

Catherine L. Zane Middle School

2021-2022 School Accountability Report Card

(Published During the 2022-2023 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.

2022-23 School Contact Information

School Name	Catherine L. Zane Middle School
Street	2155 S Street
City, State, Zip	Eureka, CA 95501
Phone Number	(707) 441-2470
Principal	Tammi Wagner
Email Address	wagnertammi@eurekacityschools.org
School Website	
County-District-School (CDS) Code	12-75515-6057376

2022-23 District Contact Information

District Name	Eureka City Schools, A Unified District
Phone Number	(707) 441-2400
Superintendent	Fred Van Vleck Ed. D.
Email Address	vanvleckf@eurekacityschools.org
District Website Address	www.eurekacityschools.org

2022-23 School Overview

School Profile

Zane Middle School is a sixth through eighth grade school with approximately 440 students. Zane has a spacious campus with science laboratories, music rooms, and physical education facilities. We emphasize STEAM activities in our school focusing on the integration of Science, Technology, Engineering, Arts and Math and the development of 21st Century skills. Zane emphasizes academic excellence while encouraging a variety of activities that allow students to demonstrate and enjoy their new-found skills. We offer a diverse music program and athletics are enjoyed by many. Zane Middle School is proud to offer a variety of differentiated programs to address the individual needs of our diverse community while providing a safe, nurturing environment for all students. Positive Behavior Intervention and Supports (PBIS) continues to be foundational to the school climate. Zane Middle School emphasizes teacher collaboration regularly amongst site as well as district. The school schedule provides for an early release of students one day per week for teacher collaboration. Zane's success is truly a partnership between the school, students, parents and the community. Zane Middle School has an active School Site Council, PTSA, and ELAC committee where the public is welcomed and encouraged to participate.

Major Achievements:

- *Zane was recognized as a Gold Ribbon status by the California Department Education during the 2014-15 school year for our model programs of STEAM (Science, Technology, Engineering, Arts and Math) and PBIS (Positive Behavioral Interventions and Supports)
- *Zane offers an AVID elective for all students and AVID classroom strategies are encouraged.
- *Zane has embarked on a Visible Learning Journey along with the Eureka City Schools District with a focus on Teacher Clarity.
- *The addition of technology and engineering classes has enhanced the academic program as evidenced by more engaged learners.
- *Our staff is developing consistent strategies for data collection and evaluation for the purpose of targeting instruction and increasing student learning.
- *Our students' demonstrated academic growth during the 2022-22 school year
- *We supplement our instruction with a strong, articulated after school program

Focus for Improvement:

- * Zane strives to challenge all students academically and prepare them fully to be leaders of the future. We use the Smarter

2022-23 School Overview

Balance Assessments based on Common Core State Standards (CCSS) along with district-adopted and teacher-made assessments to place students in appropriate classes in language arts and math.

*Ongoing and intensive Staff Professional Development is focused on improving student achievement with an emphasis on Teacher Clarity.

*Teachers are implementing Pacing Guides to drive their instruction and assessments to provide them with ongoing data.

*Interim and summative assessment results as well as teacher input are used to assist in the identification and placement of students into comprehensive intervention programs in both Language Arts and Math.

*The Zane staff, in conjunction with parents, strives to become a premier middle school in northern California. To that end, we coordinate our educational efforts and goals by keeping the improvement of student learning as our focus.

About this School

2021-22 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 6	121
Grade 7	156
Grade 8	190
Total Enrollment	467

2021-22 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	47.5
Male	52.5
American Indian or Alaska Native	5.6
Asian	13.1
Black or African American	2.6
Filipino	0.6
Hispanic or Latino	24.2
Native Hawaiian or Pacific Islander	2.1
Two or More Races	9.2
White	42.6
English Learners	18.2
Foster Youth	0.9
Homeless	6.2
Migrant	0.2
Socioeconomically Disadvantaged	73.7
Students with Disabilities	14.3

A. Conditions of Learning **State Priority: Basic**

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

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

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	22.90	91.07	165.10	89.17	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	0.00	0.00	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.20	0.99	2.60	1.44	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	7.50	4.05	12115.80	4.41
Unknown	2.00	7.94	9.80	5.33	18854.30	6.86
Total Teaching Positions	25.20	100.00	185.20	100.00	274759.10	100.00

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)						
Intern Credential Holders Properly Assigned						
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)						
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)						
Unknown						
Total Teaching Positions						

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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

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

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	
Misassignments	0.20	
Vacant Positions	0.00	
Total Teachers Without Credentials and Misassignments	0.20	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	
Local Assignment Options	0.00	
Total Out-of-Field Teachers	0.00	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

2021-22 Class Assignments

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

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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

2022-23 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Instructional Materials

Eureka City Unified held a Public Hearing on September 15, 2021 and determined that each school within the District has sufficient and good quality textbooks, instructional materials, or science lab equipment pursuant to the settlement of Williams vs. the State of California. All students, including English learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and to take home. Textbooks and supplementary materials are adopted according to a cycle developed by the State Department of Education, making the textbooks used in the school the most current available. Materials approved for use by the State are reviewed by all teachers and a recommendation is made to the School Board by a selection committee composed of teachers and administrators. All recommended materials are available for parent examination at the district office prior to adoption. The table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school.

Year and month in which the data were collected

September 2021

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	6-8: Amplify, adopted 2020 ELD: EL Achieve, Systematic ELD, adopted 2017	Yes	0
Mathematics	6th-8th: Publisher CPM College Preparatory Math 6th-8th: CPM Publisher College Preparatory Math (CPM) 6th Core Connections Course 1 7th Core Connections Course 2 8th Core Connections Course 3 Adopted 2017 Adopted 2017	Yes	0
Science	6th: Pearson Prentice Hall Focus on Earth Science Adopted 2008 7th: Pearson/Prentice Hall Focus on Life Science Adopted in 2008 8th: Pearson/Prentice Hall Focus on Physical Science Adopted in 2008	Yes	0
History-Social Science	Teacher Curriculum Institute (TCI) Adopted 2017 6th History Alive, The Ancient World 7th History Alive, The Medieval World and Beyond 8th History Alive, The United States through Industrialism	Yes	0
Foreign Language	Descubre 1 Adopted 2018	Yes	0

School Facility Conditions and Planned Improvements

Zane went through a 3-year remodel, paid for by local school bond Measure S and state matching funds, which concluded in 2006. Because of this, we have a state-of-the-art campus, restrooms, classrooms and kitchen. All classrooms have updated heating systems and multiple internet outlets. The green lawns, improved soccer field and up to date playgrounds contribute to the overall feeling of luxury. We have a peek of the beautiful Humboldt Bay and enjoy the attractive nature that surrounds us.

Year and month of the most recent FIT report

11/21/2021

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces			X	C-12: Hole in doorway trim board needing to be filled and painted, counter edges chipped. C-14: Water stained ceiling tiles (4) C-15: Counter top chipped and stained. C-27: Counter edging missing C-41: Floor tile in need of replacement C-42: Floor ti
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			Boy's Locker Room: Exhaust fan vent is in need of cleaning in restroom C-24: Dry rot/Termite damage on wooden baseboard Girl's Locker Room: Exhaust fan vent in need of cleaning, one of the toilet bases is not secure to floor Room 200: Torn carpet seam,
Electrical	X			C-46: Floor tile in need of replacement, sink faucet handles and spout removed from sink, data port cover broken P-3: Dry rot on skirting and siding, missing exterior GFI coverplate, ceiling tile stained (1) Room 200: Torn carpet seam, carpet has large
Restrooms/Fountains: Restrooms, Sinks/ Fountains		X		C-46: Floor tile in need of replacement, sink faucet handles and spout removed from sink, data port cover broken C-71: Floor tile in need of replacement, drinking fountain water turned off C-72: Floor tile in need of replacement, drinking fountain water
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			P-3: Dry rot on skirting and siding, missing exterior GFI coverplate, ceiling tile stained (1) P-4: Dry rot on exterior siding Student Restrooms: Plywood patches covering holes in FRP in both restrooms, strong urine smell and exterior/underside of fix
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			Bus Stop Restroom: Entrance doors and frames in need of painting, metal trim in restrooms rusting out, FRP wall panels stained

School Facility Conditions and Planned Improvements

				C-51: Floor tile in need of replacement, window stop is delaminating, windows have deep scratches (2) Cafeteria: Upper window
--	--	--	--	--

Overall Facility Rate

Exemplary	Good	Fair	Poor
		X	

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).
4. **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.

SARC Reporting in the 2020-2021 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

Options

Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

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.

The 2020-21 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-21 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-21 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-21 school year to other school years.

Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
English Language Arts/Literacy (grades 3-8 and 11)	N/A	41	N/A	34	N/A	47
Mathematics (grades 3-8 and 11)	N/A	23	N/A	22	N/A	33

2021-22 CAASPP Test Results in ELA by Student Group

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

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

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	469	451	96.16	3.84	40.67
Female	223	218	97.76	2.24	41.47
Male	246	233	94.72	5.28	39.91
American Indian or Alaska Native	22	20	90.91	9.09	25.00
Asian	59	59	100.00	0.00	52.54
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	114	109	95.61	4.39	26.85
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	48	47	97.92	2.08	27.66
White	204	194	95.10	4.90	50.52
English Learners	81	79	97.53	2.47	7.59
Foster Youth	--	--	--	--	--
Homeless	33	27	81.82	18.18	11.11
Military	--	--	--	--	--
Socioeconomically Disadvantaged	349	332	95.13	4.87	34.34
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	69	63	91.30	8.70	4.76

2021-22 CAASPP Test Results in Math by Student Group

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

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

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	469	451	96.16	3.84	23.28
Female	223	218	97.76	2.24	17.43
Male	246	233	94.72	5.28	28.76
American Indian or Alaska Native	22	20	90.91	9.09	5.00
Asian	59	59	100.00	0.00	22.03
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	114	108	94.74	5.26	14.81
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	48	47	97.92	2.08	17.02
White	204	195	95.59	4.41	32.31
English Learners	81	79	97.53	2.47	0.00
Foster Youth	--	--	--	--	--
Homeless	33	28	84.85	15.15	10.71
Military	--	--	--	--	--
Socioeconomically Disadvantaged	349	333	95.42	4.58	18.02
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	69	64	92.75	7.25	7.81

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.

For any 2020–21 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Science (grades 5, 8 and high school)	NT	28.33	NT	23.01	28.5	29.47

2021-22 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	185	180	97.3	2.7	28.33
Female	81	80	98.77	1.23	17.5
Male	104	100	96.15	3.85	37
American Indian or Alaska Native	11	9	--	18.18	--
Asian	22	22	100	0	36.36
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	45	45	100	0	17.78
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	19	19	100	0	15.79
White	78	75	96.15	3.85	38.67
English Learners	23	23	100	0	0
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	126	121	96.03	3.97	23.97
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	19	17	89.47	10.53	5.88

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.

2021-22 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. Due to changes to the 2021-22 PFT administration, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 7	61%	62%	60%	61%	62%

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.

2022-23 Opportunities for Parental Involvement

Parent involvement is an integral part of student achievement and there are many ways for parents to become involved in collaborating with Zane Middle School to facilitate their child's learning. Parents are invited to become members of various committees responsible for programmatic and fiscal decisions such as School Site Council and ELAC. In addition, Zane offers student-led conference once a year. This allows for parents, students, and staff to connect and focus on student progress which research shows to have great impact on student learning. Parents and/or teachers may schedule additional parent conferences throughout the year based on the individual need of the student. Another way parents are invited to be involved in their child's education is through the student study team process in which a group of professionals and the family collaborate around a student's specific needs. Parents are invited to attend after school performances and athletic events throughout the year showcasing student work and accomplishments. Typically Zane hosts parents and families for Back to School Night in September and for a School Information Night or "Open House" in January which focuses on the programs offered at the middle school and how students and parents can be involved in their school community. Parents can volunteer in the library, the After School Program, and in classrooms. PTSA is another opportunity for parent membership and involvement. Participation is encouraged. Lastly, Zane hosts Awards Assemblies where students are recognized for academic achievement and other forms of excellence. Parents or community members who wish to participate in leadership teams, school committees, school activities, or become a volunteer may contact the Zane Middle School office.

Contact Information:

The main office at Zane Middle School handles a variety of student and parent needs ranging from attendance, athletics, student activities, clubs, finance, etc. You may call (707) 441-2470 to contact any office personnel. All teachers have an e-mail account and their addresses are available on the school website.

2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	503	498	168	33.7
Female	244	240	79	32.9
Male	259	258	89	34.5
American Indian or Alaska Native	28	27	17	63.0
Asian	61	61	9	14.8
Black or African American	12	12	4	33.3
Filipino	3	3	0	0.0
Hispanic or Latino	122	120	36	30.0
Native Hawaiian or Pacific Islander	10	10	3	30.0
Two or More Races	51	51	26	51.0
White	216	214	73	34.1
English Learners	95	95	24	25.3
Foster Youth	8	8	5	62.5
Homeless	41	41	21	51.2
Socioeconomically Disadvantaged	382	378	146	38.6
Students Receiving Migrant Education Services	1	1	0	0.0
Students with Disabilities	77	76	38	50.0

C. Engagement

State Priority: School Climate

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

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

Suspensions and Expulsions

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-20 suspensions and expulsions rate data are not comparable to other year data because the 2019-20 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-20 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	6.97	5.15	2.45
Expulsions	0.00	0.02	0.05

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Suspensions	2.23	11.73	0.63	6.71	0.20	3.17
Expulsions	0.00	0.00	0.00	0.05	0.00	0.07

2021-22 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	11.73	0.00
Female	6.97	0.00
Male	16.22	0.00
American Indian or Alaska Native	21.43	0.00
Asian	0.00	0.00
Black or African American	33.33	0.00
Filipino	0.00	0.00
Hispanic or Latino	10.66	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	21.57	0.00
White	11.57	0.00
English Learners	7.37	0.00
Foster Youth	0.00	0.00
Homeless	19.51	0.00
Socioeconomically Disadvantaged	13.09	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	22.08	0.00

2022-23 School Safety Plan

Zane has a comprehensive school safety plan which is updated annually. This plan includes a logistical lockdown procedure and evacuation plan for several natural disasters and includes a student release plan. We work in partnership with the District Site and Safety Coordinator to assess and refine procedures to align with district and state mandates and updates. This comprehensive plan includes working to continually improve school climate by teaching students how to deal with conflict and make good choices. Zane Middle School staff implements and continually refines a school wide student behavior management system called Positive Behavioral Interventions and Supports (PBIS). The Zane PBIS team meets monthly and includes Certificated, Classified, Parent, and Administrative staff members. Staff receive ongoing training in the implementation of PBIS and Restorative Practices. During the 2022-23 school year, PBIS continues to be an instrumental system to support students with daily expectations and student re-entry when a student needs a reteach opportunity before returning to the learning environment. Zane Middle School has incorporated a 20 minute advisory period daily where students receive explicit instruction in the area of Social Emotional Learning through the implementation of Second Step curriculum.

2019-20 Secondary Average Class Size and Class Size Distribution

This table displays the 2019-20 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	13	2
Mathematics	23	6	9	5
Science	25	4	9	5
Social Science	24	5	10	4

2020-21 Secondary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	21	10	13	
Mathematics	24	6	11	1
Science	23	7	11	
Social Science	24	6	11	

2021-22 Secondary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	22	7	9	1
Mathematics	25	3	9	2
Science	25	2	10	1
Social Science	26	2	11	

2021-22 Ratio of Pupils to Academic Counselor

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

Title	Ratio
Pupils to Academic Counselor	0

2021-22 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	1.7
Social Worker	
Nurse	0.5
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	

2020-21 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2020-21 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	\$7,099	\$1,604.47	\$5,495	\$49,589.5
District	N/A	N/A	\$8,833	\$62,131
Percent Difference - School Site and District	N/A	N/A	-46.6	-22.5
State	N/A	N/A	\$6,594	\$79,175
Percent Difference - School Site and State	N/A	N/A	-18.2	-46.0

2021-22 Types of Services Funded

As a Title 1 School, Zane offers many exceptional and supplemental programs in academics. Utilizing the RTI model, we have created strategic and intensive English Language Arts intervention classes to meet the needs of identified students requiring additional supports and reteaching. Students requiring this support attend a period of intervention but have the opportunity to exit this support class once they demonstrate mastery of concepts in the area of ELA. Zane also has a Math Intervention class for students identified as needing extra support in Math. Students in this support class are identified in the same manner of the ELA class and have the same opportunity of exiting. English Language Learners benefit from individualized instruction in English Language Development classes. This year the majority of ELD students are receiving support through a push-in model. Additionally, an EL tech works to support students and lower the teacher to student ratio while delivering targeted instruction to students based on their ELD level. Special Education supports students with Individualized Education Plans in Resource Supported General Education Classes, Learning Center, or Special Day Class. Zane also has an outstanding afterschool program where students get academic support provided ELOP leaders. As an AVID school, we support students with materials such as binders, planners, and other tools to aide in their success and implementation of AVID strategies. In addition, Zane is providing after school tutoring support by credentialed teachers three days a week to support students in their academic progress. Saturday School is an additional program that Zane incorporates to support students struggling with accessing their education. The focus of Saturday school is to support students with other means of correction and academic support versus out-of-school suspension which may contribute to a student's academic struggles and engagement.

2020-21 Teacher and Administrative Salaries

This table displays the 2020-21 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	\$42,002	\$48,503
Mid-Range Teacher Salary	\$58,642	\$74,912
Highest Teacher Salary	\$82,500	\$100,321
Average Principal Salary (Elementary)	\$92,199	\$122,160
Average Principal Salary (Middle)	\$111,370	\$127,632
Average Principal Salary (High)	\$126,720	\$137,578
Superintendent Salary	\$200,086	\$198,665
Percent of Budget for Teacher Salaries	26%	31%
Percent of Budget for Administrative Salaries	6%	6%

Professional Development

Each year the school principal and teachers, in cooperation with district office staff, use data to determine the need for teacher and administrator professional development. The data includes results of CAASPP testing and district benchmark exams, results from the Academic Program Survey, CHKS, and site SWIS data. Additionally, teachers receive continuing professional development in the implementation of the Common Core State Standards. During the start of the 2022-23 school year, professional development focused on Visible Learning and each of the areas of emphasis in the VL path. Teachers district wide received professional development in the areas of PLC+, Feedback, and Teacher Clarity. ECS staff voted to narrow of focus and implementation on Teacher Clarity. Professional development for the 2022-23 school year will emphasize Teacher Clarity in partnership with Corwin. Additionally, math teachers could attend professional development opportunities with Big Ideas trainers, Science teachers could participate in a day of training around Amplify, a curriculum selected to pilot during the 2021-22 school year. Throughout the year, staff developments occur every other Monday in a variety of areas: Department meetings, WEL goal implementation, Visible Learning with a focus on Teacher Clarity, Planning/Pacing, English Language Development, and Social Emotional Learning. Starting in the 2019-20 school year, Zane Middle School and Winship Middle School began a coordinated collaboration schedule to ensure equity of instruction, pacing, and common assessments to drive instruction. This collaboration and professional develop model has continued.

In addition to these opportunities, beginning teachers participate in the local NCTIP program guiding them through the induction process. This program allows for mentoring, professional development and growth of new teachers as they embark on their career.

In the first quarter of the school year, in conjunction with site administration, all teachers identify and document their educational goals and objectives related to the California Standards for the Teaching Profession.

Professional development is provided during after school workshops, through participation on district-wide committees, in programs and workshops at the Humboldt County Office of Education, and at conferences and department collaborations where teachers are released from classroom duties or compensated. Teachers are supported to implement what they learn by teacher-principal meetings, in-class coaching and collaborating with peers as a professional learning community.

Classified paraprofessional staff development is coordinated through modules relating to particular employment strands. The Humboldt County Office of Education provides on-going staff development addressing certificated personnel, classified personnel, pupil personnel services personnel, parents, and administrators

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

Subject	2020-21	2021-22	2022-23
Number of school days dedicated to Staff Development and Continuous Improvement	5	6	6