

Banta Elementary School District

Banta Elementary School

School Accountability Report Card Grades K-8 Data From The 2004-2005 School Year Published During 2005-2006

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Principal's Message

Welcome to Banta School. We are proud of our over 125-year legacy of preparing our students for success later in life. Much work is done in core curricular areas to ensure student success. Recently adopted textbooks and curriculum standards have allowed us to ensure that we are fully aligned to the California State Standards in all of our K-8 classrooms.

Also aiding in this cause is a campus that is technologically prepared to meet the growing needs 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, and are actively involved in the school's many activities and events.

At Banta we believe in a well-rounded educational system where every student is given the tools and the opportunity to succeed. It is this universal goal that guides all of our programs and efforts.

Parental Involvement

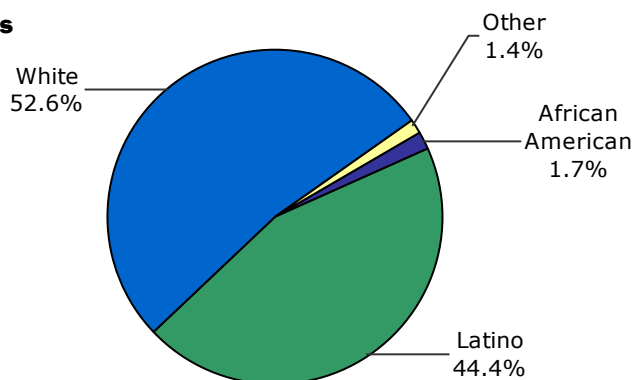
Parents at Banta School support our students in a number of direct ways. We encourage parent helpers in all of our classrooms, and ask all of our parents to attend Back-to-School Night in the fall, a parent-teacher conference after the first academic trimester of the year, and an Open House in the spring. 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 every October, and a number of other community and school-based events.

Please call Lisa Dutro, PFA President, at (209) 835-0171, for more information or details on how to be of assistance.

Enrollment and Demographics

The total enrollment of Banta Elementary School was 293 students for the 2004-2005 school year.

Demographics



William Draa
Superintendent

Albert Garibaldi
Assistant Superintendent/Principal

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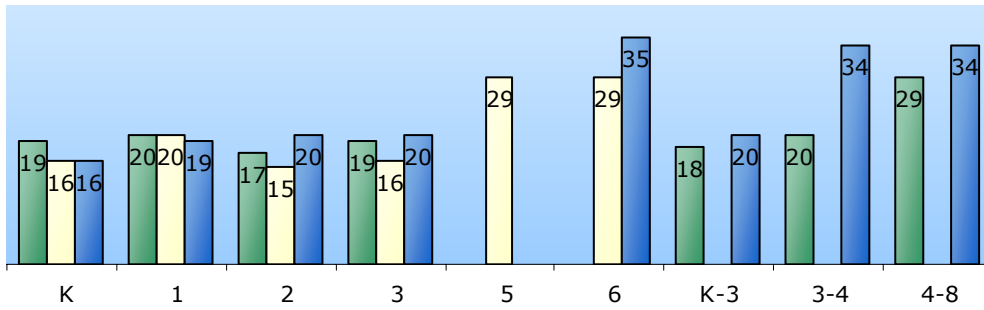
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Class Size

The three-year data for average class size is displayed below.

Class Size By Grade

■ 02-03 ■ 03-04 ■ 04-05



Class Size Distribution — Number of Classrooms By Size

Grade	2003			2004			2005		
	1-20	21-32	33+	1-20	21-32	33+	1-20	21-32	33+
K	2			2			2		
1	1			2			1		
2	2			2			1		
3	1			2			1		
5					2				
6					1				1
K-3	1						2		
3-4	1								1
4-8		3							1

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.

Grade Level	Class Size Reduction		
	02-03	03-04	04-05
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 six minimum days (early release) per year. Five days were designated for parent-teacher conferences and one day was for the last day of school.

Grade Level	Instructional Minutes Offered	State Requirement
K	37,770	36,000
1-3	51,905	50,400
4-8	59,465	54,000

Academic Counselors

Number of Academic Counselors (FTE)	Ratio of Students Per Academic Counselor
0.0	0.0

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.

“At Banta we believe in a well-rounded educational system where every student is given the tools and the opportunity to succeed.”

Counselors and Support Staff

The following is a list of the support staff at the school and their full-time equivalents (FTE):

- Counselor 0.0
- Librarian 0.0
- Psychologist 0.0
- Social Worker 0.0
- Nurse 0.0
- Speech/Language/Hearing Specialist 0.0
- Resource Specialist 0.0
- Other 0.0

School Facilities

School Facility Conditions — Results of Inspection and Evaluation		
Interim Evaluation Instrument Part	Facility in Good Repair?	
	Yes	No
Gas Leaks	✓	
Mechanical Systems	✓	
Windows/Doors/Gates (interior and exterior)	✓	
Interior Surfaces (walls, floors, and ceilings)	✓	
Hazardous Materials (interior and exterior)	✓	
Structural Damage	✓	
Fire Safety	✓	
Electrical (interior and exterior)	✓	
Pest/Vermin Infestation	✓	
Drinking Fountains (inside and outside)	✓	
Restrooms	✓	
Sewer	✓	
Playground/School Grounds	✓	

* This data was collected and verified by the district in May-September, 2005.

Facilities

Banta School has completed a second modernization project within the last four years. There are two major wings at the school. The Pombo Wing (built in 1953) was modernized five 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 38 I-Macs and PCs that were purchased in the last three to four years.

Finally, the campus grounds are kept in immaculate condition, by our custodian/groundskeeper.

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 2004-05 school year, the district budgeted \$165,479 for the deferred maintenance program.

Deferred Maintenance Projects

For the 2004-05 school year, the district's governing board has approved deferred maintenance projects for this school that will result in the complete replacement of hardtop play areas, as well as a number of additional smaller school-based projects. The district's complete deferred maintenance plan is available at the district office.

Continued on side bar

Facilities

Continued from left

Expansion

Banta school is undergoing 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 six to eight years until a permanent facility can be built to accommodate the additional needed administrative services and personnel.

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) have completed schematic design as of April 2006. Site approval for both schools will be submitted to the State of California around June of 2006. 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 2006.

Textbooks and Instructional Materials

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 for 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.

Quality and Availability of Textbooks

Textbooks			
Subject Area	Textbook Title	Grade	Adopted
English/ Language Arts	Houghton-Mifflin <i>Reading</i>	K-5	Fall 2003
Mathematics	Scott Foresman <i>Mathematics</i>	K-5	Fall 2003
Mathematics	McDougal Littell <i>Pre-Algebra, Algebra</i>	6-8	Fall 2002
History/ Social Science	<i>History Pilot Program: Holt, Rinehart, Winston</i>	6-8	Fall 2005
History/ Social Science	Pilot Program: Houghton Mifflin	4-5	Fall 2005
History/ Social Science	Houghton Mifflin Reading: History embedded in text for	K-3	Fall 2005
Science	<i>Piloting Science</i> Houghton Mifflin	K-8	Fall 2006

Core Curriculum Areas	Availability of Sufficient Textbooks and Materials For Each Pupil
Reading/Language Arts	100%
Math	100%
Science	100%
History/Social Science	100%
Foreign Language	100%
Health	100%

* This data was collected and verified by the district in April, 2006.

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 -- 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 and 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.

Albert Garibaldi has been principal of Banta School since 2001, and has many years of experience in education.



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/star2005>.

Percentage of Students At Proficient or Advanced Levels									
Year Tested	Banta ES			Banta ESD			California		
	2003	2004	2005	2003	2004	2005	2003	2004	2005
English Language Arts	32%	36%	38%	32%	36%	38%	35%	36%	40%
Mathematics	30%	37%	47%	30%	37%	47%	35%	34%	38%
Science	*	27%	23%	*	27%	23%	27%	25%	27%
History/Social Science	21%	14%	33%	21%	14%	33%	28%	29%	32%

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

CST Subgroup Results: English Language Arts, Mathematics, Science, and History/Social Science

Subgroups, Spring 2005 — Percentage of Students At Proficient or Advanced Levels				
Subject	English Language Arts	Mathematics	Science	History/Social Science
Year Tested	2005	2005	2005	2005
Male	35%	45%	20%	28%
Female	42%	50%	27%	❖
English Learners	8%	24%	❖	❖
Socioeconomically Disadvantaged	20%	38%	❖	❖
Students with Disabilities	10%	23%	❖	❖
Migrant Education Services	16%	35%	❖	❖
African American	❖	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖	❖
Asian	❖	❖	❖	❖
Filipino	❖	❖	❖	❖
Latino	29%	39%	❖	❖
Pacific Islander	❖	❖	❖	❖
White	43%	53%	27%	33%

❖ Data are reported only for numerically significant subgroups.

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.



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.

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. For a complete report on all subgroups and their scores by grade level, please visit <http://star.cde.ca.gov/star2005>.

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 2005 school year.

Percentage Scoring At or Above the 50th Percentile						
Subject	Reading			Mathematics		
	2003	2004	2005	2003	2004	2005
Banta ES	38%	47%	37%	48%	54%	48%
Banta ESD	38%	47%	37%	48%	54%	48%
California	43%	43%	41%	50%	51%	52%

NRT Subgroup Results: Reading and Math

Subgroups, Spring 2005 — Percentage At or Above the 50th Percentile		
Subject	Reading	Mathematics
Year Tested	2005	2005
Male	36%	48%
Female	38%	47%
English Learners	7%	21%
Socioeconomically Disadvantaged	25%	36%
Students with Disabilities	❖	❖
Migrant Education Services	❖	❖
African American	❖	❖
American Indian or Alaska Native	❖	❖
Asian	❖	❖
Filipino	❖	❖
Latino	30%	37%
Pacific Islander	❖	❖
White	42%	61%

❖ Data are reported only for numerically significant subgroups.

Suspensions and Expulsions

	Banta ES			Banta ESD		
	02-03	03-04	04-05	02-03	03-04	04-05
Suspensions (no. of incidents)	24	33	43	24	33	43
Suspensions (rate)	0.082	0.120	0.147	0.082	0.120	0.147
Expulsions (no. of incidents)	0	0	1	0	0	1
Expulsions (rate)	0.000	0.000	0.003	0.000	0.000	0.003

Making Sense of Testing

Q: What is the norm referenced test?

A: The norm referenced test is part of the Standardized Testing and Reporting (STAR) Program. The current norm referenced test is the California Achievement Test, Sixth Edition, or CAT/6, adopted by the State Board of Education. Prior to 2005, the NRT tested reading/language arts and mathematics in grades 2 through 11, spelling in grades 2 through 8, and science in grades 9 through 11. Beginning in 2005, the NRT tests reading/language arts, spelling, and mathematics in grades 3 and 7, and no longer tests science in any grade.

Positive Learning Environment

At Banta School, we 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.

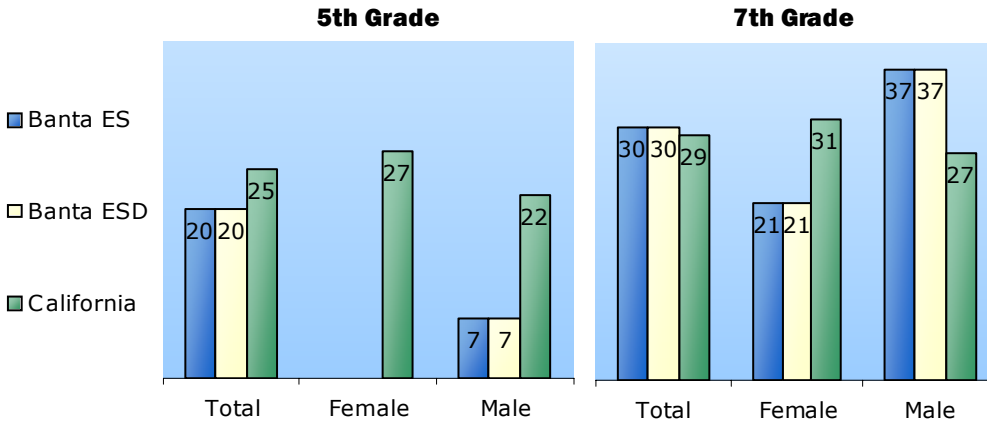
The school site is secured and patrolled during breaks and lunch through the use of yard monitors, crossing guards, and administrators. All visitors must sign in at the office immediately upon arrival on campus, and are asked to give a reason for being on campus and to take a visitor's pass. Any student 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.

California Physical Fitness Test

Each spring, all students in grades 5, 7, and 9 are required to participate in the California Physical Fitness Test. The test measures six key fitness areas:

1. Aerobic Capacity
2. Body Composition
3. Abdominal Strength
4. Trunk Extension Strength
5. Upper Body Strength
6. Flexibility

To meet fitness standards, students must score in the Healthy Fitness Zone (HFZ) on all six fitness tests. The results below show the percentage of students in the fifth and seventh grade who scored in the HFZ for all six standards. For more information on the California Physical Fitness Test, please visit www.cde.ca.gov/ta/tq/pf/.



Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.

Adequate Yearly Progress

Met Adequate Yearly Progress Criteria						
Year Tested	Banta ES			Banta ESD		
	2003	2004	2005	2003	2004	2005
Met Overall AYP Status	No	Yes	Yes	No	Yes	Yes
All Students	Yes	Yes	Yes	Yes	Yes	Yes
English Learners	❖	❖	❖	❖	❖	❖
Socioeconomically Disadvantaged	No	Yes	Yes	No	Yes	Yes
Students with Disabilities	❖	❖	❖	❖	❖	❖
African American	❖	❖	❖	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖	❖	❖	❖
Asian	❖	❖	❖	❖	❖	❖
Filipino	❖	❖	❖	❖	❖	❖
Latino	No	Yes	Yes	No	Yes	Yes
Pacific Islander	❖	❖	❖	❖	❖	❖
White	Yes	Yes	Yes	Yes	Yes	Yes

❖ Data are reported only for numerically significant subgroups.



Adequate Yearly Progress

NCLB requires that all schools and districts meet Adequate Yearly Progress (AYP) requirements. To meet these standards, California public schools and districts must meet or exceed criteria in four target areas:

1. Participation rate on statewide assessments
2. Percent of students scoring proficient on statewide assessments
3. API scores
4. Graduation rate for high schools

For a detailed report on Adequate Yearly Progress, please visit www.cde.ca.gov/ta/ac/ay/.

Academic Performance Index

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			
	2002	2003	2004
Statewide Rank	N/A	3	5
Similar Schools Rank	N/A	2	1

Schoolwide Data			
API Base and Growth Data			
Year	2002	2003	2004
% Tested	N/A	100%	100%
Base Score	N/A	671	706
Growth Target	N/A	6	5
From	02-03	03-04	04-05
% Tested	100%	100%	100%
API Growth Score	673	705	726
Actual Growth	N/A	34	20

Academic Performance Index Subgroups			
	02-03	03-04	04-05
Latino Base Score	N/A	569	634
Latino Growth Target	N/A	5	4
Latino Growth Score	570	631	677
Latino Actual Growth	N/A	62	43
White Base Score	N/A	732	746
White Growth Target	N/A	5	4
White Growth Score	735	749	758
White Actual Growth	N/A	17	12
Socioeconomically Disadvantaged Base Score	N/A	589	596
Socioeconomically Disadvantaged Growth Target	N/A	5	4
Socioeconomically Disadvantaged Growth Score	592	591	641
Socioeconomically Disadvantaged Actual Growth	N/A	2	45

N/A Information not available.

Program Improvement

Schools who receive Title I funding can enter Program Improvement if they don't reach Adequate Yearly Progress (AYP) over two consecutive years. With each additional year that they don't meet AYP, they advance to the next level of intervention. For more information, please go to www.cde.ca.gov/ta/ac/ay.

Federal Intervention Program		
	School	District
Year Identified for Program Improvement	--	n/a
Year in Program Improvement	--	n/a
Year Exited Program Improvement	2004-2005	n/a
	District	
Number of Schools Identified for Program Improvement	0	
Percent of Schools Identified for Program Improvement	0.00%	

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.



State Award and Intervention Programs

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.

NCLB-Compliant Teachers

NCLB requires that all teachers of core academic subject areas be “highly qualified” no later than the end of the 2005-2006 school year. In general, for a teacher to be considered highly qualified, they must have a Bachelor’s degree, an appropriate California teaching credential, and have demonstrated competence for each core subject he or she teaches. For more information on teacher qualifications related to NCLB, please visit www.cde.ca.gov/nclb/sr/tq.

Teacher Qualifications

Teacher Credential Information			
	2003	2004	2005
Total number of teachers	14	14	14
Full credential —fully credentialed and teaching in subject area	9	12	13
Teaching outside subject area —fully credentialed outside subject area	0	0	0
Teachers in alternative routes to certification —district, university internship	2	2	1
Pre-internship —emergency credentialed, incomplete subject matter requirements	1	1	0
Teachers with emergency permits —not qualified but meeting minimum requirements	2	1	0
Teachers with waivers —no credential and not qualified for an emergency permit	0	0	0
	2004	2005	2006*
Teacher Misassignments of English Learners —English Language Learner (ELL) teachers without ELL certification	0	0	0
Total Teacher Misassignments —teacher assigned to a course outside their credential/certification	0	0	0
Vacant Teacher Positions —certificated position vacant at the beginning of year for an entire year or semester	0	0	0

* For the 2005-2006 school year, the most currently available data are reported.

Teacher Education Level	Teacher Education Level	
	School	District
Doctorate	0.0%	0.0%
Master’s degree + 30 hrs course work	0.0%	0.0%
Master’s degree	0.0%	0.0%
Bachelor’s degree + 30 hrs course work	92.3%	92.3%
Bachelor’s degree	7.7%	7.7%
Less than Bachelor’s degree	0.0%	0.0%
Total	100%	100%

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 during or after the first trimester. 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.

For 2002-2003, 2003-2004, and 2004-2005 we had four days each year dedicated to staff and professional development.

Professional Development

There are four 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.



Substitute Teachers

Our substitute pool has been steady 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 the quality of our list. For the most part, our substitutes reside in the areas of Banta, Tracy, Manteca, and Stockton.

Financial Information

2003-2004 District Salary Information — Does not include benefits

Range	District	Similar Sized District
Beginning Teacher Salary	\$32,905	\$34,395
Mid-Range Teacher Salary	\$49,927	\$50,164
Highest Teacher Salary	\$61,702	\$60,406
Average Principal Salary	⊛	\$80,091
Superintendent Salary	⊛	\$101,695
% of Budget for Teacher Salaries	37.9%	41.5%
% of Budget for Administrative Salaries	9.9%	6.1%

Note: The most recent fiscal information provided by the State is always at least two years behind.

⊛ Because Banta Elementary School District is a single-site district, they are not required to display superintendent/principal salary information.

2004-2005 School Site Salary Information

Average Teacher Salary			% Difference Between School Site Average Teacher Salary And	
School Site	District	State	District Average Teacher Salary	State Average Teacher Salary
\$47,975	*	*	*	*

2004-2005 School Site Expenditures Per Pupil

Total	From Restricted Sources	From Unrestricted Sources
\$6,133	\$1,289	\$4,844

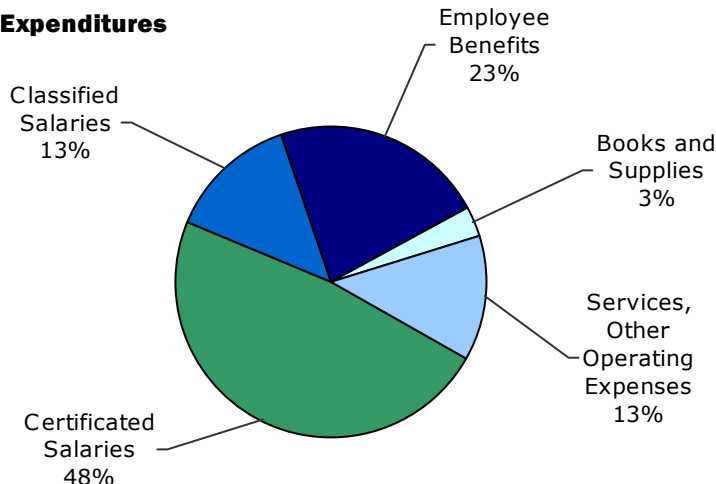
2004-2005 Expenditures Per Pupil from Unrestricted Sources

District	State	% Difference Between School Site and District	% Difference Between School Site and State
\$4,844	*	n/a	*

* Data not available. The CDE will begin calculating district and state average teacher salaries, using 2004-05 data, for report cards published in the 2006-07 school year.

n/a Not applicable. Banta Elementary School District is a single-site district, therefore site and district data are the same.

District Expenditures



Types of Services Funded

The following is a list of Federal and State funded programs that are provided to students:

- Title I (Basic Grant)
- Title I Migrant Education
- Title II (Teacher & Principal Training & Recruiting)
- Title II Technology
- Title III (for Limited English Proficient Students)
- Title IV (Safe and Drug-Free Schools and Communities)
- Title V (Innovative Programs)
- Economic Impact Aid-Limited English Proficient (EIA/LEP)
- Gifted and Talented Education (GATE)
- Beginning Teacher Support and Assessment (BTSA)
- Class Size Reduction (CSR)
- Hourly Programs (extended day/year education)
- English Language Acquisition Program (ELAP)
- School Improvement Program (SIP)
- Special Education
- State Preschool
- School Library Grant
- TUPE (Tobacco Use Prevention Education)
- AB1113 School Safety & Violence Prevention
- National School Lunch Program

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

All data accurate as of March 22, 2006.

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