

SARC

2015-16
School Accountability
Report Card

Published in 2016-17



Banta Elementary School

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Para español, visita:
<http://bantaesd.net>

Banta ESD



Principal’s Message

Welcome to Banta Elementary School, a traditional elementary school serving 365 students from prekindergarten to eighth grade. Opening in the early 1800s, we are proud of our long legacy of educating and preparing our students for success in life. Today, Banta Elementary School is a modernized, technologically updated and well-maintained facility. We promote a commitment to excellence while empowering each individual to strive for the character, knowledge and skills necessary to make a positive difference in our world.

Curriculum is standards-based, and teachers are utilizing Common Core State Standards, Next Generation Science Standards, and both digital and print-based resources. All textbooks are representative of the most current adoptions, and we feel that technology can and does have a great impact on student learning. Banta Elementary School is a leader in integrating technology into curriculum. All students in grades 3-8 are on a 1:1 platform, and all students have access to a wide array of technological resources.

Banta Elementary School is a cohesive partnership of students, parents, educators and community members. We take pride in providing a quality education in a caring and supportive environment. Our school community embraces the concept that integrity, empathy and compassion are part of daily life. This inclusive setting enables students to learn from the diversity surrounding them, as differences become less significant and similarities become more apparent.

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 fosters learning and provides the resources necessary to prepare each of our students to succeed in the 21st century.

School Mission Statement

With integrity and compassion, Banta Elementary School promotes a commitment to excellence, while empowering each individual to strive for the character, knowledge and skills necessary to make a positive difference in our world.

School Vision Statement

To make every decision with the best interests of our students in mind.

Parental Involvement

Parents at Banta Elementary 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. The PFA coordinates the annual Banta Hay Day—a major fundraising event for our school every October—and a number of other community and school-based events.

For more information on how to become involved, contact Rechelle Pearlman, Banta principal, at (209) 229-4650.

School Safety

The Banta Elementary School Safety Plan was developed in conjunction with the San Joaquin County Sheriff’s Office. The safety plan was approved by the sheriff and School Site Council and discussed with the school staff and school board and approved on August 11, 2016.

The school safety plan includes full strategies and direction in case of a fire, earthquake, flood, bomb threat, chemical accident, shooting, hostage crisis, kidnapping, terrorist threat and other possible occurrences. Rules and procedures are outlined in the plan.



School Accountability Report Card

In accordance with state and federal requirements, the School Accountability Report Card (SARC) is put forth annually by all public schools as a tool for parents and interested parties to stay informed of the school’s progress, test scores and achievements.

School Philosophy

- To Learn
- To Have Fun
- To Help Others
- To Make a Difference



Governing Board

Frank Silva
Board president

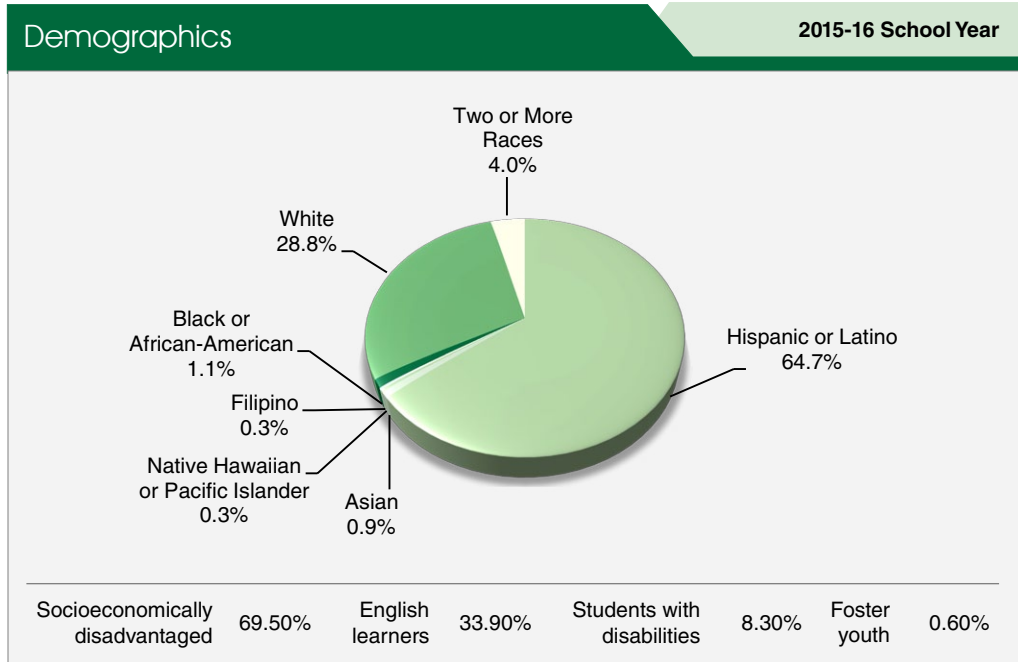
Patricia Speer
Trustee

Joe Perry
Trustee



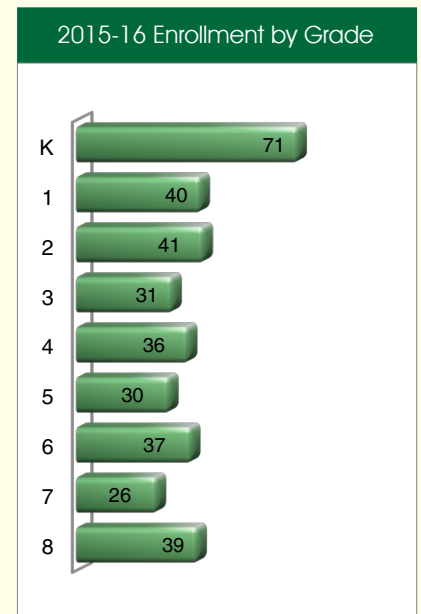
Enrollment by Student Group

The total enrollment at the school was 351 students for the 2015-16 school year. The pie chart displays the percentage of students enrolled in each group.



Enrollment by Grade

The bar graph displays the total number of students enrolled in each grade for the 2015-16 school year.



Federal Intervention Program

Schools and districts will not be newly identified for Program Improvement (PI) in the 2016-17 school year under the Every Student Succeeds Act (ESSA) that became law in December 2015, which reauthorized the Elementary and Secondary Education Act (ESEA). Schools and districts receiving Title I, Part A funding for the 2015-16 school year and were "In PI" in 2015-16 will retain their same PI status and placement year for 2016-17. Schools and districts receiving Title I, Part A funding for the 2015-16 school year and either had a status of "Not in PI" for the 2015-16 school year or did not receive Title I, Part A funding in the 2014-15 school year will have a status of "Not in PI" for the 2016-17 school year. The percentage of schools identified for Program Improvement is calculated by taking the number of schools currently in PI within the district and dividing it by the total number of Title I schools within the district.

This table displays the 2016-17 Program Improvement status for the school and district. For detailed information about PI identification, please visit www.cde.ca.gov/ta/ac/ay/tidetermine.asp.

Federal Intervention Program		2016-17 School Year	
	Banta ES	Banta ESD	
Program Improvement status	In PI	Not In PI	
First year of Program Improvement	2011-2012	◇	
Year in Program Improvement	Year 3	◇	
Number of schools currently in Program Improvement		1	
Percentage of schools currently in Program Improvement		50.00%	

◇ Not applicable. The district is not in Program Improvement.

Suspensions and Expulsions

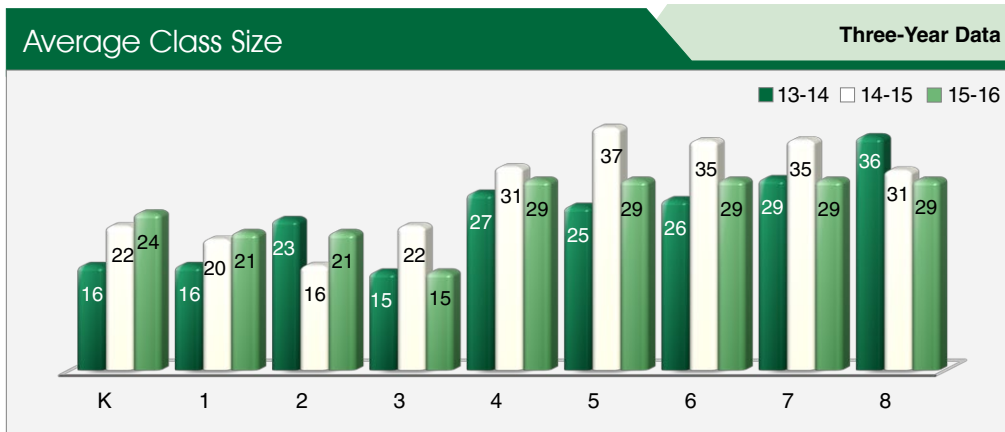
This table shows the school, district, and state suspension and expulsion rates for the most recent three-year period. Note: Students are only counted one time, regardless of the number of suspensions.

Suspension and Expulsion Rates			
Banta ES			
	13-14	14-15	15-16
Suspension rates	6.4%	3.2%	4.1%
Expulsion rates	0.3%	0.0%	0.0%
Banta ESD			
	13-14	14-15	15-16
Suspension rates	6.4%	3.2%	4.1%
Expulsion rates	0.3%	0.0%	0.0%
California			
	13-14	14-15	15-16
Suspension rates	4.4%	3.8%	3.7%
Expulsion rates	0.1%	0.1%	0.1%



Class Size Distribution

The bar graph displays the three-year data for average class size, and the table displays the three-year data for the number of classrooms by size. The number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.



Grade	Three-Year Data								
	2013-14			2014-15			2015-16		
	Number of Students								
	1-20	21-32	33+	1-20	21-32	33+	1-20	21-32	33+
K	1	2			3			2	
1	2			2				2	
2		2		2				2	
3	2				2		2		
4	3	10			10				1
5	3	3	7			4		1	
6	3	3	7		4	6			1
7		1				1		1	
8			1		1				1

Principal's Podium

Banta Elementary School is a wonderful place to learn and work. Our climate and culture promote success and a sense of community pride. A parent wrote, "Banta is special because of the feeling of community that exists here. The fact that our kids can take pride in their agricultural roots. That we as a school community value the hard work and dedication to farming, that many of our families still practice."

Banta Elementary School is a cohesive partnership of students, parents, educators and community members. We take pride in providing a quality education in a caring, supportive and challenging environment. Our expectations for student achievement are evident in the academic performance displayed by our student body. Our school community embraces the concept that integrity, empathy and compassion are part of daily life. This inclusive setting enables students to learn from the diversity surrounding them, as differences become less significant and similarities become more apparent. Programs such as Character Counts! and Tribes Learning Community exemplify these philosophies.

At Banta there are many things that tie us together as a family. With our multigenerational families, local dairies, Passion Projects and celebrations, we have a shared vision of what a school community should look and feel like. We are proud of our 137-year-old community and the students of Banta Elementary as they strive for success each and every day.

Just as early school leaders realized that a positive school climate was not only good for students but for the community at large, we also realize that our school is what it is today because of the contributions of the many generations of families who have called Banta home.



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 Fitnessgram is the designated PFT for students in California public schools put forth by the State Board of Education. The PFT 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

Encouraging and assisting students in establishing lifelong habits of regular physical activity is the primary goal of the Fitnessgram. The table shows the percentage of students meeting the fitness standards of being in the "healthy fitness zone" for the most recent testing period. For more detailed information on the California PFT, please visit www.cde.ca.gov/ta/tg/pf.

Percentage of Students Meeting Fitness Standards

2015-16 School Year

Grade 5

Four of six standards	19.4%
Five of six standards	19.4%
Six of six standards	45.2%

Grade 7

Four of six standards	14.8%
Five of six standards	14.8%
Six of six standards	51.9%



CAASPP Test Results for All Students: Science (grades 5, 8 and 10)

Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA) and California Alternate Performance Assessment (CAPA) in grades 5, 8 and 10. The tables show the percentage of students scoring at proficient or advanced.

Percentage of Students Scoring at Proficient or Advanced							Three-Year Data		
	Banta ES			Banta ESD			California		
Subject	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16
Science	40%	26%	41%	40%	26%	59%	60%	56%	54%

CAASPP Test Results by Student Group: Science (grades 5, 8 and 10)

Science test results include CSTs, CMA, and CAPA in grades 5, 8, and 10. The "Proficient or Advanced" is calculated by taking the total number of students who scored proficient or Advanced on the science assessment divided by the total number of students with valid scores.

Percentage of Students Scoring at Proficient or Advanced				2015-16 School Year	
Group	Total Enrollment	Number of Students with Valid Scores	Percentage of Students with Valid Scores	Percentage Proficient or Advanced	
All students	71	71	100.00%	40.85%	
Male	40	40	100.00%	47.50%	
Female	31	31	100.00%	32.26%	
Black or African-American	❖	❖	❖	❖	
American Indian or Alaska Native	❖	❖	❖	❖	
Asian	❖	❖	❖	❖	
Filipino	❖	❖	❖	❖	
Hispanic or Latino	42	42	100.00%	35.71%	
Native Hawaiian or Pacific Islander	❖	❖	❖	❖	
White	23	23	100.00%	43.48%	
Two or more races	❖	❖	❖	❖	
Socioeconomically disadvantaged	37	37	100.00%	16.22%	
English learners	14	14	100.00%	14.29%	
Students with disabilities	❖	❖	❖	❖	
Students receiving Migrant Education services	❖	❖	❖	❖	
Foster youth	❖	❖	❖	❖	

CAASPP Test Results for All Students: English Language Arts/Literacy and Mathematics (grades 3-8 and 11)

The table below shows the percentage of students meeting or exceeding the state standards in English language arts (ELA) and literacy and mathematics.

Percentage of Students Meeting or Exceeding State Standards					Two-Year Data	
	Banta ES		Banta ESD		California	
Subject	14-15	15-16	14-15	15-16	14-15	15-16
English language arts/literacy	27%	30%	46%	50%	44%	48%
Mathematics	18%	19%	27%	36%	33%	36%

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

California Assessment of Student Performance and Progress (CAASPP)

For the 2015-16 school year, the CAASPP consists of several key components, including:

California Alternate Assessment (CAA) test includes both ELA/literacy and mathematics in grades 3-8 and 11. The CAA is given to those students with significant cognitive disabilities which prevent them from taking the Smarter Balanced Assessments with universal tools, designated supports or accommodations.

Smarter Balanced Assessments include ELA/literacy in grades 3-8 and 11. Smarter Balanced Assessments are designed to measure student progress toward college and career readiness.

The assessments under CAASPP show how well students are doing in relation to the state-adopted content standards. On each of these assessments, student aggregate scores are reported as achievement standards. For more information on the CAASPP assessments, please visit www.cde.ca.gov/ta/tg/ca.

CAASPP by Student Group: English Language Arts/Literacy and Mathematics

The tables on the following pages display the percentage of students that met or exceeded state standards in English language arts and mathematics for the school by student groups for grades 3-8.

The "percentage met or exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

Note: The number of students tested includes all students who participated in the test whether they received a score or not. However, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.



CAASPP Results by Student Group: English Language Arts and Mathematics - Grade 3

Percentage of Students Meeting or Exceeding State Standards

2015-16 School Year

English Language Arts: Grade 3

Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Met or Exceeded
All students	30	29	96.70%	13.80%
Male	15	14	93.30%	7.10%
Female	15	15	100.00%	20.00%
Black or African-American	❖	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖	❖
Asian	❖	❖	❖	❖
Filipino	❖	❖	❖	❖
Hispanic or Latino	23	23	100.00%	13.00%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖
White	❖	❖	❖	❖
Two or more races	❖	❖	❖	❖
Socioeconomically disadvantaged	24	23	95.80%	17.40%
English learners	14	14	100.00%	7.10%
Students with disabilities	❖	❖	❖	❖
Students receiving Migrant Education services	❖	❖	❖	❖
Foster youth	❖	❖	❖	❖

Mathematics: Grade 3

Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Met or Exceeded
All students	30	29	96.70%	27.60%
Male	15	14	93.30%	21.40%
Female	15	15	100.00%	33.30%
Black or African-American	❖	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖	❖
Asian	❖	❖	❖	❖
Filipino	❖	❖	❖	❖
Hispanic or Latino	23	23	100.00%	26.10%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖
White	❖	❖	❖	❖
Two or more races	❖	❖	❖	❖
Socioeconomically disadvantaged	24	23	95.80%	26.10%
English learners	14	14	100.00%	14.30%
Students with disabilities	❖	❖	❖	❖
Students receiving Migrant Education services	❖	❖	❖	❖
Foster youth	❖	❖	❖	❖

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



CAASPP Results by Student Group: English Language Arts and Mathematics - Grade 4

Percentage of Students Meeting or Exceeding State Standards

2015-16 School Year

English Language Arts: Grade 4

Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Met or Exceeded
All students	40	39	97.50%	23.10%
Male	18	18	100.00%	11.10%
Female	22	21	95.50%	33.30%
Black or African-American	❖	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖	❖
Asian	❖	❖	❖	❖
Filipino	❖	❖	❖	❖
Hispanic or Latino	26	26	100.00%	30.80%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖
White	14	13	92.90%	7.70%
Two or more races	❖	❖	❖	❖
Socioeconomically disadvantaged	30	29	96.70%	13.80%
English learners	17	17	100.00%	23.50%
Students with disabilities	❖	❖	❖	❖
Students receiving Migrant Education services	❖	❖	❖	❖
Foster youth	❖	❖	❖	❖

Mathematics: Grade 4

Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Met or Exceeded
All students	40	39	97.50%	23.10%
Male	18	18	100.00%	33.30%
Female	22	21	95.50%	14.30%
Black or African-American	❖	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖	❖
Asian	❖	❖	❖	❖
Filipino	❖	❖	❖	❖
Hispanic or Latino	26	26	100.00%	26.90%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖
White	14	13	92.90%	15.40%
Two or more races	❖	❖	❖	❖
Socioeconomically disadvantaged	30	29	96.70%	17.20%
English learners	17	17	100.00%	17.70%
Students with disabilities	❖	❖	❖	❖
Students receiving Migrant Education services	❖	❖	❖	❖
Foster youth	❖	❖	❖	❖

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



CAASPP Results by Student Group: English Language Arts and Mathematics - Grade 5

Percentage of Students Meeting or Exceeding State Standards

2015-16 School Year

English Language Arts: Grade 5

Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Met or Exceeded
All students	31	31	100.00%	41.90%
Male	19	19	100.00%	47.40%
Female	12	12	100.00%	33.30%
Black or African-American	❖	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖	❖
Asian	❖	❖	❖	❖
Filipino	❖	❖	❖	❖
Hispanic or Latino	20	20	100.00%	40.00%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖
White	❖	❖	❖	❖
Two or more races	❖	❖	❖	❖
Socioeconomically disadvantaged	18	18	100.00%	27.80%
English learners	❖	❖	❖	❖
Students with disabilities	❖	❖	❖	❖
Students receiving Migrant Education services	❖	❖	❖	❖
Foster youth	❖	❖	❖	❖

Mathematics: Grade 5

Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Met or Exceeded
All students	31	31	100.00%	16.10%
Male	19	19	100.00%	21.10%
Female	12	12	100.00%	8.30%
Black or African-American	❖	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖	❖
Asian	❖	❖	❖	❖
Filipino	❖	❖	❖	❖
Hispanic or Latino	20	20	100.00%	10.00%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖
White	❖	❖	❖	❖
Two or more races	❖	❖	❖	❖
Socioeconomically disadvantaged	18	18	100.00%	5.60%
English learners	❖	❖	❖	❖
Students with disabilities	❖	❖	❖	❖
Students receiving Migrant Education services	❖	❖	❖	❖
Foster youth	❖	❖	❖	❖

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



CAASPP Results by Student Group: English Language Arts and Mathematics - Grade 6

Percentage of Students Meeting or Exceeding State Standards

2015-16 School Year

English Language Arts: Grade 6

Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Met or Exceeded
All students	37	37	100.00%	29.73%
Male	22	22	100.00%	18.18%
Female	15	15	100.00%	46.67%
Black or African-American	❖	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖	❖
Asian	❖	❖	❖	❖
Filipino	❖	❖	❖	❖
Hispanic or Latino	27	27	100.00%	37.04%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖
White	❖	❖	❖	❖
Two or more races	❖	❖	❖	❖
Socioeconomically disadvantaged	28	28	100.00%	25.00%
English learners	❖	❖	❖	❖
Students with disabilities	❖	❖	❖	❖
Students receiving Migrant Education services	❖	❖	❖	❖
Foster youth	❖	❖	❖	❖

Mathematics: Grade 6

Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Met or Exceeded
All students	37	37	100.00%	13.51%
Male	22	22	100.00%	13.64%
Female	15	15	100.00%	13.33%
Black or African-American	❖	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖	❖
Asian	❖	❖	❖	❖
Filipino	❖	❖	❖	❖
Hispanic or Latino	27	27	100.00%	14.81%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖
White	❖	❖	❖	❖
Two or more races	❖	❖	❖	❖
Socioeconomically disadvantaged	28	28	100.00%	10.71%
English learners	❖	❖	❖	❖
Students with disabilities	❖	❖	❖	❖
Students receiving Migrant Education services	❖	❖	❖	❖
Foster youth	❖	❖	❖	❖

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



CAASPP Results by Student Group: English Language Arts and Mathematics - Grade 7

Percentage of Students Meeting or Exceeding State Standards

2015-16 School Year

English Language Arts: Grade 7

Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Met or Exceeded
All students	28	27	96.40%	40.74%
Male	16	15	93.80%	40.00%
Female	12	12	100.00%	41.67%
Black or African-American	❖	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖	❖
Asian	❖	❖	❖	❖
Filipino	❖	❖	❖	❖
Hispanic or Latino	17	16	94.10%	37.50%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖
White	11	11	100.00%	45.45%
Two or more races	❖	❖	❖	❖
Socioeconomically disadvantaged	20	19	95.00%	36.84%
English learners	❖	❖	❖	❖
Students with disabilities	❖	❖	❖	❖
Students receiving Migrant Education services	❖	❖	❖	❖
Foster youth	❖	❖	❖	❖

Mathematics: Grade 7

Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Met or Exceeded
All students	28	27	96.40%	14.81%
Male	16	15	93.80%	20.00%
Female	12	12	100.00%	8.33%
Black or African-American	❖	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖	❖
Asian	❖	❖	❖	❖
Filipino	❖	❖	❖	❖
Hispanic or Latino	17	16	94.10%	6.25%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖
White	11	11	100.00%	27.27%
Two or more races	❖	❖	❖	❖
Socioeconomically disadvantaged	20	19	95.00%	10.53%
English learners	❖	❖	❖	❖
Students with disabilities	❖	❖	❖	❖
Students receiving Migrant Education services	❖	❖	❖	❖
Foster youth	❖	❖	❖	❖

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



CAASPP Results by Student Group: English Language Arts and Mathematics - Grade 8

Percentage of Students Meeting or Exceeding State Standards

2015-16 School Year

English Language Arts: Grade 8

Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Met or Exceeded
All students	41	41	100.00%	34.15%
Male	22	22	100.00%	27.27%
Female	19	19	100.00%	42.11%
Black or African-American	❖	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖	❖
Asian	❖	❖	❖	❖
Filipino	❖	❖	❖	❖
Hispanic or Latino	23	23	100.00%	26.09%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖
White	14	14	100.00%	42.86%
Two or more races	❖	❖	❖	❖
Socioeconomically disadvantaged	20	20	100.00%	15.00%
English learners	❖	❖	❖	❖
Students with disabilities	❖	❖	❖	❖
Students receiving Migrant Education services	❖	❖	❖	❖
Foster youth	❖	❖	❖	❖

Mathematics: Grade 8

Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Met or Exceeded
All students	41	41	100.00%	19.51%
Male	22	22	100.00%	22.73%
Female	19	19	100.00%	15.79%
Black or African-American	❖	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖	❖
Asian	❖	❖	❖	❖
Filipino	❖	❖	❖	❖
Hispanic or Latino	23	23	100.00%	13.04%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖
White	14	14	100.00%	21.43%
Two or more races	❖	❖	❖	❖
Socioeconomically disadvantaged	20	20	100.00%	0.00%
English learners	❖	❖	❖	❖
Students with disabilities	❖	❖	❖	❖
Students receiving Migrant Education services	❖	❖	❖	❖
Foster youth	❖	❖	❖	❖

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



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 ensure all students reach their full potential, following the state adoption cycle.

Textbooks and Instructional Materials List		2016-17 School Year
Subject	Textbook	Adopted
English language arts	Reading, McGraw-Hill (K-8)	2016
Mathematics	<i>Go Math!</i> , Houghton Mifflin (K-5, 6-8)	2014
Science	Harcourt (K-5)	2008
Science	Holt, Rinehart and Winston (6-8)	2008
History/social science	Harcourt (K-5)	2007
History/social science	Holt, Rinehart and Winston (6-8)	2007

Quality of Textbooks

The following table outlines the criteria required for choosing textbooks and instructional materials.

Quality of Textbooks		2016-17 School Year
Criteria	Yes/No	
Are the textbooks adopted from the most recent state-approved or local governing-board-approved list?	Yes	
Are the textbooks consistent with the content and cycles of the curriculum frameworks adopted by the State Board of Education?	Yes	
Do all students, including English learners, have access to their own textbooks and instructional materials to use in class and to take home?	Yes	

Professional Development

There are opportunities for staff development each year. 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 in regard to particular subject areas where support may be desired or necessary.

With the implementation of Local Control Funding Formula (LCFF), the district has increased opportunities for teachers to receive high-quality staff development opportunities and programs.

Professional Development Days		Three-Year Data		
	2014-15	2015-16	2016-17	
Banta ES	3 days	3 days	3 days	

✧ Not applicable.

Availability of Textbooks and Instructional Materials

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

Percentage of Students Lacking Materials by Subject	
2016-17 School Year	
Reading/language arts	0%
Mathematics	0%
Science	0%
History/social science	0%
Visual and performing arts	✧
Foreign language	✧
Health	0%

Currency of Textbooks

This table displays the date when the most recent hearing was held to adopt a resolution on the sufficiency of instructional materials.

Currency of Textbooks	
2016-17 School Year	
Data collection date	9/8/2016

Public Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., 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.



School Facility Items Inspected

The tables show the results of the school's most recent inspection using the Facility Inspection Tool (FIT) or equivalent school form. The following is a list of items inspected.

- **Systems:** Gas systems and pipes, sewer, mechanical systems (heating, ventilation and air-conditioning)
- **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 and drinking fountains (interior and exterior)
- **Safety:** Fire-safety equipment, emergency systems, hazardous materials (interior and exterior)
- **Structural:** Structural condition, roofs
- **External:** Windows/doors/gates/fences, playgrounds/school grounds

School Facility Good Repair Status

This inspection determines the school facility's good repair status using ratings of good condition, fair condition or poor condition. The overall summary of facility conditions uses ratings of exemplary, good, fair or poor.

School Facility Good Repair Status		2016-17 School Year	
Items Inspected	Repair Status	Items Inspected	Repair Status
Systems	Good	Restrooms/fountains	Fair
Interior	Good	Safety	Good
Cleanliness	Good	Structural	Good
Electrical	Fair	External	Good
Overall summary of facility conditions			Good
Date of the most recent school site inspection			7/10/2016
Date of the most recent completion of the inspection form			7/10/2016



School Facilities

The campus currently houses more than 365 students in 11 portable buildings. There are two major wings at the school: the Pombo Wing, built in 1953, and the Emhoff Wing, built in 1970. The campus sits on nearly 10 acres, which provides ample space for athletics, physical education, and recess.

The campus also includes thirteen additional portables for the preschool and after-school programs. The science lab and various classrooms. The library is updated on a yearly basis, providing new materials for students, and the computer lab was recently updated and now consists of approximately 40 Dell computers that were purchased this school year. In 2014, we upgraded our broadband capabilities to accommodate increased demand for internet usage; the project has greatly increased internet speed and capability.

The campus grounds are kept in good condition by our custodian, cleaning staff and maintenance/ groundskeeper.

Deferred Maintenance Projects: The district is in the process of completing a fire water coverage and parking-lot redesign project. This project began in 2016 and is scheduled to be completed in 2017. The project will create a new fire water coverage system at Banta School. In addition, the project includes a redesign of the school parking lot which will create a safer area of the parking lot, separate from the private student pickup traffic area. The project includes recoating and restriping the parking lot and repairing areas where the foundation is in need of renovation. The cost of the project is estimated to be \$200,000. The exterior of school was painted during the summer of 2016 at a project cost of \$50,000. In addition, one classroom was renovated in 2016 for \$15,000 and a second classroom is scheduled for renovation in 2017 for approximately \$15,000. The multipurpose room interior wall services were redone, and the interior of the building was painted in 2016 for a cost of \$10,000.

Deficiencies and Repairs

The table lists the repairs required for all deficiencies found during the site inspection. Regardless of each item's repair status, all deficiencies are listed.

Deficiencies and Repairs		2016-17 School Year
Items Inspected	Deficiencies and Action Taken or Planned	Date of Action
Interior	Room A13: Ceiling tiles were hanging and needed to be removed.	Ceiling tiles replaced 9/2/2016
Electrical	Rooms A1, A9, A14: Electrical cords not covered.	Electrical cords were covered in each of the rooms 9/2/2016
Restrooms/fountains	Room A19: One faucet needs to be tightened down. Primary playground boys' restrooms: The toilet leaks when flushed, the floor was wet and paper was stuck to the walls. Intermediate playground boys' restroom: The toilet leaks water onto the floor; needs repair.	Faucet was repaired 9/2/2016 Toilets repaired and restroom cleaned 9/7/2016



Teacher Qualifications

This table shows information about teacher credentials and teacher qualifications. Teachers without a full credential include teachers with district and university internships, pre-internships, emergency or other permits, and waivers. For more information on teacher credentials, visit www.ctc.ca.gov.

Teacher Credential Information	Three-Year Data			
	Banta ESD	Banta ES		
Teachers	16-17	14-15	15-16	16-17
With a full credential	18	13	16	18
Without a full credential	1	2	0	1
Teaching outside subject area of competence (with full credential)	0	0	0	0



Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments (positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.) 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 that total teacher misassignments includes the number of teacher misassignments of English learners.

Teacher Misassignments and Vacant Teacher Positions	Three-Year Data		
	Banta ES		
Teachers	14-15	15-16	16-17
Teacher misassignments of English learners	0	0	0
Total teacher misassignments	0	0	0
Vacant teacher positions	0	0	0

Academic Counselors and School Support Staff

This table displays information about academic counselors and support staff at the school and their full-time equivalent (FTE).

Academic Counselors and School Support Staff Data	
2015-16 School Year	
Academic Counselors	
FTE of academic counselors	0.00
Average number of students per academic counselor	✦
Support Staff	
FTE	
Social/behavioral counselor	0.25
Career development counselor	0.00
Library media teacher (librarian)	0.72
Library media services staff (paraprofessional)	0.07
Psychologist	0.45
Social worker	0.00
Nurse	1.00
Speech/language/hearing specialist	0.45
Resource specialist (nonteaching)	0.00

Core Academic Classes Taught by Highly Qualified Teachers

High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced-priced meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced-priced meals program. For more information about ESEA teacher requirements, visit www.cde.ca.gov/nclb/sr/tq.

Highly Qualified Teachers	2015-16 School Year	
	Percentage of Classes in Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
Banta ES	100.00%	0.00%
All schools in district	100.00%	0.00%
High-poverty schools in district	100.00%	0.00%
Low-poverty schools in district	100.00%	0.00%

✦ Not applicable.



Financial Data

The financial data displayed in this SARC is from the 2014-15 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 detailed information on school expenditures for all districts in California, see the California Department of Education (CDE) Current Expense of Education & Per-pupil Spending web page at www.cde.ca.gov/ds/fd/ec. For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits web page at www.cde.ca.gov/ds/fd/cs. To look up expenditures and salaries for a specific school district, see the Ed-Data website at www.ed-data.org.

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	2014-15 Fiscal Year	
	Banta ESD	Similar Sized District
Beginning teacher salary	\$45,654	\$41,085
Midrange teacher salary	\$63,810	\$59,415
Highest teacher salary	\$79,593	\$75,998
Average elementary school principal salary	\$95,675	\$100,438
Superintendent salary	\$155,799	\$116,069
Teacher salaries: percentage of budget	33%	33%
Administrative salaries: percentage of budget	8%	7%

Expenditures Per Pupil

Supplemental/restricted expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted. Basic/unrestricted expenditures are from money whose use, except for general guidelines, is not controlled by law or by a donor.

Financial Data Comparison

This 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	2014-15 Fiscal Year	
	Expenditures Per Pupil From Unrestricted Sources	Annual Average Teacher Salary
Banta ES	\$8,113	\$61,038
Banta ESD	\$8,113	\$61,038
California	\$5,677	\$60,985
School and district: percentage difference	◆	◆
School and California: percentage difference	+42.9%	+0.1%

◆ The percentage difference does not apply to single-site districts.

Types of Services Funded

The following is a list of federal and state programs provided to students:

- Title I (Basic Grant)
- Title II (Teacher and Principal Training and Recruiting)
- Title III (Language Instruction for Limited English Proficient and Immigrant Students)
- Title IV (Safe and Drug-Free Schools and Communities)
- Economic Impact Aid-Limited English Proficient (EIA-LEP)
- Beginning Teacher Support and Assessment (BTSA)
- Class Size Reduction (CSR)
- Rural Education Achievement Program (REAP)
- School Improvement Program (SIP)
- Special Education
- School Library Grant
- Arts and Music Block Grant
- TUPE (Tobacco Use Prevention Education)
- Assembly Bill 1113 School Safety and Violence Prevention Act
- National School Lunch Program

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	
2014-15 Fiscal Year	
Total expenditures per pupil	\$9,686
Expenditures per pupil from restricted sources	\$1,573
Expenditures per pupil from unrestricted sources	\$8,113
Annual average teacher salary	\$61,038

Data for this year's SARC was provided by the California Department of Education and school and district offices. For additional information on California schools and districts and comparisons of the school to the district, the county and the state, 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. Per Education Code Section 35256, each school district shall make hard copies of its annually updated report card available, upon request, on or before February 1.

All data accurate as of January 2017.

School Accountability Report Card

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