

Banta Elementary School



School Accountability Report Card

Data From the 2006-2007 School Year • Published During 2007-2008

Grades K-8
22345 El Rancho Road Tracy, CA 95304
Phone: (209) 835-0171 Fax: (209) 835-0319
Web site: www.bantaesd.org

William Draa
Superintendent

Albert Garibaldi
Assistant Superintendent/Principal

Principal's Message

Welcome to Banta School. We are proud of our nearly 130-year legacy of preparing our students for success in life. Our school facility has recently undergone a complete remodel throughout all buildings. We have consistently adopted textbooks and curriculum standards that have allowed us to ensure that we are fully aligned to the California State Standards in all of our K-8 classrooms.

Also aiding our 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 300+ students. Families in our district have diverse backgrounds, and are actively involved in the school's many programs, activities and events.

At Banta we believe in an educational system where every student is given the tools and the opportunity to succeed. We strive to create a school climate that will provide the resources necessary to prepare our students to succeed in the 21st century.

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 it services approximately 300 students at this time.

Banta has displayed a tremendous amount of stability, family support, and solid educational practices. Students graduating from Banta go on to lead successful lives while having a strong moral character and family values.

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 in all facets of life and ensures the continuing success of a wonderful school and community.

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.

Public Internet Access

We have full internet access at our library which is open and accessible to the community both before and after school. There are public hours posted and available on the internet for usage from Monday to Friday when the library is open to the public.



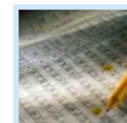
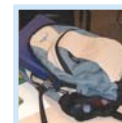
**Banta
Elementary
School District**

Board of Trustees

Frank I. Silva,
President

Daniel Rocha,
Trustee

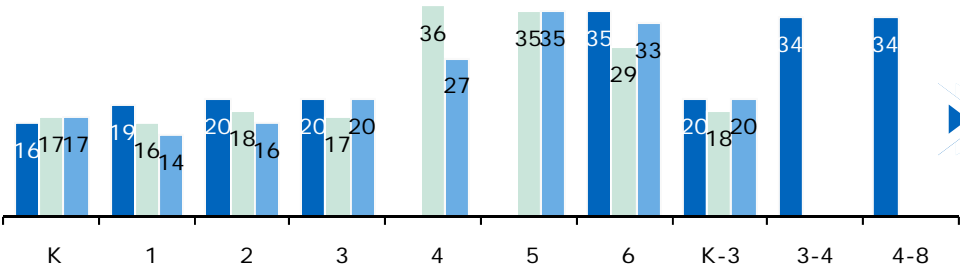
Steve Weinzapfel,
Trustee



“At Banta
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Banta Elementary School District



Class Size

The adjacent chart displays the three-year data for average class size.

■ 04-05 ■ 05-06 ■ 06-07

Class Size Distribution — Number of Classrooms By Size									
Grade	2004-05			2005-06			2006-07		
	1-20	21-32	33+	1-20	21-32	33+	1-20	21-32	33+
K	2			2			2		
1	1			2			2		
2	1			1			2		
3	1			2			1		
4						1		1	
5						1			1
6			1		1				1
K-3	2			1			1		
3-4			1						
4-8			1						



Textbooks and Instructional Materials

Quality and Availability of Textbooks		
Subject	Textbook	Adopted
English-Language Arts	<i>Reading</i> , Houghton-Mifflin (Grades K-5)	Fall 2003
Mathematics	<i>Mathematics</i> , Scott Foresman (Grades K-5)	Fall 2003
Mathematics	<i>Pre-Algebra, Algebra</i> , McDougal Littell (Grades 6-8)	Fall 2002
Science	<i>Piloting Science</i> , Houghton Mifflin (Grades K-8)	Fall 2006
History-Social Science	Harcourt (Grades K-5)	2006-2007
History-Social Science	Holt Rinehart (Grades 6-8)	2006-2007
Subject	Percentage of Pupils Who Lack Their Own Assigned Textbook and Instructional Materials	
Reading/Language Arts	0%	
Mathematics	0%	
Science	0%	
History-Social Science	0%	
Visual & Performing Arts	0%	
Health	0%	
Foreign Language	0%	



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.

Note: This data was most recently collected and verified in August 2007.



School Facility Good Repair Status

Below are the results of the school's most recently completed inspection, using the Facilities Inspection Tool (FIT) or equivalent school form. This inspection determines the school facility's good repair status.

School Facility Conditions and Improvements				
Item Inspected	Repair Status			
	Good	Fair	Poor	
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	✓			
Roofs	✓			
Overall Cleanliness	✓			
Overall Summary of Facility Condition				
Item Inspected	Exemplary	Good	Fair	Poor
Overall Summary	✓			

Note: The most recent school site inspection occurred in September 2007, and the inspection form was most recently completed in September 2007.

School 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.

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.

Continued on page 4

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





Banta Elementary School District

Facilities

Continued from page 3

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 2008. Due to the great increases in our test scores, we will no longer be eligible for this program after October 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 \$4,500. Our burglar system was replaced to a more efficient sound system for detection for \$14,000. Two drinking fountains were replaced due to age and health conditions for \$6,000. A well was abandoned due to County regulations for \$14,000. The aforementioned projects have all been completed. Fencing for the entire school was replaced at a cost of \$70,000.

The entire kitchen was re-done for a cost of \$410,000 during the summer of 2007. During the summer of 2008 the Maintenance Facility which was built in the 1930's will be raised and a new one will be constructed for \$271,000. Finally, two portables that were in very poor condition will be replaced for a total cost of \$140,000. Finally, we will be resurrecting a permanent teacher's lounge for all staff and aides.

In all we applied for 15 projects under the ERP program and were granted approval on 12 projects totaling approximately \$1.4 million.

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).

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 two-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 Road 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. This was in place for the 2007-08 school year and is presently in operation.

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. All applications for the first two schools have been sent to the appropriate State agencies and approved. We are on target to receive final DSA approval in September of 2008 and to begin construction sometime in 2009. At this time the earliest we would open the new schools would be fall of 2010 depending on the housing climate and sufficient ADA to warrant such an opening. Until then, the present Banta school will house the additional students from the River Island's project per the mitigation agreement.

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 originally developed in September 1998, and reviewed and fully updated in October 2007 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) 0.0
- Library Media Services Staff (paraprofessional) 0.0
- Psychologist 0.0
- Social Worker 0.0
- Nurse 0.0
- Speech/Language/Hearing Specialist 0.0
- Resource Specialist (non-teaching) 0.0
- Other 0.0



California Standards Tests Results

The multiple-choice California Standards Tests (CST) are part of the Standardized Testing and Reporting (STAR) and 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.

Percentage of Students Scoring At Proficient or Advanced Levels									
	Banta ES			Banta ESD			California		
	04-05	05-06	06-07	04-05	05-06	06-07	04-05	05-06	06-07
English-Language Arts	38%	41%	41%	38%	41%	41%	40%	42%	43%
Mathematics	47%	50%	45%	47%	50%	45%	38%	40%	40%
Science	23%	41%	38%	23%	41%	38%	27%	35%	38%
History-Social Science	33%	35%	44%	33%	35%	44%	32%	33%	33%



California Standards Tests

For the 2007 STAR exam, students in grades 2-11 took an English-language arts and mathematics test. Students in grades 4 and 7 also participated in an essay writing test. History-social science tests were given to students in grades 8 and 11, and students in grades 5, 8, and 10 took a science test. Students in grades 9-11 who completed a Standards-based science course and/or history-social science course were given additional exams.

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**
- **Far below basic**

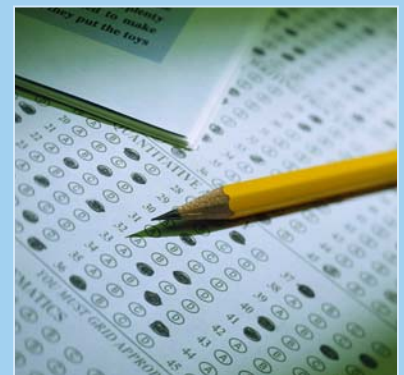
Students scoring at the Proficient or Advanced level meet State Standards in that content area.

The adjacent tables 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/>.

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

Percentage of Students Scoring At Proficient or Advanced Levels				
Subgroup	Spring 2007 Results			
	English-Language Arts	Mathematics	Science	History-Social Science
Male	36%	39%	38%	45%
Female	46%	53%	37%	43%
Economically Disadvantaged	26%	34%	19%	29%
English Learners	0%	25%	0%	❖
Students with Disabilities	19%	28%	❖	❖
Migrant Education Services	❖	❖	❖	❖
African American	❖	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖	❖
Asian	❖	❖	❖	❖
Filipino	❖	❖	❖	❖
Hispanic or Latino	26%	38%	21%	27%
Pacific Islander	❖	❖	❖	❖
White	50%	50%	46%	50%

❖ Scores are not shown when the number of students tested is 10 or less, either because the number of students tested in this category is too small for statistical accuracy or to protect student privacy.





Norm Referenced Test Results

Percentage of Students Scoring At or Above the 50th Percentile						
	Reading			Mathematics		
	04-05	05-06	06-07	04-05	05-06	06-07
Banta ES	37%	47%	54%	48%	59%	63%
Banta ESD	37%	47%	54%	48%	59%	63%
California	41%	42%	42%	52%	53%	53%



Norm Referenced Tests

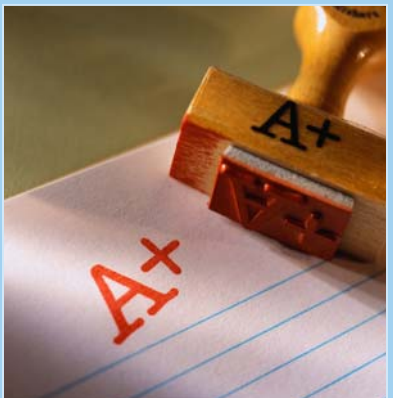
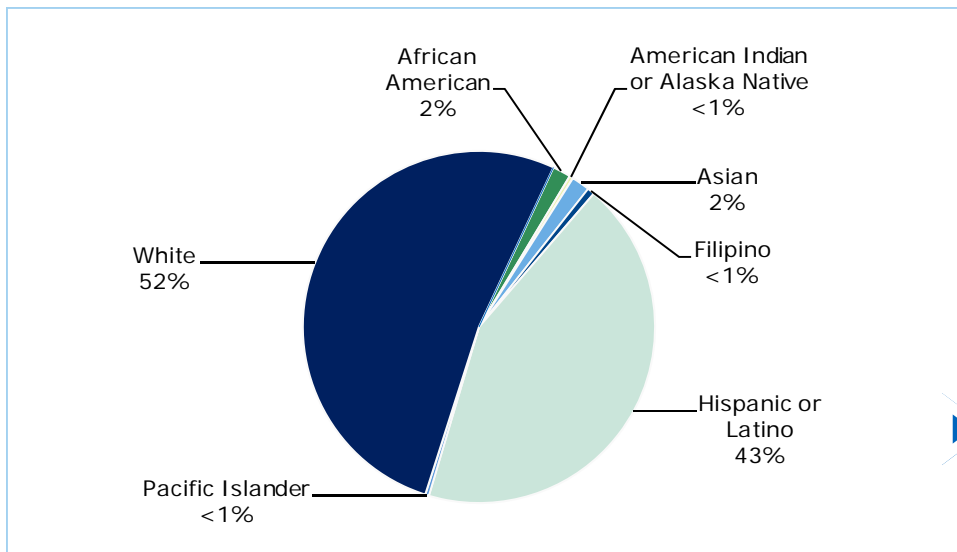
Norm referenced tests (NRT) are nationally administered multiple-choice achievement tests that provide statistical feedback on a national level. The purpose of these tests is to determine how well California students are achieving academically compared to students nationally in reading, language, spelling, and mathematics in grades 3 and 7 only. The current NRT 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/>.

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

NRT Subgroup Results: Reading and Math

Percentage of Students Scoring At or Above the 50th Percentile		
Subgroup	Spring 2007 Results	
	Reading	Mathematics
Male	56%	59%
Female	53%	66%
Economically Disadvantaged	46%	57%
English Learners	❖	❖
Students with Disabilities	❖	❖
Migrant Education Services	❖	❖
African American	❖	❖
American Indian or Alaska Native	❖	❖
Asian	❖	❖
Filipino	❖	❖
Hispanic or Latino	32%	60%
Pacific Islander	❖	❖
White	73%	67%

❖ Scores are not shown when the number of students tested is 10 or less, either because the number of students tested in this category is too small for statistical accuracy or to protect student privacy.



Enrollment and Demographics

The total enrollment was 298 students for the 2006-07 school year.



Adequate Yearly Progress

Adequate Yearly Progress Criteria				
	Banta ES		Banta ESD	
Met Overall AYP	Yes		Yes	
AYP Criteria	English-Language Arts	Mathematics	English-Language Arts	Mathematics
Participation Rate	Yes	Yes	Yes	Yes
Percent Proficient	Yes	Yes	Yes	Yes
API	Yes		Yes	
Graduation Rate	✦		✦	

✦ Not applicable. The graduation rate for AYP criteria applies to high schools.

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

API Ranks — Three Year Comparison			
	2003-04	2004-05	2005-06
Statewide API Rank	5	5	5
Similar Schools API Rank	1	3	4

API Growth by Student Group — Three Year Comparison				
Group	Actual API Change			2006-07 API Score
	2004-05	2005-06	2006-07	
All Students at the School	20	26	-1	750
African American	■	■	■	■
American Indian or Alaska Native	■	■	■	■
Asian	■	■	■	■
Filipino	■	■	■	■
Hispanic or Latino	43	24	-13	693
Pacific Islander	■	■	■	■
White	12	22	10	786
Socioeconomically Disadvantaged	45	21	23	688
English Learners	✦	■	■	■
Students with Disabilities	✦	■	■	■

✦ API scores for English learners and students with disabilities were first reported in the 05-06 API cycle.

■ Data are reported only for numerically significant subgroups.

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 adjacent tables show the school's three-year data for API rank and API growth. For more detailed information, please visit www.cde.ca.gov/ta/ac/ap/.

Testing Note: Assessment data are reported only for numerically significant subgroups. Data may not appear if ethnic/racial, socio-economically 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.



Teacher Qualifications

The table below shows 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	2006-07		04-05	05-06	06-07
With Full Credential	14		13	14	14
Without Full Credential	0		0	0	0
Teaching Outside Subject Area of Competence			0	0	0
			05-06	06-07	07-08*
Teacher Misassignments of English Learners— Teachers of English Learners (EL) without EL certification			0	0	0
Total Teacher Misassignments			0	0	0
Vacant Teacher Positions— teacher in a position that was vacant at the beginning of the year for a full year or an entire semester			0	0	0

* Most current data.

No Child Left Behind Compliant Teachers

No Child Left Behind (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.

Core Academic Courses Taught by NCLB Compliant Teachers		
	% of Classes Taught by NCLB Compliant Teachers	% of Classes Taught by Non-NCLB Compliant Teachers
Banta ES	92.9%	7.1%
All Schools in District	92.9%	7.1%
High-Poverty Schools in District	◆	◆
Low-Poverty Schools in District	◆	◆

◆ Information not available.

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		
	2004-05	2005-06	2006-07	2004-05	2005-06	2006-07
Suspension Rate	0.147	0.135	0.064	0.147	0.135	0.064
Expulsion Rate	0.003	0.000	0.003	0.003	0.000	0.003

Professional Development

For the previous three school years, 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.



California Physical Fitness Test

Each spring, all students in grades 5, 7, and 9 are required to participate in the California Physical Fitness Test (PFT). 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 2006-07, 30.3% of students in the fifth grade and 36.4% of students in the seventh grade scored in the HFZ. For more information on the California PFT, please visit www.cde.ca.gov/ta/tg/pf/.



Banta Elementary School District

Federal Intervention Program

Schools that receive Title I funding can enter Program Improvement (PI) if they don't reach AYP 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.

Federal Intervention Program		
	Banta ES	Banta ESD
Program Improvement Status	Not In PI	Not In PI
First Year of Program Improvement	◇	◇
Year in Program Improvement	◇	◇
Number of Schools Identified for Program Improvement		0
Percent of Schools Identified for Program Improvement		0.0%

◇ Not applicable.

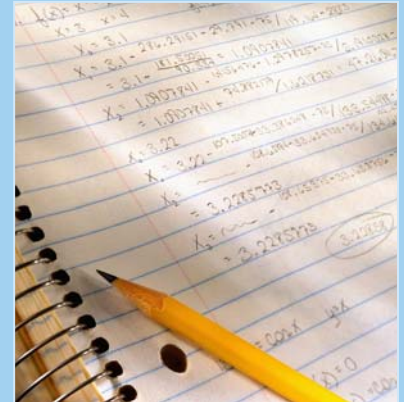
Financial Information

The data displayed is from the 2005-06 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
Beginning Teacher Salary	\$34,959	\$36,760
Mid-Range Teacher Salary	\$53,041	\$52,816
Highest Teacher Salary	\$65,551	\$64,666
Average Principal Salary	\$90,005	\$83,075
Superintendent Salary	\$114,950	\$98,053
% of Budget for Teacher Salaries	34.8%	38.5%
% of Budget for Administrative Salaries	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
Banta ES	\$7,370	\$1,779	\$5,591	\$53,745
Banta ESD			\$5,591	\$53,745
California			\$4,943	\$54,130
% Difference Between School and District			◆	◆
% Difference Between School and California			11.6%	-0.7%

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



SARC—The information contained herein is provided by the California Department of Education: Enrollment and Demographics, Class Size, Counselors and Support Staff, CST, NRT, API, PI, AYP, California PFT, Teacher Qualifications, and some Financial Information. For additional information on facts about California schools and districts, please visit DataQuest at <http://data1.cde.ca.gov/dataquest>.

DataQuest is an online resource that provides reports for accountability, test data, enrollment, graduates, dropouts, course enrollments, staffing and data regarding English Learners.

All other information is provided by the school and the district office.

All data accurate as of March 13, 2008.

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