



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>

2015-16 School Accountability Report Card Published During the 2016-17 School Year



Millbrae Elementary School District

555 Richmond Dr.
Millbrae, CA 94030
(650) 697-5693

www.millbraeschooldistrict.org

District Governing Board

Lynne Ferrario
D. Don Revelo
Frank Barbaro
Denis Fama
Maggie Musa

District Administration

Vahn A. Phayprasert
Superintendent
Claire Beltrami
Assistant Superintendent
Richard Champion
Chief Business Official
Anita Allardice
Director of Special Education

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 850 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, the promotion of community service learning, academic department's focus on preparing curriculum maps for all courses of study to include assessment and instructional needs assessment, and the establishment of the Positive Behavioral Interventions and Support and a program for student recognition and awards. 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 writing experiences 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 and seventh 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 drama, 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 (CPM) 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, part and parcel to our at-risk program that identifies and treats all levels of student need. Taylor Middle School offers a rich elective program that includes Applied Technology, Broadcast Journalism, Art, Drama, Leadership, Music, STEAM electives in the arts and sciences, and Spanish and a variety of offerings through elective wheel programs at each grade level. 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. Students inform their world-view and current issues with participation in a multi-grade level soil, aeroponics, and hydroponics program of study through science classes in addition to a multitude of other hands on, experience based, and cooperative learning environments students experience on a daily basis part and parcel to their core curriculum.

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 <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://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.

2015-16 Student Enrollment by Grade Level	
Grade Level	Number of Students
Grade 6	269
Grade 7	272
Grade 8	304
Total Enrollment	845

2015-16 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	0.9
American Indian or Alaska Native	0
Asian	40.4
Filipino	7
Hispanic or Latino	20.4
Native Hawaiian or Pacific Islander	3.1
White	22.5
Two or More Races	5.8
Socioeconomically Disadvantaged	19.9
English Learners	7
Students with Disabilities	4
Foster Youth	0.4

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (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			
Taylor Middle School	14-15	15-16	16-17
With Full Credential	41		
Without Full Credential	0		
Teaching Outside Subject Area of Competence	0		
Millbrae Elementary School District	14-15	15-16	16-17
With Full Credential	♦	♦	
Without Full Credential	♦	♦	
Teaching Outside Subject Area of Competence	♦	♦	

Teacher Misassignments and Vacant Teacher Positions at this School			
Taylor Middle School	14-15	15-16	16-17
Teachers of English Learners	0		
Total Teacher Misassignments	0		
Vacant Teacher Positions	0		

* "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.

Core Academic Classes Taught by Highly Qualified Teachers

2015-16 Percent of Classes In Core Academic Subjects Core Academic Classes Taught by Highly Qualified Teachers		
Location of Classes	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	97.0	3.0
Districtwide		
All Schools	98.0	2.0
High-Poverty Schools	100.0	0.0
Low-Poverty Schools	97.8	2.2

* High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2016-17)

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: January 2016	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	Prentice Hall Literature Textbook (2002) The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Mathematics	CPM Core Connections (2015) (pilot) 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

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 is currently being constructed. This new building will accommodate over 1,500 students and serve as a cafeteria and meal preparation site for the school district. In addition, plans are underway to create multiuse spaces in this building to accommodate physical activity, multimedia presentations and community meetings. During the construction of the new building, we have set up a temporary cafeteria near the Taylor auditorium.

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected:				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer		X		
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			
Electrical: Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected:				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			
Overall Rating	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, 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. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with 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

2015-16 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	14-15	15-16	14-15	15-16	14-15	15-16
ELA	63	65	62	66	44	48
Math	59	60	59	60	34	36

* 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.

CAASPP Results for All Students - Three-Year Comparison									
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16
Science	82	79	71	77	76	71	60	56	54

* Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten. Scores are not shown 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	2015-16 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
7	11.7	20.5	55.3

* 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.

**2015-16 CAASPP Results by Student Group
Science (grades 5, 8, and 10)**

Group	Number of Students		Percent of Students	
	Enrolled	with Valid Scores	w/ Valid Scores	Proficient or Advanced
All Students	354	342	96.6	71.1
Male	183	176	96.2	71.6
Female	171	166	97.1	70.5
Asian	143	140	97.9	82.1
Filipino	28	27	96.4	59.3
Hispanic or Latino	70	67	95.7	52.2
Native Hawaiian or Pacific Islander	16	15	93.8	46.7
White	75	73	97.3	72.6
Two or More Races	17	17	100.0	82.4
Socioeconomically Disadvantaged	61	60	98.4	58.3
English Learners	19	19	100.0	21.1
Students with Disabilities	32	32	100.0	43.8

* Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores. Scores are not shown 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 2015-16 CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	6	281	271	96.4	65.6
	7	276	266	96.4	67.9
	8	309	303	98.1	62.7
Male	6	137	135	98.5	60.0
	7	138	133	96.4	65.9
	8	163	162	99.4	58.6
Female	6	144	136	94.4	71.1
	7	138	133	96.4	69.9
	8	146	141	96.6	67.4
Asian	6	118	116	98.3	78.5
	7	108	106	98.2	81.9
	8	117	114	97.4	74.6
Filipino	6	14	14	100.0	71.4
	7	18	18	100.0	83.3
	8	27	27	100.0	81.5
Hispanic or Latino	6	46	46	100.0	48.9
	7	66	65	98.5	46.1
	8	64	64	100.0	45.3
Native Hawaiian or Pacific Islander	8	16	16	100.0	37.5

School Year 2015-16 CAASPP Assessment Results - English Language Arts (ELA) Disaggregated by Student Groups, Grades Three through Eight and Eleven					
Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
White	6	70	66	94.3	56.1
	7	60	56	93.3	66.1
	8	66	66	100.0	57.6
Two or More Races	6	20	18	90.0	83.3
	7	14	13	92.9	61.5
	8	14	13	92.9	69.2
Socioeconomically Disadvantaged	6	50	49	98.0	43.8
	7	62	60	96.8	51.7
	8	54	51	94.4	47.1
English Learners	6	25	22	88.0	18.2
	7	22	21	95.5	28.6
	8	18	14	77.8	
Students with Disabilities	6	18	17	94.4	12.5
	7	17	17	100.0	12.5
	8	27	27	100.0	22.2

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 on the CAAs divided by the total number of students who participated in both assessments. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

School Year 2015-16 CAASPP Assessment Results - Mathematics Disaggregated by Student Groups, Grades Three through Eight and Eleven					
Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	6	281	276	98.2	53.9
	7	276	267	96.7	60.9
	8	276	267	96.7	60.9
Male	6	137	137	100.0	54.4
	7	138	133	96.4	64.4
	8	138	133	96.4	64.4
Female	6	144	139	96.5	53.3
	7	138	134	97.1	57.5
	8	138	134	97.1	57.5
Asian	6	118	117	99.2	78.5
	7	108	106	98.2	85.7
	8	108	106	98.2	85.7

School Year 2015-16 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
Filipino	6	14	14	100.0	71.4
	7	18	18	100.0	66.7
	8	18	18	100.0	66.7
Hispanic or Latino	6	46	46	100.0	15.6
	7	66	65	98.5	27.7
	8	66	65	98.5	27.7
White	6	70	66	94.3	39.4
	7	60	56	93.3	55.4
	8	60	56	93.3	55.4
Two or More Races	6	20	20	100.0	60.0
	7	14	13	92.9	61.5
	8	14	13	92.9	61.5
Socioeconomically Disadvantaged	6	50	50	100.0	18.4
	7	62	60	96.8	38.3
	8	62	60	96.8	38.3
English Learners	6	25	25	100.0	40.0
	7	22	21	95.5	33.3
	8	22	21	95.5	33.3
Students with Disabilities	6	18	18	100.0	23.5
	7	17	17	100.0	25.0
	8	17	17	100.0	25.0

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 on the CAAs divided by the total number of students who participated in both assessments. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the Parental Involvement State Priority (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite.

Opportunities for Parental Involvement (School Year 2016-17)

Taylor Middle School enjoys a history of positive relationships among schools, parents, and community members through open communication and shared decision making that keeps students at the fore from district office and board to that of the PTA and school governance entities that work to promote the strategic plan. These opportunities to engage our parent and Millbrae communities centers upon an effort to treat every person who walks through the Taylor front door or anyone who benefits from our services 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 employed it's student government students to "take over" and conduct the entire Taylor Spotlight Presentation. 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 weekly 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 outreach to parents and all stakeholders. The school maintains a comprehensive activities calendar that is shared on google docs 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 School Climate State Priority (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, and 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 and that provide a new and improved manner by which to address, react to, and respond to emergencies of any kind on a school campus. We hold regular emergencies 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			
School	2013-14	2014-15	2015-16
Suspensions Rate	1.8	3.5	2.6
Expulsions Rate	0.0	0.0	0.0
District	2013-14	2014-15	2015-16
Suspensions Rate	0.7	1.3	1.3
Expulsions Rate	0.0	0.0	0.0
State	2013-14	2014-15	2015-16
Suspensions Rate	4.4	3.8	3.7
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.

2016-17 Federal Intervention Program		
Indicator	School	District
Program Improvement Status		Not In PI
First Year of Program Improvement		
Year in Program Improvement		
Number of Schools Currently in Program Improvement		1
Percent of Schools Currently in Program Improvement		100.0

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	0
Counselor (Social/Behavioral or Career Development)	1
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0
Psychologist	0.6
Social Worker	0
Nurse	0.2
Speech/Language/Hearing Specialist	1.6
Resource Specialist	2.0
Other	0
Average Number of Students per Staff Member	
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.

Average Class Size and Class Size Distribution (Secondary)												
Subject	Average Class Size			Number of Classrooms*								
				1-22			23-32			33+		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
English	22	24	24	10	8	8	20	19	19			
Mathematics	26	36	36	6	4	4	18	6	6	1	7	7
Science	30	29	29		1	1	20	20	20			
Social Science	28	27	27	2	4	4	20	19	19			

* 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

This section provides information on the annual number of school days dedicated to professional learning for the most recent three-year period. During the 2015-16 school year, our teachers attended various professional workshops. Teachers continued to learn how to implement the Content Area Language and Literacy (CALL), CCSS Math and ELA, Academic Vocabulary, and a variety of other curriculum support programs and best practices. Various other departments and staff were offered release time during the school year to visit school sites and attend conferences, including an emphasis on technology integration training and 21st century classroom computing. Professional development going forward will place an emphasis on getting our curriculum house in order with the establishment of curriculum maps and pacing guides for all content areas in 2016-2017 as all departments investigate, collaborate around, and write down formal curriculum (pacing guides and curriculum maps) that assign fidelity to the numerous new adoptions we have made in the past two years in Math, ELA,, for those core content areas of adoption on the horizon such as Science and Social Studies, and for those that we look forward to refining in the areas of Health, Spanish and Elective courses of study. 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 2014-15 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$38,377	\$44,507
Mid-Range Teacher Salary	\$70,374	\$68,910
Highest Teacher Salary	\$90,651	\$88,330
Average Principal Salary (ES)	\$115,008	\$111,481
Average Principal Salary (MS)	\$122,764	\$115,435
Average Principal Salary (HS)		\$113,414
Superintendent Salary	\$173,382	\$169,821
Percent of District Budget		
Teacher Salaries	39%	39%
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 2014-15 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$4,382	\$104	\$4,278	\$68,671
District	♦	♦	\$5,608	\$69,942
State	♦	♦	\$5,677	\$71,610
Percent Difference: School Site/District			-23.7	-1.8
Percent Difference: School Site/ State			-24.6	-4.1

* Cells with ♦ do not require data.

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 laptop computers, LCD projectors, document cameras and other instructional technologies. We use 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 <http://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.