

# Tierra del Sol Middle School

9611 Petite Ln. • Lakeside, CA 92040 • 619) 390-2670 • Grades 6-8

Scott Goergens, Principal

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## 2014-15 School Accountability Report Card Published During the 2015-16 School Year



### Lakeside Union School District

12335 Woodside Ave.  
Lakeside, CA 92040  
(619) 390-2600

<http://www.lsusd.net/site/default.aspx?PageID=1>

### District Governing Board

Keith Hildreth

Gelia Cook

Twila Godley

Kevin Howe

Bonnie LaChappa

### District Administration

Dr. David Lorden

**Superintendent**

Andy Johnsen

**Assistant Superintendent of  
Education**

Erin Garcia

**Assistant Superintendent of Business**

### School Description

Tierra del Sol (TdS) is located in eastern Lakeside. We are a school of over 600 learners and our goal is to make each day a day of learning for each child.

Students at TdS have access to fantastic core curriculum teachers in math, science, English, social studies, and PE. We have very strong elective programs as well, including ASB (student leadership), drama, band, percussion, art, technology, yearbook, Spanish, and Mandarin.

We have many programs to assist students with academic and/or behavioral issues. We know that many students need supports to be successful, and our goal is that every child can find success in middle school and beyond.

Tierra del Sol's vision centers around our motto, "Every Student, Every Day"

Every student is an integral part of an innovative learning community, focused around science, technology, engineering, mathematics, and the arts. All TdS students will have equitable access to a high quality STEAM (Science, Technology, Engineering, Arts, Math) and Immersion education that embraces the 4 C's - Communication, Collaboration, Critical Thinking, and Creativity - which are the super skills for the 21st century that will prepare students to succeed in a world in which they can yet imagine. Upon promotion, students from TdS will leave with an expectation for high achievement, respect for their school environment and their surrounding community. Students will also leave with a life-long learning attitude that provides a strong foundation to excel in any successful secondary institution, including those that promote a STEAM, Immersion, and/or college and career-readiness curriculum. "Every Student, Every Day" is a creed that all stakeholders, including administration, staff, parents, and students, will embrace and live by to facilitate the best learning environment throughout the school year.

Scott Goergens, PRINCIPAL

## About the SARC

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 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 <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school at 619) 390-2670 or the district office.

2014-15 Student Enrollment by Grade Level	
Grade Level	Number of Students
Grade 6	239
Grade 7	196
Grade 8	160
<b>Total Enrollment</b>	<b>595</b>

2014-15 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	1.7
American Indian or Alaska Native	2.9
Asian	1.7
Filipino	1.3
Hispanic or Latino	27.1
Native Hawaiian or Pacific Islander	0.8
White	63.4
Two or More Races	1.2
Socioeconomically Disadvantaged	48.9
English Learners	6.2
Students with Disabilities	14.8
Foster Youth	1

## A. Conditions of Learning

### State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (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			
Tierra del Sol Middle School	13-14	14-15	15-16
<b>With Full Credential</b>	26.5	24	25
<b>Without Full Credential</b>	0	0	1
<b>Teaching Outside Subject Area of Competence</b>	0	0	0
Lakeside Union School District	13-14	14-15	15-16
<b>With Full Credential</b>	♦	♦	
<b>Without Full Credential</b>	♦	♦	
<b>Teaching Outside Subject Area of Competence</b>	♦	♦	

Teacher Misassignments and Vacant Teacher Positions at this School			
Tierra del Sol Middle School	13-14	14-15	15-16
<b>Teachers of English Learners</b>	0	0	0
<b>Total Teacher Misassignments</b>	0	0	0
<b>Vacant Teacher Positions</b>	0	0	0

\* "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.

### Core Academic Classes Taught by Highly Qualified Teachers

2014-15 Percent of Classes in Core Academic Subjects Core Academic Classes Taught by Highly Qualified Teachers		
Location of Classes	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
<b>This School</b>	100.0	0.0
Districtwide		
<b>All Schools</b>	99.9	0.1
<b>High-Poverty Schools</b>	99.8	0.2
<b>Low-Poverty Schools</b>	100.0	0.0

\* High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

**Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2015-16)**

The main fact about textbooks that the Williams legislation calls for described whether schools have enough books in core classes for all students. The law also asks districts to reveal whether those books are presenting what the California Content Standards call for.

**Textbooks and Instructional Materials  
Year and month in which data were collected: 12/01/15**

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
<b>Reading/Language Arts</b>	Literature: Timeless Voices, Timeless Themes, Prentice Hall; adopted in 2003  Reach 2002, SRA/McGraw-Hill; adopted in 2005  Chinese Wonderland & Singapore Chinese; both adopted in 2013  <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0
<b>Mathematics</b>	Algebra I, Holt adopted in 2008  Mathematics Course 2-Pre-Algebra,Holt adopted in 2008  Mathematics Course 1-Numbers to Algebra, Holt adopted in 2008  CA Math, Springboard; adopted in 2015  <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0
<b>Science</b>	Focus on Earth, Life, and Physical Science, CPO Science; adopted in 2007  Investigating Earth Systems, InterActions in Physical Science, It's About Time; adopted in 2007  <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0
<b>History-Social Science</b>	Discovering our Past, McGraw Hill Glencoe; adopted in 2006  History Alive! California Middle School Program, Teachers' Curriculum Institute; adopted in 2006  <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0
<b>Foreign Language</b>	Chinese Wonderland & Singapore Chinese; both adopted in 2013

**School Facility Conditions and Planned Improvements (Most Recent Year)**

Our school is 42 years old. The Lakeside Union School District Maintenance team does a wonderful job keeping our buildings and schools in good condition. Tierra del Sol is a very clean school, including buildings and rest rooms. Our school had a major upgrade in the summer of 2013. New air conditioners were added, as well as paint, concrete and much more. We also updated our main office as well! We are so excited for you to come and visit our great campus!

To determine the condition of our facilities, our district sent experts from our facilities team to perform an inspection using a survey called the Facilities Inspection Tool, which is issued by the Office of Public School Construction.

Based on that survey, we've answered the questions you see on this report. Please note that the information reflects the condition of our buildings as of the date of the report. Since that time, those conditions may have changed.

**School Facility Good Repair Status (Most Recent Year)**  
 Year and month in which data were collected: January, 2015

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

## 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], Science California Standards Tests); and
- The percentage of pupils who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

2014-15 CAASPP Results for All Students			
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)		
	School	District	State
ELA	42	46	44
Math	19	32	33

\* 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.

CAASPP Results for All Students - Three-Year Comparison									
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	12-13	13-14	14-15	12-13	13-14	14-15	12-13	13-14	14-15
Science	51	50	53	69	71	68	59	60	56

\* Results are for grades 5, 8, and 10. Scores are not shown 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.

Grade Level	2014-15 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
7	16.80	32.40	28.50

\* 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.

2014-15 CAASPP Results by Student Group	
Group	Percent of Students Scoring at Proficient or Advanced
	Science (grades 5, 8, and 10)
All Students in the LEA	68
All Student at the School	53
Male	49
Female	57
Black or African American	--
American Indian or Alaska Native	--
Asian	--
Hispanic or Latino	36
Native Hawaiian or Pacific Islander	--
White	62
Two or More Races	--
Socioeconomically Disadvantaged	--
English Learners	--
Students with Disabilities	39
Foster Youth	--

\* Scores are not shown 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.

### School Year 2014-15 CAASPP Assessment Results - English Language Arts (ELA) Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	6	239	228	95.4	26	36	26	11
	7	192	182	94.8	22	24	45	9
	8	157	148	94.3	26	40	28	7
Male	6		106	44.4	29	37	25	9
	7		95	49.5	26	23	45	4
	8		71	45.2	39	39	20	1
Female	6		122	51.0	24	35	28	13
	7		87	45.3	17	25	44	14
	8		77	49.0	13	40	35	12
Black or African American	6		1	0.4	--	--	--	--
	7		3	1.6	--	--	--	--
	8		2	1.3	--	--	--	--

**School Year 2014-15 CAASPP Assessment Results - English Language Arts (ELA)  
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
American Indian or Alaska Native	6		5	2.1	--	--	--	--
	7		6	3.1	--	--	--	--
	8		3	1.9	--	--	--	--
Asian	6		6	2.5	--	--	--	--
	7		3	1.6	--	--	--	--
	8		0	0.0	--	--	--	--
Filipino	6		4	1.7	--	--	--	--
	7		4	2.1	--	--	--	--
Hispanic or Latino	6		62	25.9	40	37	16	6
	7		48	25.0	42	35	17	6
	8		49	31.2	39	45	14	2
Native Hawaiian or Pacific Islander	7		1	0.5	--	--	--	--
	8		2	1.3	--	--	--	--
White	6		148	61.9	20	35	31	14
	7		113	58.9	12	19	59	10
	8		91	58.0	19	35	36	10
Two or More Races	6		2	0.8	--	--	--	--
	7		4	2.1	--	--	--	--
	8		1	0.6	--	--	--	--
Socioeconomically Disadvantaged	6		108	45.2	40	40	16	5
	7		96	50.0	30	28	33	7
	8		60	38.2	35	43	17	5
English Learners	6		15	6.3	80	20	0	0
	7		13	6.8	69	23	8	0
	8		13	8.3	54	46	0	0
Students with Disabilities	6		30	12.6	73	23	3	0
	7		25	13.0	84	8	4	0
	8		17	10.8	65	29	6	0
Foster Youth	6		--	--	--	--	--	--
	7		--	--	--	--	--	--
	8		--	--	--	--	--	--

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. The number of students tested includes students that did not receive a score; 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 students with scores.

**School Year 2014-15 CAASPP Assessment Results - Mathematics**  
**Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	6	239	228	95.4	40	39	14	6
	7	192	182	94.8	45	31	19	5
	8	157	148	94.3	52	36	10	2
Male	6		106	44.4	37	40	15	8
	7		95	49.5	44	32	19	5
	8		71	45.2	63	31	6	0
Female	6		122	51.0	43	39	14	4
	7		87	45.3	46	31	18	5
	8		77	49.0	42	40	14	4
Black or African American	6		1	0.4	--	--	--	--
	7		3	1.6	--	--	--	--
	8		2	1.3	--	--	--	--
American Indian or Alaska Native	6		5	2.1	--	--	--	--
	7		6	3.1	--	--	--	--
	8		3	1.9	--	--	--	--
Asian	6		6	2.5	--	--	--	--
	7		3	1.6	--	--	--	--
	8		0	0.0	--	--	--	--
Filipino	6		4	1.7	--	--	--	--
	7		4	2.1	--	--	--	--
Hispanic or Latino	6		62	25.9	60	34	5	2
	7		48	25.0	73	17	10	0
	8		49	31.2	69	24	6	0
Native Hawaiian or Pacific Islander	7		1	0.5	--	--	--	--
	8		2	1.3	--	--	--	--
White	6		148	61.9	32	42	18	7
	7		113	58.9	30	39	23	8
	8		91	58.0	43	41	13	3
Two or More Races	6		2	0.8	--	--	--	--
	7		4	2.1	--	--	--	--
	8		1	0.6	--	--	--	--
Socioeconomically Disadvantaged	6		108	45.2	54	37	8	0
	7		96	50.0	57	28	9	5
	8		60	38.2	68	27	5	0

**School Year 2014-15 CAASPP Assessment Results - Mathematics**  
**Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
English Learners	6		15	6.3	93	7	0	0
	7		13	6.8	85	8	8	0
	8		13	8.3	92	8	0	0
Students with Disabilities	6		30	12.6	83	17	0	0
	7		25	13.0	92	4	4	0
	8		17	10.8	100	0	0	0
Foster Youth	6		--	--	--	--	--	--
	7		--	--	--	--	--	--
	8		--	--	--	--	--	--

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. The number of students tested includes students that did not receive a score; 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 students with scores.

### C. Engagement

#### State Priority: Parental Involvement

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

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

#### Opportunities for Parental Involvement

We work to keep our parents connected at Tierra del Sol. Our PTSA parents meet monthly, but also volunteer many hours on campus with a variety of different opportunities to help.

Parents support our school by volunteering at major events, helping support fund raisers and chaperoning at dances and field trips. Regardless of your talents, we'll find a way for you to help!

Parents may attend PTA meetings, Coffee with the Principal, and School Site Council each month. Each meeting has a different role in helping support our students and their education.

We also look to reach out to parents and keep them connected in their child's school. We use Jupiter Grades to report homework and grades, and email and call parents weekly to keep them updated on school events and activities.

For more information, contact Principal Scott Goergens at (619) 390-2670 x2055.

#### State Priority: School Climate

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

- Pupil suspension rates, pupil expulsion rates; and other local measures on the sense of safety.

#### School Safety Plan

Safety is paramount at Tierra del Sol. Our school and District work diligently to provide a safe environment for each student each day. We practice and drill for many different emergencies - fire, earthquake, secure campus, lockdown. We believe that practicing will help prepare us if there were ever a real emergency on campus.

Our grounds are monitored by our staff and our District maintenance responds immediately if any unsafe situations are found. Visitors must check in and out at the office. Any adult on campus must display either a visitor badge, or a staff lanyard.

Our School Safety Plan is revised every fall as we return to school. We assign staff roles and practice emergency situations throughout the year.

Key elements of our plan include our evacuation areas and our secure campus procedures. Based on our experiences, we try to practice for the most likely events which are earthquakes and lockdowns. Students and faculty review our plan and procedures as we practice throughout the year. Tierra del Sol is a very safe school.

Our students can withstand a shelter in place for several hours as our school has three windowless pods to safely house children in the event of an actual emergency. Students have access to water and restrooms within the pods.



Suspensions and Expulsions			
School	2012-13	2013-14	2014-15
Suspensions Rate	12.24	9.87	0.32
Expulsions Rate	0.00	0.00	0.00
District	2012-13	2013-14	2014-15
Suspensions Rate	3.47	2.57	1.69
Expulsions Rate	0.08	0.00	0.00
State	2012-13	2013-14	2014-15
Suspensions Rate	5.07	4.36	3.80
Expulsions Rate	0.13	0.10	0.09

#### 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.

2014-15 Adequate Yearly Progress Overall and by Criteria			
AYP Criteria	School	District	State
<b>English Language Arts</b>			
Met Participation Rate	Yes	Yes	Yes
Met Percent Proficient	N/A	N/A	N/A
<b>Mathematics</b>			
Met Participation Rate	Yes	Yes	Yes
Met Percent Proficient	N/A	N/A	N/A
Made AYP Overall	Yes	Yes	Yes
Met Attendance Rate	Yes	Yes	Yes
Met Graduation Rate	N/A	N/A	Yes

2015-16 Federal Intervention Program		
Indicator	School	District
Program Improvement Status	Not in PI	In PI
First Year of Program Improvement		2013-2014
Year in Program Improvement		Year 1
Number of Schools Currently in Program Improvement	2	
Percent of Schools Currently in Program Improvement	50.0	

Average Class Size and Class Size Distribution (Secondary)												
Average Class Size				Number of Classrooms*								
				1-22			23-32			33+		
Subject	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
English	21	22	23	8	7	6	7	5	7	4	5	3
Math	19	18	19	10	9	9	7	8	7	3	2	3
Science	27	28	27	2	2	2	7	9	6	5	2	5
SS	27	26	30	2	2	1	8	8	7	4	3	4

\* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

#### DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district, the county, and the state. 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.

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	1
Counselor (Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	.50
Psychologist	.5
Social Worker	
Nurse	0.4
Speech/Language/Hearing Specialist	1
Resource Specialist	
Other	
Average Number of Students per Staff Member	
Academic Counselor	

\* 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.

### Professional Development provided for Teachers

Each year, staff and administration meet to review data and develop our professional development plan for teachers.

Recent major areas of focus for our District are Effective Questioning, Levels of Questioning, and the use of the SAM-R model for educational technology. Staff receive continuous professional development and feedback in regards to these three areas.

FY 2013-14 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$44,683	\$42,723
Mid-Range Teacher Salary	\$66,486	\$65,936
Highest Teacher Salary	\$99,623	\$84,545
Average Principal Salary (ES)	\$109,021	\$106,864
Average Principal Salary (MS)	\$119,657	\$110,494
Average Principal Salary (HS)		\$103,499
Superintendent Salary	\$176,300	\$159,133
Percent of District Budget		
Teacher Salaries	42%	40%
Administrative Salaries	6%	6%

\* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at [www.cde.ca.gov/ds/fd/cs/](http://www.cde.ca.gov/ds/fd/cs/).

### Types of Services Funded

We have several programs at our schools to provide support for students, both academically and behaviorally.

Many classroom teachers providing additional help or tutoring for students on an as-needed basis. Parents can contact their children's teacher(s) to find out about specific days and/or times that this assistance is available. Students that continue to struggle in classes may be referred for a Student Study Team (SST) meeting through our Counselor, Mrs. Berlin. Mrs. Berlin will call a meeting with the student, parent, and all teachers to discuss a plan for success. Other monitor and assistance programs are our school planner, Jupiter Grades, and Friday check-ins with the counselor.

Students are supported with behavior and positive decision-making in many ways at TdS. We have periodic class discussions, presentations by administrators, and assemblies that encourage positive behaviors. TdS students are invited to participate in Rachel's Challenge clubs that encourage students to perform good deeds at their school and in their community. Students learn about the power each individual has to make a positive contribution.

If a student continues to struggle behaviorally, we offer many different counseling supports. These can be discussed with our School Counselor, Mrs. Berlin.

FY 2013-14 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	5,341	111	5,230	73,203
District	◆	◆	6,486	\$67,835
State	◆	◆	\$5,348	\$69,086
Percent Difference: School Site/District			-19.4	7.9
Percent Difference: School Site/ State			-2.2	6.0

\* Cells with ◆ do not require data.