

# Banta Elementary School



## School Accountability Report Card

Data From The 2005-2006 School Year Published During 2006-2007



**William Draa**  
Superintendent

**Albert Garibaldi**  
Assistant Superintendent/Principal

### Banta Elementary School

Grades K-8  
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### Principal's Message

Welcome to Banta School. We are proud of our over 128-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.

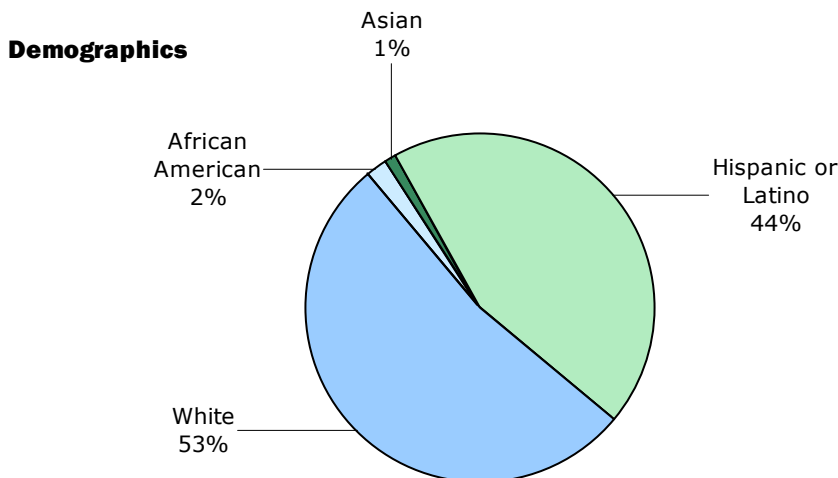
Also aiding in this cause is a campus that is technologically prepared to meet the growing needs of our students, and a dynamic teaching and support staff that inspires our students to strive for excellence.

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 an 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.

### Enrollment and Demographics

The total enrollment was 303 students for the 2005-2006 school year.



### School History

The Banta School District and school is in its 128th year of operation. In the long rich tradition of Banta, there have been a total of three school sites. The present campus was first erected in the 1950's and with the addition of another wing in the 1970's, services approximately 300 students at this time.

Banta has a solid history of stability, family support, and solid educational practices. Students graduating from Banta go on to have successful educational careers while having a strong moral character.

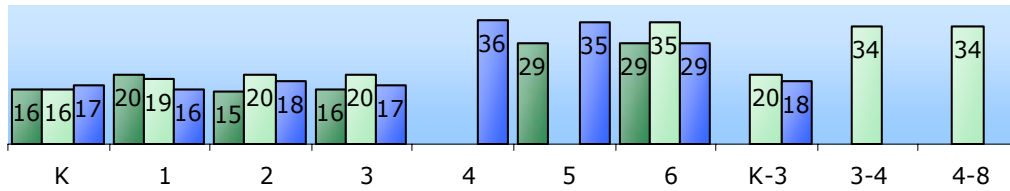
The present school board consisting of Frank Silva, Danny Rocha, and Stevan Weinzapfel inherit a dedicated practice of diligence and long term commitments to the school and community. Alfred Pombo served on the board for over 35 years and Albert Emhoff served for over 37 years. This type of dedication enriches Banta and ensures the continuing success of a wonderful school and community.

## Class Size

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

### Class Size By Grade

■ 03-04 ■ 04-05 ■ 05-06



### Class Size Distribution — Number of Classrooms By Size

Grade	2003-04			2004-05			2005-06		
	1-20	21-32	33+	1-20	21-32	33+	1-20	21-32	33+
K	2			2			2		
1	2			1			2		
2	2			1			1		
3	2			1			2		
4									1
5		2							1
6		1				1	1		
K-3				2			1		
3-4						1			
4-8						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 below shows the percentage of students enrolled in a Class Size Reduction classroom for each grade level.

Class Size Reduction			
Grade Level	2003-04	2004-05	2005-06
K	100%	100%	100%
1	100%	100%	100%
2	100%	100%	100%
3	100%	100%	100%

## 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 eight years ago. In 2003, the Emhoff Wing (built in 1970) was allocated \$395,000 from the state to repair the HVAC and roof. Also, 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 five additional portables for the preschool and after-school programs.

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## 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.



## School Facilities

The table below shows the school's most recently completed results of inspection and evaluation to determine the school facility's good repair status.

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

\* The school inspection date and Interim Evaluation Instrument completion date occurred in September 2006.

## Facilities

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 five years.

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

The Banta School has vigorously participated in the State Emergency Repair Program. The following is a list of projects that have been completed, are in progress, or are scheduled for the summer of 2007. Due the great increases in our test scores, we will no longer be eligible for this program after June of 2007, thus it is crucial to initiate the projects with this deadline in mind.

The school replaced the entire hardtop surface for the playground and coated the parking lot for \$394,000. There was a tree removal project that was needed due to the condition of the trees and the safety of students for \$4500. Our burglar system was replaced to a more efficient sound system for detection for \$14,000. Two drinking fountains were replaced do to age and health conditions for \$6,000. A well was abandoned due to County regulations for \$14,000. The aforementioned projects shave all been completed.

We are currently in the process of replacing our entire fencing for \$60,000. The project is expected to be completed by the end of April of 2007.

We have plans to bring the kitchen to meet the current codes and standards as outlined by the County of San Joaquin. This project will run in the neighborhood of \$350,000.

Finally, there are plans to bring the irrigation system up to today's standards for about \$250,000.

The latter two projects are expected to commence in June of 2007 when students are not present.

### 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 20 years).

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## Facilities

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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.

## 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 following the state adoption cycle.

Textbooks			
Subject Area	Textbook Title	Grades	Year 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</i> Pilot Program: Holt, Rinehart, Winston	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		Percent of Pupils Who Lack Their Own Assigned Textbook and Instructional Materials	
Reading/Language Arts			0%
Mathematics			0%
Science			0%
History-Social Science			0%
Health			0%
Foreign Language			0%

\* This data was most recently collected and verified in September 2006.

## Suspensions and Expulsions

The table below shows the rate of suspensions and expulsions (the total number of incidents divided by the school's total enrollment) for the most recent three-year period.

Suspension and Expulsion Rates						
	Banta ES			Banta ESD		
	03-04	04-05	05-06	03-04	04-05	05-06
Suspension Rate	0.120	0.147	0.135	0.120	0.147	0.135
Expulsion Rate	0.000	0.003	0.000	0.000	0.003	0.000

## Academic Counselors

Number of Academic Counselors (FTE)	Ratio of Students Per Academic Counselor
0	0.0

## School Safety

Banta has a comprehensive School Safety Plan which was originally developed in September 1998, and reviewed and fully updated in November 2006 and approved by the School Site Council, Parent Faculty Association, and the entire school staff. The Plan is brought up to date as needed on a yearly basis.

The School Safety Plan includes full strategies and direction 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.



## School Support Staff

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

- Library Media Teacher (Librarian) 1.0
- Library Media Services Staff (paraprofessional) 0.5
- Psychologist 0.5
- Social Worker 0.0
- Nurse 0.0
- Speech/Language/Hearing Specialist 0.5
- Resource Specialist (non-teaching) 1.0
- Other 0.0

## California Standards Tests

The multiple-choice California Standards Tests (CST), part of the Standardized Testing and Reporting (STAR) program, are administered only to students in California public schools. These tests determine students' achievement in relation to meeting educational standards and goals and of the California Content Standards. They also provide feedback on their success given what they are expected to know in each grade level and subject.

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, and 8 through 11 take a science test.

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/>.

Percentage of Students At Proficient or Advanced Levels									
Year Tested	Banta ES			Banta ESD			California		
	03-04	04-05	05-06	03-04	04-05	05-06	03-04	04-05	05-06
English-Language Arts	36%	38%	41%	36%	38%	41%	36%	40%	42%
Mathematics	37%	47%	50%	37%	47%	50%	34%	38%	40%
Science	27%	23%	41%	27%	23%	41%	25%	27%	35%
History-Social Science	14%	33%	35%	14%	33%	35%	29%	32%	33%

### CST Subgroup Results:

#### English-Language Arts, Mathematics, Science, and History-Social Science

Subgroups, Spring 2006 — Percentage of Students At Proficient or Advanced Levels				
	English-Language Arts	Mathematics	Science	History-Social Science
Year Tested	2005-06	2005-06	2005-06	2005-06
Male	37%	49%	47%	33%
Female	47%	50%	33%	38%
English Learners	9%	20%	❖	❖
Economically Disadvantaged	24%	37%	17%	27%
Students with Disabilities	6%	20%	25%	❖
Migrant Education Services	17%	26%	❖	❖
African American	❖	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖	❖
Asian	❖	❖	❖	❖
Filipino	❖	❖	❖	❖
Hispanic or Latino	28%	42%	26%	❖
Pacific Islander	❖	❖	❖	❖
White	49%	54%	46%	43%

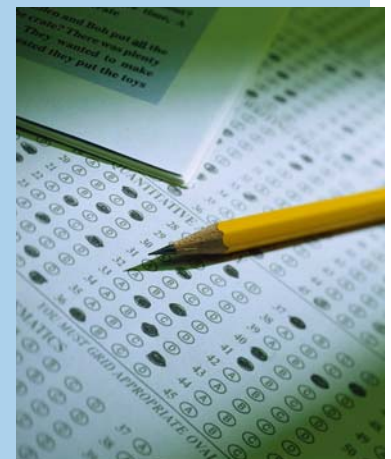
❖ Data are reported only for numerically significant subgroups.

## 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.



**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 California students are achieving academically compared to students nationally in reading, language, spelling, and mathematics in grades 3 and 7 only. The current norm referenced test adopted by the State Board of Education is the California Achievement Test, Sixth Edition, or CAT/6. For a complete report on all subgroups and their scores by grade level, please visit <http://star.cde.ca.gov/>.

## NRT Results

The tables below show the percentage of students that scored at or above the 50th percentile (national average) in reading and math.

Percentage Scoring At or Above the 50th Percentile						
Subject	Reading			Mathematics		
Year Tested	03-04	04-05	05-06	03-04	04-05	05-06
Banta ES	47%	37%	47%	54%	48%	59%
Banta ESD	47%	37%	47%	54%	48%	59%
California	43%	41%	42%	51%	52%	53%

## NRT Subgroup Results: Reading and Math

Subgroups, Spring 2006 — Percentage At or Above the 50th Percentile		
Subject	Reading	Mathematics
Year Tested	2005-06	2005-06
Male	38%	60%
Female	61%	58%
English Learners	❖	❖
Economically Disadvantaged	17%	45%
Students with Disabilities	17%	17%
Migrant Education Services	❖	❖
African American	❖	❖
American Indian or Alaska Native	❖	❖
Asian	❖	❖
Filipino	❖	❖
Hispanic or Latino	27%	46%
Pacific Islander	❖	❖
White	59%	67%

❖ Data are reported only for numerically significant subgroups.

## Minimum Days and Instructional Minutes

For 2005-06, Banta Elementary School had six minimum days (early release) designated for staff development and parent-teacher conferences. The table below shows the minutes of study offered by grade.

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

## 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, 2003 and 2004, all teachers for grades K-5 participated in the AB 466 training in language arts, and all passed successfully.

The English Language Learner (ELL) program work in conjunction with the Houghton Mifflin Language Arts program to help second language students succeed. Banta is actively involved with the San Joaquin County Office of Education to ensure curriculum alignment and accountability for all students.

All students at Banta have equal access to the core curriculum through the classroom. Due to the size of Banta, student progress 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.



## Teacher Qualifications

The table below displays information about teacher credentials and teacher qualifications. More information can be found by visiting <http://data1.cde.ca.gov/dataquest/>.

Teacher Credential Information				
	Banta ESD	Banta ES		
Teachers	05-06	03-04	04-05	05-06
<b>With Full Credential</b>	14	12	13	14
<b>Without Full Credential</b>	0	2	0	0
<b>Teaching Outside Subject Area of Competence</b>		0	0	0
		04-05	05-06	06-07*
<b>Teacher Misassignments of English Learners</b> —English Language Learner (ELL) teachers without ELL certification		0	0	0
<b>Total Teacher Misassignments</b>		0	0	0
<b>Vacant Teacher Positions</b> —teacher in a position that was vacant at the beginning of the year for a full year or an entire semester		0	0	0

\* Data displayed is what is most currently available.

## NCLB-Compliant Teachers

NCLB requires that all teachers of core academic subject areas be “highly qualified.” 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](http://www.cde.ca.gov/nclb/sr/tq).

Core Academic Courses Taught by No Child Left Behind (NCLB) Compliant Teachers		
	% of Classes Taught by NCLB Compliant Teachers	% of Classes Taught by Non-NCLB Compliant Teachers
<b>This School</b>	100.0%	0.0%
<b>All Schools in District</b>	100.0%	0.0%
<b>High-Poverty Schools</b>	0.0%	0.0%
<b>Low-Poverty Schools</b>	0.0%	0.0%

## 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.

## 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.

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

## 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.

## Academic Performance Index

The Academic Performance Index (API) is an annual measure of the academic performance and progress of schools in California. The API is a score on a scale of 200 to 1,000, with 800 set as the statewide target. Schools are ranked in ten categories of equal size from 1 (lowest) to 10 (highest). A similar schools API rank reflects how a school compares to 100 statistically matched "similar schools." The table below shows the school's three-year data for API rank and API growth. For more detailed information, please visit <http://www.cde.ca.gov/ta/ac/ap>.

API Ranks – Three Year Comparison			
	2003-04	2004-05	2005-06
<b>Statewide API Rank</b>	3	5	5
<b>Similar Schools API Rank</b>	2	1	3

API Growth by Student Group – Three Year Comparison				
Group	Actual API Change			2005-06 API Score
	2003-04	2004-05	2005-06	
<b>All Students at the School</b>	+34	+20	+26	752
<b>African American</b>	❖	❖	❖	❖
<b>American Indian or Alaska Native</b>	❖	❖	❖	❖
<b>Asian</b>	❖	❖	❖	❖
<b>Filipino</b>	❖	❖	❖	❖
<b>Hispanic or Latino</b>	+62	+43	+24	701
<b>Pacific Islander</b>	❖	❖	❖	❖
<b>White</b>	+17	+12	+22	780
<b>Socioeconomically Disadvantaged</b>	+2	+45	+21	662
<b>English Learners</b>	✦	✦	❖	❖
<b>Students with Disabilities</b>	✦	✦	❖	❖

✦ API scores for English learners and students with disabilities were first reported in the 2005-06 API cycle.

❖ 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/](http://www.cde.ca.gov/ta/ac/ay/).

Adequate Yearly Progress Criteria				
	Banta ES		Banta ESD	
<b>Met Overall AYP Status</b>	Yes		Yes	
AYP Criteria	English-Language Arts	Mathematics	English-Language Arts	Mathematics
<b>Participation Rate</b>	Yes	Yes	Yes	Yes
<b>Percent Proficient</b>	Yes	Yes	Yes	Yes
<b>API</b>	Yes		Yes	
<b>Graduation Rate</b>	❖		❖	

❖ n/a Not applicable. The graduation rate for AYP criteria applies to high schools.



## 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. For 2005-06, 51.4% of the students in the seventh grade scored in the HFZ. For more information on the California Physical Fitness Test results, please visit [www.cde.ca.gov/ta/tq/pf/](http://www.cde.ca.gov/ta/tq/pf/) or go to Banta Elementary School's website at [www.bantaesd.org](http://www.bantaesd.org).

## Federal Intervention Program

Schools who receive Title I funding can enter Program Improvement (PI) if they don't reach Adequate Yearly Progress over two consecutive years in the same content area (English-language arts or mathematics) or on the same indicator (API or graduation rate). With each additional year that they don't meet AYP, they advance to the next level of intervention. For more information, please visit [www.cde.ca.gov/ta/ac/ay](http://www.cde.ca.gov/ta/ac/ay).

Federal Intervention Program		
	Banta ES	Banta ESD
<b>Program Improvement Status</b>	Not In PI	Not In PI
<b>First Year of Program Improvement</b>	◇	◇
<b>Year in Program Improvement</b>	◇	◇
<b>Number of Schools Identified for Program Improvement</b>		0
<b>Percent of Schools Identified for Program Improvement</b>		0.00

◇ n/a Not applicable. This school is not a Program Improvement school.

## Financial Information

The data displayed is from the 2004-05 school year because the most current fiscal information available provided by the state is always two years behind the current school year, and one year behind most other data included in this report.

District Salary Information — Does not include benefits		
Range	Banta ESD	Similar Sized District
<b>Beginning Teacher Salary</b>	\$33,695	\$35,546
<b>Mid-Range Teacher Salary</b>	\$51,124	\$51,472
<b>Highest Teacher Salary</b>	\$63,182	\$62,511
<b>Average Principal Salary</b>	\$90,000	\$82,123
<b>Superintendent Salary</b>	\$107,000	\$94,827
<b>% of Budget for Teacher Salaries</b>	38.0%	38.9%
<b>% of Budget for Administrative Salaries</b>	9.1%	6.4%

Financial Data				
	Total Expenditures Per Pupil	Expenditures Per Pupil From Restricted Sources	Expenditures Per Pupil From Unrestricted Sources	Average Teacher Salary
<b>Banta ES</b>	\$6,333	\$1,860	\$4,473	\$51,052
<b>Banta ESD</b>			\$4,473	\$51,052
<b>California</b>			\$4,743	\$52,375
<b>Percent Difference Between School Site and District</b>			◆	◆
<b>Percent Difference Between School Site and State</b>			-6%	-3%

◆ Because Banta ESD is a single site district, the percent difference does not apply.

## 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 and Support Staff, 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 some Financial Information. All other information is provided by the school and the district office.

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