

Ione Junior High

School Accountability Report Card Reported Using Data from the 2018—19 School Year California Department of Education

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

- For more information about SARC requirements, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fq/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).

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.

Rich Modesti, Principal

 Principal, Ione Junior High

About Our School

I am honored to serve as the principal at Ione Junior High School. Over the course of the past several years I have developed a deep appreciation for and commitment to our school, our students, and our community. My primary objective as your principal is to create a safe, welcoming, and academically rigorous learning environment that prepares each one of our students for success in high school and beyond. I look forward to working with each of our students as they progress through their junior high school experience. Our staff will continue to strive to provide the best educational experience possible for all 400 of our amazing students. Please feel free to contact me for additional information about our school, our programs, or our commitment to student success.

Contact

*Ione Junior High
217 Rex Ave.
Jackson, CA 95642-2020*

*Phone: 209-257-5500
Email: richard.modesti@acusd.org*

About This School

Contact Information (School Year 2019—20)

District Contact Information (School Year 2019—20)	
District Name	Amador County Unified
Phone Number	(209) 223-1750
Superintendent	Amy Slavensky
Email Address	aslavensky@amadorcoe.k12.ca.us
Website	http://www.amadorcoe.org

School Contact Information (School Year 2019—20)	
School Name	Ione Junior High
Street	217 Rex Ave.
City, State, Zip	Jackson, Ca, 95642-2020
Phone Number	209-257-5500
Principal	Rich Modesti, Principal
Email Address	richard.modesti@acusd.org
County-District-School (CDS) Code	03739816107395

Last updated: 1/6/2020

School Description and Mission Statement (School Year 2019—20)

Ione Junior High School, a sixth, seventh and eighth grade middle school, is dedicated to preparing all students to be lifelong learners and responsible citizens. We have a population of more than 350 students and offer classes for a variety of special needs students. Our curriculum has a strong academic focus. We respect individual differences, and we believe in unlocking and supporting the strength of each student. To complement our academic emphasis, we believe that all students benefit from a rich variety of experiences.

Our school boasts an alternative academic setting for students requiring extra help before transferring to high school. A limited after school athletic program is offered for girls and boys.

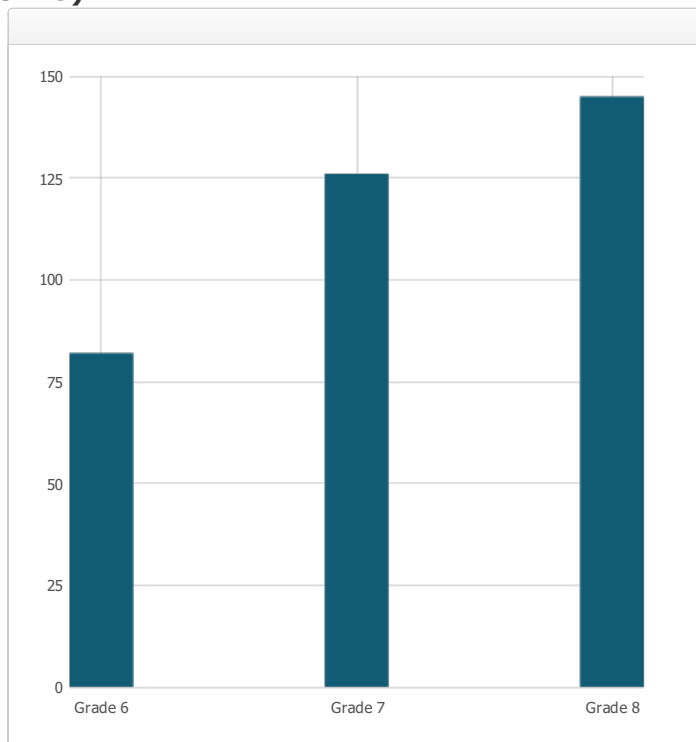
School and staff members always welcome parent and community involvement. We encourage you to join our Colt Booster Club, School Site Council (SSC) and Promotion Ceremony Committee.

Ione Junior High School is committed to developing students who are confident and resilient life-long learners. We strive to ensure high school preparation for all students, through rigorous and integrated curriculum, with a focus on college and career readiness. We prioritize an atmosphere of cooperation, with an emphasis on respect for individual differences, inclusion for all, and strong school community values."

Last updated: 1/6/2020

Student Enrollment by Grade Level (School Year 2018—19)

Grade Level	Number of Students
Grade 6	82
Grade 7	126
Grade 8	145
Total Enrollment	353



Last updated: 1/16/2020

Student Enrollment by Student Group (School Year 2018—19)

Student Group	Percent of Total Enrollment
Black or African American	0.30 %
American Indian or Alaska Native	4.80 %
Asian	1.70 %
Filipino	0.00 %
Hispanic or Latino	22.10 %
Native Hawaiian or Pacific Islander	0.30 %
White	64.00 %
Two or More Races	5.40 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	45.00 %
English Learners	2.80 %
Students with Disabilities	23.80 %
Foster Youth	0.80 %
Homeless	0.00 %

A. Conditions of Learning

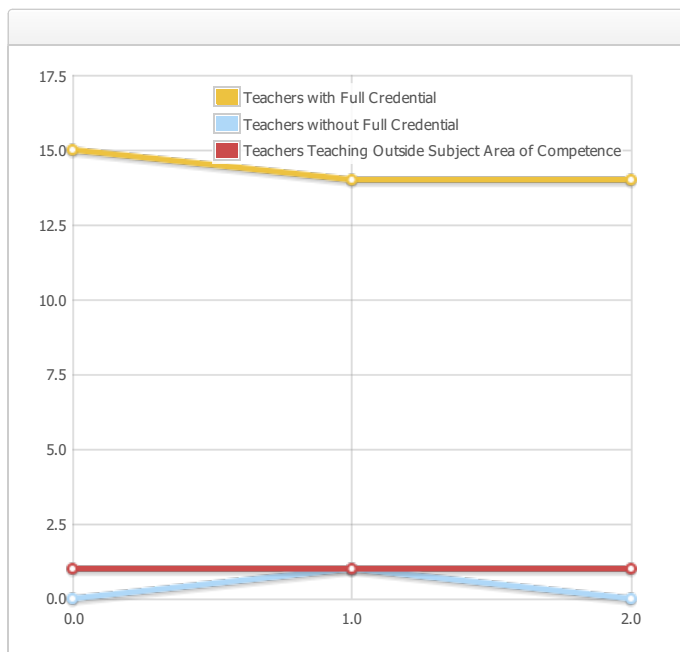
State Priority: Basic

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

Teacher Credentials

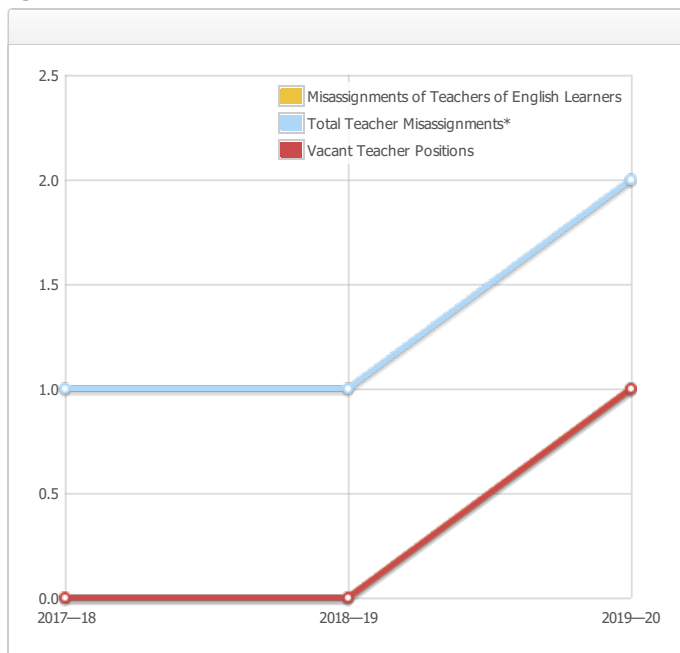
Teachers	School 2017—18	School 2018—19	School 2019—20	District 2019—20
With Full Credential	15	14	14	172
Without Full Credential	0	1	0	8
Teachers Teaching Outside Subject Area of Competence (with full credential)	1	1	1	2



Last updated: 1/16/2020

Teacher Misassignments and Vacant Teacher Positions

Indicator	2017—18	2018—19	2019—20
Misassignments of Teachers of English Learners	0	0	1
Total Teacher Misassignments*	1	1	2
Vacant Teacher Positions	0	0	1



Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.
 * Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Last updated: 1/16/2020

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2019—20)

Year and month in which the data were collected: December 2019

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Houghton Mifflin Harcourt: California Collections	Yes	0.00 %
Mathematics	CPM Core Connections: Courses 1-3 and Algebra	Yes	0.00 %
Science	Pearson Prentice Hall: Prentice Hall California Science Explorer (Grade 7 and 8)	Yes	0.00 %
History-Social Science			0.00 %
Foreign Language			0.00 %
Health			0.00 %
Visual and Performing Arts			0.0 %
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0.0 %

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

Last updated: 1/6/2020

School Facility Conditions and Planned Improvements

Ione Junior High School's buildings and 36 classrooms are cleaned and maintained on a regular basis by the school's custodians and the district maintenance department. The custodians and Principal walk through the restrooms during the day to assure that they are sanitary and in proper working condition. The principal walks the site daily to look for hazards and, if found, they are addressed immediately.

Last updated: 1/15/2020

School Facility Good Repair Status

Year and month of the most recent FIT report: October 2019

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	

Overall Facility Rate

Year and month of the most recent FIT report: October 2019

Overall Rating	Exemplary
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Last updated: 1/15/2020

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. 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); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

**CAASPP Test Results in ELA and Mathematics for All Students
Grades Three through Eight and Grade Eleven
Percentage of Students Meeting or Exceeding the State Standard**

Subject	School 2017–18	School 2018–19	District 2017–18	District 2018–19	State 2017–18	State 2018–19
English Language Arts / Literacy (grades 3-8 and 11)	42.0%	43.0%	45.0%	47.0%	50.0%	50.0%
Mathematics (grades 3-8 and 11)	14.0%	17.0%	29.0%	32.0%	38.0%	39.0%

Note: 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.

Note: 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.

Last updated: 1/16/2020

**CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2018—19)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	373	369	98.93%	1.07%	42.82%
Male	182	182	100.00%	0.00%	31.32%
Female	191	187	97.91%	2.09%	54.01%
Black or African American	--	--	--	--	0%
American Indian or Alaska Native	16	16	100.00%	0.00%	25.00%
Asian	--	--	--	--	0%
Filipino	--	--	--	--	0%
Hispanic or Latino	91	91	100.00%	0.00%	34.07%
Native Hawaiian or Pacific Islander	--	--	--	--	0%
White	233	230	98.71%	1.29%	48.26%
Two or More Races	19	19	100.00%	0.00%	31.58%
Socioeconomically Disadvantaged	179	178	99.44%	0.56%	30.34%
English Learners	18	17	94.44%	5.56%	35.29%
Students with Disabilities	78	77	98.72%	1.28%	11.69%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Foster Youth	--	--	--	--	0%
Homeless	0	0	0%	0%	0%

Note: 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.

Note: 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.

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.

Last updated: 1/16/2020

**CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2018—19)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	373	370	99.20%	0.80%	16.76%
Male	182	182	100.00%	0.00%	14.84%
Female	191	188	98.43%	1.57%	18.62%
Black or African American	--	--	--	--	0%
American Indian or Alaska Native	16	16	100.00%	0.00%	12.50%
Asian	--	--	--	--	0%
Filipino	--	--	--	--	0%
Hispanic or Latino	91	91	100.00%	0.00%	8.79%
Native Hawaiian or Pacific Islander	--	--	--	--	0%
White	233	230	98.71%	1.29%	22.17%
Two or More Races	19	19	100.00%	0.00%	0.00%
Socioeconomically Disadvantaged	179	178	99.44%	0.56%	7.87%
English Learners	18	18	100.00%	0.00%	0.00%
Students with Disabilities	78	78	100.00%	0.00%	2.56%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Foster Youth	--	--	--	--	0%
Homeless	0	0	0%	0%	0%

Note: 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.

Note: 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.

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.

Last updated: 1/16/2020

CAASPP Test Results in Science for All Students
Grades Five, Eight and High School
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017—18	School 2018—19	District 2017—18	District 2018—19	State 2017—18	State 2018—19
Science (grades 5, 8, and high school)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018–19 school year. However, these data are not available for inclusion in the 2018–19 SARC posting due February 1, 2020. These data will be included in the 2019–20 SARC posting due February 1, 2021.

Last updated: 1/16/2020

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

California Physical Fitness Test Results (School Year 2018—19)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
7	73.90%	55.60%	35.20%

Note: 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.

Last updated: 1/16/2020

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 for the school district and each school site

Opportunities for Parental Involvement (School Year 2019—20)

Our school welcomes parent and community involvement. Opportunities to volunteer include joining the Colt Booster Club and the SSC. We also need dance chaperones and snack bar helpers.

Please contact the principal if you want to become involved.

State Priority: Pupil Engagement

Last updated: 1/16/2020

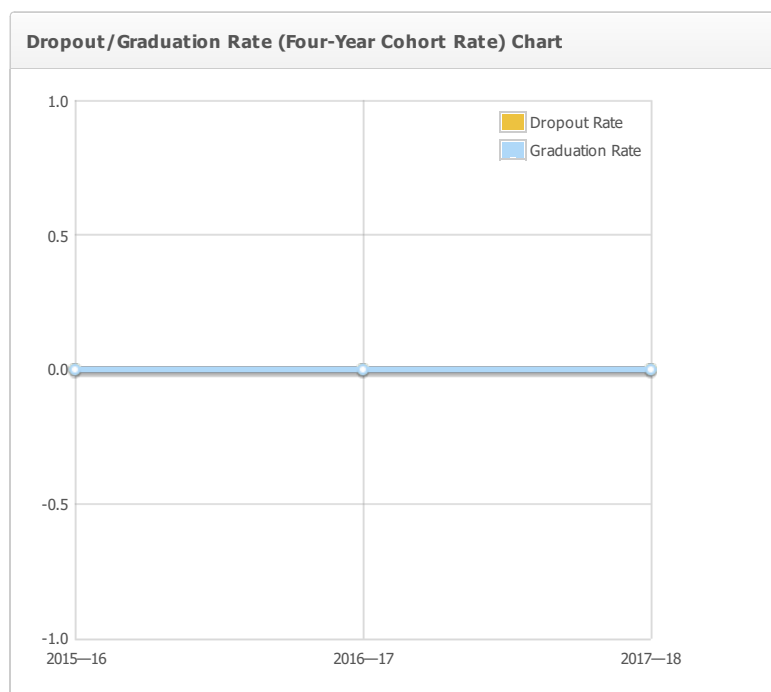
The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates; and
- High school graduation rates

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School 2015—16	District 2015—16	State 2015—16
Dropout Rate	0.00%	10.30%	9.70%
Graduation Rate	0.00%	89.70%	83.80%

Indicator	School 2016—17	School 2017—18	District 2016—17	District 2017—18	State 2016—17	State 2017—18
Dropout Rate	0.00%	0.00%	9.10%	3.90%	9.10%	9.60%
Graduation Rate	0.00%	0.00%	87.90%	89.90%	82.70%	83.00%



For the formula to calculate the 2016–17 and 2017–18 adjusted cohort graduation rate, see the 2018–19 Data Element Definitions document located on the SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.

Last updated: 1/16/2020

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

Rate	School 2016—17	School 2017—18	School 2018—19	District 2016—17	District 2017—18	District 2018—19	State 2016—17	State 2017—18	State 2018—19
Suspensions	19.90%	9.60%	15.40%	6.50%	5.70%	5.70%	3.60%	3.50%	3.50%
Expulsions	0.00%	0.50%	0.00%	0.00%	0.00%	0.00%	0.10%	0.10%	0.10%

Last updated: 1/16/2020

School Safety Plan (School Year 2019—20)

Ione Junior High strives to maintain a safe, healthy and orderly campus that encourages positive attitudes in students and staff. Safety hazards are reported by all staff. The district maintenance department utilizes a computer maintenance tracker. This allows our site to report any hazards in a very timely manner.

We conduct fire, earthquake and lockdown drills each month. The drills are discussed and procedures reviewed and changed as necessary. New radios were purchased for better campus communication during all drills and for daily use.

We have developed emergency plans to deal with threatening situations. All staff members are part of the School Crisis Team. There is ongoing coordination between the principal, campus supervisor, counselor and other staff. All visitors and volunteers must sign in at the main office. Our School Safety Plan is reviewed annually by our School Site Council and adopted by the school board.

Last updated: 1/6/2020

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Average Class Size and Class Size Distribution (Elementary) School Year (2016—17)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K	0.00	0	0	0
1	0.00	0	0	0
2	0.00	0	0	0
3	0.00	0	0	0
4	0.00	0	0	0
5	0.00	0	0	0
6	22.00	5	16	0
Other**	0.00	0	0	0

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Elementary) School Year (2017—18)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K	0.00	0	0	0
1	0.00	0	0	0
2	0.00	0	0	0
3	0.00	0	0	0
4	0.00	0	0	0
5	0.00	0	0	0
6	21.00	11	13	2
Other**	0.00	0	0	0

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Elementary) School Year (2018—19)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K	0.00	0	0	0
1	0.00	0	0	0
2	0.00	0	0	0
3	0.00	0	0	0
4	0.00	0	0	0
5	0.00	0	0	0
6	22.00	13	16	0
Other**	0.00	0	0	0

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Secondary) (School Year 2016—17)

Subject	Average Class Size	Number of Classes * 1-22	Number of Classes * 23-32	Number of Classes * 33+
English	24.00	5	16	0
Mathematics	21.00	8	4	0
Science	22.00	8	3	0
Social Science	25.00	2	8	0

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Average Class Size and Class Size Distribution (Secondary) (School Year 2017—18)

Subject	Average Class Size	Number of Classes * 1-22	Number of Classes * 23-32	Number of Classes * 33+
English	20.00	10	8	2
Mathematics	24.00	3	9	
Science	26.00	3	5	3
Social Science	24.00	3	7	2

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Average Class Size and Class Size Distribution (Secondary) (School Year 2018—19)

Subject	Average Class Size	Number of Classes * 1-22	Number of Classes * 23-32	Number of Classes * 33+
English	17.00	15	4	2
Mathematics	19.00	11	4	1
Science	27.00	4	8	1
Social Science	25.00	3	5	3

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Last updated: 1/16/2020

Ratio of Academic Counselors to Pupils (School Year 2018—19)

Title	Ratio**
Counselors*	176.50

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

**Average Number of Pupils per Counselor

Last updated: 1/16/2020

Student Support Services Staff (School Year 2018—19)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	2.00
Library Media Teacher (Librarian)	0.00
Library Media Services Staff (Paraprofessional)	0.80
Psychologist	0.10
Social Worker	0.00
Nurse	0.10
Speech/Language/Hearing Specialist	0.40
Resource Specialist (non-teaching)	0.00
Other	0.20

*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.

Last updated: 1/16/2020

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2017—18)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$50137.00	\$150.00	\$4935.00	\$62521.00
District	N/A	N/A	\$0.00	\$67511.00
Percent Difference – School Site and District	N/A	N/A	200.00%	-6.40%
State	N/A	N/A	\$7506.64	\$64369.00
Percent Difference – School Site and State	N/A	N/A	-31.00%	-9.80%

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

Last updated: 1/16/2020

Types of Services Funded (Fiscal Year 2018—19)

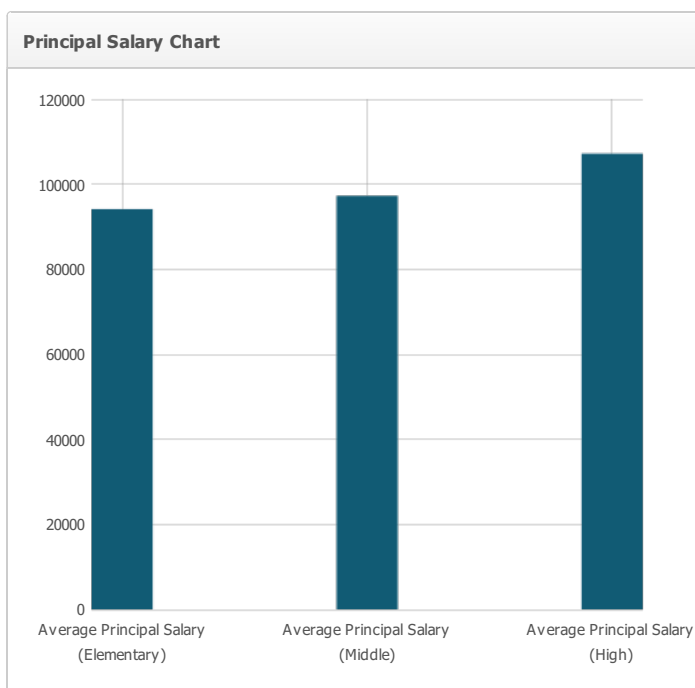
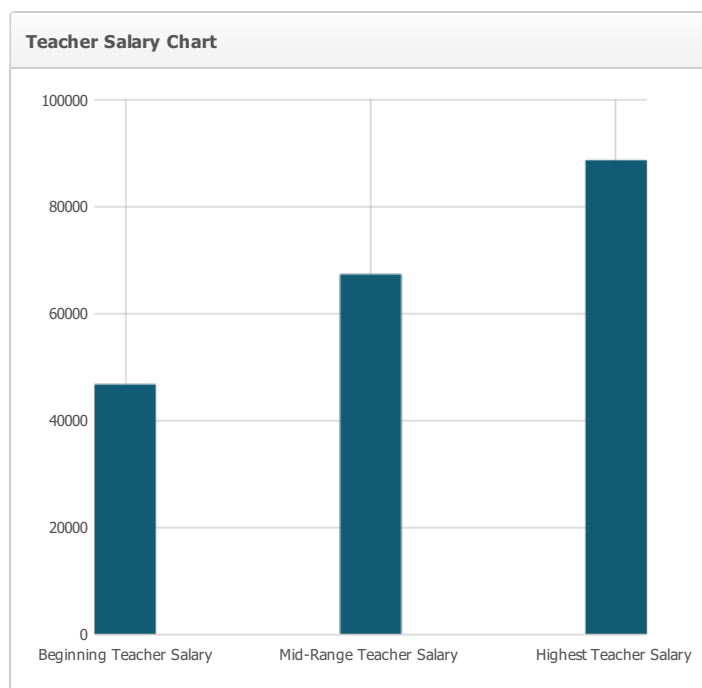
Ione Junior High School works with the LCAP to ensure programs and services are offered to our students. We offer after school tutoring and are working this year to expand our elective selections.

Last updated: 1/6/2020

Teacher and Administrative Salaries (Fiscal Year 2017—18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$46,671	\$46,208
Mid-Range Teacher Salary	\$67,262	\$72,218
Highest Teacher Salary	\$88,601	\$92,742
Average Principal Salary (Elementary)	\$94,141	\$134,864
Average Principal Salary (Middle)	\$97,278	\$118,220
Average Principal Salary (High)	\$107,184	\$127,356
Superintendent Salary	\$164,800	\$186,823
Percent of Budget for Teacher Salaries	30.00%	33.00%
Percent of Budget for Administrative Salaries	6.00%	6.00%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits web page at <https://www.cde.ca.gov/ds/fd/cs/>.



Last updated: 1/16/2020

Professional Development

Measure	2017—18	2018—19	2019—20
Number of school days dedicated to Staff Development and Continuous Improvement	4.5	4.5	4.5

Last updated: 1/16/2020