

Banta Elementary School

School Accountability Report Card Grades K-8 Published during 2004-2005 based on Data from 2003-2004

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Principal's Message

Welcome to Banta School. We are proud of our over 125-year history of preparing our students for success later in life. We are fully aligned to the California State Standards in all of our K-8 classrooms.

Recently adopted textbooks and curriculum standards have allowed us to better meet this goal. Also aiding in this cause is a campus that is technologically prepared to meet the growing expectations of our students, and a dynamic teaching and support staff that inspires our students to strive for excellence.

Banta Elementary School District is a semi-rural, one school K-8 district that currently has an attendance of approximately 300 students. Families in our district have diverse backgrounds, are very supportive, and are actively involved in the school's many activities and events.

Parental Involvement

Parents at Banta School support our students in a number of direct ways. We encourage parent helpers in all our classrooms, and ask all our parents to attend a Back-to-School Night in the fall, a parent-teacher conference after the first academic quarter of the year, and an Open House in the spring. Our Parent Faculty Association (PFA) holds monthly meetings in the school library to discuss various avenues in which to support our students. Some activities coordinated by the PFA include Banta Hay Day in October, and a number of other community and school-based events.

Please call Kelli Sordello, PFA President, at (209) 835-0171, for more information or details on how to offer your time.

School Safety

Banta has a comprehensive School Safety Plan, which was developed in September 1998 and reviewed and updated last year. It is the goal that the plan is brought up-to-date as needed on a yearly basis.

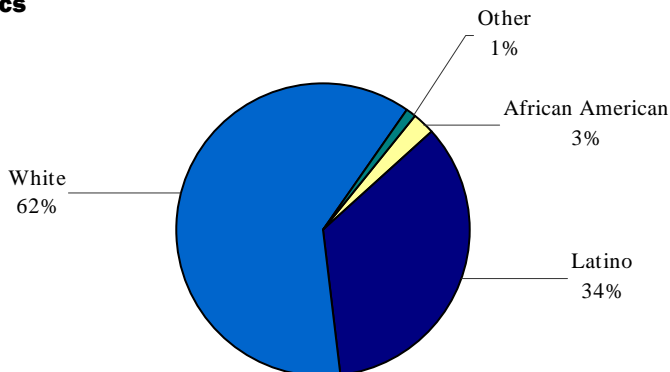
The School Safety Plan includes full strategies in case of fire, earthquakes, floods, bomb threats, chemical accidents, shootings, a hostage crisis, kidnappings, terrorist threats, and other possible occurrences.

Rules and procedures are outlined in the plan.

Enrollment and Demographics

The total enrollment of Banta Elementary School was 276 students for the 2003-2004 school year.

Demographics



William Draa
Superintendent

Albert Garibaldi
Principal

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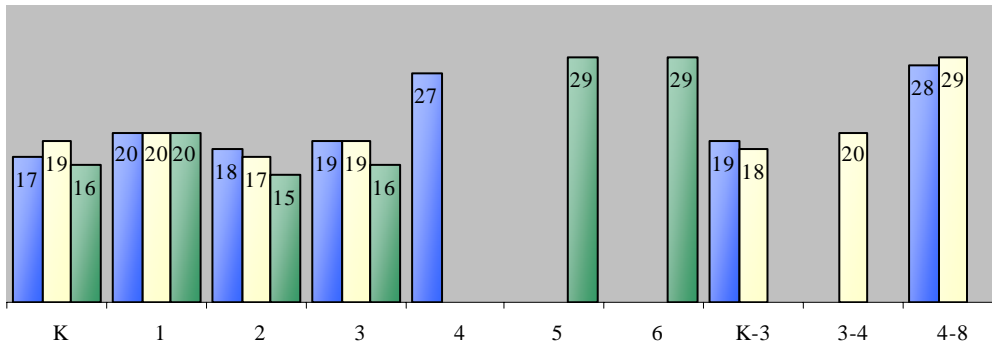
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Class Size

The three-year data for the average class size is displayed. For grades K-8, class size is displayed by grade. The categories of K-3, 3-4, and 4-8 indicate combined classes.

Class Size By Grade

■ 2002 ■ 2003 ■ 2004



Class Size Reduction

Funding is provided to participating school districts to decrease the size of K-3 classes to 20 or fewer students per teacher. The table at right shows the percentage of students enrolled in a Class Size Reduction classroom for each grade level.

Class Size Reduction			
Grade Level	2002	2003	2004
K	100%	100%	100%
1	100%	100%	100%
2	100%	100%	100%
3	100%	100%	100%

Minimum Days and Instructional Minutes

The table at right shows the minutes of study for grades K-8.

Banta Elementary School had 13 minimum days (early release) per year designated for staff development and parent-teacher conferences.

Grade Level	Instructional Minutes Offered	State Requirement
K	36,900	36,000
1-3	51,330	50,400
4-8	57,175	54,000

Suspensions and Expulsions

	Banta ES			Banta ESD		
	2001-2002	2002-2003	2003-2004	2001-2002	2002-2003	2003-2004
Suspensions	19	24	33	19	24	33
Expulsions	0	0	0	0	0	0

The total enrollment for Banta Elementary School for the 2003-2004 school year was 276.

Positive Learning Environment

We at Banta School expect our students to act as positive citizens of the campus. We have a number of classroom aides on hand to support students who are in need of individual help. All effort is made to protect classroom learning time from unwarranted interruptions. For students who may be in need of emotional support or encouragement, we have contracted a part-time on-site school counseling service to address issues such as anger management, conflict resolution, student motivation, and social skills.

All students are expected to complete homework on a timely basis, and attend school daily, with the only exception being for illness or family emergency.

The school site is secured and patrolled during breaks and lunch through the use of yard monitors, crossing guards, and administrators. All visitors must sign in at the office immediately upon arrival on campus, and are asked to give a reason for being on campus and to take a visitor's pass. Any student that is removed from school during school hours by a parent or guardian must be signed out, and a valid reason for early dismissal must be supplied.



Facilities

Banta School has completed a second modernization project within the last 4 years. There are two major wings at the school. The Pombo Wing (built in 1953) was modernized four years ago. The Emhoff Wing (built in 1970) was allocated \$395,000 from the state to repair the HVAC and roof; the district passed a bond in November 2002 that resulted in changing the configuration and expanding the existing computer lab and library, modernizing three classrooms, providing energy-efficient lighting, adding new carpets in the wing, upgrading the multipurpose room/gymnasium, and painting the gymnasium. A new gym floor was installed in 2003, and the entire school has been wired for the Internet. A new preschool and after-school facility have been constructed, and operations began in the fall of 2002. The campus sits on nearly 10 acres, which provides ample space for athletics, physical education, and recess.

The campus presently houses approximately 300 students, which currently requires seven portables, the two main wings, and three additional portables for the preschool and after-school programs.

The library is updated on a yearly basis, providing new materials for students; the computer lab is comprised of 35 I-Macs and PCs that were purchased in the last 3-4 years.

Finally, the campus grounds are kept in immaculate condition, as Banta has a custodian/groundskeeper who resides on campus and maintains the campus with great attention to detail.

Deferred Maintenance Budget

The district participates in the State School Deferred Maintenance Program, which provides state matching funds on a dollar-for-dollar basis, to assist school districts with expenditures for major repair or replacement of existing school building components. Typically, this includes roofing, plumbing, heating, air conditioning, electrical systems, interior or exterior painting, and floor systems. For the 2003-04 school year, the district budgeted \$1,047,0000 for the deferred maintenance program.

Deferred Maintenance Projects

For the 2003-04 school year, the district's governing board has approved deferred maintenance projects for this school that will result in the repair of air conditioning units for the Emhoff Wing, a new roof for the Emhoff Wing, and new carpeting for the Pombo Wing. The district's complete deferred maintenance plan is available at the district office.

Expansion

Banta school is undergoing a preparation for an additional 300 students (double the present size) in order to temporarily house incoming students from the River Islands Project (11,000 homes in the next 15-20 years). In order to provide a sound educational program for the incoming students and to economically sustain the enormous growth, Banta will house the students until numbers warrant the opening of the K-5 and 6-8 schools.

The expansion projections will cover at least a three year master plan of expanding underground utilities, adding an irrigation system, resurfacing the present hardtop and adding additional hardtop space, providing a separate bus entrance, expanding parking facilities, and adding the necessary portables for classrooms, restrooms, and other needed facilities for both students and staff.

In addition to the above expansion, Banta will also be creating a temporary District Office near the Grant Line Rd. side of the school. This facility will serve as the Banta ESD office for a period of 6-8 years until a permanent facility will be built to accommodate the additional administrative services and personnel that will be needed.

New Construction

Due to the above housing impact the Banta ESD has a mitigation agreement with the Developers to build six K-5 schools and two 6-8 schools to house the additional students. The first two schools (K-5 and a 6-8) are in the schematic design as of April 2005. The plans for both schools should be submitted to the DSA around September of 2005. Although many studies have been conducted to predict the number of students coming in on a yearly basis there still needs to be room for flexibility. At this time the opening for the K-5 school is slated for the Fall of 2008. The 6-8 school will be phased in to initially house an overflow of high school students until the ADA warrants the opening of the school for middle grades.

The data in this section was verified by the LEA in April 2005.

Counselor and Staff Services

Our school currently offers a Special Education program, a speech program, Title I targeted services, migrant education services, and bilingual aid and assistance. Additionally, we offer periodic after-school tutoring for grades 1-8 on specific days each week. We also offer before- and after-school programs from independent, on-site providers

The school currently employs two bilingual aides, three Title I aides, two classroom aides, and one Special Education aide to assist students with their educational endeavors.

We also have a full-time Special Education Resource teacher, as well as a part-time speech therapist, a psychologist, and a school counselor on campus.

“We are proud of our over 125-year history of preparing our students for success later in life.”



California Standards Tests

The California Standards Tests (CST) are administered only to students in California public schools. These tests determine students' achievement of the California Academic Content Standards and provide feedback on their success given what they are expected to know in each grade level and subject.

Because tests are meant to measure how well students achieve standards rather than how well they do compared to other students, the results are reported as performance levels. The five performance levels are: **advanced** (exceeds State Standards), **proficient** (meets Standards), **basic**, **below basic**, and **far below basic**. Students scoring at the proficient or advanced level meet State Standards in that content area.

CST Results

The tables below show the percentage of students that scored at proficient or advanced levels in English language arts, mathematics, science, and history/social science. For a complete report on all subgroups and their scores by grade level, please visit <http://star.cde.ca.gov/star2004>.

Percentage of Students at Proficient or Advanced Levels

Year Tested	Banta ES			Banta ESD			California		
	2002	2003	2004	2002	2003	2004	2002	2003	2004
English Language Arts	30%	32%	36%	30%	32%	36%	32%	35%	36%
Mathematics	22%	30%	37%	22%	30%	37%	31%	35%	34%
Science	a	a	27%	a	a	27%	30%	27%	25%
History/Social Science	b	21%	14%	b	21%	14%	28%	28%	29%

"a" The science portion of the CST was administered for the first time to 5th graders in 2004.

"b" The history/social science portion of the CST was administered for the first time to 8th graders in 2003.

CST Subgroup Results:

English Language Arts, Mathematics, Science, and History/Social Science

Subgroups, Spring 2004 — Percentage of Students at Proficient or Advanced Levels

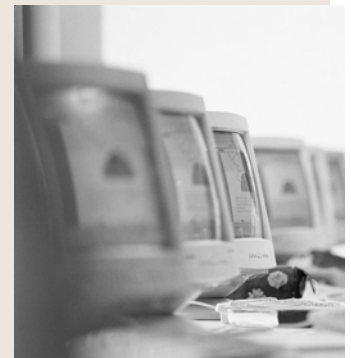
Banta ES	English Language Arts	Mathematics	Science	History/Social Science
Year Tested	2004	2004	2004	2004
Male	33%	43%	31%	17%
Female	40%	30%	23%	12%
English Learners	0%	11%	c	c
Socioeconomically Disadvantaged	14%	23%	c	0%
Non-Socioeconomically Disadvantaged	50%	46%	35%	29%
Students with Disabilities	3%	10%	c	c
Students without Disabilities	42%	42%	33%	16%
Migrant Education Services	c	c	c	c
African American	c	c	c	c
American Indian or Alaska Native	c	c	c	c
Asian	c	c	c	c
Filipino	c	c	c	c
Latino	20%	26%	c	7%
Pacific Islander	c	c	c	c
White	45%	42%	30%	23%

"c" This subgroup was not considered statistically significant.

Making Sense of Testing

Q: What are the California Standards Tests?

A: The multiple-choice California Standards Tests are part of the Standardized Testing and Reporting (STAR) program, used to measure student achievement in relation to meeting educational standards and goals. Students in grades 2-11 take an English language arts and mathematics test. Students in grades 4 and 7 also participate in an essay writing test. History/social science tests are given to students in grades 8, 10, and 11, and students in grades 5, 9, 10, and 11 take a science test.



“We encourage parent helpers in all our classrooms, and ask all our parents to attend a Back-to-School Night in the fall, a parent-teacher conference after the first academic quarter of the year, and an Open House in the spring.”

Norm Referenced Tests

Norm referenced tests (NRT) are nationally administered multiple-choice achievement tests that provide statistical feedback on a national level. The purpose of these tests is to determine how well each California student is achieving academically compared to a national sample of students tested in the same grade at the same time of the school year.

The NRT is a component of the STAR program, and tests reading and math for students in grades 2-11. In spring 2003, the State Board of Education adopted the California Achievement Test, Sixth Edition, or CAT/6, as the national norm referenced test for California students. This replaced the Stanford-9 Test, which had been the NRT since 1998.

NRT Results

The tables below show the percentage of students that scored at or above the 50th percentile (national average) in reading and math. The first table illustrates the school's comparison to the district and State for the last three years. The second table is disaggregated and lists test results for the 2004 school year.

Percentage Scoring At or Above the 50th Percentile						
Year Tested	Reading			Mathematics		
	2002	2003	2004	2002	2003	2004
Banta ES	d	38%	47%	d	48%	54%
Banta ESD	d	38%	47%	d	48%	54%
California	d	43%	43%	d	50%	51%

"d" Because of differences between the Stanford-9 and CAT/6 Tests, test results cannot be compared. Therefore, we are not listing the test scores for 2002 as they could give misleading information.

NRT Subgroup Results: Reading and Math

Disaggregated Results, Spring 2004 — Percentage At or Above the 50th Percentile		
Subject	Reading	Mathematics
Male	46%	58%
Female	49%	49%
English Learners	6%	14%
Socioeconomically Disadvantaged	25%	34%
Non-Socioeconomically Disadvantaged	62%	67%
Students with Disabilities	13%	26%
Students without Disabilities	54%	59%
Migrant Education Services	c	c
African American	c	c
American Indian or Alaska Native	c	c
Asian	c	c
Filipino	c	c
Latino	32%	42%
Pacific Islander	c	c
White	57%	62%

"c" This subgroup was not considered statistically significant.

Textbooks

The textbook adoption cycle is in alignment with current state expectations. The school has a five-year Technology Plan, which was developed in cooperation with CTAP-6, and then submitted to the state for approval. It is the guiding document for continued professional development for staff, and for computer and software acquisition.

The school has a close support system with the San Joaquin County Office of Education to ensure readily available grants, and professional development and training programs that enhance the educational model for Banta staff, students, and our community.

Banta School provides appropriate textbooks in the core curriculum areas for each and every student to better assure that all students reach their full potential.

The data in this section was verified by the LEA in April 2005.

Textbook Title	Adopted	From SBE List?
Houghton-Mifflin <i>Reading</i> (grades K-5)	Fall 2003	Yes
McDougal Little <i>Literature</i> (grades 6-8)	Fall 2002	Yes
Scott Foresman <i>Mathematics</i> (grades K-5)	Fall 2003	Yes
McDougal Littell <i>Pre-Algebra, Algebra</i> (grades 6-8)	Fall 2002	Yes
<i>History</i> Pilot Program: Holt, Rinehart, Winston (grades 6-8) Pilot Program: Houghton Mifflin (grades 4-5) Houghton Mifflin Reading: History embedded in text for (grades K-3)	Fall 2005	Yes
<i>Science</i> Houghton Mifflin for Grades (grades K-8)	Fall 2005	Yes

Academic Performance Index (API)

The Academic Performance Index (API) is the centerpiece of the Public Schools Accountability Act of 1999. The API is a score on a scale of 200 to 1000, with 800 set as the statewide target, which annually measures the academic performance and progress of individual schools in California.

Schoolwide Data			
API Rank			
	2001	2002	2003
Statewide Rank	5	N/A	3
Similar Schools Rank	3	N/A	2

Schoolwide Data			
API Base and Growth Data			
Year	2001	2002	2003
% Tested	100%	N/A	100%
Base Score	677	N/A	671
Growth Target	6	N/A	6
From	01-02	02-03	03-04
% Tested	N/A	100%	100%
API Growth Score	N/A	673	705
Actual Growth	N/A	N/A	34

Academic Performance Index (API) Subgroups			
	2001-2002	2002-2003	2003-2004
Latino Base Score	494	N/A	569
Latino Growth Target	5	N/A	5
Latino Growth Score	N/A	570	631
Latino Actual Growth	N/A	N/A	62
White Base Score	770	N/A	732
White Growth Target	5	N/A	5
White Growth Score	N/A	735	749
White Actual Growth	N/A	N/A	17
Socioeconomically Disadvantaged Base Score	519	N/A	589
Socioeconomically Disadvantaged Growth Target	5	N/A	5
Socioeconomically Disadvantaged Growth Score	N/A	592	591
Socioeconomically Disadvantaged Actual Growth	N/A	N/A	2

N/A Information not available.

Award and Intervention Programs

California award and intervention programs data are based on Academic Performance Index scores from the previous year. The Immediate Intervention/Underperforming Schools Program was not funded for 2002. State award and intervention programs are currently in the California Education Code, however, the programs were not funded for the period addressed in this report, so there is no data to present at this time.

Federal Intervention Program	
	School
Year Identified for Program Improvement	2001-2002
Year in Program Improvement	Year 2
Year Exited Program Improvement	N/A
District	
Number of Schools Identified for Program Improvement	1
Percent of Schools Identified for Program Improvement	100%

N/A Not applicable.

Definitions of API measures

- Actual Growth is the number of API points a school gained between its base and growth years.
- Growth Target is 5% of the distance between its base API and 800 (the State target).
- At least 95% of the students in grades 2-8 must be tested in order to be eligible for awards.
- Schools are ranked in ten categories of equal size from 1 (lowest) to 10 (highest).
- Schools are compared to 100 other schools with similar characteristics, and each set of 100 is ranked by an API score between 1 and 10.
- Schools that do not meet their targets and have a statewide rank of 1 to 5 are eligible to participate in the Immediate Intervention/Underperforming Schools Program (II/USP).

Testing Note: Data are reported only for numerically significant subgroups. Data may not appear if ethnic/racial, socioeconomically disadvantaged, or other subgroups (1) contain less than 100 students with valid test scores OR (2) comprise less than 15% of the school population tested and contain less than 50 students with valid scores.

Program Improvement

Schools receiving Title I funding are eligible to enter the federal Program Improvement (PI) if they do not reach Adequate Yearly Progress (AYP) over a period of two consecutive years.

After entering PI, schools advance to the next level of intervention with each additional year that they do not reach AYP.

Additional information about PI is available by visiting the California Department of Education's website, at www.cde.ca.gov/ta/ac/ay, or by speaking to the school principal.

Adequate Yearly Progress

As a component of the No Child Left Behind Act of 2001, Adequate Yearly Progress reports require schools and districts in California to perform at or above proficiency levels in English language arts and mathematics by 2014. The chart below shows if students met the AYP criteria in 2003 and 2004. For a more detailed report on Adequate Yearly Progress, please visit www.cde.ca.gov/ta/ac/ay/.

Met 2003 and 2004 Adequate Yearly Progress Criteria				
Year Tested	Banta ES		Banta ESD	
	2003	2004	2003	2004
Met Overall AYP Status	No	Yes	No	Yes
All Students	Yes	Yes	Yes	Yes
Socioeconomically Disadvantaged	No	Yes	No	Yes
Students with Disabilities	N/A	N/A	N/A	N/A
English Language Learners	N/A	N/A	N/A	N/A
African American	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A
Latino	No	Yes	No	Yes
Pacific Islander	N/A	N/A	N/A	N/A
White	Yes	Yes	Yes	Yes

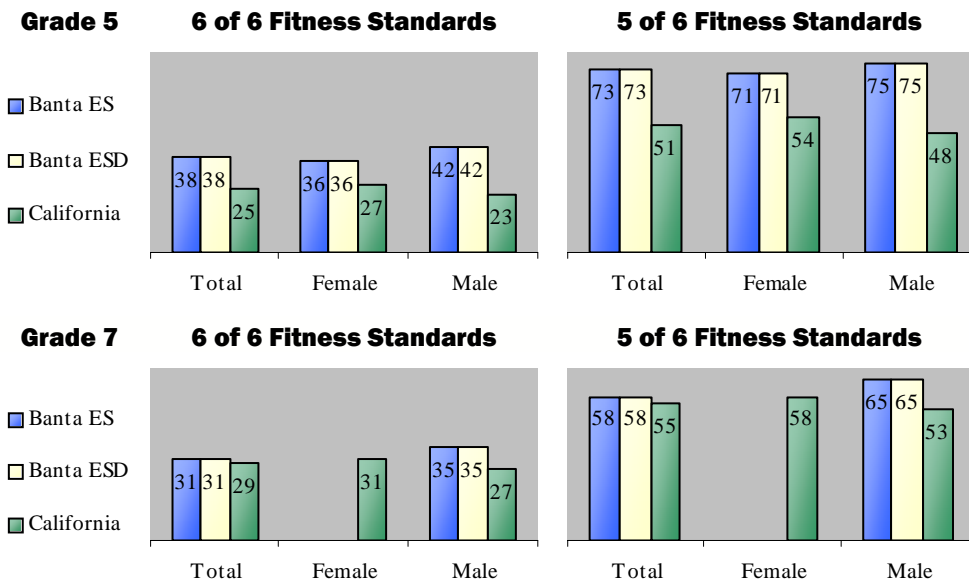
N/A Information not available.

Physical Fitness Test

California law requires that school districts perform a physical fitness test (PFT) annually for students in grades 5, 7, and 9. The Fitnessgram® was developed as the PFT for California public schools. This assessment measures six key fitness areas:

- Aerobic Capacity
- Body Composition
- Abdominal Strength and Endurance
- Trunk Extensor Strength and Flexibility
- Upper Body Strength and Endurance
- Flexibility

Students must score in the Healthy Fitness Zone (HFZ) for all six fitness tests in order to meet fitness standards. The PFT results below represent the percentage of students in the fifth and seventh grades that scored in the HFZ for all six standards and for five out of six standards. For a complete report on the California Physical Fitness Test, please visit www.cde.ca.gov/ta/tg/pf/.



To protect student privacy, scores are not shown when the number of students tested is 10 or less. Therefore, due to low enrollment for females in seventh grade, no physical fitness testing data is available.

Q: How is Adequate Yearly Progress determined?

A: Adequate Yearly Progress reflects the minimum level of improvement that states, school districts, and school sites are required to meet each year. It is determined by a collection of performance measures needed to be achieved if the State receives Title I, Part A federal funding.

In California, these performance measures include:

- Specific percentages of students scoring at proficient or advanced levels on the California Standards Tests in English language arts and math
- Participation from 95% or more of students per each school site within district
- Specified API scores or improvement in scores
- For high schools, a specified graduation rate



Highly Qualified Teachers

The No Child Left Behind (NCLB) Act of 2001 requires that all teachers of core academic subject areas be “highly qualified” no later than the end of the 2005-2006 school year. For more information on teacher qualifications related to NCLB, please visit www.cde.ca.gov/nclb/sr/tq.

Teacher Qualifications

Teacher Credential Information			
	2002	2003	2004
Total number of teachers	14	14	14
Full credential —fully credentialed and teaching in subject area	10	9	12
Teaching outside subject area —fully credentialed outside subject area	0	0	0
Teachers in alternative routes to certification —district, university internship	0	2	2
Pre-internship —emergency credentialed, incomplete subject matter requirements	2	1	1
Teachers w/ emergency permits —not qualified but meeting minimum requirements	2	2	1
Teachers with waivers —no credential and not qualified for an emergency permit	0	0	0
Teacher Misassignments of English Learners ¹	*	*	0
Total Teacher Misassignments ²	*	*	0
Vacant Teacher Positions ³	*	*	0

Teacher Education Level			Core Academic Courses Not Taught By Highly Qualified Teachers	
	School	District		%
Doctorate	0%	0%	This school	69%
Master’s degree + 30 hrs course work	0%	0%	All schools in district	69%
Master’s degree	0%	0%	High-Poverty Schools	0%
Bachelor’s degree + 30 hrs course work	79%	79%	Low-Poverty Schools	0%
Bachelor’s degree	21%	21%		
Less than Bachelor’s degree	0%	0%		

* This is a new section required by the Williams Settlement. For 2004-05, data is required for one prior year only.

¹ Teachers assigned to English language learners (ELL) who do not have proper certification to teach ELL courses.

² Teacher assigned to a course that falls outside their credential/certification.

³ A certificated position that was vacant at the beginning of the year for a full year or an entire semester.

Substitute Teachers

Our substitute pool has improved since the 2001-2002 school year. We have a core group of quality substitutes, but at times, their availability is limited, which can make for a difficult situation. We have been advertising in an attempt to build our substitute pool and improve on the quality of our list. For the most part, our substitutes reside in the areas of Banta, Tracy, Manteca, and Stockton.

Instruction and Leadership

The curriculum implementation at Banta is adopted to the California State Standards. The district is striving to adopt materials that will best deliver the educational program as outlined by the State of California.

The Superintendent, in concert with the Assistant Superintendent/site principal, has provided substantial professional development opportunities for the staff – for teachers and paraprofessionals. In 2002, all teachers for grades K-5 participated in the AB 466 training in language arts, and all passed successfully. A follow-up AB 466 advanced training for K-5 is scheduled for the summers of 2005-2006.

The English language learner (ELL) program also adopted the Santillana materials to work in conjunction with the Houghton Mifflin program. Banta is also actively involved with the San Joaquin County Office of Education to ensure curriculum alignment and accountability.

All students at Banta have equal access to the core curriculum through the classroom and the categorical programs offered to students. Due to the size of Banta, it is monitored and administered in a steadfast and conscientious manner. The Banta School has been at the forefront of its adoption process and professional development opportunities, ensuring that teachers are prepared to provide an excellent education for their students.

Q: What are the requirements for Highly Qualified Teachers?

A: The NCLB requires the following criteria be met by each teacher:

- Must possess a Bachelor’s degree
- Must have a State credential or an intern certificate/credential for no more than three years
- Must have demonstrated competence for each core subject that he or she teaches

Professional Development

There are three days of staff development supplied by the district each year. On these days, the Administration provides relevant training regarding the current curriculum used in the classroom, as well as school wide training in a number of specific areas.

Additionally, release time is granted throughout the year to train teaching staff members, with regard to particular subject areas where support may be desired or necessary.

Teacher Evaluations

Currently, we observe teachers that do not possess tenure twice a year, usually once in the first trimester, and once in the latter stages of the second trimester. Teachers who have achieved tenure are observed once every other year, either on or after the first trimester of school. In addition, all teachers are evaluated yearly with regard to overall performance.

Teachers are judged on a number of criteria, including classroom environment, classroom management, adequate lesson planning, adherence to California State Standards, lesson pacing, and delivery and relevance. In addition, general classroom organization, planning, and design are also taken into account.

Financial Information

Expenditures Per Student — Based on 2002-2003 State Data

Total District Dollars	District Dollars Per Student	Similar Sized District Dollars Per Student	State Average All Districts Dollars Per Student
\$1,834,806	\$6,663	\$6,542	\$6,822

2002-2003 Salary Information — Does not include benefits

Range	Banta ESD	Similar Sized District
Beginning Teacher Salary	\$31,947	\$34,480
Mid-Range Teacher Salary	\$48,473	\$50,405
Highest Teacher Salary	\$59,905	\$60,239
Average Principal Salary	e	\$80,315
Superintendent Salary	e	\$101,078

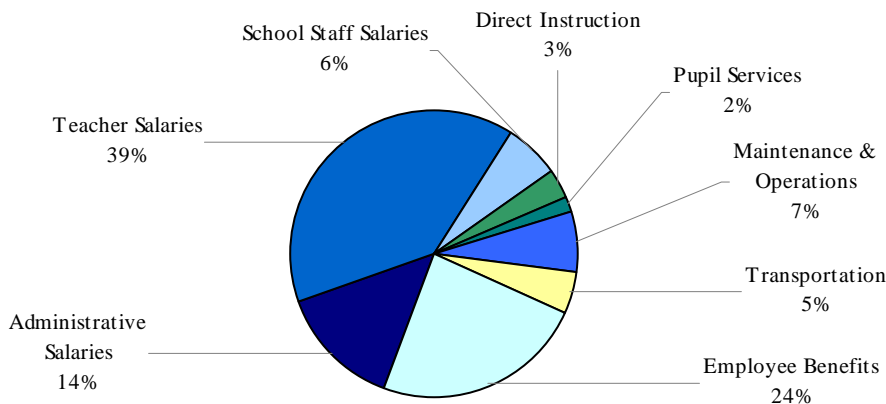
Note: The most recent fiscal information provided by the State is always at least two years behind.
 “e” Because Banta Elementary School District is a single-site district, they are not required to display superintendent/principal salary information.

District Expenditures

The graph below depicts how Banta Elementary School District spends its funds.

Category	Includes Costs Associated With
Administrative Salaries	Salaries for the Superintendent, principals, and other directors or supervisors
Teacher Salaries	Salaries for certificated staff
School Staff Salaries	Salaries for classified staff, such as instructional aides and administrative clerks
Direct Instruction	Learning materials, such as textbooks, supplies, and computers
Pupil Services	Food services, attendance record keeping, and physical and mental health
Maintenance & Operations	Repair, replacement, and upkeep of the buildings and grounds
Transportation	Bus drivers and other transportation expenses
Employee Benefits	Benefits for all district employees

Budget Expenditures



The information contained herein is provided by the California Department of Education (CDE): Enrollment and Demographics, Class Size, California Standards Tests (CST), Norm Referenced Tests (NRT), Academic Performance Index (API), Awards and Intervention Programs, Adequate Yearly Progress (AYP), Physical Fitness Test (PFT), Teacher Qualifications, and Financial Information. All other information is provided by the school and the district office.

Data gathering, compilation, layout, and design are provided by School Innovations & Advocacy (www.sia-us.com).

All data accurate as of February 2, 2005.



Q: What is a School Accountability Report Card (SARC)?

A: Since November 1988, State law has required all public schools receiving state funding to prepare and distribute a SARC. A similar requirement is also contained in the federal No Child Left Behind Act (NCLB). The purpose of the report card is to provide parents and the community with important information about each public school. A SARC can be an effective way for a school to report on its progress in achieving goals. The public may also use a SARC to evaluate and compare schools on a variety of indicators.