



BANTA ELEMENTARY SCHOOL

Banta Elementary School District

2008-09 School Accountability Report Card | Published During the 2009-10 School Year

GRADES K-8

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William Draa
Superintendent
Albert Garibaldi
Principal

Principal's Message

Welcome to Banta School. We are proud of our 130-year plus 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.

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.

For more information on how to become involved, contact JP Amaral, at (209) 836-1199.

School Safety

Banta has a comprehensive School Safety Plan which was originally developed in September 1998 and reviewed and fully updated in February 2009. It is approved by the School Site Council, PFA, 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.

Professional Development

For the previous three school years, there were 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 schoolwide 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.



Banta Elementary School District



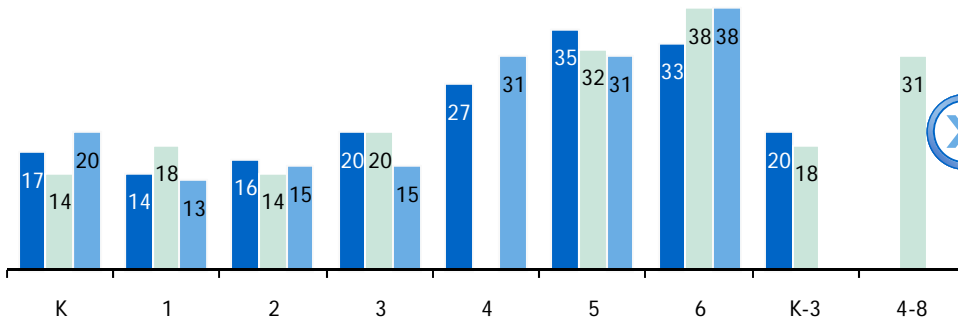
Board Members

Frank I. Silva,
President

Daniel Rocha,
Trustee

Steve Weinzapfel,
Trustee





Class Size

The bar graph displays the three-year data for average class size.

06-07 07-08 08-09

Suspensions and Expulsions

This table 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 Rate

Banta ES

06-07	07-08	08-09
0.064	0.098	0.084

Banta ESD

06-07	07-08	08-09
0.064	0.098	0.084

Expulsion Rate

Banta ES

06-07	07-08	08-09
0.003	0.000	0.000

Banta ESD

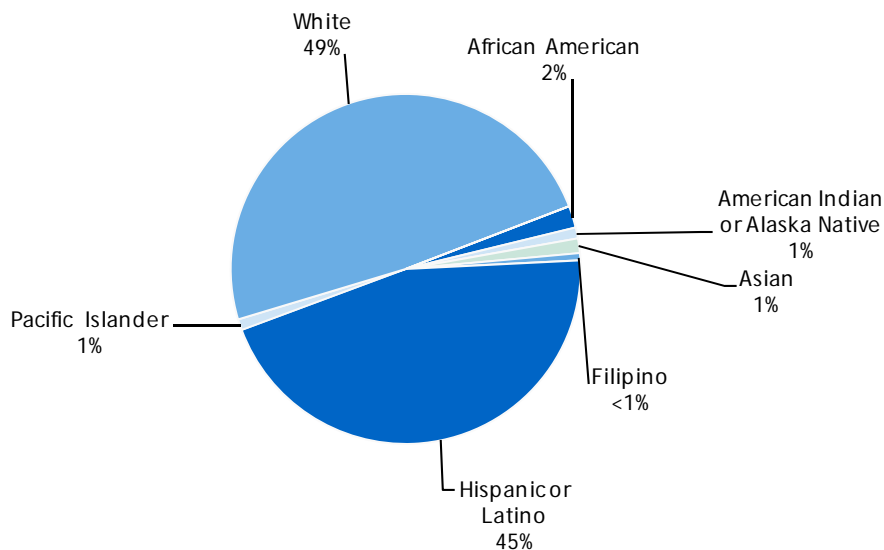
06-07	07-08	08-09
0.003	0.000	0.000

Class Size Distribution – Number of Classrooms By Size

Grade	06-07			07-08			08-09		
	1-20	21-32	33+	1-20	21-32	33+	1-20	21-32	33+
K	2			2			2		
1	2			2			2		
2	2			2			2		
3	1			1			2		
4		1						1	
5			1		1			1	
6			1			1			1
K-3	1			1					
4-8					1				

Enrollment and Demographics

The total enrollment at the school was 297 students for the 2008-09 school year.



School Facility Good Repair Status

The table below shows the results of the school's most recent inspection using the Facility Inspection Tool (FIT) or equivalent school form. This inspection determines the school facility's good repair status using ratings of good condition, fair condition, or poor condition.

School Facility Conditions and Improvements				
Items Inspected	Repair Status			
	Good	Fair	Poor	
Systems: Gas Systems and Pipes, Mechanical Systems (heating, ventilation, and air conditioning), Sewer	✓			
Interior: Interior Surfaces (floors, ceilings, walls, and window casings)	✓			
Cleanliness: Pest/Vermin Control, Overall Cleanliness (school grounds, buildings, rooms, and common areas)	✓			
Electrical: Electrical Systems (interior and exterior)	✓			
Restrooms/Fountains: Restrooms, Sinks/Drinking Fountains (interior and exterior) - <u>Repair Needed and Action Taken or Planned:</u> Coliform in water. Contracted "Quality Service" to eradicate problem. Repaired in October 2009.				✓
Safety: Fire Safety Equipment, Emergency Systems, Hazardous Materials (interior and exterior)	✓			
Structural: Structural Condition, Roofs	✓			
External: Windows/Doors/Gates/Fences, Playgrounds/School Grounds	✓			
Overall Summary of Facility Conditions				
	Exemplary	Good	Fair	Poor
Overall Summary	✓			

Note: The most recent school site inspection occurred on December 9, 2009, and the inspection form was most recently completed on September 17, 2009.

School Facilities

Banta School has completed a second modernization project within the last five 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.

Deferred Maintenance Projects: The Banta School has vigorously participated in the State Emergency Repair Program (ERP).

Continued on sidebar

School Facilities

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The following is a list of projects that have been completed within the last 2 years. Due to the great increases in our test scores, we no longer are eligible for this program.

The school replaced the entire hard-top 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 1930s, will be raised and a new one will be constructed for \$271,000. 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.

Finally, in the summer of 2008, we razed our old maintenance facility and erected a new one. Once again, we derived funds from the ERP program at a cost of \$294,000. The facility is now in full use.

In all, we applied for 15 projects under the ERP 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).

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School Facilities

Continued from page 3

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.

Due to the economic crisis in the housing industry, the River Island's project has been placed on hold until such time the housing market warrants new housing construction.

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. At this time, both schools are on the unfunded/approved list at the State Allocation Board. Until such time the State issues additional bonds the project is suspended.

During the 2007-08 school year, a major kitchen modernization project was completed. The kitchen was doubled in size. The facility was completely redone and all new equipment was purchased and installed for the facility. In addition, new fencing was installed around the entire perimeter of the school grounds. These projects were funded from the *Williams Settlement*, and developer fees.

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 2008-09 school year, the District budgeted \$12,300 for the Deferred Maintenance Program. This represents .0047% of the District's general fund budget.

Textbooks and Instructional Materials

Textbooks and Instructional Materials List		
Subject	Textbook	Adopted
English-Language Arts	<i>Reading</i> , Houghton-Mifflin (K-5)	2009
Mathematics	<i>Mathematic</i> , Scott Foresman /Addison Wesley (K-5)	2009
Mathematics	<i>Calif. Math, Algebra</i> , Glencoe/McGraw Hill (6-8)	2007
Science	<i>Harcourt</i> (K-5)	2006
History-Social Science	Harcourt (K-5)	2007
History-Social Science	Holt Rinehart (6-8)	2007
Science	Holt Rinehart (6-8)	2008

Note: This data was most recently collected and verified in September 2009.

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 use in class and to take home, to better assure that all students reach their full potential, following the State adoption cycle.

Availability of Textbooks and Instructional Materials

The following lists the percentage of pupils who lack their own assigned textbooks and instructional materials:

Percentage of Pupils Who Lack Their Own Assigned Textbooks and Instructional Materials	
Reading/Language Arts	0%
Mathematics	0%
Science	0%
History-Social Science	0%
Visual and Performing Arts	0%
Foreign Language	0%
Health	0%

National Assessment of Educational Progress

The National Assessment of Educational Progress (NAEP) is a nationally representative assessment of what America's students know and can do in various subject areas. Assessments are conducted periodically in mathematics, reading, science, writing, the arts, civics, economics, geography, and U.S. history. Student scores for reading and mathematics are reported as performance levels (i.e., Basic, Proficient, and Advanced) and the participation of students with disabilities and English language learners is reported based on three levels (Identified, Excluded, and Assessed). Detailed information regarding the NAEP results for each grade level, performance level, and participation rate can be found on the NAEP Web page at <http://nces.ed.gov/nationsreportcard/>.

NAEP Reading and Mathematics Results: Grades 4 and 8

This table displays the scale scores and achievement levels on the NAEP for reading (2007) and mathematics (2009) for grades four and eight.

NAEP Reading and Mathematics Results for Grades 4 and 8				
	Reading 2007		Mathematics 2009	
	Grade 4	Grade 8	Grade 4	Grade 8
Average Scale Score				
State	209	251	232	270
National	220	261	239	282
State Percent at Each Achievement Level				
	Grade 4	Grade 8	Grade 4	Grade 8
Basic	30%	41%	41%	36%
Proficient	18%	20%	25%	18%
Advanced	5%	2%	5%	5%

NAEP Reading and Mathematics Results: Students with Disabilities and/or English Language Learners by Grades 4 and 8

This table displays the state and national participation rates on the NAEP for reading (2007) and mathematics (2009) for students with disabilities and/or English language learners for grades four and eight.

NAEP Reading and Mathematics Results for Grades 4 and 8				
	Reading 2007		Mathematics 2009	
	Grade 4	Grade 8	Grade 4	Grade 8
State Participation Rate				
Students with Disabilities	74%	78%	79%	85%
English Language Learners	93%	92%	96%	96%
National Participation Rate				
	Grade 4	Grade 8	Grade 4	Grade 8
Students with Disabilities	65%	66%	84%	78%
English Language Learners	80%	77%	94%	92%

Public Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (i.e., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available at a workstation, and the ability to print documents.



NAEP Testing Note: Only a sample group of California's schools and districts participate in the NAEP testing cycle. Therefore, students in any particular school or district may not be included in these results. NAEP results reflect state level student performance and is not reflective of either the district or the individual school. Also, comparisons of student performance on the NAEP and student performance on the STAR Program assessments cannot be made because there are key differences between the two testing programs. For example, the two assessments test students in different grade levels and the tests are based on a different set of standards. For more information on the differences between the NAEP and STAR, please visit CDE's NAEP Web page at www.cde.ca.gov/ta/tg/nr/.

STAR Results for All Students: Three-Year Comparison

The Standardized Testing and Reporting (STAR) results are reported as performance levels in order to compare student achievement to state standards. The five performance levels are: **Advanced** (*exceeds state standards*); **Proficient** (*meets state standards*); **Basic**; **Below Basic**; and **Far Below Basic**. Students scoring at the Proficient or Advanced level meet state standards in that content area. 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.

Percentage of Students Scoring At Proficient or Advanced Levels

	Banta ES			Banta ESD			California		
	06-07	07-08	08-09	06-07	07-08	08-09	06-07	07-08	08-09
English-Language Arts	41%	38%	49%	41%	38%	49%	43%	46%	50%
Mathematics	45%	37%	57%	45%	37%	57%	40%	43%	46%
Science	38%	33%	60%	38%	33%	60%	38%	46%	50%
History-Social Science	44%	28%	55%	44%	28%	55%	33%	36%	41%



Standardized Testing and Reporting Program

The Standardized Testing and Reporting (STAR) Program consists of several key tests, including the California Standards Test (CST), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA). The CSTs are multiple choice tests in English-language arts, mathematics, science, and history-social science for varying grade levels. Some grade levels also participate in an essay writing test.

The CSTs are used to determine students' achievement of the California Academic Content Standards. These standards describe the knowledge and skills that students are expected to learn at each grade level and subject.

The CMA is a modified assessment for students with disabilities who have an individualized education program (IEP). It is designed to assess those students whose disabilities prevent them from achieving grade-level proficiency on an assessment of the content standards with or without accommodations.

The CAPA is an alternate assessment for students with significant cognitive disabilities who are unable to take the CST with accommodations or modifications or the CMA with accommodations.

For a complete report on all tests, participation, groups, and their scores by grade level, please visit <http://star.cde.ca.gov/>. To learn more about the STAR Program, please visit the guide at www.cde.ca.gov/ta/tg/sr/documents/starpkt5intrpts.pdf.

STAR Results by Student Group: English-Language Arts, Mathematics, Science, and History-Social Science

Percentage of Students Scoring At Proficient or Advanced Levels

Group	Spring 2009 Results			
	English-Language Arts	Mathematics	Science	History-Social Science
Male	39%	54%	59%	58%
Female	59%	60%	61%	50%
Economically Disadvantaged	40%	49%	60%	43%
English Learners	18%	33%	❖	❖
Students with Disabilities	11%	39%	❖	❖
Students Receiving Migrant Education Services	❖	❖	❖	❖
African American	❖	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖	❖
Asian	❖	❖	❖	❖
Filipino	❖	❖	❖	❖
Hispanic or Latino	40%	50%	59%	55%
Pacific Islander	❖	❖	❖	❖
White	59%	63%	63%	55%

❖ 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.



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 that reflects a school's, district's or a student group's performance level, based on the results of statewide testing. An API score of 800 is set as the statewide target.

Each annual API reporting cycle includes a Base and a Growth API. The Base API starts the reporting cycle and is released approximately a year after testing (i.e., The 2008 Base is calculated from results of statewide testing in spring 2008 but is released in May 2009). The Growth API is released after the Base API but is calculated from test results from the following year (i.e., The Growth API is calculated from results of statewide testing in spring 2009 and released in August 2009). Therefore, for the 2008-09 API reporting cycle, the 2008 Base indicator and 2009 Growth indicator are used. To learn more about API, please visit the API information guide at www.cde.ca.gov/ta/ac/ap/documents/infoguide08.pdf and the API overview guide at www.cde.ca.gov/ta/ac/ay/documents/overview09.pdf.

Academic Performance Index Ranks

API Ranks – Three Year Comparison

	2006	2007	2008
Statewide API Rank	5	5	2
Similar Schools API Rank	4	3	1

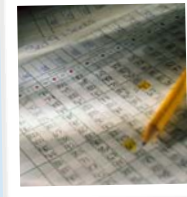
Academic Performance Index Growth

API Growth by Student Group – Three Year Comparison

Group	Actual API Change			2009 Growth API Score
	06-07	07-08	08-09	
All Students at the School	-1	-40	78	785
African American	■	■	■	■
American Indian or Alaska Native	■	■	■	■
Asian	■	■	■	■
Filipino	■	■	■	■
Hispanic or Latino	-13	-27	103	759
Pacific Islander	■	■	■	■
White	10	-40	62	809
Socioeconomically Disadvantaged	23	-50	119	752
English Learners	■	■	■	■
Students with Disabilities	■	■	■	■

■ Data are reported only for numerically significant groups.

API Testing Note: Assessment data are reported only for numerically significant groups. To be considered 'numerically significant' for the API, the group must have either: (1) at least 50 students with valid test scores who make up at least 15% of the total valid scores, or (2) at least 100 students with valid test scores.



Academic Performance Index Ranks

Schools are ranked in ten categories of equal size, called deciles, from 1 (lowest) to 10 (highest) based on their API Base reports. A school's "statewide rank" compares its API to the APIs of all other schools statewide of the same type (elementary, middle, or high school). A "similar schools rank" reflects how a school compares to 100 statistically matched similar schools. This table shows the school's three-year data for statewide API rank and similar schools API rank, for which information is available.

Academic Performance Index Growth

This table displays, by student group, the actual API change in points added or lost for the past three years, and the 2009 API score.



Adequate Yearly Progress

The No Child Left Behind (NCLB) Act 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 in English-language arts and mathematics
2. Percentage of students scoring proficient on statewide assessments in English-language arts and mathematics
3. API scores
4. Graduation rate for high schools

The table displays whether or not the school and district made AYP overall and met each of the AYP criteria for 2008-09. For more information, please visit www.cde.ca.gov/ta/ac/ay/.

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.

Federal Intervention Program

Schools and districts that receive Title I funding can enter Program Improvement (PI) if they fail to meet 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 they don't meet AYP, they advance to the next level of intervention. This table displays the 2009-10 Program Improvement status for the school and district. 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.

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 State Board of Education (SBE) designated the *Fitnessgram*® as the PFT for students in California public schools. The test measures six key fitness areas:

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

The primary goal of the *Fitnessgram*® is to assist students in establishing lifetime habits of regular physical activity. The table shows the percent of students meeting the fitness standards for the most recent testing period. For more detailed information on the California PFT, please visit www.cde.ca.gov/ta/tq/pf/.

Percentage of Students Meeting Fitness Standards

Grade 5	
Four of Six Standards	14.7%
Five of Six Standards	23.5%
Six of Six Standards	38.2%
Grade 7	
Four of Six Standards	24.3%
Five of Six Standards	35.1%
Six of Six Standards	18.9%



Teacher Qualifications

This table 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	08-09	06-07	07-08	08-09
With Full Credential	14	14	14	14
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence		0	0	0

Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments (teachers assigned without proper legal authorization) and the number of vacant teacher positions (not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester). Please note: Total teacher misassignments includes the number of misassignments of teachers of English Learners.

Teacher Misassignments and Vacant Teacher Positions			
	Banta ES		
	07-08	08-09	09-10
Teacher Misassignments of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

No Child Left Behind 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. The table displays data regarding NCLB compliant teachers from the 2008-09 school year. For more information on teacher qualifications related to NCLB, please visit www.cde.ca.gov/nclb/sr/tq.

No Child Left Behind Compliant Teachers		
	Percent of Classes in Core Academic Subjects	
	Taught by NCLB Compliant Teachers	Taught by Non-NCLB Compliant Teachers
Banta ES	100.0%	0.0%
All Schools in District	100.0%	0.0%
High-Poverty Schools in District	◆	◆
Low-Poverty Schools in District	◆	◆

NCLB Note: High-poverty schools are defined as those schools with student participation of approximately 75% or more in the free and reduced priced meals program. Low-poverty schools are those with student participation of approximately 25% or less in the free and reduced priced meals program.

◆ Information not available.



Academic Counselors

This table displays information about academic counselors at the school.

Academic Counselors	
Number of Academic Counselors (FTE)	0.0
Ratio of Students Per Academic Counselor	◆
◆ Not applicable.	

School Support Staff

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

School Support Staff	
Library Media Teacher (Librarian)	0.5
Library Media Services Staff (paraprofessional)	0.5
Psychologist	0.2
Social Worker	0.0
Nurse	0.0
Speech/Language/Hearing Specialist	0.4
Resource Specialist (non-teaching)	0.0
Other	0.0

District Financial Data

This table displays district teacher and administrative salary information and compares the figures to the state averages for districts of the same type and size based on the salary schedule. Note the district salary data does not include benefits.

District Salary Data		
Category	Banta ESD	Similar Sized District
Beginning Teacher Salary	\$38,169	\$38,481
Mid-Range Teacher Salary	\$57,910	\$55,789
Highest Teacher Salary	\$71,569	\$70,849
Average Principal Salary	\$101,455	\$88,862
Superintendent Salary	\$118,450	\$110,994
Teacher Salaries – Percent of Budget	35.8%	37.2%
Administrative Salaries – Percent of Budget	6.4%	6.6%

School Financial Data

The following table displays the school’s average teacher salary and a breakdown of the school’s expenditures per pupil from unrestricted and restricted sources.

School Financial Data	
	Banta ES
Total Expenditures Per Pupil	\$8,443
Expenditures Per Pupil From Restricted Sources	\$2,035
Expenditures Per Pupil From Unrestricted Sources	\$6,408
Average Teacher Salary	\$62,813

Financial Data Comparison

The following table displays the school’s per pupil expenditures from unrestricted sources and the school’s average teacher salary and compares it to the district and state data.

Financial Data Comparison		
	Expenditures Per Pupil From Unrestricted Sources	Average Teacher Salary
Banta ES	\$6,408	\$62,813
Banta ESD	\$6,408	\$62,813
California	\$5,512	\$56,284
School and District – Percent Difference	◆	◆
School and California – Percent Difference	+14.0%	+10.4%

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

Financial Data Note: The financial data displayed in the SARC is from the 2007-08 fiscal year. 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. For more detailed financial information, please visit www.cde.ca.gov/ds/fd/cs and www.cde.ca.gov/ds/fd/ec.

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)
- AB 1113 School Safety & Violence Prevention
- National School Lunch Program

SARC: Data provided by the California Department of Education (CDE), school and the district office. 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 data accurate as January 2010.