

Bannon Creek

School Accountability Report Card Reported Using Data from the 2017—18 School Year California Department of Education *Published during the 2018-19 School Year

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/fq/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

Contact Information (School Year 2018—19)

District Contact Information (School Year 2018—19)	
District Name	Natomas Unified
Phone Number	(916) 567-5400
Superintendent	Chris Evans
E-mail Address	cevans@natomasunified.org
Web Site	http://natomasunified.org

School Contact Information (School Year 2018—19)	
School Name	Bannon Creek
Street	2775 Millcreek Dr.
City, State, Zip	Sacramento, Ca, 95833-1856
Phone Number	916-567-5600
Principal	Oscar Garcia, Principal
E-mail Address	ogarcia@natomasunified.org
Web Site	http://natomasunified.org/bcs/
County-District-School (CDS) Code	34752836107981

Last updated: 11/30/2018

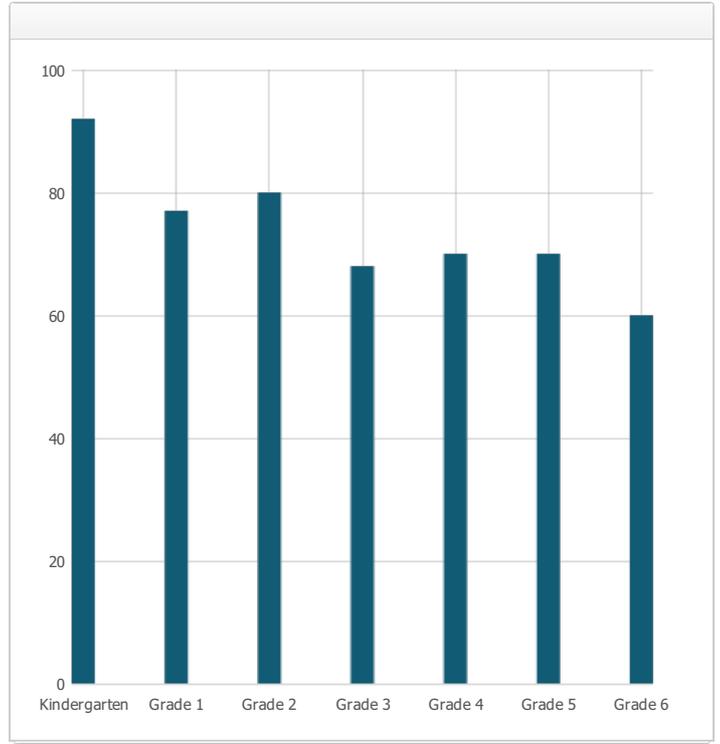
School Description and Mission Statement (School Year 2018—19)

Our Bannon Creek School (K-8) community believes that all children can learn. We do Whatever It Takes to nurture, educate, and challenge our students. "The Beaver CALL" is the Bannon Creek School way of life and guides our beliefs in our students and community. The academic progress of each learner is measured using state, district, and school wide assessments, which are shared with families through consistent communication. Interventions and enrichment strategies (7th hour) are provided for students performing below and above grade level standards. Ongoing instruction in social and emotional skills development and regular celebrations of students success create an environment that fosters appreciation for learning and cultural diversity. It is our mission to empower students to successfully approach life's transitions and challenges.

Last updated: 1/30/2019

Student Enrollment by Grade Level (School Year 2017–18)

Grade Level	Number of Students
Kindergarten	92
Grade 1	77
Grade 2	80
Grade 3	68
Grade 4	70
Grade 5	70
Grade 6	60
Total Enrollment	517



Last updated: 12/6/2018

Student Enrollment by Student Group (School Year 2017–18)

Student Group	Percent of Total Enrollment
Black or African American	27.7 %
American Indian or Alaska Native	1.2 %
Asian	4.8 %
Filipino	1.2 %
Hispanic or Latino	39.3 %
Native Hawaiian or Pacific Islander	1.2 %
White	17.4 %
Two or More Races	7.4 %
Other	-0.2 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	80.3 %
English Learners	20.3 %
Students with Disabilities	15.5 %
Foster Youth	0.8 %

A. Conditions of Learning

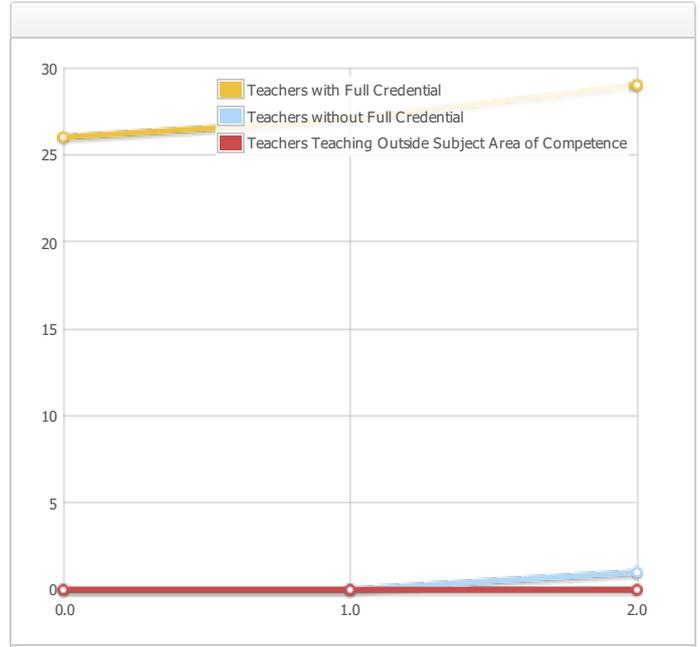
State Priority: Basic

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

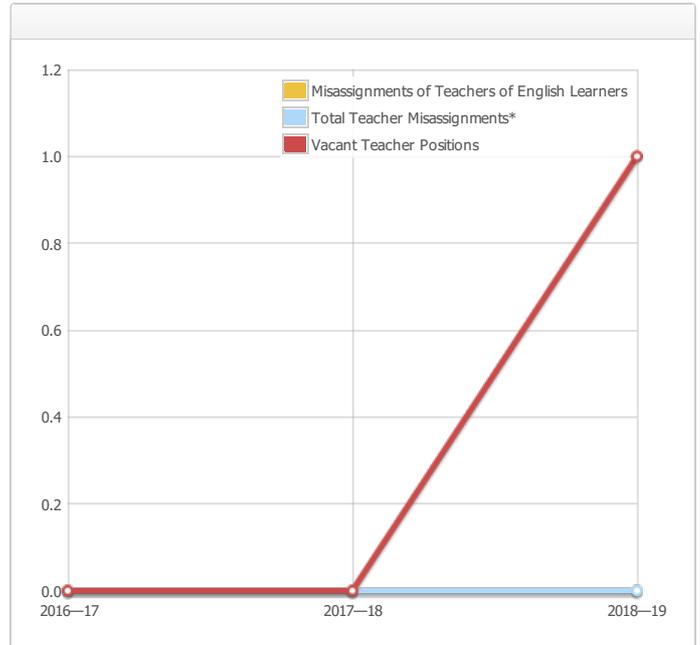
Teachers	School 2016—17	School 2017—18	School 2018—19	District 2018—19
With Full Credential	26	27	29	512
Without Full Credential	0	0	1	28
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0



Last updated: 12/27/2018

Teacher Misassignments and Vacant Teacher Positions

Indicator	2016—17	2017—18	2018—19
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	1



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.

Last updated: 12/27/2018

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2018—19)

Natomas Unified held a public hearing on September 26, 2018 and determined that each school within the district had sufficient and good quality textbooks, instructional materials, or science lab equipment pursuant to the settlement of Williams v. the State of California. All students, including English learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and to take home. Textbooks and supplementary materials are adopted according to a cycle developed by the California Department of Education, making the textbooks used in the school the most current available. Materials approved for use by the State are reviewed by all teachers and a recommendation is made to the School board by a selection committee composed of teachers and administrators. All recommended materials are available for parent examination at the district office prior to adoption. The table displays information collected in September 2018 about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school.

Year and month in which the data were collected: September 2018

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Wonders - McGraw Hill / 2016 Study Sync - McGraw Hill / 2016	Yes	0.0 %
Mathematics	Go Math - Houghton Mifflin / 2015 Integrated 1 - Houghton Mifflin / 2015	Yes	0.0 %
Science	California Science - Pearson / 2008 Holt Science - Holt, Rinehart & Winston / 2001	Yes	0.0 %
History-Social Science	Reflections - Harcourt / 2007 Discovering Our Past - Glencoe / 2007	Yes	0.0 %
Foreign Language	Expresate I - Holt, Rinehart & Winston / 2008	Yes	0.0 %
Health	N/A		0.0 %
Visual and Performing Arts	N/A		0.0 %
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0.0 %

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

Last updated: 12/26/2018

School Facility Conditions and Planned Improvements

Bannon Creek School was constructed in 1991. There are 31 classrooms, 3 Special Education classrooms, 7 Admin/Library/Multipurpose buildings, and 2 playgrounds. A new 16 classroom building was added for occupancy in January 2017. Bannon Creek School has two outdoor play structures, seven outdoor tables, and planter boxes for classroom gardens. Bannon Creek has 2.5 dedicated custodial staff members. The custodial staff is responsible for ensuring that all classrooms and facilities are in adequate condition. A work order process is used to ensure efficient services with emergency repairs given the highest priority. The campus is in Exemplary repair with no urgent issues based upon the Williams inspection of August 2018. Maintenance staff ensure that work orders are completed in a timely manner, and that schools remain in good standing.

All classrooms doors were repainted and repaired as part of a deferred maintenance project.

A work order process is used to ensure efficient service and that emergency repairs are given the highest priority. District maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner.

CLASSROOM CLEANING STANDARDS (checklist to be used in bi-weekly inspections)

- Wastebaskets, paper shredder receptacles, and pencil sharpeners should be empty.
- Wastebasket liners should be clean and free of tears.
- Easily accessible tops of desks, shelves, and other furnishings should be dust-free.
- Doors, door frames, door glass, partition glass, and light switch plates should be free of handprints, dirt, and smudges.
- Window ledges should be reasonably free of dust and debris.
- Easily accessible carpet and/or floor areas should be free of dust, dirt, and debris.
- Difficult areas should be reasonably or somewhat free of dust and dirt.
- All carpet and/or floor areas should be free of dust, dirt, debris, gum, and stains.
- Air intake and exhaust vents or registers should be reasonably free of dust.
- No lights should be burned out.
- Lower, easily accessible windows should be reasonably free of dirt and spots.
- Window blinds should be reasonably dust-free.
- Wash whiteboard and bulletin boards.

OFFICE, CONFERENCE, AND STAFF ROOM CLEANING STANDARDS (checklist to be used in bi-weekly inspections)

- Wastebaskets, paper shredder receptacles, and pencil sharpeners should be empty.
- Wastebasket liners should be clean and free of tears.
- Easily accessible tops of desks, shelves, and other furnishings should be dust-free.
- Difficult areas should be reasonably or somewhat dust-free.
- Telephones should be free of hand marks and oil.
- Reception or service countertops should be free of marks, handprints, and dust.
- Doors, door frames, door glass, partition glass, and light switch plates should be free of handprints, dirt, and smudges.
- Window ledges should be reasonably free of dust and debris.
- Easily accessible carpet and/or floor areas should be free of dust, dirt, and debris.
- Difficult areas should be reasonably or somewhat free of dust and dirt.
- All carpet and/or floor areas should be free of dust, dirt, debris, gum, and stains.
- Air intake and exhaust vents or registers should be reasonably free of dust.
- Magazines, books, and informational pamphlets in waiting areas should be arranged in a neat and orderly fashion.
- No lights should be burned out.
- All drinking fountains and sinks should be free of dirt, debris, calcium spots, or build-up. Fixtures should shine.

- Thresholds and entry areas should be free of dirt and dust.
- Conference tables should be free of marks and smudges. Tops should shine.
- High or difficult to dust areas should be reasonably or somewhat dust-free.
- Lower, easily accessible windows should be reasonably free of dirt and spots.
- Window blinds should be reasonably dust-free.
- Upholstered furniture should be free of dust and stains.

SHOP AND ART ROOM CLEANING STANDARDS (checklist to be used in bi-weekly inspections)

- All pencil sharpeners should be empty.
- Wastebaskets and trash cans should be empty, and trash liners should be without tears and soil-free.
- The area around wastebaskets and trash cans should be free of dirt, grease, paint, and marks.
- Sinks, faucets, and easily accessible surrounding areas should be free of dirt, stains, grease, paint, and debris.
- Sinks and faucets should be reasonably shiny.
- Towel and soap dispensers should be reasonably full (at least enough supply for the next school day).
- Dispensers should be free of dirt, dust, prints, grease, paint, and marks.
- All easily accessible horizontal surfaces should be reasonably dust-free. It should be noted that shop equipment is maintained by students and teaching staff.
- All accessible floor areas should be free of dirt, dust, grease, paint, and debris, including the edges, corners, and areas around desks, chairs, and benches.
- All floor areas should be free of chewing gum.
- All floor areas should be free of spills and spots.
- Doors, door frames, light switch plates, cabinets, and the area around the pencil sharpeners should be free of dirt, prints, marks, grease, and paint.
- White boards should be free of chalk dust.
- Thresholds and entryways should be free of dirt, dust, and debris.
- All air intake and exhaust vents and registers should be reasonably free of dust.
- All lights should be working. There should be no flickering lights.
- If requested or scheduled, the chalkboard should be free of writing, chalk dust, and handprints.
- All lower, easily accessible window ledges should be free of dust, dirt, and dead insects.
- All lower, easily accessible windows should be reasonably clean.
- High or difficult to reach areas should be somewhat dust-free.

SIDEWALKS, WALKWAYS, RAMPS, STEPS, AND OTHER AREA CLEANING STANDARDS (checklist to be used in bi-weekly inspections)

- These areas should be free of trash and debris.
- These areas should be reasonably free of gum.
- These areas should be reasonably free of stains and spills.
- The edges and corners of buildings and raised walkways should be reasonably free of dirt, sand, dead grass, and debris.
- The areas under open ramps should be somewhat free of debris.
- Easily accessible areas under ramps should be free of paper and trash.
- Areas adjacent to closed ramps should be free of trash, dirt, and debris.
- Steps should be free of trash, dirt, and debris. Corners and edges of steps should be free of build-up.

CAFETERIA CLEANING STANDARDS (checklist to be used in bi-weekly inspections)

- Trash/Recycling cans should be empty, re-lined with new liners, and free of stains, liquid, and debris inside and out.
- Cafeteria tabletops should be free of food, liquid, and debris.
- Table frames should be reasonably free of dust, stains, and marks.
- The walls should be free of food, liquid, stains, handprints, and marks.
- All accessible floor areas should be free of food, liquid, debris, and dirt. Floors should be free of haze and mop-stroke marks. There should be a reasonable shine to the floor.
- The edges and corners of floors should be free of any dust, dirt, or buildup.
- The drinking fountains, fixtures, and surrounding wall area should be free of dust, dirt, stains, marks, and debris. Drinking fountains and fixtures should be reasonably shiny.
- Stage floors, steps, and handicap lift should be free of dirt, food, trash, debris, and liquid.
- Doors, door frames, switch plates, and surrounding areas should be free of handprints, marks, and dirt.
- Partitions and door glass should be free of handprints, marks, smudges, food, and liquid.
- All lights should be working. There should be no flickering lights.
- All exit lights should be operational.
- Thresholds and entry areas should be free of dirt, dust, and stains.
- There should not be any gum or buildup in these areas.
- Air intake and exhaust vents should be reasonably dust free.

Last updated: 1/30/2019

School Facility Good Repair Status

Year and month of the most recent FIT report: August 2018

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 Facility Rate

Year and month of the most recent FIT report: August 2018

Overall Rating	Exemplary
----------------	-----------

Last updated: 1/30/2019

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 2016—17	School 2017—18	District 2016—17	District 2017—18	State 2016—17	State 2017—18
English Language Arts / Literacy (grades 3-8 and 11)	18.0%	17.0%	43.0%	44.0%	48.0%	50.0%
Mathematics (grades 3-8 and 11)	11.0%	12.0%	33.0%	32.0%	37.0%	38.0%

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.

Last updated: 1/30/2019

CAASPP Test Results in ELA by Student Group Grades Three through Eight and Grade Eleven (School Year 2017—18)

CAASPP Assessment Results – English Language Arts (ELA)

Disaggregated by Student Groups, Grades Three Through Eight and Grade Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	260	249	95.77%	17.27%
Male	137	131	95.62%	17.56%
Female	123	118	95.93%	16.95%
Black or African American	84	76	90.48%	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	112	109	97.32%	21.10%
Native Hawaiian or Pacific Islander	--	--	--	--
White	27	27	100.00%	18.52%
Two or More Races	20	20	100.00%	15.00%
Socioeconomically Disadvantaged	213	203	95.31%	17.74%
English Learners	37	37	100.00%	8.11%
Students with Disabilities	49	46	93.88%	--
Students Receiving Migrant Education Services				
Foster Youth	--	--	--	--

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.

Last updated: 1/30/2019

CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2017—18)

CAASPP Test Results in Mathematics

Disaggregated by Student Group, Grades Three Through Eight and Grade Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	259	249	96.14%	12.04%
Male	136	131	96.32%	16.79%
Female	123	118	95.93%	6.78%
Black or African American	83	76	91.57%	5.26%
American Indian or Alaska Native	--	--	--	
Asian	--	--	--	
Filipino	--	--	--	
Hispanic or Latino	112	109	97.32%	15.60%
Native Hawaiian or Pacific Islander	--	--	--	
White	27	27	100.00%	18.52%
Two or More Races	20	20	100.00%	5.00%
Socioeconomically Disadvantaged	212	203	95.75%	12.81%
English Learners	37	37	100.00%	--
Students with Disabilities	48	46	95.83%	6.52%
Students Receiving Migrant Education Services				
Foster Youth	--	--	--	

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.

Last updated: 1/30/2019

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 area of physical education

California Physical Fitness Test Results (School Year 2017–18)

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	19.1%	17.6%	13.2%

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.

Last updated: 1/28/2019

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 2018—19)

Parent and community involvement plays a critical role in the success at Bannan Creek School. We encourage our parents to become involved in our school Parent Teacher Association (PTA), School Site Council (SSC), English Language Advisory Committee (ELAC), and/or the District English Language Advisory Council (DELAC). Additional ways for parents to become involved at school are: volunteering in the classroom, teaching an after-school activity, joining the principal once a month for Parent Coffee Chat, attending parent-teacher conferences, or simply supporting children at home with their academic growth using a variety of systems of communication. We also have our After School Educational System (ASES) program supporting families school wide with regularly planned family engagement events (M.A.S.T.E.R.S., Roberts' Family Development Center, Children's Development Center).

State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates; and
- High school graduation rates

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

	School	School	School	District	District	District	State	State	State
Rate	2015—16	2016—17	2017—18	2015—16	2016—17	2017—18	2015—16	2016—17	2017—18
Suspensions	3.9%	7.6%	10.6%	6.6%	5.8%	5.7%	3.7%	3.7%	3.5%
Expulsions	0.2%	0.0%	0.3%	0.1%	0.1%	0.3%	0.1%	0.1%	0.1%



Last updated: 12/27/2018

School Safety Plan (School Year 2018—19)

Bannon Creek School has a comprehensive School Safety Plan that is in compliance with Senate Bill 187. This plan is reviewed and revised on a yearly basis. Our safety plan outlines important emergency drills using a year long calendar and procedures for our site crisis response team for different emergency threats that may occur. Bannon Creek School staff and students practice monthly drills for such emergencies. We debrief after every drill to monitor our safety needs. We work with our school safety team, School Site Council, Building Team, and Leadership Team to help refine our emergency response procedures to make them better each time for the safety of our students, staff, families, and community. Lastly, a campus supervisor supports school wide safety during the school day at Bannon Creek.

Last updated: 1/21/2019

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) School Year (2015—16)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K	22.0	1	4	
1	23.0		3	
2	25.0		3	
3	23.0		3	
4	24.0	1	3	
5	21.0	1	3	
6				
Other**	10.0	1		

* 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.

Average Class Size and Class Size Distribution (Elementary) School Year (2016—17)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K	21.0	1	4	
1	14.0	6		
2	15.0	2	3	
3	14.0	3	2	
4	16.0	4		
5	18.0	2	3	
6				
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.

Average Class Size and Class Size Distribution (Elementary) School Year (2017—18)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K	23.0	1	3	
1	25.0		3	
2	27.0		3	
3	21.0	1	2	
4	23.0		3	
5	22.0		3	
6	22.0	1	2	
Other**	7.0	1		

* 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.

Last updated: 12/27/2018

Academic Counselors and Other Support Staff (School Year 2017—18)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0.0	0.0
Counselor (Social/Behavioral or Career Development)	0.0	N/A
Library Media Teacher (Librarian)	0.0	N/A
Library Media Services Staff (Paraprofessional)	0.8	N/A
Psychologist	1.0	N/A
Social Worker	0.0	N/A
Nurse	0.3	N/A
Speech/Language/Hearing Specialist	1.0	N/A
Resource Specialist (non-teaching)	0.0	N/A
Other	0.0	N/A

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

*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.

Last updated: 12/27/2018

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2016—17)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$8584.0	\$2417.0	\$6167.0	\$61848.0
District	N/A	N/A	\$7410.0	\$67620.0
Percent Difference – School Site and District	N/A	N/A	-18.3%	-8.9%
State	N/A	N/A	\$7125.0	\$76522.0
Percent Difference – School Site and State	N/A	N/A	-14.4%	-21.2%

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

Last updated: 12/27/2018

Types of Services Funded (Fiscal Year 2017–18)

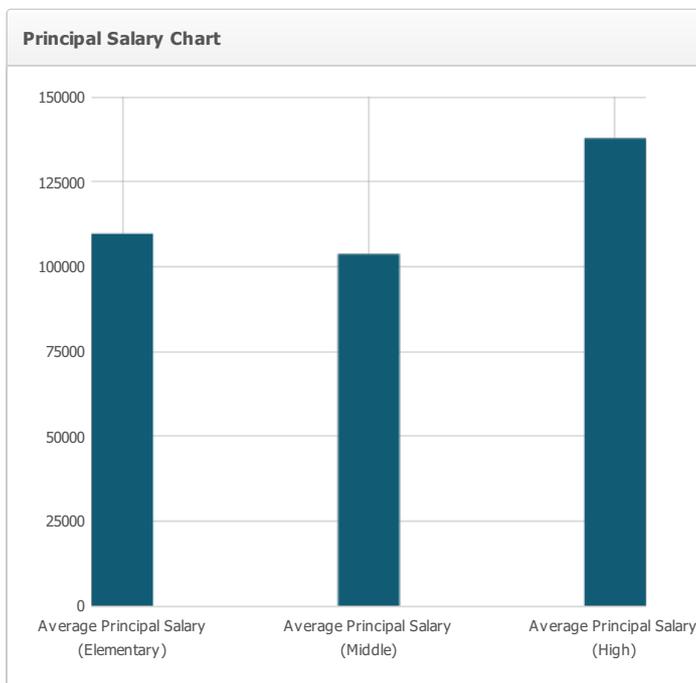
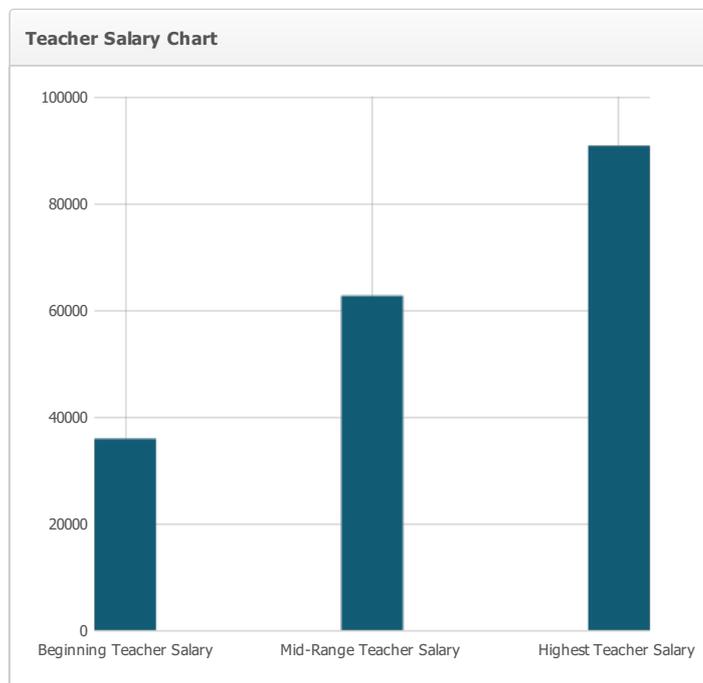
Natomas Unified School District offers a wide range of support services for students including but not limited to academic, Teachers On Special Assignment, Chromebooks, school psychologist, adaptive physical education, home and hospital teachers, district nurse, and health assistants. At Bannan Creek School, we have after-school activities and academic programs known as MASTERS, Roberts’ Family Development Center, Child Development Center, and 7th Hour Tutoring and Enrichment programs. Our school also receives Title 1 funds to support low income and neglected students and LCFF funds which are used to increase student achievement . We offer several supplemental curriculum programs that are used for curricular support through enrichment and intervention. We offer Wonders and Go Math chapter and unit tests, i-Ready, Accelerated Reader, Read Live, and targeted after school tutoring/enrichment to support academic achievement (7th Hour). English Learners receive 30 minutes of specific English Language instruction during Whatever I Need (WIN) time and our non-EL students participate in enrichment and intervention classes to support skill building and the increase of academic achievement.

Last updated: 1/30/2019

Teacher and Administrative Salaries (Fiscal Year 2016–17)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$35,892	\$47,547
Mid-Range Teacher Salary	\$62,691	\$74,775
Highest Teacher Salary	\$90,819	\$93,651
Average Principal Salary (Elementary)	\$109,646	\$116,377
Average Principal Salary (Middle)	\$103,647	\$122,978
Average Principal Salary (High)	\$137,781	\$135,565
Superintendent Salary	\$278,100	\$222,853
Percent of Budget for Teacher Salaries	37.0%	35.0%
Percent of Budget for Administrative Salaries	7.0%	6.0%

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



Last updated: 12/27/2018

Professional Development

Teachers receive ongoing training in the math and language arts core curriculum that aligns staff development to CCSS. Interim Assessment Blocks (IABs), unit/chapter assessments, and i-Ready Diagnostic data is used to assess student performance and professional needs: We are a standards-based district using data to backward map lessons/units to drive instruction using assessments as a starting point. Everything we do begins with a working knowledge of the district college and career goals, state standards, and student achievement data from aforementioned data points. When planning staff development training, we begin with assessing student performance and student movement toward proficiency in the standards. Bannan Creek uses student data from Interim Assessment Blocks

(IABs), i-Ready Diagnostic Exams, Wonders and Go Math formative, chapter and unit assessments, CAASPP, and our curricular and formative assessment results. IAB, i-Ready, and CAASPP student data reflects the need for more training in reading comprehension, written conventions, and number sense. We have identified students who need and will receive targeted intervention using specific program and curriculum to accomplish our goal of helping students increase their academic success. Students receive targeted intervention built in during the school day, WIN, and our after school intervention program called 7th Hour. Bannan Creek runs an after-school strategic intervention program (7th Hour) to give students additional opportunities for success. Our teachers have been trained on the use of the intervention strategies, materials and best practices for implementation. In addition, our teachers regularly receive training to review student data and best practices to support student academic and social achievement. This practice will help us to identify specific focus standards to guide instruction and planning to support students and their academic needs. In addition, our team follows a Professional Learning Communities (PLC) development model guided by 4 PLC questions. PLC collaboration will guide our grade levels to be student data focused and provide targeted instruction and interventions that will be implemented to meet our student needs and increase academic achievement.

EL Students: Bannan Creek is using Wonders and Go Math curriculum and is using IAB, i-Ready Diagnostic, and CAASPP data to support backward mapping or planning to increase academic achievement. The goal of our instruction is to accelerate and improve our EL students' academic levels each year. We have teachers trained in the ELD Curriculum and strategies. While specific ELD instruction is happening, other students are receiving academic instruction based on need to increase academic achievement in all areas. Student progress is monitored regularly to determine appropriate placement using a variety of assessment data points. A site Building Team and Leadership Team assists the school principal to identify, share, and discuss important student data and provide targeted instruction to meet the needs of staff and students. Bannan Creek participates in district wide provided Professional Development using 1% Professional Development opportunities and is supported in the area of curriculum and instruction by Teachers on Special Assignment. Lastly, Bannan teachers have fully implemented Interim Assessment Block assessments and K-12 teachers have recently received training on i-Ready, writing strategies, Infinite Campus, and regularly use Chromebooks, Google Docs, and Google Classroom to support student achievement. Trainings are provided through teacher release time, PLC meetings, Staff Meetings, School Development Early Release (SDER) days, or district provided trainings.

Last updated: 1/30/2019