



# John Green Elementary School

3300 Antone Way • Dublin, CA 94568 • (925) 833-4200 ext. 6601 • Grades K-5

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## 2016-17 School Accountability Report Card Published During the 2017-18 School Year



### Dublin Unified School District

7471 Larkdale Avenue  
Dublin, CA 94568  
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www.dublinusd.org

### District Governing Board

Amy Miller, President  
Dan Cherrier Vice President  
Dan Cunningham, Trustee  
Joe Giannini, Trustee  
Megan Rouse, Trustee  
Brian Anderson, Student Representative

### District Administration

Dr. Leslie Boozer  
**Superintendent**

Joe Sorrera  
**Assistant Superintendent  
Business Services**

Jessica Kiernan  
**Assistant Superintendent  
Elementary Educational Services**

Mark McCoy  
**Assistant Superintendent  
Human Resources**

Alberto Solorzano  
**Assistant Superintendent  
Elementary Educational Services**

### School Description

John Green School philosophy is aligned with the Dublin USD Local Control Accountability Plan (LCAP):

- Student learning as our fundamental purpose
- Building a collaborative culture
- Monitoring results
- Maximizing instructional time
- Continuous improvement

We also follow these Critical Questions when we collaborate as a Professional Learning Community (PLC):

- What are our students learning?
- How do we know the students are learning?
- What is our systemic response when they don't learn?
- What is our response when they've already learned it?

Since the school's opening in 2007, the school community has come together to create a vision that truly supports a "commitment to the success of all students." Staff, students, and parents alike have been challenged to "Dream, Imagine, and Believe" the type of school they want John Green to be. This challenge has been successful in our school in creating a tightly knit school community where students feel at home, while simultaneously achieving at high academic levels.

### School Vision Statement

To make a commitment to the success of all students. We shall provide every student with the opportunity for personal and academic growth, ensure that every member of our school team possesses the leadership skills and attributes necessary for student-centered collaboration and teamwork and we will create an educational environment for student that is challenging, positive and safe.

### School Mission Statement

Green Elementary School will provide all students with the opportunity to persevere with real world problem solving skills. This is accomplished in a safe environment of trust and respect that fosters positive attitudes towards self, others, work and responsible citizenship while highlighting individual differences. Students, staff, parents and community members collaborate to continuously improve and empower lifelong learning.

We want our students to have a core academic foundation, value diversity, and to learn culture and the arts, teamwork, character development, and technology skills. We want our students to become compassionate, ethical, and inclusive leaders and to be problem solvers, creative thinkers, effective communicators, pursuers of knowledge, and global citizens. We will ensure that every member of our school team possesses the leadership skills and attributes to support the learning process of every student each and every day. Our team members have integrity, respect for others, and possess creativity; they are team players, effective managers of resources, leaders, global thinkers, effective communicators, ethical decision makers, divergent thinkers, problem solvers, risk takers, and visionaries; and they possess technical expertise, use technology to enhance performance, and demonstrate professional standards.

## 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 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 <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 principal or the district office.

2016-17 Student Enrollment by Grade Level	
Grade Level	Number of Students
Kindergarten	122
Grade 1	113
Grade 2	152
Grade 3	165
Grade 4	165
Grade 5	160
<b>Total Enrollment</b>	<b>877</b>

2016-17 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	1.6
American Indian or Alaska Native	0
Asian	65
Filipino	5.2
Hispanic or Latino	5.4
Native Hawaiian or Pacific Islander	0.2
White	14.6
Two or More Races	8
Socioeconomically Disadvantaged	1.9
English Learners	12.3
Students with Disabilities	9
Foster Youth	0.2

## 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			
John Green Elementary School	15-16	16-17	17-18
With Full Credential	45	40	38
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0
Dublin Unified School District	15-16	16-17	17-18
With Full Credential	♦	♦	536
Without Full Credential	♦	♦	6
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at this School			
John Green Elementary School	15-16	16-17	17-18
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	1

\* "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 2017-18)

We choose our textbooks from lists that have already been approved by the state education officials. For more than six years, panels of scholars have decided what California students should learn and be able to do. Their decisions are known as the California Content Standards, and they apply to all public schools in the state. The textbooks we use and the test we give are based on these content standards, and we expect our teachers to be firmly focused on them.

All students have their own set of textbooks to use in class or at home.

The elementary, kindergarten to grade 5, English-Language Arts textbooks are from the 2002 adoption list not the most recent 2008 adoption list. During the current financial situation, districts have been given the flexibility to use State funds for textbooks for other needs as approved by the local School Board. This flexibility allows districts to continue to use materials from the previous adoption list and still meet the requirement of having the most recent state-approved materials. Therefore, while our materials for K-5 English-Language Arts are not from the most recent state-approved list, we are still compliant with State regulations.

Textbooks and Instructional Materials Year and month in which data were collected: 09/2017	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	Houghton Mifflin Reading Adopted 2004  The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Mathematics	Scott Foresman Envision Math Common Core Adopted 2014  The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Science	Harcourt California Science Adopted 2008  The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
History-Social Science	Scott Foresman History/Social Studies Adopted 2008  The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Science Laboratory Equipment	N/A The textbooks listed are from most recent adoption: N/A

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

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

John Green School opened in August of 2007. Our state-of-the-art campus currently includes 29 regular classrooms, 5 relocatable classrooms, a multipurpose room (cafeteria, gym, and stage), a library/media center and learning center, a music room, and a flexible-space room used for small group instruction. The outside area includes a playground with basketball courts, tether ball circles, and four-squares. The kindergarten classes have their own dedicated playground. Each playground has age-appropriate climbing and slide structures for students to play on, with padded foam mats underneath for safety.

We have one full time day custodian and one part time custodian and a district team cleans each classroom and the restrooms every evening. District staff maintains landscaping on a regular weekly schedule.

We have a spacious, well-stocked, inviting library with a growing collection of books available to all of our students. The library contains four student computer stations. The school's library collection is managed on the Follet/Destiny System and can be accessed through the school's website from the classroom and from home. Our media technician meets with every class each week, and teachers bring their classes to the library for presentation and research sessions. Students can visit the library during breaks, lunch, and before school when the media technician is present. Parent volunteers help our part-time librarian. We update our collection every year with funds from our annual book fair.

We have 9 mobile computer carts, also known as Computers on Wheels (COWs). Each COW is stocked with 36 chromebooks, and are strategically located throughout the campus. Every class has a scheduled time to use the COWs. In addition to the mobile computer carts, lockers containing additional chromebooks were installed into each classroom, maintaining a 2:1 ratio of devices in each classroom.

Kindergarten classrooms have iPads and a printer for student and teacher use. All teachers have a dedicated teacher tablet-PC with a docking station that allows them to access the internet, record grades, and correspond via email with parents and colleagues. Every classroom is also equipped with an interactive SMART board or large flat screen TV, doc camera, and video display. Each classroom also has a fully adjustable sound system with six mounted speakers and two microphones.

The District participates in the State School Deferred Maintenance Program, which provides state matching funds on a dollar-for-dollar basis, to assist school districts with expenditures for major repair or replacement of existing school building components. Typically, this includes roofing, plumbing, heating, air conditioning, electrical systems, interior or exterior painting, and floor systems.

School Facility Good Repair Status (Most Recent Year)				
Year and month in which data were collected: 06/14/2017				
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			Play structure mat repaired.
<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] 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. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with 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

2016-17 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	15-16	16-17	15-16	16-17	15-16	16-17
ELA	82	84	78	76	48	48
Math	87	84	73	72	36	37

2015-16 CAASPP Results by Student Group Science (grades 5, 8, and 10)				
Group	Number of Students		Percent of Students	
	Enrolled	with Valid Scores	w/ Valid Scores	Proficient or Advanced
All Students	165	163	98.8	88.3
Male	78	77	98.7	89.6
Female	87	86	98.9	87.2
Asian	101	101	100.0	90.1
White	32	30	93.8	86.7
Two or More Races	11	11	100.0	90.9
Students with Disabilities	15	14	93.3	57.1

\* Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores. 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.

\* 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 Test Results in Science for All Students						
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)					
	School		District		State	
	14-15	15-16	14-15	15-16	14-15	15-16
Science	94	88	87	83	60	56

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

Note: 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.

Note: The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

Grade Level	2016-17 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
5	17.8	31.2	35

\* 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.

**School Year 2016-17 CAASPP Assessment Results - English Language Arts (ELA)  
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	490	483	98.57	83.85
Male	244	241	98.77	78.42
Female	246	242	98.37	89.26
Black or African American	--	--	--	--
Asian	322	321	99.69	89.1
Filipino	17	17	100	82.35
Hispanic or Latino	27	27	100	77.78
Native Hawaiian or Pacific Islander	--	--	--	--
White	69	65	94.2	75.38
Two or More Races	44	42	95.45	71.43
Socioeconomically Disadvantaged	11	11	100	27.27
English Learners	86	85	98.84	72.94
Students with Disabilities	51	47	92.16	40.43
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.

**School Year 2016-17 CAASPP Assessment Results - Mathematics  
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	490	484	98.78	83.88
Male	244	242	99.18	83.88
Female	246	242	98.37	83.88
Black or African American	--	--	--	--
Asian	322	322	100	90.06
Filipino	17	17	100	82.35
Hispanic or Latino	27	27	100	66.67
Native Hawaiian or Pacific Islander	--	--	--	--
White	69	65	94.2	72.31
Two or More Races	44	42	95.45	78.57
Socioeconomically Disadvantaged	11	11	100	36.36
English Learners	86	86	100	73.26
Students with Disabilities	51	47	92.16	44.68
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.

## 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 schoolsite.

### Opportunities for Parental Involvement (School Year 2017-18)

At John Green School, collaboration between staff and parents is key to our success. Parents dedicate numerous hours to the school in a variety of ways. We routinely have over 100 regular (one or more times per week) classroom volunteers each year. In addition, our Parent Faculty Club (PFC) has organized parents to volunteer for a variety of events and activities, including Art In Action, Junior Achievement, Copy Squad, a jog-a-thon (Gator Gallop), STEM/STEAM, Destination Imagination, science and books fairs, a Reading Breakfast Book Club, a Gator Garden club, and more. The PFC is a huge supporter of programs, activities, and instructional material for our students and works strategically with the School Site Council (SSC) to support schoolwide goals.

The School Site Council (SSC) is composed of five parents and five staff, including the principal, who make budgetary recommendations/decisions that support the school's site plan. The English Language Advisory Committee (ELAC) is composed of interested parents of English Learners and English Language Development staff. Similarly the Gifted and Talented Education (GATE) committee is made up of interested parents whose children qualify for identification as GATE, and GATE certified staff representatives.

### 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.

### School Safety Plan

John Green School is a closed campus with a perimeter fence. The Principal, Campus Supervisors and teachers monitor the school grounds throughout the school day. The Principal, Assistant Principal, 2 Campus Supervisors, and 3-4 noon supervisors monitor students at lunchtime. Teachers regularly review the rules for safe, responsible behavior in school and on the grounds. During school hours, visitors use the main entrance and sign in at the office. Regular volunteers are required to complete a volunteer clearance form and have their driver's license photocopied. Each volunteer is then checked against the Megan's Law database and given a clearance by the office staff before working in classrooms.

Our School Safety Plan is revised annually. The plan includes procedures for emergencies, locations of exit routes, and inventories of emergency supplies. It is available in the school office, and we share the plan with all staff during a school staff meeting. We practice fire drills monthly, earthquake drills annually, and hold training for staff on emergency preparedness.

The School Safety Plan was last reviewed, updated, and discussed with the school faculty on September 11, 2017.

Suspensions and Expulsions			
School	2014-15	2015-16	2016-17
Suspensions Rate	0.2	0.9	0.7
Expulsions Rate	0.0	0.0	0.0
District	2014-15	2015-16	2016-17
Suspensions Rate	1.9	1.9	1.9
Expulsions Rate	0.0	0.0	0.0
State	2014-15	2015-16	2016-17
Suspensions Rate	3.8	3.7	3.6
Expulsions Rate	0.1	0.1	0.1

## 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.

2017-18 Federal Intervention Program		
Indicator	School	District
Program Improvement Status		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		33.3

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	0
Counselor (Social/Behavioral or Career Development)	.4
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0.75
Psychologist	0.70
Social Worker	0
Nurse	0.15
Speech/Language/Hearing Specialist	1.20
Resource Specialist	1.00
Other	1.00
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.

Average Class Size and Class Size Distribution (Elementary)												
Grade	Average Class Size			Number of Classrooms*								
				1-20			21-32			33+		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
K	25	32	22			1	6	4	5			
1	25	26	26				6	5	5			
2	25	27	27				6	6	6			
3	32	26	26				3	6	6	1		
4	28	30	29				6	5	5			
5	25	28	25	1		1	6	6	6			

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

### Professional Development provided for Teachers

At John Green Elementary, dedicated staff development days are scheduled on the school-year calendar during the negotiation process between the District and the teachers association. Content for two of the three days is usually determined by the District based on areas of focus, textbook adoption cycles, and the District's strategic plan. Teachers and administrators also review test scores of the previous year to assist in reviewing and modifying instructional programs. The third staff development day is determined in collaboration between the staff and principal.

Additional staff development opportunities take place during trainings where teachers are released through use of substitutes to attend workshops or conferences, at District sponsored after school workshops, during grade level collaboration, and via site-based coaches. Some of these Professional Development trainings include: Executive Functioning Training, CPR and First Aide, Capturing Kids Hearts, Technology trainings, ACCLAIM training, Cultural Responsive training, and Metacognitive Comprehension training.

Staff development includes becoming a Professional Learning Community (PLC), use of the District's Online Assessment Reporting System Illuminate, technology training, mathematics, English language arts, writing, science, CPI and RTI.

Teachers have piloted the adoption of new textbooks, served on district committees to develop interim assessments, and attended workshops to improve their skills. Peer lead teacher training at our school site in the areas of customizing instruction, technology, and math. We dismiss students at 2:00 p.m. on Monday and Tuesday to allow time for teachers to collaborate, both within and across grade levels. We also have 21 days district wide where students are released at 2:00 so teachers can collaborate.

For the 2008-09 school year, we dedicated four days for professional development. In 2009-10, there were four days, 2010-11, there were three days and in 2011-12 there were three days dedicated for professional development. In 2012-2013, 2013-2014, 2014-2015, 2015-2016, 2016-2017, and 2017-2018 we have three days dedicated to professional development.



FY 2015-16 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$60,245	\$46,511
Mid-Range Teacher Salary	\$87,102	\$73,293
Highest Teacher Salary	\$103,359	\$92,082
Average Principal Salary (ES)	\$131,173	\$113,263
Average Principal Salary (MS)	\$132,803	\$120,172
Average Principal Salary (HS)	\$134,409	\$131,203
Superintendent Salary	\$249,160	\$213,732
Percent of District Budget		
Teacher Salaries	46%	36%
Administrative Salaries	6%	5%

\* 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

The PFC raises significant funds. Each year the PFC board meets to determine how their funds will be spent in support of school programs. The PFC has established the support of school wide goals, as a priority for funding, as written in the School Plan for Student Achievement (SPSA) as approved by the School Site Council (SSC) and School Board.

The SSC oversees the designated Intervention Budget. The designated Intervention Budget supports funding for teacher collaboration within and across grade levels in support of language arts, mathematics, science, and character development.

### 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 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.

FY 2015-16 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$5,629	\$606	\$5,023	\$88,899
District	◆	◆	\$7,555	\$82,061
State	◆	◆	\$6,574	\$74,476
Percent Difference: School Site/District			-33.5	8.3
Percent Difference: School Site/ State			-23.6	19.4

\* Cells with ◆ do not require data.