



Forest Ranch Charter School

15815 Cedar Creek Road • Forest Ranch, CA 95942 • 530-891-3154 • Grades K-8

Christia Marasco, Principal

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www.forestranchcharter.org

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

Forest Ranch Charter School

PO Box 5, 15815 Cedar Creek Road
Forest Ranch, CA 95942
530-891-3154
www.forestranchcharter.org

District Governing Board

Kiersten Morgan
Elizabeth Thomas
Dana Thomas
Chantel Walker
Maureen Blawat
Janina Carter
Lynne Wright

District Administration

Christia Marasco
Superintendent
Christia Marasco
Principal
Lisa Speegle
Business Manager

School Description

Forest Ranch Charter School (FRCS) a free, public K-8 charter school. We are a direct-funded charter school authorized by the Chico Unified School District. FRCS is located in the Sierra Nevada foothills, 13 miles east of Chico at approximately the 2,600 foot elevation. The school was originally chartered by Chico Unified School District (CUSD) for two years in 2008 and for another five years in 2010 and 2015.

FRCS students are challenged daily to perform their personal best through high expectations, individualized educational goals and low teacher-student ratios. We offer integrated thematic lessons and hands-on learning opportunities. A weekly pull-out GATE program ensures that advanced students are challenged and engaged. An elective rotation including subjects such as art, drama, music, choir, dance, engineering, cooking, sewing and handwork, gardening, and sports helps stimulate interest in life-long learning and self-enrichment.

Values - FRCS pursues excellence in education through adhering to the following values: engagement, security, community, sustainability, and integrity. We strive to provide an engaging (innovative, purposeful, fun) and secure (emotionally and physically) educational program. We intend to do this with an emphasis on community and sustainability (fiscally sound, environmentally responsible, core value retention). We strive to approach these responsibilities with integrity at all times.

Mission Statement - To provide a community school that allows each student to maximize their learning potential in a safe and engaging environment.

Vision Statement - To inspire our students and community through a sustainable, comprehensive academic environment.

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 530-891-3154 or the district office.

2014-15 Student Enrollment by Grade Level	
Grade Level	Number of Students
Kindergarten	15
Grade 1	16
Grade 2	21
Grade 3	20
Grade 4	22
Grade 5	24
Grade 6	13
Grade 7	5
Total Enrollment	136

2014-15 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	1.5
American Indian or Alaska Native	2.9
Hispanic or Latino	5.1
White	82.4
Two or More Races	8.1
Socioeconomically Disadvantaged	41.2
Students with Disabilities	10.3

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			
Forest Ranch Charter School	13-14	14-15	15-16
With Full Credential	6	7	8
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0
Forest Ranch Charter School	13-14	14-15	15-16
With Full Credential	♦	♦	8
Without Full Credential	♦	♦	0
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at this School			
Forest Ranch Charter School	13-14	14-15	15-16
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	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
This School	100.0	0.0
Districtwide		
All Schools	98.4	1.6
High-Poverty Schools	97.7	2.3
Low-Poverty Schools	99.1	1.0

* 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)

Our teachers strive for academic excellence by using a range of state-adopted, supplementary, and teacher-created curriculum to meet or exceed state standards in all of the core subjects. We have an extensive curriculum and resource library that consists of mostly new materials. Where textbooks are the primary source (mathematics) students have their own book. In other subjects at least one resource or literature book is available for each student. Materials have been upgraded to ensure compliance with Common Core Curriculum requirements.

Textbooks and Instructional Materials

Year and month in which data were collected: January 2016

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	<p>Teachers have the use of assorted materials including: Reading A-Z, Step Up to Writing, Houghton and Scholastic literacy primers, Rigby Readers, a wide range of short stories, poems, fiction and non-fiction book sets, Houghton-Mifflin Spelling and Vocabulary, Sequential Spelling, Zoo Phonics, Primary Phonics, Explode the Code, and Easy Grammar with which to develop their literacy programs. All teachers have access to i-Ready, a computer adaptive, Common Core based instructional program in ELA.</p> <p>Percent of students lacking their own assigned textbook: 0%</p>
Mathematics	<p>Sadlier-Oxford Math is used as a core mathematics program for grades K -5. Supplementary resources available include at a minimum: Everyday and Touch Mathematics, Critical Thinking Company, Engage New York, and Marci Cook materials. In 6/7 CPM is the core mathematics program. All materials are updated to Common Core.</p> <p>Percent of students lacking their own assigned textbook: 0%</p>
Science	<p>Teachers use various resources including state-adopted materials to create lessons which meet or exceed state standards. A range of non-fiction resource books, texts, GEMS, LHS resource books, teacher created labs, and Foss kits are used. In 6/7 grades Discovery Ed Science Techbook is the core science curriculum. Environmental Education Initiative (EEI) curriculum is also used in all grades.</p> <p>Percent of students lacking their own assigned textbook: 0%</p>
History-Social Science	<p>Teachers use various resources including state-adopted materials to create lessons which meet or exceed state standards. History of US, the Ancient World series, Interact, Houghton-Mifflin and Harcourt are among the resources utilized. 5-7th grades have access to Discovery Ed. Social Studies Techbooks.</p> <p>Percent of students lacking their own assigned textbook: 0%</p>

School Facility Conditions and Planned Improvements (Most Recent Year)

The FRCS facility was constructed in 1991 to house the CUSD Forest Ranch Elementary School. When Forest Ranch Elementary School was closed in 2008, FRCS was able to utilize the site through a Prop 39 agreement with CUSD.

The site is approximately fifteen acres set in the beautiful, forested, foothill community of Forest Ranch located roughly 13 miles from Chico when traveling east on Highway 32. The grounds are fenced to limit unauthorized access and facilitate supervision. The site includes an administration building, a multi-purpose room including a full kitchen and gymnasium, a library, four permanent classrooms, six portable classrooms, a school garden, an irrigated playfield, play equipment, and a large blacktop area.

FRCS has a paid custodian along with volunteers who maintain and clean the facility. The students, staff, parents and community members are proud of their school and strive to care for the buildings and grounds. The school reflects the great foothill community in which it rests.

The most recent facility inspection was performed in January 2016 using the Facility Inspection Tool and School Facility Conditions Evaluation. The evaluation revealed that the site is clean, well cared for and in excellent condition.

Planned improvements include the addition of two more portable classrooms and a portable bathroom as well as several energy-saving upgrades. Currently identified for replacement or upgrade are our Energy Management System and our interior and exterior lighting systems. Additionally, we are exploring options for alternative energy producing projects.

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

System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Good	Fair	Poor		
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X				
Interior: Interior Surfaces	X				
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X				
Electrical: Electrical	X				
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X				
Safety: Fire Safety, Hazardous Materials	X				
Structural: Structural Damage, Roofs	X				
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X				one baseball backstop needs repair to bottom support rail
Overall Rating	Exemplary	Good	Fair	Poor	
	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	41	48	44
Math	36	41	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	75	--	70	66	67	64	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
5	13.60	22.70	50.00

* 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	64
All Student at the School	70
Male	--
Female	66
Black or African American	--
Hispanic or Latino	--
White	71
Two or More Races	--
Socioeconomically Disadvantaged	--
Students with Disabilities	--
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	3	20	20	100.0	40	35	10	15
	4	21	19	90.5	26	21	26	21
	5	24	23	95.8	26	30	22	22
	6	12	11	91.7	18	45	36	0
	7	5	5	100.0	--	--	--	--
Male	3		9	45.0	--	--	--	--
	4		4	19.0	--	--	--	--
	5		10	41.7	--	--	--	--
	6		5	41.7	--	--	--	--
	7		2	40.0	--	--	--	--

**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
Female	3		11	55.0	45	27	0	27
	4		15	71.4	33	7	33	20
	5		13	54.2	31	15	31	23
	6		6	50.0	--	--	--	--
	7		3	60.0	--	--	--	--
Black or African American	5		1	4.2	--	--	--	--
Hispanic or Latino	3		3	15.0	--	--	--	--
	4		2	9.5	--	--	--	--
	5		2	8.3	--	--	--	--
	6		1	8.3	--	--	--	--
White	3		15	75.0	47	27	7	20
	4		14	66.7	36	21	14	29
	5		17	70.8	29	18	24	29
	6		10	83.3	--	--	--	--
	7		3	60.0	--	--	--	--
Two or More Races	3		2	10.0	--	--	--	--
	4		3	14.3	--	--	--	--
	5		3	12.5	--	--	--	--
	7		2	40.0	--	--	--	--
Socioeconomically Disadvantaged	3		5	25.0	--	--	--	--
	4		8	38.1	--	--	--	--
	5		11	45.8	36	18	27	18
	6		2	16.7	--	--	--	--
	7		2	40.0	--	--	--	--
Students with Disabilities	3		1	5.0	--	--	--	--
	4		0	0.0	--	--	--	--
	5		4	16.7	--	--	--	--
	6		2	16.7	--	--	--	--
Foster Youth	3		--	--	--	--	--	--
	4		--	--	--	--	--	--
	5		--	--	--	--	--	--
	6		--	--	--	--	--	--
	7		--	--	--	--	--	--

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	3	20	20	100.0	25	25	45	5
	4	21	19	90.5	21	26	37	11
	5	24	23	95.8	26	57	9	9
	6	12	11	91.7	55	27	9	9
	7	5	5	100.0	--	--	--	--
Male	3		9	45.0	--	--	--	--
	4		4	19.0	--	--	--	--
	5		10	41.7	--	--	--	--
	6		5	41.7	--	--	--	--
	7		2	40.0	--	--	--	--
Female	3		11	55.0	27	27	36	9
	4		15	71.4	20	20	47	7
	5		13	54.2	15	77	0	8
	6		6	50.0	--	--	--	--
	7		3	60.0	--	--	--	--
Black or African American	5		1	4.2	--	--	--	--
Hispanic or Latino	3		3	15.0	--	--	--	--
	4		2	9.5	--	--	--	--
	5		2	8.3	--	--	--	--
	6		1	8.3	--	--	--	--
White	3		15	75.0	33	20	40	7
	4		14	66.7	21	29	29	14
	5		17	70.8	29	53	6	12
	6		10	83.3	--	--	--	--
	7		3	60.0	--	--	--	--
Two or More Races	3		2	10.0	--	--	--	--
	4		3	14.3	--	--	--	--
	5		3	12.5	--	--	--	--
	7		2	40.0	--	--	--	--
Socioeconomically Disadvantaged	3		5	25.0	--	--	--	--
	4		8	38.1	--	--	--	--
	5		11	45.8	27	55	9	9
	6		2	16.7	--	--	--	--
	7		2	40.0	--	--	--	--

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
Students with Disabilities	3		1	5.0	--	--	--	--
	4		0	0.0	--	--	--	--
	5		4	16.7	--	--	--	--
	6		2	16.7	--	--	--	--
Foster Youth	3		--	--	--	--	--	--
	4		--	--	--	--	--	--
	5		--	--	--	--	--	--
	6		--	--	--	--	--	--
	7		--	--	--	--	--	--

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

Parental involvement is a key component of FRCS. Our school was created by and for parents. Many of our classroom teachers and support staff currently have students enrolled in the school. Volunteers hold many key positions in the daily operation of the school and make extra opportunities for students such as field trips, special events and elective classes possible. Parent and family involvement in and out of the classroom is strongly encouraged and valued.

Opportunities in the most recent year included participation in several committees (School Advisory Committee, Safety Committee, etc.), representative positions in the Parent Teacher Partnership group or the FRCS Board of Directors, Stakeholder LCAP meetings, Parent Education Nights, classroom volunteering, classroom volunteer work from home, fundraising events, and much more. To get involved as a parent or a community member, please contact our school office at 530-891-3154.

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

The School Safety Plan is updated annually, in accordance with Senate Bill 187. The most recent review occurred in November 2015. This plan is available upon request. The key elements cover traumatic incidents, imminent danger procedure, evacuation/relocation procedure, civil defense/disorder, bomb threat, bomb emergency, earthquake, chemical spill, crime in progress, and fire/explosion. Fire drills are conducted monthly; code red and earthquake drills are conducted quarterly. All staff members are refreshed annually as to their responsibilities in the event of an emergency.

The Safe School Plan supplements the School Safety Plan. This plan consists of two interacting components: Places and People, and Programs. Our goal is to provide a school environment where students, parents, and community members feel safe and can communicate positively.

Health and safety concerns are regular items on our Board of Director agendas, at PTP meetings, and at our Safe School Team meetings. They are also addressed as necessary in our monthly newsletters and on the school website.

Suspensions and Expulsions			
School	2012-13	2013-14	2014-15
Suspensions Rate	1.57	2.94	2.08
Expulsions Rate	0.00	0.00	0.00
District	2012-13	2013-14	2014-15
Suspensions Rate	6.43	5.36	3.44
Expulsions Rate	0.31	0.28	0.25
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
English Language Arts			
Met Participation Rate	Yes	No	Yes
Met Percent Proficient	N/A	N/A	N/A
Mathematics			
Met Participation Rate	Yes	No	Yes
Met Percent Proficient	N/A	N/A	N/A
Made AYP Overall	Yes	No	Yes
Met Attendance Rate	Yes	Yes	Yes
Met Graduation Rate	N/A	Yes	Yes

2015-16 Federal Intervention Program		
Indicator	School	District
Program Improvement Status		In PI
First Year of Program Improvement		2004-2005
Year in Program Improvement		Year 3
Number of Schools Currently in Program Improvement		9
Percent of Schools Currently in Program Improvement		69.2

Average Class Size and Class Size Distribution (Elementary)												
Average Class Size				Number of Classrooms*								
				1-20			21-32			33+		
Grade	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
K	18	16	15	1	1	1						
1	21	19	16		1	1	1					
2	19	22	21	1				1	1			
3	25	20	20		1	1	1					
4	13	23	22	1		1		1	1			
5	15	10	24	1	1				1			
6	6	13	13	1	1	1						
Other			5			1						

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	N/A
Counselor (Social/Behavioral or Career Development)	N/A
Library Media Teacher (Librarian)	Volunteer
Library Media Services Staff (Paraprofessional)	Volunteer
Psychologist	0.05
Social Worker	N/A
Nurse	0.05
Speech/Language/Hearing Specialist	0.10
Resource Specialist	2.5
Other	1.56
Average Number of Students per Staff Member	
Academic Counselor	N/A

* 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.

FY 2013-14 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$38,541	\$43,062
Mid-Range Teacher Salary	\$53,749	\$67,927
Highest Teacher Salary	\$85,671	\$87,811
Average Principal Salary (ES)	\$90,079	\$110,136
Average Principal Salary (MS)	\$102,761	\$115,946
Average Principal Salary (HS)	\$101,472	\$124,865
Superintendent Salary	\$170,000	\$211,869
Percent of District Budget		
Teacher Salaries	38%	39%
Administrative Salaries	5%	5%

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

Types of Services Funded

FRCS offers many supplemental educational services. These include weekly Band, Choir, Classroom Music, and a pull-out GATE Program. Other funded services are Performing Arts including Dance, Choir, and Drama; Engineering; Nature Study and Gardening; Arts and Crafts; Handwork; and Games/Sportsmanship on an elective rotation. The Explorer's Club provides a daily aftercare program operated by a credentialed teacher. Homework Club provides free, twice-weekly afterschool homework assistance staffed by a credentialed teacher. Transportation services between Forest Ranch and Chico are offered free of charge to all students. Nutrition services include participation in the National School Lunch Program, providing a healthy and nutritious breakfast, lunch and after school snack to all students, including the availability of free and reduced meals to eligible families.

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.

Professional Development provided for Teachers

At FRCS we believe professional development of faculty and staff is critical to our success. Throughout the year, faculty and staff have required and optional trainings on various topics. Our faculty has weekly group meetings as well as one-on-one meetings with the school administrator to consult on curriculum development, program philosophy, and collaboration.

The FRCS school calendar contains three school days dedicated to staff development provided through workshops and outside consultants. In addition to those three days, faculty and staff are encouraged to attend trainings that may become available during the school year as well as during vacation breaks to improve their usefulness to the school and their professional growth.

The FRCS Governing Board is committed to forming relationships with other schools and keeping abreast of best practices in governance and education. Our administration regularly collaborates with other programs and encourages faculty to connect with others in their field.

FY 2013-14 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$7,996	\$2,052	\$5,944	\$38,800
District	◆	◆	N/A	\$62,700
State	◆	◆	\$5,348	\$71,529
Percent Difference: School Site/District				-38.1
Percent Difference: School Site/ State				11.1
				-45.8

* Cells with ◆ do not require data.