Catherine L. Zane Middle School

2023-2024 School Accountability Report Card
(Published During the 2024-2025 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.

A hard copy of the School Accountability Report Card is available at your School Office, upon request.

DataQuest

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

California School Dashboard

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

Internet Access

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

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

2024-25 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	
Grade Span	6-8
County-District-School (CDS) Code	12-75515-6057376

2024-25 District Contact Information

District Name	Eureka City Schools, A Unified District
Phone Number	(707) 441-2400
Superintendent	Gary Storts
Email Address	stortsg@eurekacityschools.org
District Website	www.eurekacityschools.org

2024-25 School Description and Mission Statement

Zane Middle School, located in the heart of Eureka, is a vibrant educational community serving students in grades six through eight. With approximately 415 students, our school creates a welcoming and inclusive environment where every individual's potential is nurtured and celebrated. At Zane, we prioritize academic excellence while embracing a well-rounded approach to education that prepares students for the challenges and opportunities of the future.

Our curriculum is designed to provide a well-rounded education that fosters intellectual curiosity and personal growth. We encourage students to engage in hands-on learning experiences that promote critical thinking, creativity, and problem-solving

2024-25 School Description and Mission Statement

across a variety of subjects. Whether through interactive projects in our classrooms, collaborative activities, the school-wide play, or real-world applications, students are empowered to explore and connect ideas from multiple disciplines. This approach helps them develop the essential skills needed to thrive in an increasingly complex and dynamic world..

Beyond academics, Zane Middle School offers a wide array of extracurricular opportunities. Our music program celebrates diverse genres and fosters artistic expression. Our dynamic art program offers students the opportunity to express themselves creatively, develop their artistic skills, and explore various forms of visual and performing arts, enriching their overall educational experience while our athletics program promotes physical fitness, teamwork, and sportsmanship. We are committed to creating a well-rounded school experience that supports students' academic, social, and emotional growth.

Community engagement is at the heart of Zane. We actively involve parents, caregivers, and community members through our School Site Council, PTSA (Parent-Teacher-Student Association), and ELAC (English Learner Advisory Committee), providing valuable opportunities for collaboration and input to ensure we meet the needs of our diverse school community.

At Zane, we are dedicated to creating a safe, nurturing, and respectful environment. Our Positive Behavior Intervention and Supports (PBIS) framework is central to our efforts, promoting a culture of kindness, inclusivity, and personal responsibility among students and staff alike.

We also prioritize professional growth and collaboration among our educators. Through regular collaboration within our school and across the district, our teachers continuously refine their skills and teaching practices, ensuring that we provide the best possible educational experience for our students.

Zane Middle School is more than a school—it's a community where learning, growth, and collaboration thrive and every Falcon finds their place.

About this School

2023-24 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 6	117
Grade 7	146
Grade 8	135
Total Enrollment	398

2023-24 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	48.7
Male	51.3
American Indian or Alaska Native	4.8
Asian	10.1
Black or African American	0.5
Filipino	0.3
Hispanic or Latino	29.6
Native Hawaiian or Pacific Islander	1.5
Two or More Races	15.3
White	37.7
English Learners	18.6
Foster Youth	1.3
Homeless	7.8
Socioeconomically Disadvantaged	71.4
Students with Disabilities	16.3

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/Incomplete/NA	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/Incomplete/NA	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

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

2022-23 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	21.80	89.61	169.20	85.86	231142.40	83.24
Intern Credential Holders Properly Assigned	0.00	0.00	0.00	0.00	5566.40	2.00
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	1.30	5.71	9.10	4.63	14938.30	5.38
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.30	1.35	5.60	2.88	11746.90	4.23
Unknown/Incomplete/NA	0.80	3.28	13.00	6.62	14303.80	5.15
Total Teaching Positions	24.30	100.00	197.10	100.00	277698.00	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.

Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

Authorization/Assignment	2020-21	2021-22	2022-23
Permits and Waivers	0.00	0.00	0
Misassignments	0.20	0.40	1.3
Vacant Positions	0.00	0.00	0
Total Teachers Without Credentials and Misassignments	0.20	0.40	1.3

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

Indicator	2020-21	2021-22	2022-23
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00	0
Local Assignment Options	0.00	0.30	0.3
Total Out-of-Field Teachers	0.00	0.30	0.3

Class Assignments

Indicator	2020-21	2021-22	2022-23
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.00	1	2.3
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	0	0

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

2024-25 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Data Collected September 2024

Eureka City Unified held a Public Hearing on October 3, 2024, 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, updated 2024	Yes	0
Mathematics	6th-8th: Publisher Big Ideas Learning LLC 6th-8th: Big Ideas Math Adopted 2022	Yes	0
Science	6th: Amplify Science Adopted 2022 7th: Amplify Science Adopted 2022 8th: Amplify Science Adopted 2022	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

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

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	9/10/2024

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	Boy's Gym Restroom: Carving on door Bus Stop Restrooms: FRP panels discolored, metal trim rusted, doors and frames rusted Classroom 11: Classroom 12: Counter edges chipped, soffit dry rot repair needed, hole in door trim Classroom 14: Water stained ceiling tile Classroom 15: Counter top chipped, water stained ceiling tiles Classroom 27: Counter edging missing Classroom 42: Water stained ceiling tiles (2) Classroom 44: Water stained ceiling tiles (2) Classroom 51: Worn asbestos floor tile in need of replacement Classroom 52: Worn asbestos floor tile in need of replacement Classroom 53: Worn asbestos floor tile in need of replacement Classroom 54: Worn asbestos floor tile in need of replacement Classroom 55: Worn asbestos floor tile in need of replacement Classroom 56: Worn asbestos floor tile in need of replacement Classroom 57: Water stained ceiling tiles, worn asbestos floor tile in need of replacement Classroom 58: Worn asbestos floor tile in need of replacement Library: Carpet seams pulling apart Office: Carpet seams pulling apart P-3: Floor tile chipped, water off to sinks P-4: Floor tile chipped, water off to sinks Room 200: Torn carpet seams Room 201: Broken wall tile in restroom

School Facility Conditions and Planned Improvements

				Student Restrooms: FRP panels discolored and holes in walls, metal trim rusted, doors and frames rusted, Boy's restroom faucet loose, Girl's restroom loose toilet seats, door not latching
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			:
Electrical	X			Classroom 22: Wiremold data plate held in by blue tape Staff Workroom: Restroom fan not working
Restrooms/Fountains: Restrooms, Sinks/ Fountains		X		Classroom 26: Middle sink faucet loose, corners damaged on ceiling tiles (3) Classroom 71: Water off to drinking fountain Classroom 72: Water off to drinking fountain Girl's Gym Restroom: Toilet base loose, middle sink faucet not working P-3: Floor tile chipped, water off to sinks P-4: Floor tile chipped, water off to sinks Student Restrooms: FRP panels discolored and holes in walls, metal trim rusted, doors and frames rusted, Boy's restroom faucet loose, Girl's restroom loose toilet seats, door not latching
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			Classroom 12: Counter edges chipped, soffit dry rot repair needed, hole in door trim
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			Bus Stop Restrooms: FRP panels discolored, metal trim rusted, doors and frames rusted Cafeteria: Upper window scratched Student Restrooms: FRP panels discolored and holes in walls, metal trim rusted, doors and frames rusted, Boy's restroom faucet loose, Girl's restroom loose toilet seats, door not latching

Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

B. Pupil Outcomes

State Priority: Pupil Achievement

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

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

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

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

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

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

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

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

ELA and mathematics test results include the Smarter Balanced Summative 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 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
English Language Arts/Literacy (grades 3-8 and 11)	37	40	34	36	46	47
Mathematics (grades 3-8 and 11)	24	23	22	22	34	35

2023-24 CAASPP Test Results in ELA by Student Group

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

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

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

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	397	378	95.21	4.79	40.21
Female	196	188	95.92	4.08	42.55
Male	201	190	94.53	5.47	37.89
American Indian or Alaska Native	19	19	100.00	0.00	15.79
Asian	40	40	100.00	0.00	45.00
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	125	114	91.20	8.80	27.19
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	59	57	96.61	3.39	45.61
White	145	139	95.86	4.14	51.08
English Learners	75	66	88.00	12.00	7.58
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	295	283	95.93	4.07	35.69
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	65	64	98.46	1.54	3.13

2023-24 CAASPP Test Results in Math by Student Group

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

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

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	397	381	95.97	4.03	23.36
Female	196	189	96.43	3.57	18.52
Male	201	192	95.52	4.48	28.13
American Indian or Alaska Native	19	19	100.00	0.00	10.53
Asian	40	39	97.50	2.50	15.38
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	125	119	95.20	4.80	16.81
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	59	57	96.61	3.39	21.05
White	145	138	95.17	4.83	34.06
English Learners	75	71	94.67	5.33	1.41
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	295	282	95.59	4.41	19.50
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	65	63	96.92	3.08	1.59

CAASPP Test Results in Science for All Students

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

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

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

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

Subject	School 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
Science (grades 5, 8 and high school)	27.59	27.34	26.10	26.99	30.29	30.73

2023-24 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	135	128	94.81	5.19	27.34
Female	60	58	96.67	3.33	20.69
Male	75	70	93.33	6.67	32.86
American Indian or Alaska Native	--	--	--	--	--
Asian	15	14	93.33	6.67	21.43
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	40	38	95.00	5.00	13.16
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	15	13	86.67	13.33	30.77
White	61	59	96.72	3.28	37.29
English Learners	22	20	90.91	9.09	0.00
Foster Youth	--	--	--	--	--
Homeless	0	0	0	0	0
Military	--	--	--	--	--
Socioeconomically Disadvantaged	95	90	94.74	5.26	17.78
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	18	18	100.00	0.00	5.56

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.

2023-24 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 requires only participation results for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 7	96.4	96.4%	95.7%	95.7%	96.4%

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.

2024-25 Opportunities for Parental Involvement

At Zane Middle School, we understand that parents play a vital role in their child's academic and personal development. We offer numerous opportunities for parents to engage with us and actively support their child's learning journey.

Committee Involvement: Parents are encouraged to join key committees, such as the School Site Council, the English Learner Advisory Committee (ELAC), and the Parent-Teacher-Student Association (PTSA), where they can provide valuable input on school policies, programs, and budgetary decisions. These committees play an essential role in shaping the educational experience at Zane, and PTSA membership offers additional opportunities for parents to engage in school activities, events, and initiatives that directly support our students and staff.

Student-Led Conferences and Ongoing Communication: Each year, Zane Middle School hosts student-led conferences, where students, parents, and teachers come together to discuss achievements, set goals, and identify areas for growth. This collaborative process promotes meaningful conversations about student progress. Additionally, parents and teachers can schedule conferences throughout the year to address specific concerns or celebrate milestones. For students requiring additional support, the school utilizes a team-based approach through the Student Study Team, working alongside families to develop individualized plans to meet student needs.

Community Schools: At Zane Middle School, we embrace the concept of a community school, where partnerships between the school, families, and local organizations are central to supporting student success. Our approach is rooted in the belief that students thrive when they are connected to their broader community. We work closely with local businesses, non-profits, and community groups to provide additional resources and enrichment opportunities for our students. These partnerships help to create a network of support that addresses the academic, social, and emotional needs of our students, while also encouraging civic engagement and a sense of belonging. Through community school initiatives, we aim to build strong, lasting relationships that enrich the educational experience and ensure that every student at Zane Middle School has the tools and support they need to succeed. Please contact our Community Schools Liasion for any additional information.

School Events and Volunteering: We encourage parents to attend a wide range of school events, from after-school performances to athletic competitions, providing an opportunity to celebrate student accomplishments and foster a stronger school community. Events such as Back to School Night (September) and School Information Night (January) give parents a

2024-25 Opportunities for Parental Involvement

chance to learn more about the school's programs and engage with faculty and staff. There are also many volunteer opportunities at Zane, including assisting in the library, supporting the After School Program, and helping in classrooms. Becoming a member of the Parent-Teacher-Student Association (PTSA) is another way parents can actively participate in school activities.

Recognizing Student Achievement: Zane Middle School holds Awards Assemblies to celebrate students' academic and extracurricular achievements. We invite parents and community members to get involved in leadership roles, school committees, or volunteer opportunities—your participation makes a positive difference in the lives of our students. Additionally, we celebrate individual students that are doing outstanding in a variety of ways at our monthly Student of the Month celebration.

For more information or to get involved, please contact the Zane Middle School main office at (707) 441-2470. You can also reach out to individual teachers via email, with contact details available on the school website.

2023-24 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	432	419	127	30.3
Female	212	203	56	27.6
Male	220	216	71	32.9
Non-Binary	--	--	--	--
American Indian or Alaska Native	19	18	6	33.3
Asian	42	40	6	15.0
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	140	133	40	30.1
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	64	64	26	40.6
White	158	155	47	30.3
English Learners	85	79	19	24.1
Foster Youth	--	--	--	--
Homeless	51	45	26	57.8
Socioeconomically Disadvantaged	330	317	100	31.5
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	74	72	32	44.4

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

C. Engagement

State Priority: School Climate

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

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

Suspensions and Expulsions

This table displays suspensions data.

Suspensions								
School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
11.73	16.01	9.95	6.71	8.03	7.35	3.17	3.6	3.28

This table displays expulsions data.

Expulsions								
School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
0	0	0.93	0.05	0.05	0.2	0.07	0.08	0.07

2023-24 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	9.95	0.93
Female	5.66	1.42
Male	14.09	0.45
Non-Binary	0.00	0.00
American Indian or Alaska Native	15.79	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	8.57	1.43
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	10.94	0.00
White	13.29	1.27
English Learners	7.06	1.18
Foster Youth	0.00	0.00
Homeless	11.76	0.00
Socioeconomically Disadvantaged	12.42	1.21
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	24.32	0.00

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

2024-25 School Safety Plan

Zane Middle School is deeply committed to the safety and well-being of its students, prioritizing a comprehensive school safety plan that is updated annually. This plan includes detailed procedures for lockdowns, evacuation strategies for natural disasters, and a student release process, ensuring preparedness for a wide range of emergency situations. By working closely with the District Site and Safety Coordinator, Zane ensures its safety protocols align with district and state regulations, continuously refining procedures to meet the latest safety mandates. The school site council reviews and approves the comprehensive school safety plan annually before the end of January and is approved by the school board in February of each year.

Beyond emergency preparedness, Zane Middle School fosters a safe and positive school climate by focusing on conflict resolution and promoting responsible decision-making among students. A core component of this effort is the implementation of Positive Behavioral Interventions and Supports (PBIS). The PBIS team, which includes certificated, classified, parent, and administrative staff, meets regularly to strengthen and refine these practices. Ongoing professional development in PBIS and Restorative Practices ensures that staff are equipped to effectively guide student behavior and support students' return to the classroom when additional help is needed to reinforce expectations.

Zane's commitment to holistic student development is also reflected in its daily 20-minute advisory period. During this time, students receive explicit instruction in Social-Emotional Learning (SEL) through Belong Circles, equipping them with the skills necessary for emotional intelligence and positive social interactions.

Through these initiatives, Zane Middle School strives to create a safe, supportive, and nurturing environment that enables students to excel academically while developing crucial life skills that will support their future success.

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

2023-24 Secondary Average Class Size and Class Size Distribution

This table displays the 2023-24 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	22	7	6	2
Mathematics	24	3	9	
Science	24	1	5	
Social Science	23	2	3	1

2023-24 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

2023-24 Student Support Services Staff

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

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	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 2022-23 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2022-23 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	$67,397
Percent Difference - School Site and District	N/A	N/A	-46.6	-30.4
State	N/A	N/A	$10,771	$87,655
Percent Difference - School Site and State	N/A	N/A	-64.9	-55.5

Fiscal Year 2023-24 Types of Services Funded

Zane Middle School, as a Title I institution, is dedicated to offering a wide array of academic programs designed to provide students with the support and resources needed to succeed academically. For example:

MTSS Model and Intensive Intervention: The MTSS (Multi-Tiered Systems of Support) Team at Zane Middle School plays a

Fiscal Year 2023-24 Types of Services Funded

critical role in ensuring that each student receives the appropriate academic, behavioral, and emotional support they need to succeed. In addition to providing targeted academic interventions in ELA and Math. For students facing social-emotional challenges, the team works closely with the Wellness Center, making referrals to provide students with additional counseling or mental health support.
The MTSS Team also engages with other essential school and community resources to provide a comprehensive support network. This includes collaborating with programs like Indian Education to ensure cultural and academic support for Native American students, as well as facilitating referrals to the Student Study Team for students requiring more specialized academic interventions. The team also works with the After School Education and Safety (ASES) program to provide enrichment and academic support outside of school hours. Through these coordinated efforts, the MTSS Team at Zane Middle School ensures that all students have access to a wide range of support services, addressing their academic, behavioral, and social-emotional needs to foster a positive and successful school experience.

English Language Learners Support:

For English Language Learners (ELL), Zane provides personalized instruction through English Language Development (ELD) classes. In addition to classroom instruction, an EL tech works with students in small groups, offering targeted support that reduces the teacher-student ratio and ensures that each student receives the appropriate level of instruction based on their ELD proficiency.

Zane Middle School benefits from partial funding for a dedicated library technician who plays a key role in supporting student learning and engagement. The library technician helps extend the library's hours of operation, providing students with additional opportunities to access resources, materials, and academic support outside of regular class hours. This extended access enables students to work on assignments, study for tests, or explore topics of interest, all while receiving guidance from the library technician to help them master their learning targets. Additionally, the library serves as a safe and welcoming space for students during unstructured times, such as lunch or after school. It offers an alternative to being on the open campus, providing a quiet environment for students to read, collaborate on projects, or engage in independent learning. By offering both academic support and a safe space for students, the library plays a vital role in fostering a positive and productive school experience for all students.

Special Education Programs: Zane Middle School offers comprehensive support for students with Individualized Education Plans (IEPs). These students receive services through Resource Supported General Education classes, the Learning Center, or Special Day Classes, depending on their specific needs. This range of services ensures that all students receive the individualized support they require within inclusive educational settings.

AfterSchool and Weekend Support: Zane Middle School offers an enriching afterschool program, led by ELOP (Expanded Learning Opportunities Program) leaders, which provides students with academic reinforcement and additional support. This program also focuses on devloping and expanding social skills and interactions as well as provides students with opportunities to engage in groups/clubs to expand their knowledge in specific areas. In addition to the afterschool program, Zane offers after school tutoring sessions conducted by credentialed teachers three days a week. These sessions give students extra academic support, helping them stay on track and reach their full potential.

Saturday Workshop and Alternative Support: Zane Middle School also offers Saturday Workshop as an alternative to out-of-school suspension, providing students with the opportunity to address academic challenges and behavioral concerns in a constructive setting. This program focuses on corrective behavior strategies while also providing academic support to help students re-engage with their education. Additionally this year, Zane in partnership with Community Schools is offering a Student Support Center staffed by a Restorative Practices Support Specialist to attempt intervention and restoration at the earliest sign giving students the opportunity to reflect, restore and learn from their actions.

These diverse and targeted academic programs at Zane Middle School are designed to meet the individual needs of our students, ensuring they have the resources, support, and opportunities to succeed academically and reach their full potential.

Fiscal Year 2022-23 Teacher and Administrative Salaries

This table displays the 2022-23 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	$46,858	$54,930
Mid-Range Teacher Salary	$68,005	$85,386
Highest Teacher Salary	$92,039	$111,172
Average Principal Salary (Elementary)	$103,216	$136,564
Average Principal Salary (Middle)	$124,593	$141,339
Average Principal Salary (High)	$128,480	$153,241
Superintendent Salary	$232,201	$224,537
Percent of Budget for Teacher Salaries	25.04	28.69
Percent of Budget for Administrative Salaries	6.14	5.55

Professional Development

Zane Middle School is committed to continuous professional development, ensuring that both teachers and administrators have the tools, resources, and support needed to enhance student learning. The school leadership team, in collaboration with district office staff, utilizes a variety of data sources—including CAASPP testing, district benchmark exams, district and site based surveys throughout the year, the California Healthy Kids Survey (CHKS), and site-specific SWIS (School-Wide Information System) data—to drive decisions on professional development. This data-driven approach allows for a targeted focus on areas where growth is needed, enabling the school to effectively address the evolving needs of students and staff.

Focus on Common Core State Standards and Visible Learning:
Ongoing professional development is centered around the effective implementation of the Common Core State Standards. For the 2024-25 school year, Zane Middle School's professional development continues to focus on Visible Learning, with specific emphasis on areas such as Professional Learning Communities Plus (PLC+), Feedback, and Teacher Clarity. In partnership with Corwin, there is a strong focus on enhancing Teacher Clarity in the upcoming school year, while expanding PLC+ practices to further strengthen collaborative teaching and learning. Additionally, Zane in collaboration with ECS is partnering with Lindsey Unified District to re-envision what school looks like. We are in the beginning stages of moving towards a competency based approach with The Portrait of a Graduate being the driving force and aspiration for all students.

Collaboration and Coordination:
Zane Middle School fosters a collaborative culture with regular administratively led collaboration sessions held every other Monday. These sessions cover a wide range of topics, from department-specific initiatives to Social Emotional Learning (SEL). Additionally, the school partners with Winship Middle School to ensure consistent instruction, pacing, and common assessments across both schools. This coordinated approach promotes instructional coherence and equity, ensuring that all students receive a high-quality, aligned educational experience.

Support for Beginning Teachers:
New teachers at Zane Middle School are supported through the local New Teacher Center Induction Program (NCTIP), which offers mentoring, professional development, and guidance throughout their first years of teaching. Additionally, the school is supported by two part-time Instructional Coaches, funded through Title I, providing further assistance to both new and experienced teachers in refining their instructional practices.

Continued Support and Opportunities:
Beyond workshops, Zane offers teachers professional development opportunities through district-wide committees, programs at the Humboldt County Office of Education, conferences, and department collaborations. Teachers also have access to ongoing support through the Instructional Coach, collaborative peer communities, and regular teacher-principal meetings to discuss instructional goals and student outcomes.

Professional Development

Classified Staff Development:
Zane Middle School also recognizes the importance of professional growth for its classified staff. Paraprofessionals participate in tailored development modules that address the specific needs of their roles, ensuring that all staff members continue to build skills and contribute to the success of students. Additionally, the CSEA contract now encompasses including classified staff in the Professional Development opportunities afforded to certificated staff throughout the school year.

Zane Middle School's commitment to comprehensive and targeted professional development underscores its dedication to continuous improvement. By providing ongoing training and resources, the school ensures that all staff—teachers, administrators, and classified staff—are equipped to support student success and meet the diverse needs of the school community.

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

Subject	2022-23	2023-24	2024-25
Number of school days dedicated to Staff Development and Continuous Improvement	6	6	6