Catherine L. Zane Middle School
2022-2023 School Accountability Report Card
(Published During the 2023-2024 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.

2023-24 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

2023-24 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	www.eurekacityschools.org

2023-24 School Description and Mission Statement

Zane Middle School, nestled in the heart of Eureka, serves as a vibrant educational hub for students in sixth through eighth grade. With a dynamic student body of approximately 400, our school offers a welcoming and inclusive environment where every student's potential is nurtured and celebrated. At Zane, we're dedicated to fostering academic excellence while embracing a holistic approach to education. Our curriculum places a special emphasis on STEAM (Science, Technology, Engineering, Arts, and Math) activities, encouraging students to explore the intersections of these disciplines. Through hands-on experiences in our science laboratories, engaging technological initiatives, and creative arts programs, students are empowered to develop critical thinking, problem-solving, and innovation skills necessary for the 21st century. Beyond academics, Zane Middle School prides itself on offering diverse extracurricular activities. From an enriching music program that celebrates various genres to a robust athletics department that encourages physical fitness and teamwork. Our school values community involvement and collaboration. Zane Middle School actively engages parents, caregivers, and the broader community through our School Site Council, PTSA (Parent-Teacher-Student Association), and ELAC (English Learner Advisory Committee). These platforms provide opportunities for input, participation, and partnership, ensuring that the school remains deeply connected with the needs and aspirations of our diverse community. Creating a safe, nurturing, and respectful environment for all students is fundamental at Zane. Positive Behavior Intervention and Supports (PBIS) form the cornerstone of our school's climate, promoting a culture of inclusivity, kindness, and personal responsibility among students and staff alike. We believe in the power of collaboration and continuous learning. Zane Middle School facilitates regular teacher collaboration, both within our campus and across the district, fostering a culture of professional growth and innovative teaching practices. This commitment to collaboration allows us to continually enhance the educational experience we offer our students.

About this School

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 6	134
Grade 7	146
Grade 8	153
Total Enrollment	433

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	48.7%
Male	51.3%
American Indian or Alaska Native	4.2%
Asian	11.5%
Black or African American	1.8%
Hispanic or Latino	27.3%
Native Hawaiian or Pacific Islander	1.2%
Two or More Races	12.7%
White	41.3%
English Learners	21.2%
Foster Youth	0.7%
Homeless	3%
Socioeconomically Disadvantaged	73.4%
Students with Disabilities	17.6%

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

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)	23.30	91.29	179.80	90.50	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	0.00	0.00	4853.00	1.74
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.40	1.56	1.70	0.90	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.30	1.29	5.40	2.74	11953.10	4.28
Unknown	1.50	5.86	11.60	5.84	15831.90	5.67
Total Teaching Positions	25.60	100.00	198.60	100.00	279044.80	100.00

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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	0.00
Misassignments	0.20	0.40
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	0.20	0.40

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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	0.00
Local Assignment Options	0.00	0.30
Total Out-of-Field Teachers	0.00	0.30

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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	1
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0	0

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

2023-24 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 repalcement, window stop is delaminating, windows have deep scratches (2) Cafeteria: Upper windo

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.

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 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
English Language Arts/Literacy (grades 3-8 and 11)	41	37	34	34	47	46
Mathematics (grades 3-8 and 11)	23	24	22	22	33	34

2022-23 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	431	419	97.22	2.78	36.52
Female	208	205	98.56	1.44	39.02
Male	223	214	95.96	4.04	34.11
American Indian or Alaska Native	17	17	100.00	0.00	17.65
Asian	46	44	95.65	4.35	38.64
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	121	116	95.87	4.13	27.59
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	63	61	96.83	3.17	29.51
White	169	166	98.22	1.78	46.39
English Learners	78	74	94.87	5.13	6.76
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	317	308	97.16	2.84	30.19
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	66	65	98.48	1.52	4.62

2022-23 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	431	417	96.75	3.25	23.56
Female	208	203	97.60	2.40	19.70
Male	223	214	95.96	4.04	27.23
American Indian or Alaska Native	17	15	88.24	11.76	6.67
Asian	46	44	95.65	4.35	22.73
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	121	117	96.69	3.31	13.79
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	63	60	95.24	4.76	16.67
White	169	166	98.22	1.78	35.54
English Learners	78	75	96.15	3.85	4.05
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	317	305	96.21	3.79	16.45
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	66	65	98.48	1.52	3.13

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. 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 CAAs divided by the total number of students who participated in both assessments.

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 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
Science (grades 5, 8 and high school)	28.33	27.59	23.01	26.10	29.47	30.29

2022-23 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	152	145	95.39	4.61	27.59
Female	73	70	95.89	4.11	27.14
Male	79	75	94.94	5.06	28.00
American Indian or Alaska Native	--	--	--	--	--
Asian	18	17	94.44	5.56	29.41
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	39	36	92.31	7.69	22.22
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	22	21	95.45	4.55	23.81
White	61	59	96.72	3.28	32.20
English Learners	26	24	92.31	7.69	4.17
Foster Youth	--	--	--	--	--
Homeless	0	0	0	0	0
Military	--	--	--	--	--
Socioeconomically Disadvantaged	115	108	93.91	6.09	21.30
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	22	21	95.45	4.55	9.52

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.

2022-23 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT during 2021-22 and 2022-23 school years, 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	92.8%	88.5%	91.4%	88.5%	92.8%

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.

2023-24 Opportunities for Parental Involvement

At Zane Middle School, we recognize the essential role parents play in their child's academic journey. We offer multiple avenues for parents to engage and collaborate with us in supporting their child's learning and overall development. Committee Involvement. Parents are invited to become members of influential committees that contribute to programmatic and fiscal decisions. The School Site Council and ELAC (English Learner Advisory Committee) welcome parental participation, allowing for valuable input on school policies and initiatives.

To foster a deeper understanding of student progress, Zane Middle School hosts student-led conferences annually. This unique opportunity brings together parents, students, and staff to focus on student achievements and areas for growth, fostering meaningful dialogue that positively impacts student learning. Additionally, parents and teachers can schedule conferences throughout the year to address individual student needs. For students with specific needs, Zane Middle School facilitates a collaborative approach involving professionals and families through the student study team process. This collaborative effort ensures tailored support for the student's educational journey.

Parents are encouraged to attend after-school performances and athletic events, providing a platform to witness and celebrate student accomplishments throughout the year. Back to School Night in September and School Information Night in January offer insights into the school's programs and encourage parental involvement within the school community. Volunteer opportunities abound at Zane Middle School, from supporting the library and After School Program to assisting in classrooms. Parent Teacher Student Association (PTSA) membership is another way to actively engage in school activities and initiatives.

Zane Middle School hosts Awards Assemblies to honor students' academic achievements and other forms of excellence. Parents or community members interested in leadership roles, school committees, or volunteering are encouraged to reach out to the school office.

For any inquiries or to get involved, please contact the main office at Zane Middle School at (707) 441-2470. Additionally, all teachers have accessible email accounts, the addresses for which can be found on the school website.

2023-24 Opportunities for Parental Involvement

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	481	466	159	34.1
Female	233	227	79	34.8
Male	248	239	80	33.5
Non-Binary	0	0	0	0.0
American Indian or Alaska Native	26	26	14	53.8
Asian	51	50	4	8.0
Black or African American	8	8	5	62.5
Filipino	0	0	0	0.0
Hispanic or Latino	129	128	46	35.9
Native Hawaiian or Pacific Islander	6	6	2	33.3
Two or More Races	64	60	25	41.7
White	195	187	63	33.7
English Learners	98	97	25	25.8
Foster Youth	13	11	9	81.8
Homeless	27	27	15	55.6
Socioeconomically Disadvantaged	364	351	134	38.2
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	88	83	36	43.4

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.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Suspensions	2.23	11.73	16.01	0.63	6.71	8.03	0.20	3.17	3.60
Expulsions	0.00	0.00	0.00	0.00	0.05	0.05	0.00	0.07	0.08

2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	16.01	0
Female	15.02	0
Male	16.94	0
Non-Binary		
American Indian or Alaska Native	19.23	0
Asian	5.88	0
Black or African American	0	0
Filipino	0	0
Hispanic or Latino	17.83	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	15.63	0
White	16.92	0
English Learners	13.27	0
Foster Youth	15.38	0
Homeless	14.81	0
Socioeconomically Disadvantaged	18.96	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	22.73	0

2023-24 School Safety Plan

Zane Middle School prioritizes the safety and well-being of its students through a comprehensive school safety plan that undergoes annual updates. This plan encompasses detailed procedures for logistical lockdowns, evacuation strategies for natural disasters, and a student release plan, ensuring preparedness for various scenarios. Collaborating closely with the District Site and Safety Coordinator allows Zane to align its procedures with district and state regulations, consistently refining protocols to meet the latest mandates.

The school's commitment to a safe and positive school climate extends beyond emergency preparedness. Zane Middle School places significant emphasis on fostering conflict resolution skills and promoting positive decision-making among students. The implementation of Positive Behavioral Interventions and Supports (PBIS) is a cornerstone of this effort. The dedicated PBIS team, comprised of Certificated, Classified, Parent, and Administrative staff members, meets monthly to enhance and reinforce these practices. Staff members receive continuous training in PBIS and Restorative Practices to ensure effective implementation. During the academic year, PBIS remains instrumental in guiding student behavior and facilitating re-entry into

2023-24 School Safety Plan

the learning environment when students require additional support or reinforcement of expectations.

Zane Middle School's commitment to holistic student development is further demonstrated by the incorporation of a daily 20-minute advisory period. This period is dedicated to explicit instruction in Social Emotional Learning, utilizing the Second Step curriculum to provide students with valuable tools and skills for emotional intelligence and healthy social interactions.

By integrating these initiatives and practices, Zane Middle School aims to create a safe, supportive, and nurturing environment where students not only thrive academically but also develop essential life skills for their future success.

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	

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	25	5	5	3
Mathematics	25	4	6	2
Science	27	2	8	1
Social Science	27	2	8	1

2022-23 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

2022-23 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)	0.5
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	0.5
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	

Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 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	$65,307
Percent Difference - School Site and District	N/A	N/A	-46.6	-22.5
State	N/A	N/A	$7,607	$81,984
Percent Difference - School Site and State	N/A	N/A	-18.2	-46.0

Fiscal Year 2022-23 Types of Services Funded

Zane Middle School, as a Title I institution, is committed to providing a range of exceptional and supplementary academic programs to support student success.

MTSS Model and Intensive Intervention:

Utilizing the Multi Tiered Systems and Supports (MTSS) model, Zane Middle School has established strategic and intensive English Language Arts (ELA) and Math intervention classes. These classes are designed to cater to the needs of identified students requiring additional support and reteaching. Students attend these intervention periods with the opportunity to exit once they've mastered the ELA or Math concepts.

English Language Learners Support:

For English Language Learners (ELL), Zane Middle School offers individualized instruction through English Language Development (ELD) classes. Additionally, an EL tech assists in delivering targeted instruction, thereby reducing the teacher-student ratio and providing focused guidance based on each student's ELD level.

Special Education Programs:

Students with Individualized Education Plans (IEPs) benefit from Special Education support provided at Zane Middle School. This includes Resource Supported General Education Classes, Learning Center, or Special Day Class, ensuring that students' individual needs are met within inclusive educational settings.

Afterschool and Weekend Support:

Zane Middle School boasts an outstanding afterschool program facilitated by ELOP leaders. This program offers academic support to students, reinforcing learning and providing additional assistance. As an AVID (Advancement Via Individual Determination) school, Zane provides students with essential materials such as binders and planners, aiding in the implementation of AVID strategies.

Moreover, Zane Middle School is dedicated to offering afterschool tutoring sessions conducted by credentialed teachers three days a week. These sessions aim to support students in their academic progress and provide extra guidance.

Saturday School and Alternative Support:

Recognizing the importance of addressing academic struggles without resorting to out-of-school suspension, Zane implements Saturday Workshop as an alternative program. This program focuses on correcting behavior issues while providing academic support to help students better engage with their education.

These diverse and targeted programs at Zane Middle School demonstrate a commitment to meeting the individual needs of students, ensuring they receive comprehensive support for their academic growth and success.

Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 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	$44,627	$50,875
Mid-Range Teacher Salary	$64,767	$79,761
Highest Teacher Salary	$87,656	$103,045
Average Principal Salary (Elementary)	$99,579	$128,154
Average Principal Salary (Middle)	$118,680	$131,774
Average Principal Salary (High)	$134,640	$142,676
Superintendent Salary	$217,906	$211,462
Percent of Budget for Teacher Salaries	27.33%	30.11%
Percent of Budget for Administrative Salaries	6.18%	5.49%

Professional Development

Zane Middle School places a strong emphasis on continuous professional development, ensuring that teachers and administrators have access to the necessary tools and resources to support student learning effectively. The school leadership, in collaboration with district office staff, utilizes a variety of data sources including CAASPP testing, district benchmark exams, Academic Program Survey results, CHKS (California Healthy Kids Survey), and site SWIS (School-Wide Information System) data. This data-driven approach helps identify areas for teacher and administrator professional development.

Focus on Common Core State Standards and Visible Learning:

Teachers receive ongoing professional development in the implementation of the Common Core State Standards. Notably, professional development during the 2023-24 school year centered on Visible Learning, specifically focusing on areas such as PLC+ (Professional Learning Communities Plus), Feedback, and Teacher Clarity. There's a specific emphasis on Teacher Clarity in partnership with Corwin for the upcoming school year with the plan to expand our work in the area of PLC+ over the coming year.

Collaboration and Coordination:
Regular staff developments on various subjects are conducted every other Monday, covering a range of topics from department meetings to Social Emotional Learning. In addition, Zane Middle School collaborates with Winship Middle School in a coordinated schedule to ensure equity of instruction, pacing, and common assessments, fostering a collaborative and consistent educational environment. This collaborative and professional development model has been ongoing, enhancing instructional coherence between the schools.

Support for Beginning Teachers:
New teachers benefit from participation in the local NCTIP (New Teacher Center Induction Program), which guides them through the induction process, providing mentoring, professional development, and support as they embark on their teaching careers. In additon, the middle school is supported with 1 FTE Instructional Coach with Title 1 funding an additional section of coaching.

Continued Support and Opportunities:
Professional development opportunities extend beyond workshops to include participation in district-wide committees, programs and workshops at the Humboldt County Office of Education, conferences, and department collaborations. Teachers are supported in implementing their learning through1 FTE Instructional Coach with Title 1 funding an additional section of coaching, collaborative peer communities, and teacher-principal meetings.

Classified Staff Development:

Professional Development

Even the classified paraprofessional staff benefit from coordinated development modules tailored to their specific employment strands, ensuring ongoing growth and support.

Zane Middle School's commitment to comprehensive and targeted professional development underscores its dedication to continuous improvement, ensuring that all staff members have the resources and training necessary to support student success.

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

Subject	2021-22	2022-23	2023-24
Number of school days dedicated to Staff Development and Continuous Improvement	6	6	