

SARC



OUR
MESSAGE



OUR
TEACHERS

OUR
SCHOOL

Banta Elementary School

2014-15
School Accountability Report Card
Published in 2015-16

Rechelle Pearlman
Principal
rpearlman@sjcoe.net

22345 South El Rancho Road
Tracy, CA 95304

Grades: TK-8
Phone: (209) 229-4651
<http://bantaesd.net>

CDS Code: 39-68486-6041750

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

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.

Principal's Message

Welcome to Banta Elementary School, a traditional elementary school serving 345 students from pre-kindergarten to eighth grade. Opening in the early 1800's, 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, Next Generation Science Standards, and both digital and print based resources. All text books 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, while 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.

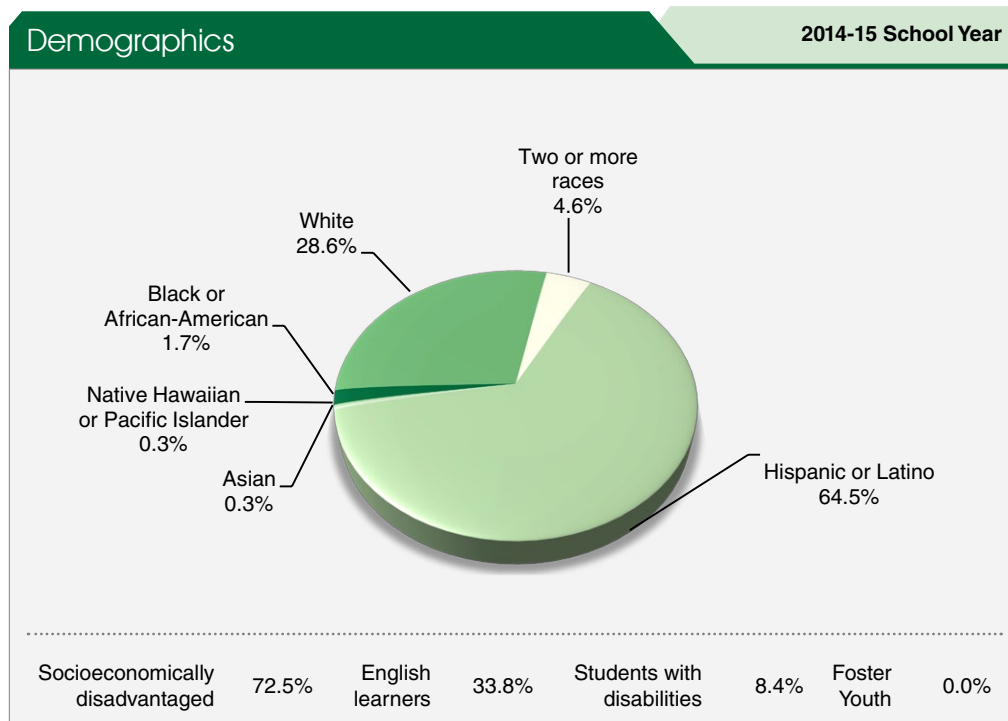
School Safety

Banta has a comprehensive school safety plan which was originally developed in September 1998 and was reviewed and fully updated in August 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.

Enrollment by Student Group

The total enrollment at the school was 346 students for the 2014-15 school year. The pie chart displays the percentage of students enrolled in each group.



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.

Governing Board

Frank Silva
Board President

Patricia Speer
Trustee

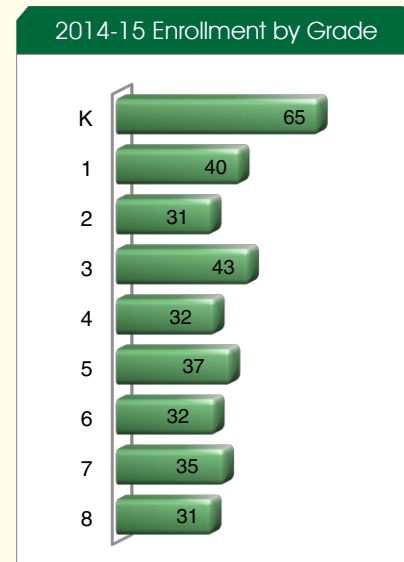
Joe Perry
Trustee

School Philosophy

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

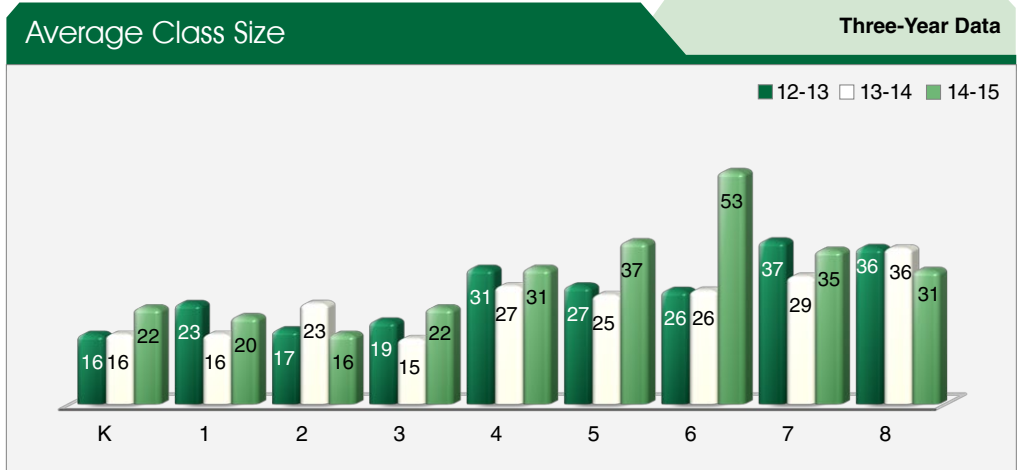
Enrollment by Grade

The bar graph displays the total number of students enrolled in each grade for the 2014-15 school year.



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.



Grade	Three-Year Data								
	2012-13			2013-14			2014-15		
	Number of Students								
	1-20	21-32	33+	1-20	21-32	33+	1-20	21-32	33+
K	2			1	2			3	
1		2		2			2		
2	2				2		2		
3	2			2				2	
4		10		3	10			10	
5		3	7	3	3	7			4
6		3	7	3	3	7		4	6
7			1		1				1
8			1			1		1	

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.

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.

	Three-Year Data		
	2013-14	2014-15	2015-16
Banta ES	1 days	3 days	3 days

Vision Statement

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

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 Rechelle Pearlman, Banta School principal, at (209) 229-4650.

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.

Banta ES			
	12-13	13-14	14-15
Suspension rates	7.2%	6.4%	3.2%
Expulsion rates	0.0%	0.3%	0.0%
Banta ESD			
	12-13	13-14	14-15
Suspension rates	7.2%	6.4%	3.2%
Expulsion rates	0.0%	0.3%	0.0%
California			
	12-13	13-14	14-15
Suspension rates	5.1%	4.4%	3.8%
Expulsion rates	0.1%	0.1%	0.1%

Adequate Yearly Progress

The federal Elementary and Secondary Education Act (ESEA) requires all schools and districts meet Adequate Yearly Progress (AYP) requirements. California public schools and districts are required to meet or exceed criteria in the following four target areas:

- Participation rate on statewide assessments in English language arts and mathematics
- Percentage of students scoring proficient on statewide assessments in English language arts and mathematics
- Attendance rates for schools with enrollment in Transitional Kindergarten through grade eight (TK-8)
- Graduation rate for high schools

The table displays whether or not the school, district, and state met each of the AYP criteria and made overall AYP for 2014-15. For more information, visit www.cde.ca.gov/ta/ac/ay.

Adequate Yearly Progress Criteria		2014-15 School Year		
	Banta ES	Banta ESD	California	
Met overall AYP	Yes	Yes	Yes	
Met participation rate:				
English language arts	Yes	Yes	Yes	
Mathematics	Yes	Yes	Yes	
Met percent proficient:				
English language arts	■	■	■	
Mathematics	■	■	■	
Met attendance rates	Yes	Yes	Yes	
Met graduation rate	○	○	Yes	

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 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 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 2015-16 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		2015-16 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 Title I schools currently in Program Improvement		1	
Percentage of Title I schools currently in Program Improvement		50.00%	

■ Not applicable. Due to the transition to the Smarter Balanced Summative Assessments, the U.S. Department of Education approved the California Department of Education's waiver request to exclude the percent proficient results from AYP determinations. For more information on the AYP reports, please visit <http://data1.cde.ca.gov/dataquest/>.

○ Not applicable. This AYP indicator is only applicable for high schools.

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



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

2014-15 School Year

Grade 5

Four of six standards	15.8%
Five of six standards	42.1%
Six of six standards	21.1%

Grade 7

Four of six standards	8.6%
Five of six standards	20.0%
Six of six standards	22.9%

California Standards Tests for All Students: 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.

Subject	Students Scoring at Proficient or Advanced Levels								
	Banta ES			Banta ESD			California		
	12-13	13-14	14-15	12-13	13-14	14-15	12-13	13-14	14-15
Science	38%	40%	26%	38%	40%	26%	59%	60%	56%

California Standards Tests Results by Student Group: Science (grades 5, 8 and 10)

Group	Students Scoring at Proficient or Advanced Levels	
	2014-15 School Year	
		Science
All students in the district		26%
All students at the school		26%
Male		29%
Female		24%
Black or African-American		❖
American Indian or Alaska Native		❖
Asian		❖
Filipino		❖
Hispanic or Latino		25%
Native Hawaiian or Pacific Islander		❖
White		36%
Two or more races		❖
Socioeconomically disadvantaged		21%
English learners		❖
Students with disabilities		❖
Students receiving Migrant Education services		❖
Foster youth		❖

California Assessment of Student Performance and Progress Results for All Students (grades 3-8 and 11)

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

Subject	Percentage of Students Meeting or Exceeding State Standards			
	2014-15 School Year			
		Banta ES	Banta ESD	California
English language arts/literacy		27%	27%	44%
Mathematics		18%	18%	33%

❖ 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.

❖ Information is not available at this time.

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).

For the 2015 school year, the CAASPP included a mix of online and paper-pencil assessments. The online component contained the Smarter Balanced English language arts/literacy and mathematics tests. The paper-pencil science assessments of CAASPP included the California Standards Test (CST), California Modified Assessment (CMA) and California Alternate Performance Assessment (CAPA). There was also the optional Standards-based Tests in Spanish for reading/language arts.

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.

CAASPP by Student Group: English Language Arts and Mathematics

The tables on the following pages display the information on student achievement at each performance level in English language arts and mathematics for the school by student groups for grades 3-8.

Levels of achievement include:

- Level 1 = Standard not met
- Level 2 = Standard nearly met
- Level 3 = Standard met
- Level 4 = Standard exceeded

Note: The number of students tested includes students who did not receive a score. However, the number of students tested is not the number that was used to calculate the performance level percentages. The performance level percentages are calculated using students with scores.

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

Students Achieving at Each Performance Level				2014-15 School Year			
English Language Arts: Grade 3				Percent Achievement			
Group	Total Enrollment	Number Tested	Percentage Tested of Total Enrollment	Level 1	Level 2	Level 3	Level 4
All students	41	41	100.0%	49%	44%	2%	5%
Male		18	43.9%	33%	61%	6%	0%
Female		23	56.1%	61%	30%	0%	9%
Black or African-American		1	2.4%	❖	❖	❖	❖
American Indian or Alaska Native		0	0.0%	❖	❖	❖	❖
Asian		0	0.0%	❖	❖	❖	❖
Filipino		0	0.0%	❖	❖	❖	❖
Hispanic or Latino		26	63.4%	46%	50%	4%	0%
Native Hawaiian or Pacific Islander		0	0.0%	❖	❖	❖	❖
White		14	34.1%	50%	36%	0%	14%
Two or more races		0	0.0%	❖	❖	❖	❖
Socioeconomically disadvantaged		34	82.9%	50%	47%	3%	0%
English learners		13	31.7%	62%	38%	0%	0%
Students with disabilities		4	9.8%	❖	❖	❖	❖
Students receiving Migrant Education services		0	0.0%	❖	❖	❖	❖
Foster youth		❖	❖	❖	❖	❖	❖
Mathematics: Grade 3				Percent Achievement			
Group	Total Enrollment	Number Tested	Percentage Tested of Total Enrollment	Level 1	Level 2	Level 3	Level 4
All students	41	41	100.0%	39%	32%	24%	5%
Male		18	43.9%	28%	33%	33%	6%
Female		23	56.1%	48%	30%	17%	4%
Black or African-American		1	2.4%	❖	❖	❖	❖
American Indian or Alaska Native		0	0.0%	❖	❖	❖	❖
Asian		0	0.0%	❖	❖	❖	❖
Filipino		0	0.0%	❖	❖	❖	❖
Hispanic or Latino		26	63.4%	35%	35%	27%	4%
Native Hawaiian or Pacific Islander		0	0.0%	❖	❖	❖	❖
White		14	34.1%	50%	29%	14%	7%
Two or more races		0	0.0%	❖	❖	❖	❖
Socioeconomically disadvantaged		34	82.9%	44%	32%	24%	0%
English learners		13	31.7%	46%	23%	31%	0%
Students with disabilities		4	9.8%	❖	❖	❖	❖
Students receiving Migrant Education services		0	0.0%	❖	❖	❖	❖
Foster youth		❖	❖	❖	❖	❖	❖

Level 1 = Standard not met Level 2 = Standard nearly met Level 3 = Standard met Level 4 = Standard exceeded

❖ 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.

❖ Information is not available at this time.

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

Students Achieving at Each Performance Level				2014-15 School Year			
English Language Arts: Grade 4				Percent Achievement			
Group	Total Enrollment	Number Tested	Percentage Tested of Total Enrollment	Level 1	Level 2	Level 3	Level 4
All students	31	31	100.0%	55%	10%	23%	13%
Male		20	64.5%	50%	10%	20%	20%
Female		11	35.5%	64%	9%	27%	0%
Black or African-American		1	3.2%	❖	❖	❖	❖
American Indian or Alaska Native		0	0.0%	❖	❖	❖	❖
Asian		0	0.0%	❖	❖	❖	❖
Filipino		0	0.0%	❖	❖	❖	❖
Hispanic or Latino		21	67.7%	62%	5%	24%	10%
Native Hawaiian or Pacific Islander		0	0.0%	❖	❖	❖	❖
White		8	25.8%	❖	❖	❖	❖
Two or more races		1	3.2%	❖	❖	❖	❖
Socioeconomically disadvantaged		22	71.0%	73%	0%	18%	9%
English learners		9	29.0%	❖	❖	❖	❖
Students with disabilities		4	12.9%	❖	❖	❖	❖
Students receiving Migrant Education services		1	3.2%	❖	❖	❖	❖
Foster youth		❖	❖	❖	❖	❖	❖
Mathematics: Grade 4				Percent Achievement			
Group	Total Enrollment	Number Tested	Percentage Tested of Total Enrollment	Level 1	Level 2	Level 3	Level 4
All students	31	31	100.0%	55%	19%	10%	16%
Male		20	64.5%	50%	15%	10%	25%
Female		11	35.5%	64%	27%	9%	0%
Black or African-American		1	3.2%	❖	❖	❖	❖
American Indian or Alaska Native		0	0.0%	❖	❖	❖	❖
Asian		0	0.0%	❖	❖	❖	❖
Filipino		0	0.0%	❖	❖	❖	❖
Hispanic or Latino		21	67.7%	62%	10%	14%	14%
Native Hawaiian or Pacific Islander		0	0.0%	❖	❖	❖	❖
White		8	25.8%	❖	❖	❖	❖
Two or more races		1	3.2%	❖	❖	❖	❖
Socioeconomically disadvantaged		22	71.0%	73%	14%	5%	9%
English learners		9	29.0%	❖	❖	❖	❖
Students with disabilities		4	12.9%	❖	❖	❖	❖
Students receiving Migrant Education services		1	3.2%	❖	❖	❖	❖
Foster youth		❖	❖	❖	❖	❖	❖

Level 1 = Standard not met Level 2 = Standard nearly met Level 3 = Standard met Level 4 = Standard exceeded

❖ 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.

❖ Information is not available at this time.

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

Students Achieving at Each Performance Level				2014-15 School Year			
English Language Arts: Grade 5				Percent Achievement			
Group	Total Enrollment	Number Tested	Percentage Tested of Total Enrollment	Level 1	Level 2	Level 3	Level 4
All students	39	37	94.9%	54%	19%	24%	3%
Male		20	51.3%	60%	25%	10%	5%
Female		17	43.6%	47%	12%	41%	0%
Black or African-American		1	2.6%	❖	❖	❖	❖
American Indian or Alaska Native		0	0.0%	❖	❖	❖	❖
Asian		0	0.0%	❖	❖	❖	❖
Filipino		0	0.0%	❖	❖	❖	❖
Hispanic or Latino		27	69.2%	56%	15%	26%	4%
Native Hawaiian or Pacific Islander		0	0.0%	❖	❖	❖	❖
White		8	20.5%	❖	❖	❖	❖
Two or more races		1	2.6%	❖	❖	❖	❖
Socioeconomically disadvantaged		31	79.5%	58%	19%	19%	3%
English learners		7	17.9%	❖	❖	❖	❖
Students with disabilities		6	15.4%	❖	❖	❖	❖
Students receiving Migrant Education services		0	0.0%	❖	❖	❖	❖
Foster youth		❖	❖	❖	❖	❖	❖
Mathematics: Grade 5				Percent Achievement			
Group	Total Enrollment	Number Tested	Percentage Tested of Total Enrollment	Level 1	Level 2	Level 3	Level 4
All students	39	37	94.9%	78%	19%	3%	0%
Male		20	51.3%	70%	25%	5%	0%
Female		17	43.6%	88%	12%	0%	0%
Black or African-American		1	2.6%	❖	❖	❖	❖
American Indian or Alaska Native		0	0.0%	❖	❖	❖	❖
Asian		0	0.0%	❖	❖	❖	❖
Filipino		0	0.0%	❖	❖	❖	❖
Hispanic or Latino		27	69.2%	81%	15%	4%	0%
Native Hawaiian or Pacific Islander		0	0.0%	❖	❖	❖	❖
White		8	20.5%	❖	❖	❖	❖
Two or more races		1	2.6%	❖	❖	❖	❖
Socioeconomically disadvantaged		31	79.5%	81%	16%	3%	0%
English learners		7	17.9%	❖	❖	❖	❖
Students with disabilities		6	15.4%	❖	❖	❖	❖
Students receiving Migrant Education services		0	0.0%	❖	❖	❖	❖
Foster youth		❖	❖	❖	❖	❖	❖

Level 1 = Standard not met Level 2 = Standard nearly met Level 3 = Standard met Level 4 = Standard exceeded

❖ 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.

❖ Information is not available at this time.

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

Students Achieving at Each Performance Level				2014-15 School Year			
English Language Arts: Grade 6				Percent Achievement			
Group	Total Enrollment	Number Tested	Percentage Tested of Total Enrollment	Level 1	Level 2	Level 3	Level 4
All students	28	26	92.9%	12%	65%	23%	0%
Male		14	50.0%	14%	64%	21%	0%
Female		12	42.9%	8%	67%	25%	0%
Black or African-American		0	0.0%	❖	❖	❖	❖
American Indian or Alaska Native		0	0.0%	❖	❖	❖	❖
Asian		0	0.0%	❖	❖	❖	❖
Filipino		0	0.0%	❖	❖	❖	❖
Hispanic or Latino		14	50.0%	14%	71%	14%	0%
Native Hawaiian or Pacific Islander		0	0.0%	❖	❖	❖	❖
White		12	42.9%	8%	58%	33%	0%
Two or more races		0	0.0%	❖	❖	❖	❖
Socioeconomically disadvantaged		18	64.3%	17%	61%	22%	0%
English learners		3	10.7%	❖	❖	❖	❖
Students with disabilities		1	3.6%	❖	❖	❖	❖
Students receiving Migrant Education services		0	0.0%	❖	❖	❖	❖
Foster youth		❖	❖	❖	❖	❖	❖
Mathematics: Grade 6				Percent Achievement			
Group	Total Enrollment	Number Tested	Percentage Tested of Total Enrollment	Level 1	Level 2	Level 3	Level 4
All students	28	27	96.4%	48%	33%	15%	4%
Male		14	50.0%	64%	21%	7%	7%
Female		13	46.4%	31%	46%	23%	0%
Black or African-American		0	0.0%	❖	❖	❖	❖
American Indian or Alaska Native		0	0.0%	❖	❖	❖	❖
Asian		0	0.0%	❖	❖	❖	❖
Filipino		0	0.0%	❖	❖	❖	❖
Hispanic or Latino		15	53.6%	47%	33%	20%	0%
Native Hawaiian or Pacific Islander		0	0.0%	❖	❖	❖	❖
White		12	42.9%	50%	33%	8%	8%
Two or more races		0	0.0%	❖	❖	❖	❖
Socioeconomically disadvantaged		19	67.9%	53%	37%	11%	0%
English learners		3	10.7%	❖	❖	❖	❖
Students with disabilities		1	3.6%	❖	❖	❖	❖
Students receiving Migrant Education services		0	0.0%	❖	❖	❖	❖
Foster youth		❖	❖	❖	❖	❖	❖

Level 1 = Standard not met Level 2 = Standard nearly met Level 3 = Standard met Level 4 = Standard exceeded

❖ 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.

❖ Information is not available at this time.

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

Students Achieving at Each Performance Level				2014-15 School Year			
English Language Arts: Grade 7				Percent Achievement			
Group	Total Enrollment	Number Tested	Percentage Tested of Total Enrollment	Level 1	Level 2	Level 3	Level 4
All students	35	35	100.0%	40%	17%	34%	9%
Male		18	51.4%	50%	17%	28%	6%
Female		17	48.6%	29%	18%	41%	12%
Black or African-American		0	0.0%	❖	❖	❖	❖
American Indian or Alaska Native		0	0.0%	❖	❖	❖	❖
Asian		1	2.9%	❖	❖	❖	❖
Filipino		0	0.0%	❖	❖	❖	❖
Hispanic or Latino		22	62.9%	59%	5%	27%	9%
Native Hawaiian or Pacific Islander		0	0.0%	❖	❖	❖	❖
White		9	25.7%	❖	❖	❖	❖
Two or more races		3	8.6%	❖	❖	❖	❖
Socioeconomically disadvantaged		19	54.3%	58%	5%	32%	5%
English learners		6	17.1%	❖	❖	❖	❖
Students with disabilities		5	14.3%	❖	❖	❖	❖
Students receiving Migrant Education services		1	2.9%	❖	❖	❖	❖
Foster youth		❖	❖	❖	❖	❖	❖
Mathematics: Grade 7				Percent Achievement			
Group	Total Enrollment	Number Tested	Percentage Tested of Total Enrollment	Level 1	Level 2	Level 3	Level 4
All students	35	35	100.0%	54%	29%	11%	6%
Male		18	51.4%	56%	28%	11%	6%
Female		17	48.6%	53%	29%	12%	6%
Black or African-American		0	0.0%	❖	❖	❖	❖
American Indian or Alaska Native		0	0.0%	❖	❖	❖	❖
Asian		1	2.9%	❖	❖	❖	❖
Filipino		0	0.0%	❖	❖	❖	❖
Hispanic or Latino		22	62.9%	64%	23%	9%	5%
Native Hawaiian or Pacific Islander		0	0.0%	❖	❖	❖	❖
White		9	25.7%	❖	❖	❖	❖
Two or more races		3	8.6%	❖	❖	❖	❖
Socioeconomically disadvantaged		19	54.3%	68%	26%	5%	0%
English learners		6	17.1%	❖	❖	❖	❖
Students with disabilities		5	14.3%	❖	❖	❖	❖
Students receiving Migrant Education services		1	2.9%	❖	❖	❖	❖
Foster youth		❖	❖	❖	❖	❖	❖

Level 1 = Standard not met Level 2 = Standard nearly met Level 3 = Standard met Level 4 = Standard exceeded

❖ 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.

❖ Information is not available at this time.

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

Students Achieving at Each Performance Level

2014-15 School Year

English Language Arts: Grade 8				Percent Achievement			
Group	Total Enrollment	Number Tested	Percentage Tested of Total Enrollment	Level 1	Level 2	Level 3	Level 4
All students	30	30	100.0%	27%	43%	23%	7%
Male		14	46.7%	14%	64%	21%	0%
Female		16	53.3%	38%	25%	25%	13%
Black or African-American		0	0.0%	❖	❖	❖	❖
American Indian or Alaska Native		0	0.0%	❖	❖	❖	❖
Asian		0	0.0%	❖	❖	❖	❖
Filipino		0	0.0%	❖	❖	❖	❖
Hispanic or Latino		17	56.7%	29%	59%	12%	0%
Native Hawaiian or Pacific Islander		0	0.0%	❖	❖	❖	❖
White		11	36.7%	27%	27%	27%	18%
Two or more races		2	6.7%	❖	❖	❖	❖
Socioeconomically disadvantaged		21	70.0%	38%	48%	10%	5%
English learners		4	13.3%	❖	❖	❖	❖
Students with disabilities		3	10.0%	❖	❖	❖	❖
Students receiving Migrant Education services		0	0.0%	❖	❖	❖	❖
Foster youth		❖	❖	❖	❖	❖	❖
Mathematics: Grade 8				Percent Achievement			
Group	Total Enrollment	Number Tested	Percentage Tested of Total Enrollment	Level 1	Level 2	Level 3	Level 4
All students	30	30	100.0%	57%	30%	10%	3%
Male		14	46.7%	43%	50%	7%	0%
Female		16	53.3%	69%	13%	13%	6%
Black or African-American		0	0.0%	❖	❖	❖	❖
American Indian or Alaska Native		0	0.0%	❖	❖	❖	❖
Asian		0	0.0%	❖	❖	❖	❖
Filipino		0	0.0%	❖	❖	❖	❖
Hispanic or Latino		17	56.7%	59%	41%	0%	0%
Native Hawaiian or Pacific Islander		0	0.0%	❖	❖	❖	❖
White		11	36.7%	64%	0%	27%	9%
Two or more races		2	6.7%	❖	❖	❖	❖
Socioeconomically disadvantaged		21	70.0%	67%	29%	0%	5%
English learners		4	13.3%	❖	❖	❖	❖
Students with disabilities		3	10.0%	❖	❖	❖	❖
Students receiving Migrant Education services		0	0.0%	❖	❖	❖	❖
Foster youth		❖	❖	❖	❖	❖	❖

Level 1 = Standard not met Level 2 = Standard nearly met Level 3 = Standard met Level 4 = Standard exceeded

❖ 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.

❖ Information is not available at this time.

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		2015-16 School Year
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 and Winston (6-8)	2008
History/social science	Harcourt (K-5)	2007
History/social science	Holt Rinehart and Winston (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		2015-16 School Year
Banta ES	Percentage Lacking	
Reading/language arts	0%	
Mathematics	0%	
Science	0%	
History/social science	0%	
Visual and performing arts	◇	
Foreign language	◇	
Health	◇	

Currency of Textbook Data

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

Currency of Textbook Data		2015-16 School Year
Data collection date		9/2015

◇ Not applicable.

Quality of Textbooks

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

Quality of Textbooks	
2015-16 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
Does every student, including English learners, have access to their own textbooks and instructional materials to use in class and to take home?	Yes

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)
- Economic Impact Aid-Limited
- English Proficient (EIA-LEP)
- Beginning Teacher Support and Assessment (BTSA)
- Class Size Reduction (CSR)
- English Language Acquisition Program (ELAP)
- Rural School 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



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



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		2015-16 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			8/31/2015
Date of the most recent completion of the inspection form			8/31/2015

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		2015-16 School Year
Items Inspected	Deficiencies, Action Taken or Planned, and Date of Action	
Electrical	Room 31: Electrical cord is taped but not covered. Repaired August 2015.	
Restrooms/fountains	Room 7: Faucet is loose at sink. Planned repair March 2016.	
Structural	Cafeteria hallway: Coping is fraying and starting to come off at the corner. Paint is chipping. Repaired December 2015.	
External	Field has continual problem with squirrels and gophers. Outside walls of main hallway is cracking. Panels need repair along outside walls. Hall roof drainage posts are beginning to rot and peel. Planned repairs June 2016.	

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 ten 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 2014 and has greatly increased Internet speed and capability.

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

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.

Continued on page 14

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	15-16	13-14	14-15	15-16
With full credential	16	15	13	16
Without full credential	0	0	2	0
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 total teacher misassignments includes the number of teacher misassignments of English learners.

Teacher Misassignments and Vacant Teacher Positions	Three-Year Data		
	Banta ES		
Teachers	13-14	14-15	15-16
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 the Elementary and Secondary Education Act (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 2014-15 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	2014-15 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	✦	✦

✦ Not applicable.

School Facilities

Continued from page 13

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.



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	
2014-15 School Year	
Academic Counselors	
FTE of academic counselors	0.00
Average number of students per academic counselor	✦
Support Staff	
Social/behavioral or career development counselors	0.25
Library media teacher (librarian)	0.00
Library media services staff (paraprofessional)	1.72
Psychologist	0.45
Social worker	0.00
Nurse	0.75
Speech/language/hearing specialist	0.45
Resource specialist (nonteaching)	0.00

Financial Data

The financial data displayed in this SARC is from the 2013-14 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	2013-14 Fiscal Year	
	Banta ESD	Similar Sized District
Beginning teacher salary	\$42,469	\$39,948
Midrange teacher salary	\$59,358	\$57,401
Highest teacher salary	\$73,358	\$73,183
Average elementary school principal salary	⊕	\$94,578
Superintendent salary	\$135,351	\$112,657
Teacher salaries: percentage of budget	42%	35%
Administrative salaries: percentage of budget	6%	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	2013-14 Fiscal Year	
	Expenditures Per Pupil From Unrestricted Sources	Annual Average Teacher Salary
Banta ES	\$6,743	\$73,789
Banta ESD	\$6,743	\$73,789
California	\$5,348	\$59,180
School and district: percentage difference	◆	◆
School and California: percentage difference	+26.1%	+24.1%

⊕ The principal and superintendent are combined as one position.

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

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.

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	
2013-14 Fiscal Year	
Total expenditures per pupil	\$8,620
Expenditures per pupil from restricted sources	\$1,877
Expenditures per pupil from unrestricted sources	\$6,743
Annual average teacher salary	\$73,789

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.

Data for this year's SARC was provided by the California Department of Education (CDE), 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 of each year.

All data accurate as of December 2015.

School Accountability Report Card

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