

Banta Elementary School

22345 El Rancho Road Tracy, CA 95304 • Phone: (209) 229-4650 • Grades: K-8



Principal's Message

Welcome to Banta Elementary School. We are proud of our long legacy of educating and preparing our students for success in life. Our facilities are modernized and well maintained throughout the entire campus. We have currently adopted textbooks and curriculum standards that have allowed us to ensure 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 teaching and support staff that inspires our students to strive for excellence.

Banta Elementary School District is currently a semirural, one-school K-8 district that currently has an attendance of more than 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 fosters learning and provides 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. 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 the Superintendent/Principal Albert Garibaldi at (209) 229-4650.

School Safety

Banta has a comprehensive School Safety Plan which was originally developed in September 1998 and was reviewed and fully updated in March 2014 and is planned for March 2015. It is approved by the School Site Council and discussed with the entire school staff and the school board. 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 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.

Professional Development

There are opportunities for staff development each year. For staff development 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.

Budgets have been drastically reduced but as budgets begin to recover, the District will continue to increase opportunities for teachers to receive high-quality staff development opportunities and programs.

Professional Development Days	Three-year Data Comparison		
	2012-13	2013-14	2014-15
Banta ES	0 days	1 day	3 days

Banta Elementary School District

Albert Garibaldi
Superintendent/Principal
Email: algaribaldi@sjcoe.net

<http://bantaesd.sharpschool.net>



Vision Statement

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

Governing Board

Frank Silva
Board President

Patricia Speer
Trustee

Joe Perry
Trustee

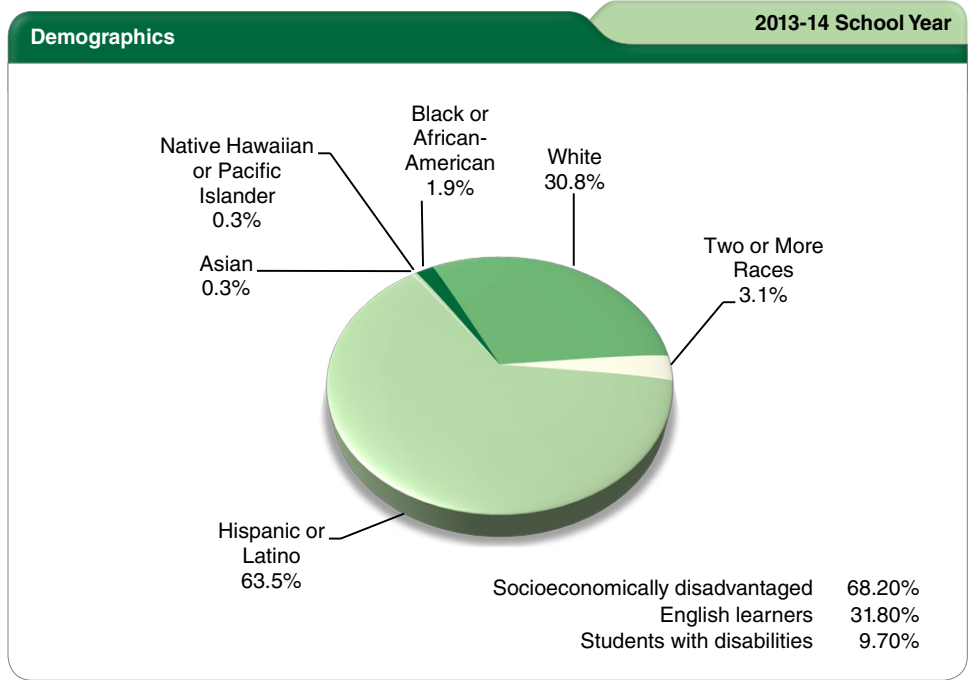
2013-14 School Accountability Report Card — Published during the 2014-15 school year

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.

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

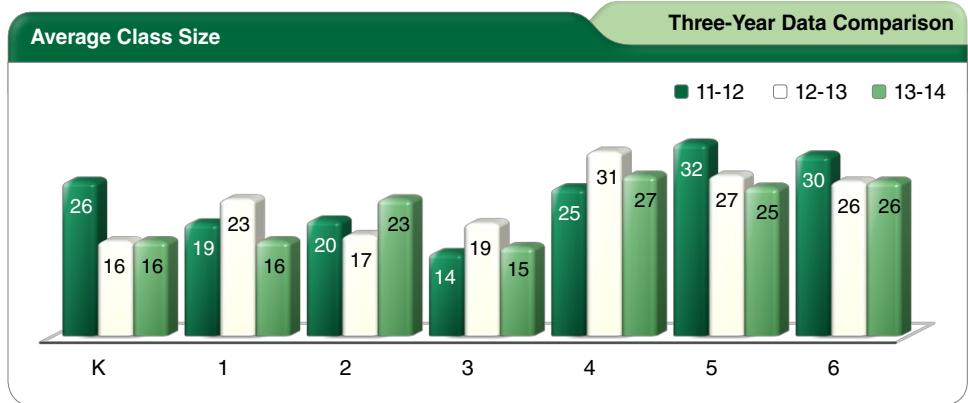
Enrollment by Student Group

The total enrollment at the school was 318 students for the 2013-14 school year. The pie chart displays the percentage of students enrolled in each group.



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.



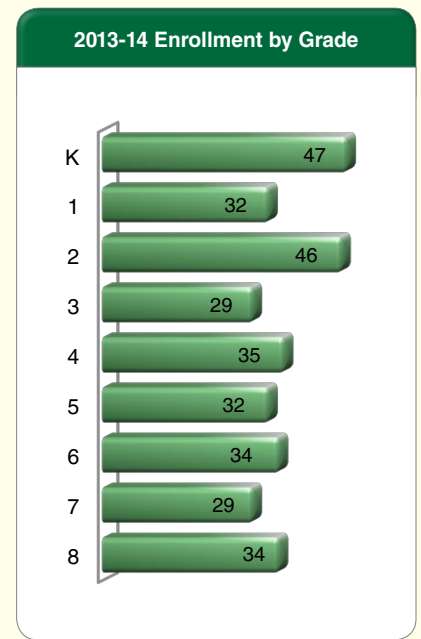
Three-Year Data Comparison

Number of Classrooms by Size

Grade	2011-12			2012-13			2013-14		
	Number of Students								
	1-22	23-32	33+	1-22	23-32	33+	1-22	23-32	33+
K		2		2			1	2	
1	2				2		2		
2	2			2				2	
3	2			2			2		
4	3	10			10		3		10
5		3	7	3	3	7	3	10	
6	1	4	6	3	3	7	3	3	7

Enrollment by Grade Level

The bar graph displays the total number of students enrolled in each grade for the 2013-14 school year.



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			
	11-12	12-13	13-14
Suspension rates	8.2%	7.2%	6.4%
Expulsion rates	0.0%	0.0%	0.3%
Banta ESD			
	11-12	12-13	13-14
Suspension rates	8.2%	7.2%	6.4%
Expulsion rates	0.0%	0.0%	0.3%
California			
	11-12	12-13	13-14
Suspension rates	5.7%	5.1%	4.4%
Expulsion rates	0.1%	0.1%	0.1%

California Assessment of Student Performance and Progress Results: Science (grades 5, 8 and 10)

The tables show the percentage of students in grades 5, 8 and 10 who scored at Proficient or Advanced levels (meeting or exceeding state standards) in science.

Students Scoring at Proficient or Advanced Levels	Three-Year Data Comparison								
	Banta ES			Banta ESD			California		
	11-12	12-13	13-14	11-12	12-13	13-14	11-12	12-13	13-14
Subject									
Science	52%	38%	41%	52%	38%	52%	60%	59%	60%

California Assessment of Student Performance and Progress Results by Student Group: Science (grades 5, 8 and 10)

Students Scoring at Proficient or Advanced Levels	Spring 2014 Results
Group	Science
All students in the district	52%
All students at the school	41%
Male	38%
Female	45%
Black or African-American	❖
American Indian or Alaska Native	❖
Asian	❖
Filipino	❖
Hispanic or Latino	35%
Native Hawaiian or Pacific Islander	❖
White	52%
Two or more races	❖
Socioeconomically disadvantaged	33%
English learners	❖
Students with disabilities	❖
Students receiving Migrant Education services	❖

Standardized Testing and Reporting Results for All Students

The table below shows the percentage of students who scored at Proficient or Advanced levels (meeting or exceeding state standards) in English language arts, mathematics and history/social science. Because of the new CAASPP field-testing in the spring of 2014, there are no scores to be reported. The last available scores under the STAR Program are shown.

Students Scoring at Proficient or Advanced Levels	Three-Year Data Comparison								
	Banta ES			Banta ESD			California		
	10-11	11-12	12-13	10-11	11-12	12-13	10-11	11-12	12-13
Subject									
English language arts	49%	46%	38%	49%	46%	38%	54%	56%	55%
Mathematics	49%	48%	40%	49%	48%	40%	49%	50%	50%
History/social science	65%	53%	28%	65%	53%	28%	48%	49%	49%

❖ 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.

California Assessment of Student Performance and Progress/Standardized Testing and Reporting Results

Beginning in the 2013-14 school year, the Standardized Testing and Reporting (STAR) Program was eliminated and replaced by a new set of assessments called the California Assessment of Student Performance and Progress (CAASPP).

Because of the state's adoption of the Common Core State Standards and implementation of a new student-testing system, limited data is available to report in the SARC.

For the 2013-14 school year, the CAASPP included the Smarter Balanced Assessments, alternate, science, and other optional assessments.

In the spring of 2014, California began field-testing the Smarter Balanced Assessments in English language arts and mathematics. These tests were not officially scored, so there is no data to report.

The science assessments of CAASPP included the California Standards Test (CST), California Modified Assessment (CMA) and California Alternate Performance Assessment (CAPA), similar to the STAR Program. Therefore it is acceptable to make comparisons to previous year results.

The CST is a multiple-choice test in science for varying grade levels. The CMA is a modified assessment for students with disabilities who have an Individualized Education Plan (IEP). 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 more information on the CAASPP assessments, please visit www.cde.ca.gov/ta/tg/ca.



API Ranks

Schools are ranked in 10 categories of equal size, called deciles, from 1 (lowest) to 10 (highest) based on their API Base reports. A school's "statewide API rank" compares its API to the APIs of all other schools statewide of the same type (elementary, middle or high school). A "similar schools API 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.

API Ranks			
Three-Year Data Comparison			
	2011	2012	2013
Statewide API Rank	4	3	2
Similar Schools API Rank	3	3	1

Academic Performance Index

The Academic Performance Index (API) is a numeric rating system that reflects a school and district's performance level based on the results of annual statewide student assessments. It is used to measure the academic performance and progress of the schools within California. Individual outcomes are converted to points on the API scale and then averaged across all students and all tests, resulting in a single number, or API score, measured on a scale from 200 to 1,000. This score reflects the school, district or a student group's performance level based on the results of statewide testing. The state has set an API score of 800 as the statewide target.

With a complete change of the K-12 education system, the State Board of Education temporarily suspended API. No API scores or ranks will be calculated for the next two years, as California continues the transition to the new Common Core State Standards and California Assessment of Student Performance and Progress.

To learn more about API, please visit www.cde.ca.gov/ta/ac/ap for the API information guide and www.cde.ca.gov/ta/ac/ar/aprfaq.asp for information on the changes to API.

API Growth by Student Group

Assessment data is reported only for numerically significant groups. To be considered numerically significant for the API, the group must have either: at least 50 students with valid STAR scores who make up at least 15 percent of the total valid STAR scores, or at least 100 students with valid STAR scores. This table displays, by student group, first, the 2013 Growth API at the school, district and state level followed by the actual API change in points added or lost for the past three years at the school.

API Growth by Student Group				2013 Growth API and Three-Year Data Comparison		
Group	2013 Growth API			Banta ES – Actual API Change		
	Banta ES	Banta ESD	California	10-11	11-12	12-13
All students	723	723	790	-3	-14	-43
Black or African-American	❖	❖	707	■	■	■
American Indian or Alaska Native	❖	❖	742	■	■	■
Asian	❖	❖	906	■	■	■
Filipino	❖	❖	867	■	■	■
Hispanic or Latino	691	691	743	7	-9	-39
Native Hawaiian or Pacific Islander	❖	❖	773	■	■	■
White	775	775	852	-26	-3	-48
Two or more races	❖	❖	845	■	■	■
Socioeconomically disadvantaged	687	687	742	8	-5	-51
English learners	647	647	717	10	-29	-23
Students with disabilities	517	517	616	■	■	■

❖ 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.

■ Data are reported only for numerically significant groups.

Adequate Yearly Progress

The federal Elementary and Secondary Education Act (ESEA) requires all schools and districts meet Adequate Yearly Progress (AYP) requirements. Because California is changing the assessments and the accountability system it uses to evaluate school performance, the U.S. Department of Education has approved a waiver to allow California not to make Adequate Yearly Progress determinations for elementary and middle schools. They will receive the same AYP determinations as in 2013.

High schools will not be affected by this waiver and will continue to receive AYP determinations because they are based on California High School Exit Exam (CAHSEE) results and graduation rates.

For more information on Adequate Yearly Progress, please visit www.cde.ca.gov/ta/ac/ay.

Adequate Yearly Progress Criteria	2013-14 School Year	
	Banta ES	Banta ESD
Met overall AYP	**	**
Met participation rate		
English language arts	**	**
Mathematics	**	**
Met percent proficient		
English language arts	**	**
Mathematics	**	**
Met graduation rate	×	×

Federal Intervention Program

Schools and districts receiving Title I funding that 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) enter into Program Improvement (PI). Each additional year that the district or school(s) do not meet AYP results in advancement to the next level of intervention. The percent 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.

Due to the waiver that allows California to use the same AYP determinations as 2013, no new schools will enter or exit Program Improvement, and current PI schools will not advance a year in their PI status. This table displays the 2014-15 PI 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	2014-15 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 identified for Program Improvement		1
Percent of schools identified for Program Improvement		100.00%

** For 2014, only high schools and high school local educational agencies (LEAs) that enrolled students in grades nine, ten, eleven, and/or twelve on Fall Census Day in October 2013 will receive an AYP Report. Because students in grades three through eight participated in the Smarter Balanced Field Test during the 2013-14 academic year, the U.S. Department of Education approved a determination waiver for California which exempts elementary schools, middle schools, elementary school districts, and unified school districts from receiving a 2014 AYP Report.

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

* DW (determination waiver) indicates that the PI status of the school was carried over from the prior year in accordance with the flexibility granted through the federal waiver process.

◇ Not applicable.

School Mission Statement

Our mission is to prepare our students for success in the context the modern demands of the 21st century.

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	
2013-14 School Year	
Grade 5	
Four of six standards	21.20%
Five of six standards	15.20%
Six of six standards	45.50%
Grade 7	
Four of six standards	13.30%
Five of six standards	23.30%
Six of six standards	20.00%

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

Textbooks and Instructional Materials List		
Subject	Textbook	Adopted
English language arts	Reading, Houghton Mifflin (K-5)	2009
Mathematics	Go Math!, Houghton Mifflin (K-5)	2014
Mathematics	Go Math!, Houghton Mifflin (6-8)	2014
Science	Harcourt (K-5)	2008
Science	Holt, Rinehart & Winston (6-8)	2008
History/social science	Harcourt (K-5)	2007
History/social science	Holt Rinehart (6-8)	2007

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		2014-15 School Year
Banta ES		Percent Lacking
Reading/Language Arts		0%
Mathematics		0%
Science		0%
History-Social Science		0%
Visual and Performing Arts		◇
Foreign Language		◇
Health		0%

Quality of Textbooks

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

Quality of Textbooks		2014-15 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

◇ Not applicable.

Types of Services Funded

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

- Title I (Basic Grant)
- Title I Migrant Education
- Title II (Teacher and Principal Training and Recruiting)
- Title II Technology
- Title III (Language Instruction for Limited English Proficient and Immigrant 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)
- Rural School Achievement Program (REAP)
- School Improvement Program (SIP)
- Special Education
- State Preschool
- School Library Grant
- Arts and Music Block Grant
- TUPE (Tobacco Use Prevention Education)
- AB 1113 School Safety and Violence Prevention Act
- National School Lunch Program



Currency of Textbook Data

This table displays the date when the textbook and instructional materials information was collected and verified.

Currency of Textbooks	
2014-15 School Year	
Data collection date	09/2014

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 and 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)
- **Safety:** Fire-safety equipment, emergency systems, hazardous materials (interior and exterior)
- **Structural:** Structural damage, 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		2014-15 School Year	
Items Inspected	Repair Status	Items Inspected	Repair Status
Systems	Good	Restrooms/Fountains	Good
Interior	Good	Safety	Good
Cleanliness	Good	Structural	Good
Electrical	Good	External	Good
Overall summary of facility conditions			Good
Date of the most recent school site inspection			08/25/2014
Date of the most recent completion of the inspection form			08/25/2014

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		2014-15 School Year
Items Inspected	Deficiencies, Action Taken or Planned, and Date of Action	
Interior	The gymnasium wall panels are torn in several areas. Plan to replace the torn panels in the summer of 2015.	

School Facilities

There are two major wings at the school. The Pombo Wing (built in 1953) was modernized 10 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 more than 300 students in seven portable buildings, 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 consists of approximately 40 PCs that were purchased in the last five years. We have upgraded our broadband capabilities to accommodate increased demand for Internet usage. The project was completed in 2011 and has greatly increased Internet speed and capability.

The campus grounds are kept in good condition by our custodian/groundskeeper.

Continued on sidebar

School Facilities

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Deferred Maintenance Projects: The Banta School has vigorously participated in the state Emergency Repair Program (ERP). 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 remodeled with a project cost of \$410,000 during the summer of 2007. During the summer of 2008, the maintenance facility, which was built in the 1930s, was razed, and a new one was constructed at a project cost of \$270,000. Two portables that were in very poor condition were replaced for a total cost of \$140,000. Finally, in 2009, we constructed a permanent teacher's lounge for all staff and aides.

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

New construction: In January 2011, Banta ESD received \$10.5 million for Qualified School Construction Bonds from the federal government. Combined with the \$12.5 million from the state, we broke ground on the partial construction of two schools (K-5 and 6-8) in 2012. The first phase of construction was completed in April 2014.



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 Comparison			
	Banta ESD	Banta ES		
Teachers	14-15	12-13	13-14	14-15
With full credential	14	14	15	13
Without full credential	2	0	0	2
Teaching outside subject area of competence	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 total teacher misassignments includes the number of teacher misassignments of English learners.

Teacher Misassignments and Vacant Teacher Positions	Three-Year Data Comparison		
	Banta ES		
Teachers	12-13	13-14	14-15
Teacher misassignments of English learners	0	0	0
Total teacher misassignments	0	0	0
Vacant teacher positions	0	0	0

Core Academic Classes Taught by Highly Qualified Teachers

The No Child Left Behind Act (NCLB) extended ESEA to require that core academic subjects be taught by Highly Qualified Teachers, defined as having at least a bachelor's degree, an appropriate California teaching credential, and demonstrated competence for each core academic subject area he or she teaches. The table displays data regarding highly qualified teachers from the 2013-14 school year.

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

No Child Left Behind Compliant Teachers	2013-14 School Year	
	Percent of Classes in Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
Banta ES	100%	0%
All schools in district	100%	0%
High-poverty schools in district	100%	0%
Low-poverty schools in district	◇	◇

◇ Not applicable.

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-serve 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.



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	
2013-14 School Year	
Academic Counselors	
FTE of academic counselors	0.00
Ratio of students per academic counselor	◇
Support Staff	
FTE	
Social/behavioral or career development counselors	0.25
Library media teacher (librarian)	0.00
Library media services staff (paraprofessional)	1.84
Psychologist	0.45
Social worker	0.00
Nurse	0.00
Speech/language/hearing specialist	0.45
Resource specialist (non-teaching)	0.00

Financial Data

The financial data displayed in this SARC is from the 2012-13 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 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	2012-13 Fiscal Year	
	Banta ESD	Similar Sized District
Beginning teacher salary	\$38,169	\$38,970
Midrange teacher salary	\$57,910	\$56,096
Highest teacher salary	\$71,569	\$71,434
Average principal salary	⊕	\$91,570
Superintendent salary	\$132,050	\$107,071
Teacher salaries — percent of budget	43%	36%
Administrative salaries — percent of budget	5%	7%

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	2012-13 Fiscal Year	
	Expenditures Per Pupil From Unrestricted Sources	Annual Average Teacher Salary
Banta ES	\$5,591	\$69,814
Banta ESD	\$5,591	\$69,814
California	\$4,690	\$57,931
School and district — percent difference	◆	◆
School and California — percent difference	+19.2%	+20.5%

⊕ The Principal and Superintendent are combined as one position.
 ◆ The percent difference does not apply to single-site districts.

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	
2012-13 Fiscal Year	
Total expenditures per pupil	\$7,371
Expenditures per pupil from restricted sources	\$1,780
Expenditures per pupil from unrestricted sources	\$5,591
Annual average teacher salary	\$69,814



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.



Local Control Accountability Plan (LCAP) Requirements Aligned in Your SARC

The tables below outline the state priority areas that are included in the School Accountability Report Card.

Conditions of Learning

The table below describes information in the SARC that is relevant to the Basic State Priority (Priority 1).

Local Control Accountability Plan Requirements	Alignment Between State Priority Areas and the SARC
Conditions of Learning	
State Priority: Basic	
Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching. Education Code (EC) § 52060 (d)(1)	
Pupils have access to standards-aligned instructional materials. EC § 52060 (d)(1)	
School facilities are maintained in good repair. EC § 52060 (d)(1)	

Pupil Outcomes

The table below describes information in the SARC that is relevant to Pupil Achievement State Priority (Priority 4) and Other Pupil Outcomes State Priority (Priority 8).

Local Control Accountability Plan Requirements	Alignment Between State Priority Areas and the SARC
Pupil Outcomes	
State Priority: Pupil Achievements	
Statewide assessments (e.g., California Assessment of Student Performance and Progress). EC § 52060 (d)(4)(A)	
The Academic Performance Index. EC § 52060 (d)(4)(B)	
The percentage of pupils who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study. EC § 52060 (d)(4)(C)	
State Priority: Other Pupil Outcomes	
Pupil outcomes in subject areas such as English, mathematics, social sciences, science, visual and performing arts, health, physical education, career technical education, and other studies prescribed by the governing board. ¹ EC § 52060 (d)(8)	

Engagement

The table below describes information in the SARC that is relevant to the Parental Involvement State Priority (Priority 3), Pupil Engagement State Priority (Priority 5) and School Climate State Priority (Priority 6).

Local Control Accountability Plan Requirements	Alignment Between State Priority Areas and the SARC
Engagement	
State Priority: Parent Involvement	
Efforts the school district makes to seek parent input in making decisions for the school district and each school site. EC § 52060 (d)(3)	
State Priority: Pupil Engagement	
High school dropout rates. EC § 52060 (d)(5)(D)	
High school graduation rates. EC § 52060 (d)(5)(E)	
State Priority: School Climate	
Pupil suspension rates. EC § 52060 (d)(6)(A)	
Pupil expulsion rates. EC § 52060 (d)(6)(B)	
Other local measures including surveys of students, parents, and teachers on the sense of safety and school connectedness. ² EC § 52060 (d)(6)(C)	

Note: State Priority 2 and 7 are not required in the SARC, as well as certain portions of Priority 4 and 5. For detailed information about LCAP and frequently asked questions, please visit <http://www.cde.ca.gov/fg/aa/lc/lcfaq.asp>.

¹ English, mathematics and physical education are the only subject areas included in Other Pupil Outcomes (Priority 8) that are reflected in the SARC.

² School safety plan is the only other local measure of School Climate (Priority 6) that is reflected in the SARC.