61	60	98.36	1.64	18.33
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	171	170	99.42	0.58	37.06
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	50	48	96.00	4.00	16.67

CAASPP Test Results in Science for All Students

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

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

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

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

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
Science (grades 5, 8 and high school)	56.28	54.83	54.68	49.69	30.73	32.52

2024-25 CAASPP Test Results in Science by Student Group

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	260	259	99.62	0.38	54.83
Female	124	124	100.00	0.00	54.84
Male	136	135	99.26	0.74	54.81
American Indian or Alaska Native	--	--	--	--	--
Asian	117	117	100.00	0.00	71.79
Black or African American	0	0	0	0	0
Filipino	28	28	100.00	0.00	57.14
Hispanic or Latino	61	60	98.36	1.64	23.33
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	19	19	100.00	0.00	63.16
White	32	32	100.00	0.00	46.88
English Learners	14	13	92.86	7.14	0.00
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	62	62	100.00	0.00	35.48
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	19	19	100.00	0.00	5.26

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

2024-25 California Physical Fitness Test Participation Rates

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

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 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.

2025-26 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 information and resources for students and families. We hosted bi-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, school events, 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.

2024-25 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	770	764	52	6.8
Female	376	375	21	5.6
Male	391	386	31	8.0
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	367	366	3	0.8
Black or African American	--	--	--	--
Filipino	70	67	4	6.0
Hispanic or Latino	158	157	20	12.7
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	72	72	7	9.7
White	92	91	15	16.5
English Learners	93	91	19	20.9
Foster Youth	--	--	--	--
Homeless	--	--	--	--
Socioeconomically Disadvantaged	180	179	24	13.4
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	61	60	9	15.0

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

C. Engagement

State Priority: School Climate

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

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

Suspensions and Expulsions

This table displays suspensions data.

Suspensions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
3.54	1.47	2.99	1.21	0.74	1.75	3.6	3.28	2.94

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

This table displays expulsions data.

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

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

2024-25 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	2.99	0.00
Female	0.53	0.00
Male	5.37	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	1.36	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	8.23	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	1.39	0.00
White	2.17	0.00
English Learners	7.53	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	7.78	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	4.92	0.00

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

2025-26 School Safety Plan

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 School Safety Plan that provides updated emergency responses and procedures that are 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.

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

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	

2024-25 Secondary Average Class Size and Class Size Distribution

This table displays the 2024-25 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per 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	24	6	16	
Mathematics	31	1	12	3
Science	28	2	14	2
Social Science	28	1	16	

2024-25 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	724

2024-25 Student Support Services Staff

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

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	2
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	1
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	1
Resource Specialist (non-teaching)	
Other	

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

This table displays the 2023-24 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$5,514	$450	$5,064	$83,563
District	N/A	N/A	$8,007	$99,187
Percent Difference - School Site and District	N/A	N/A	-45.0	-17.1
State	N/A	N/A	$11,146	$100,089
Percent Difference - School Site and State	N/A	N/A	-75.0	-18.0

Fiscal Year 2024-25 Types of Services Funded

State Lottery funds are dedicated to enriching our core academic environment; these funds purchase essential instructional materials—including a wide selection of fiction and non-fiction books—as well as interactive web-based programs. To ensure these digital resources are accessible to all, we have also used lottery funds to expand our fleet of loanable devices, allowing students to take technology home and engage with their curriculum outside of school hours.

Furthermore, we provide specialized support for our English language learners through targeted allocations. Federal English Language Acquisition Program funds support a part-time English language coordinator who oversees student progress, while LCFF Supplemental Funds are utilized to staff a dedicated teacher for our intensive English Language Development (ELD) class, specifically designed to support our newcomer students.

Fiscal Year 2023-24 Teacher and Administrative Salaries

This table displays the 2023-24 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at http://www.cde.ca.gov/ds/fd/cs/.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	$62,513	$61,516
Mid-Range Teacher Salary	$94,650	$95,479
Highest Teacher Salary	$121,931	$125,208
Average Principal Salary (Elementary)	$158,772	$152,668
Average Principal Salary (Middle)	$145,522	$156,487
Average Principal Salary (High)		$165,427
Superintendent Salary	$243,000	$242,781
Percent of Budget for Teacher Salaries	32.31%	29.76%
Percent of Budget for Administrative Salaries	8.39%	5.74%

Professional Development

Millbrae School District's professional learning is anchored in Professional Learning Teams (PLTs) and Universal Design for Learning (UDL). Throughout the year, we have built upon this foundation by focusing on PBIS, essential standards, and formative assessments. By attending the CADA conference, our leadership team has gained new insights into fostering a positive, engaged campus culture.

We protect time for this vital work through early-release Thursdays, ensuring our educators can collaborate and make data-informed decisions. As we move forward, our priorities remain clear: upholding the BARK code of conduct and fostering an environment that promotes staff wellness and professional longevity.

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

Subject	2023-24	2024-25	2025-26
Number of school days dedicated to Staff Development and Continuous Improvement	3	3	2