

Banta Elementary School

School Accountability Report Card

Reported Using Data from the 2018-19 School Year

Published During 2019-20

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

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 may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

About This School

School Contact Information (School Year 2019-20)

Entity	Contact Information
School Name	Banta Elementary School
Street	22345 South El Rancho Road
City, State, Zip	Tracy, CA 95304
Phone Number	(209) 229-4650
Principal	Ann Jayne, Ed.D.
Email Address	ajayne@bantasd.org
Website	http://bes.bantasd.org
County-District-School (CDS) Code	39-68486-6041750

Entity	Contact Information
District Name	Banta Elementary School District
Phone Number	(209) 229-4651
Superintendent	Daniel Moore
Email Address	dmoore@bantasd.org
Website	http://bantasd.org

School Description and Mission Statement (School Year 2019-20)

Banta School, a traditional elementary school serving 315 students from transitional kindergarten to eighth grade. Opening in 1878, 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.

The 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 the curriculum. Banta Elementary School has a one-to-one program (one technology device for every student), 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 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.

Student Enrollment by Grade Level (School Year 2018-19)

Grade Level	Number of Students
Kindergarten	46
Grade 1	32
Grade 2	45
Grade 3	47
Grade 4	37
Grade 5	32
Grade 6	31
Grade 7	37
Grade 8	29
Total Enrollment	336

Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	2.7
Hispanic or Latino	69.3
Native Hawaiian or Pacific Islander	0.3
White	22.9
Two or More Races	4.8
Socioeconomically Disadvantaged	72.6
English Learners	36.6
Students with Disabilities	14.3
Foster Youth	0.3
Homeless	1.5

A. Conditions of Learning**State Priority: Basic**

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Teacher Credentials

Teachers	School 2017-18	School 2018-19	School 2019-20	District 2019-20
With Full Credential	17	17	15	15
Without Full Credential	1	1	0	0
Teaching Outside Subject Area of Competence (with full credential)	0	1	1	1

Teacher Misassignments and Vacant Teacher Positions

Indicator	2017-18	2018-19	2019-20
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

*Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2019-20)

Year and month in which data were collected: 10/10/2019

The textbook-adoption cycle is in alignment with current state expectations. With the implementation of Local Control Funding Formula (LCFF), the district LCAP 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.

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Reading, McGraw-Hill (K-8) Adopted 2016	Yes	0%
Mathematics	Go Math!, Houghton Mifflin (K-5, 6-8) Adopted 2014	Yes	0%
Science	Harcourt (K-5) Adopted 2008 Holt, Rinehart and Winston (6-8) Adopted 2008	Yes	0%
History-Social Science	Harcourt (K-5) Adopted 2007 Holt, Rinehart and Winston (6-8) Adopted 2007	Yes	0%

School Facility Conditions and Planned Improvements (Most Recent Year)

The campus currently houses 315 students in nine portable buildings and 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 four additional portables for the preschool and after-school programs. The library, including a computer lab, is updated on a yearly basis, providing new materials for students. The district is currently upgrading broadband capabilities to accommodate increased demand for internet usage; the project will greatly increase 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 fire and water coverage and parking-lot redesign project. This project is scheduled to be completed in 2020. The project will create a new fire and water coverage system at Banta School. In addition, the project includes a redesign of the school parking lot, which will create a new bus loading and unloading zone in 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. In addition, in 2020-2021 the school is planning to refurbish the school fields and grounds.

School Facility Good Repair Status (Most Recent Year)

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The overall rating

Year and month of the most recent FIT report: 08/15/2019

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
Overall Rating	Exemplary	

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students 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.

CAASPP Test Results in ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
English Language Arts/Literacy (grades 3-8 and 11)	30	27	41	42	50	50
Mathematics (grades 3-8 and 11)	20	18	32	35	38	39

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent 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 (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

CAASPP Test Results in ELA by Student Group

Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	209	208	99.52	0.48	26.92
Male	111	110	99.10	0.90	22.73
Female	98	98	100.00	0.00	31.63
Black or African American	--	--	--	--	--
American Indian or Alaska Native					
Filipino					
Hispanic or Latino	141	140	99.29	0.71	27.14
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	51	51	100.00	0.00	29.41
Two or More Races	--	--	--	--	--

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Socioeconomically Disadvantaged	149	148	99.33	0.67	18.92
English Learners	79	78	98.73	1.27	15.38
Students with Disabilities	32	32	100.00	0.00	12.50
Students Receiving Migrant Education Services	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent 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 (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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 Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	209	208	99.52	0.48	18.27
Male	111	110	99.10	0.90	19.09
Female	98	98	100.00	0.00	17.35
Black or African American	--	--	--	--	--
American Indian or Alaska Native					
Filipino					
Hispanic or Latino	141	140	99.29	0.71	17.86
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	51	51	100.00	0.00	21.57
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	149	148	99.33	0.67	13.51
English Learners	79	78	98.73	1.27	8.97
Students with Disabilities	32	32	100.00	0.00	12.50
Students Receiving Migrant Education Services	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent 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 (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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 Test Results in Science for All Students

Grades Five, Eight, and Ten

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Science (grades 5, 8 and high school)	N/A	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject areas of physical education.

California Physical Fitness Test Results (School Year 2018-19)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	16.7	20.0	23.3
7	15.6	18.8	37.5

Note: Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site.

Opportunities for Parental Involvement (School Year 2019-20)

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. Parents support students and the community by volunteering in the classroom and various events.

For more information on how to become involved, contact Principal Dr. Ann Jayne at (209) 229-4650.

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

Suspensions and Expulsions

Rate	School 2016-17	School 2017-18	School 2018-19	District 2016-17	District 2017-18	District 2018-19	State 2016-17	State 2017-18	State 2018-19
Suspensions	3.8	1.0	2.6	2.9	2.0	2.4	3.6	3.5	3.5
Expulsions	0.0	0.0	0.0	0.0	0.1	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2019-20)

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 in September 2019.

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.

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2016-17 Average Class Size	2016-17 # of Classes* Size 1-20	2016-17 # of Classes* Size 21-32	2016-17 # of Classes* Size 33+	2017-18 Average Class Size	2017-18 # of Classes* Size 1-20	2017-18 # of Classes* Size 21-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-20	2018-19 # of Classes* Size 21-32	2018-19 # of Classes* Size 33+
K	13	3	2		22	1	2		15	3		
1	18	3			16	3			16	2		
2	20	2			17	3			23		2	
3	21	1	1		19	2			24		2	
4	29		5		25	1	5		18	10		
5	37			2	37			2	22	1	2	
6	42	1	2	3	55			5	46		2	3
Other**												

*Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselors*	.0

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Student Support Services Staff (School Year 2018-19)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	0.75
Psychologist	0.45
Social Worker	
Nurse	1.00
Speech/Language/Hearing Specialist	0.45
Resource Specialist (non-teaching)	

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2017-18)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$12,352.00	\$3,361.00	\$8,991.00	\$67,095.00
District	N/A	N/A	\$8,991.00	\$67,095.00
Percent Difference - School Site and District	N/A	N/A	0.0	0.0
State	N/A	N/A	\$7,506.64	\$64,941.00
Percent Difference - School Site and State	N/A	N/A	18.0	3.3

Note: Cells with N/A values do not require data.

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

Types of Services Funded (Fiscal Year 2018-19)

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)
- Rural Education Achievement Program (REAP)
- Special Education
- Lottery
- Educator Effectiveness
- STRS On-Behalf

Teacher and Administrative Salaries (Fiscal Year 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$48,317	\$45,252
Mid-Range Teacher Salary	\$67,531	\$65,210
Highest Teacher Salary	\$87,318	\$84,472
Average Principal Salary (Elementary)	\$109,041	\$107,614
Average Principal Salary (Middle)	\$0	\$112,242
Average Principal Salary (High)	\$0	\$
Superintendent Salary	\$99,069	\$124,686
Percent of Budget for Teacher Salaries	31%	31%
Percent of Budget for Administrative Salaries	10%	7%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits web page at <https://www.cde.ca.gov/ds/fd/cs/>.

Professional Development (Most Recent Three Years)

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	2	2	2

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.