

School Year: **2021-22**



## School Plan for Student Achievement (SPSA) Template

The School Plan for Student Achievement (SPSA) is meant to consolidate all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), pursuant to the California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA).

The purpose of the SPSA is to increase the overall effectiveness of the school program by crafting a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement.

The School Site Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications in the plan to reflect changing needs and priorities, as applicable, pursuant to EC 52853(b) and 52855.

California's ESSA State Plan significantly shifts the state's approach to the utilization of federal resources in support of underserved student groups. The SPSA provides schools with the opportunity to document their approach to maximizing the impact of federal investments in support of underserved students.

The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the LEA that are being realized under the state's Local Control Funding Formula (LCFF).

LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement.

<b>School Name</b>	Kings Beach Elementary
<b>Address</b>	8125 Steelhead Kings Beach CA 96143
<b>County-District-School (CDS) Code</b>	23-6031306
<b>Principal</b>	Kyle Mohagen
<b>District Name</b>	Tahoe Truckee Unified School District
<b>SPSA Revision Date</b>	April 7, 2022
<b>Schoolsite Council (SSC) Approval Date</b>	April 7, 2022
<b>Local Board Approval Date</b>	

In the pages that follow, please describe the school's plan for making the best use of federal ESEA resources in alignment with other federal, state, and local programs.

# School Vision and Mission

Kings Beach Elementary School: La Mejor Escuela...Inspiring Global Citizens  
Everyday we will...

Support the social emotional growth of our students by fostering grit, perseverance, compassion, and a growth mindset.

Build strong intentional relationships with students, families, staff, and community.

Create Global Citizens by building socio-cultural competence.

Support high academic achievement through bilingualism and biliteracy.

## School Profile

Kings Beach Elementary is a TK-5 school with an enrollment in September 2021 of 373 students. Our school community consists of 56% Hispanic/Latino students, 40% socio-economically disadvantaged students, and 40% English Learner students. The Special Education population is 9.5% of the student body. Kings Beach is a Spanish Immersion school and is a program of choice in the school district. Due to the Immersion program Kings Beach draws a large number of families from around the school district as well as families that live in the Kings Beach area.

The Kings Beach certificated staff has 19 grade-level classroom teachers, 1 STEAM teacher, 1 PE teacher, 1 Music teacher, 1 Counselor, 1 ELD teacher, 1 Intervention teacher, 1 Resource Specialist teacher, 1 principal, 1 Speech Therapist (shared with another site) and 1 psychologist (shared with other sites). The Kings Beach classified staff has 1 office manager/secretary, 2 campus monitors, 1 Library Tech, 3 custodians, 2 Food Service workers, and 2 Yard Supervisors. Every classroom has one-to-one Chromebooks and projection TVs.

## Stakeholder Involvement

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

### Involvement Process for the SPSA and Annual Review and Update

Kings Beach Elementary involves many stakeholders in the planning of the SPSA and Annual Review. School staff members, School Site Council members, and School ELAC members are all consulted and given an avenue to provide feedback and assist in the writing of the SPSA. Additionally, the School Site Council provides the final approval of the plan. School staff are involved through the School Leadership Team. Representatives from each area of the school come together to review data and determine goals. This occurs over the course of two meetings prior to the completion of the plan. The School Site Council meets on multiple occasions to discuss the plan. Initially they review the goals from the School Leadership Team and provide feedback/make adjustments as necessary. They then review a preliminary draft of the plan and offer additional feedback. Finally, the plan is brought before the Site Council for approval. ELAC is presented the draft of the plan and provides feedback. The feedback is brought to the Site Council for discussion. This year the initial meetings began in January and will continue through completion of the plan in April.

# School and Student Performance Data

## Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	18-19	19-20	20-21	18-19	19-20	20-21
American Indian	0.29%	0.29%	%	1	1	
African American	%	0%	%		0	
Asian	0.86%	0.87%	0.6%	3	3	2
Filipino	%	0%	%		0	
Hispanic/Latino	54.29%	54.2%	56.3%	190	187	188
Pacific Islander	%	0%	%		0	
White	42%	40.29%	38.6%	147	139	129
Two or More Responses	2.57%	3.48%	3.6%	9	12	12
Not Reported	%	0.87%	0.9%		3	3
<b>Total Enrollment</b>				<b>350</b>	<b>345</b>	<b>334</b>

## Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	18-19	19-20	20-21
Kindergarten	97	89	85
Grade 1	75	77	61
Grade 2	50	76	76
Grade3	54	46	72
Grade 4	74	57	40
<b>Total Enrollment</b>	<b>350</b>	<b>345</b>	<b>334</b>

### Conclusions based on this data:

1. The overall enrollment has been declining over the past three years. It has fallen from 350 to 334.
2. The percentage of students that are Hispanic/Latino has stayed fairly consistent over the past three years. There has been a slight increase from 54% to 56%. The actual number of Hispanic/Latino students has decreased slightly from 190-188.
3. The percentage of White students has decreased over the past three years, dropping from 42% to 38.6%.

# School and Student Performance Data

## Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	18-19	19-20	20-21	18-19	19-20	20-21
English Learners	113	143	124	32.3%	41.4%	37.1%
Fluent English Proficient (FEP)	18	20	13	5.1%	5.8%	3.9%
Reclassified Fluent English Proficient (RFEP)	5	22	0	3.4%	19.5%	0.0%

### Conclusions based on this data:

1. The percentage of EL students has fluctuated over the past three years with an overall increase from 32.3% to 37.1%.
2. The percentage of students that are Fluent English Proficient has decreased from 5.1% to 3.9%.
3. There was a large increase in 2019-2020 in the percentage of students RFEP from 3.4% to 19.5%, this was followed by a large decrease to 0% in 2020-2021 because we did not have ELPAC scores due to COVID.

# School and Student Performance Data

## CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	18-19	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21
Grade 3	56		70	56		68	56		68	100		97.1
Grade 4	72		40	72		38	72		38	100		95.0
All	128		110	128		106	128		106	100		96.4

\* The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	18-19	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21
Grade 3	2391.		2396.	12.50		16.18	17.86		25.00	33.93		23.53	35.71		35.29
Grade 4	2464.		2399.	23.61		5.26	25.00		18.42	22.22		18.42	29.17		57.89
All Grades	N/A	N/A	N/A	18.75		12.26	21.88		22.64	27.34		21.70	32.03		43.40

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21
Grade 3	14.29		17.65	50.00		55.88	35.71		26.47
Grade 4	23.61		7.89	52.78		63.16	23.61		28.95
All Grades	19.53		14.15	51.56		58.49	28.91		27.36

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21
Grade 3	7.14		4.41	46.43		60.29	46.43		35.29
Grade 4	12.50		2.63	54.17		50.00	33.33		47.37
All Grades	10.16		3.77	50.78		56.60	39.06		39.62

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21
Grade 3	21.43		13.24	58.93		69.12	19.64		17.65
Grade 4	19.44		5.26	61.11		73.68	19.44		21.05
All Grades	20.31		10.38	60.16		70.75	19.53		18.87

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21
Grade 3	10.71		8.82	55.36		70.59	33.93		20.59
Grade 4	18.06		7.89	54.17		60.53	27.78		31.58
All Grades	14.84		8.49	54.69		66.98	30.47		24.53

**Conclusions based on this data:**

1. The total percentage of students tested on the ELA CAASPP decreased from 100% in 2018-2019 to 96.4% in 2020-2021. There was no data for 2019-2020.
2. The total percentage of all students meeting or exceeding standard on the ELA CAASPP decreased from 40.63% in 2018-2019 to 34.9% in 2020-2021. There was no data for 2019-2020.
3. The total percentage of all students not meeting standard on the ELA CAASPP increased from 32.03% in 2018-2019 to 43.4% in 2020-2021. There was no data for 2019-2020.

# School and Student Performance Data

## CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	18-19	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21
Grade 3	56		70	56		68	56		68	100		97.1
Grade 4	72		40	72		37	72		37	100		92.5
All	128		110	128		105	128		105	100		95.5

\* The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	18-19	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21
Grade 3	2426.		2393.	17.86		14.71	32.14		27.94	19.64		17.65	30.36		39.71
Grade 4	2481.		2438.	19.44		10.81	31.94		24.32	29.17		29.73	19.44		35.14
All Grades	N/A	N/A	N/A	18.75		13.33	32.03		26.67	25.00		21.90	24.22		38.10

Concepts & Procedures Applying mathematical concepts and procedures												
Grade Level	% Above Standard			% At or Near Standard			% Below Standard					
	18-19	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21			
Grade 3				30.36		17.65	35.71		41.18	33.93		41.18
Grade 4				30.56		10.81	34.72		48.65	34.72		40.54
All Grades				30.47		15.24	35.16		43.81	34.38		40.95

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems												
Grade Level	% Above Standard			% At or Near Standard			% Below Standard					
	18-19	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21			
Grade 3				26.79		13.24	39.29		52.94	33.93		33.82
Grade 4				18.06		16.22	54.17		43.24	27.78		40.54
All Grades				21.88		14.29	47.66		49.52	30.47		36.19

Communicating Reasoning Demonstrating ability to support mathematical conclusions												
Grade Level	% Above Standard			% At or Near Standard			% Below Standard					
	18-19	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21			
Grade 3				19.64		22.06	53.57		38.24	26.79		39.71
Grade 4				25.00		13.51	52.78		51.35	22.22		35.14
All Grades				22.66		19.05	53.13		42.86	24.22		38.10

**Conclusions based on this data:**

1. The total percentage of students tested on the Math CAASPP decreased from 100% in 2018-2019 to 95.5% in 2020-2021. There was no data for 2019-2020.
2. The total percentage of all students meeting or exceeding standard on the Math CAASPP decreased from 50.78% in 2018-2019 to 40% in 2020-2021. There was no data for 2019-2020.
3. The total percentage of all students not meeting standard on the Math CAASPP increased from 24.22% in 2018-2019 to 38.1% in 2020-2021. There was no data for 2019-2020.



# School and Student Performance Data

## ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
<b>K</b>	1403.5	1396.9	1378.1	1425.4	1419.5	1412.5	1352.2	1344.4	1297.8	41	48	24
<b>1</b>	1421.5	1428.9	1422.9	1443.5	1459.8	1461.9	1399.0	1397.4	1383.3	29	26	34
<b>2</b>	1472.2	1459.8	1460.4	1503.6	1484.2	1485.4	1440.3	1434.8	1435.0	18	26	34
<b>3</b>	1485.9	1484.4	1471.7	1484.8	1498.4	1493.2	1486.6	1469.6	1449.8	32	14	24
<b>4</b>	1500.9	1517.9	1492.9	1489.8	1518.9	1500.9	1511.7	1516.3	1484.4	18	27	22
<b>All Grades</b>										138	141	138

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
<b>K</b>	*	4.17	0.00	26.83	18.75	37.50	41.46	54.17	29.17	*	22.92	33.33	41	48	24
<b>1</b>	*	0.00	0.00	44.83	11.54	26.47	*	73.08	35.29	*	15.38	38.24	29	26	34
<b>2</b>	*	0.00	8.82	83.33	26.92	35.29	*	69.23	41.18		3.85	14.71	18	26	34
<b>3</b>	*	0.00	4.17	46.88	42.86	20.83	40.63	57.14	58.33	*	0.00	16.67	32	14	24
<b>4</b>	*	25.93	4.55	*	40.74	40.91	*	25.93	36.36	*	7.41	18.18	18	27	22
<b>All Grades</b>	10.14	6.38	3.62	44.93	25.53	31.88	29.71	55.32	39.86	15.22	12.77	24.64	138	141	138

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
<b>K</b>	29.27	8.33	4.17	34.15	29.17	41.67	*	45.83	33.33	*	16.67	20.83	41	48	24
<b>1</b>	51.72	15.38	32.35	*	46.15	29.41	*	30.77	20.59	*	7.69	17.65	29	26	34
<b>2</b>	83.33	23.08	29.41	*	53.85	44.12		19.23	20.59		3.85	5.88	18	26	34
<b>3</b>	*	28.57	29.17	46.88	50.00	50.00	*	21.43	20.83	*	0.00	0.00	32	14	24
<b>4</b>	*	51.85	31.82	*	33.33	45.45	*	11.11	13.64	*	3.70	9.09	18	27	22
<b>All Grades</b>	40.58	22.70	26.09	35.51	39.72	41.30	11.59	29.08	21.74	12.32	8.51	10.87	138	141	138

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
<b>K</b>	*	0.00	0.00	*	8.33	4.17	43.90	50.00	37.50	51.22	41.67	58.33	41	48	24
<b>1</b>	*	0.00	0.00	*	0.00	8.82	*	15.38	14.71	62.07	84.62	76.47	29	26	34
<b>2</b>	*	0.00	5.88	*	7.69	17.65	*	38.46	32.35	*	53.85	44.12	18	26	34
<b>3</b>		0.00	0.00	*	0.00	0.00	43.75	64.29	41.67	37.50	35.71	58.33	32	14	24
<b>4</b>		0.00	0.00	*	48.15	13.64	*	33.33	50.00	*	18.52	36.36	18	27	22
<b>All Grades</b>	*	0.00	1.45	15.22	13.48	9.42	36.96	39.72	33.33	45.65	46.81	55.80	138	141	138

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
<b>K</b>	53.66	4.17	20.83	36.59	85.42	58.33	*	10.42	20.83	41	48	24
<b>1</b>	62.07	50.00	38.24	*	46.15	52.94	*	3.85	8.82	29	26	34
<b>2</b>	77.78	11.54	26.47	*	84.62	70.59		3.85	2.94	18	26	34
<b>3</b>	*	7.14	16.67	81.25	78.57	66.67	*	14.29	16.67	32	14	24
<b>4</b>	*	37.04	31.82	66.67	51.85	63.64	*	11.11	4.55	18	27	22
<b>All Grades</b>	43.48	20.57	27.54	47.83	70.92	62.32	8.70	8.51	10.14	138	141	138

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
<b>K</b>	*	14.58	4.17	53.66	64.58	58.33	26.83	20.83	37.50	41	48	24
<b>1</b>	58.62	3.85	29.41	*	88.46	52.94	*	7.69	17.65	29	26	34
<b>2</b>	88.89	26.92	20.59	*	73.08	73.53		0.00	5.88	18	26	34
<b>3</b>	56.25	71.43	52.17	37.50	28.57	47.83	*	0.00	0.00	32	14	23
<b>4</b>	61.11	62.96	54.55	*	29.63	36.36	*	7.41	9.09	18	27	22
<b>All Grades</b>	50.72	29.79	30.66	35.51	60.28	55.47	13.77	9.93	13.87	138	141	137

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
<b>K</b>	*	0.00	0.00	70.73	75.00	54.17	26.83	25.00	45.83	41	48	24
<b>1</b>	*	0.00	2.94	*	34.62	23.53	58.62	65.38	73.53	29	26	34
<b>2</b>	*	0.00	17.65	*	65.38	41.18	*	34.62	41.18	18	26	34
<b>3</b>	*	0.00	0.00	50.00	35.71	16.67	46.88	64.29	83.33	32	14	24
<b>4</b>	*	7.41	0.00	66.67	66.67	63.64	*	25.93	36.36	18	27	22
<b>All Grades</b>	*	1.42	5.07	52.90	60.28	38.41	41.30	38.30	56.52	138	141	138

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
<b>K</b>	*	2.08	8.33	36.59	41.67	25.00	56.10	56.25	66.67	41	48	24
<b>1</b>	*	0.00	2.94	*	19.23	26.47	68.97	80.77	70.59	29	26	34
<b>2</b>	*	0.00	3.03	*	23.08	48.48	*	76.92	48.48	18	26	33
<b>3</b>	*	0.00	0.00	75.00	71.43	50.00	*	28.57	50.00	32	14	24
<b>4</b>	*	7.41	0.00	77.78	85.19	54.55	*	7.41	45.45	18	27	22
<b>All Grades</b>	*	2.13	2.92	51.45	45.39	40.15	42.75	52.48	56.93	138	141	137

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

**Conclusions based on this data:**

1. Overall scores have increased based on grade level cohorts each year.

# Goals, Strategies, & Proposed Expenditures

## Goal 1

### Subject

ELA

### Goal Statement

Site Goal 1: By the end of the 2022-2023 school year, Kings Beach Elementary school will increase the overall percentage of students meeting or exceeding standard on CAASPP: SBAC ELA by 5% points as measured by CAASPP: SBAC ELA. As a result, KBE will expect to have 40% of all students that took the test meeting or exceeding standard.

Site Goal 1A: 70% of English Learners will improve one performance level on their overall ELPAC scores or will maintain level 4 on the ELPAC.

Site Goal 1B: By the end of the 2022-2023 school year, the amount of Kings Beach Elementary School SED students meeting or exceeding standard on CAASPP ELA will increase by 5% points as measured by CAASPP ELA. As a result, KBE will expect to have 15% of all students that are socioeconomically disadvantaged that took the test meeting or exceeding standard.

### LCAP Goal

Goal 1: By 2023-24, TTUSD will ensure that all scholars are provided challenging and engaging learning opportunities to be prepared for college, career, and life by increasing the CCI: Prepared Level for the following student groups: Hispanic, English Learners, SED, and Students with Disabilities. (TTUSD Pathways 2020 Goals 1 and 4) HRS Levels 1-3

### Basis for this Goal

The basis for these goals is the 2021 ELA CAASPP results.

### Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
CAASPP - SBAC ELA	2021 All: 35% Hispanic: 15% White: 63% EL: 2% RFEP: * SED: 11% SWD: * *data suppressed student group =< 10 students	Expected Outcome by June 2023 ALL: 40% Hispanic: 20% White: 65% EL: 7% RFEP:* SED: 16% SWD:*
ELPAC	Level 1: 13% Level 2: 55% Level 3: 26% Level 4: 6%	Level 1: 9% Level 2: 55% Level 3: 26% Level 4: 10%

### Planned Strategies/Activities

## Strategy/Activity 1

Implement TTUSD Common Assessments in alignment with the calendar.

### Students to be Served by this Strategy/Activity

All students

### Timeline

By the end of the 2022-2023 school year.

### Person(s) Responsible

School Administrators and school staff; District staff will support, as needed

### Proposed Expenditures for this Strategy/Activity

## Strategy/Activity 2

Continue professional development for all teachers in the science of reading using the LETRS training.

### Students to be Served by this Strategy/Activity

All students

### Timeline

By the end of the 2022-2023 school year.

### Person(s) Responsible

School Administrators and school staff; District staff will support, as needed

### Proposed Expenditures for this Strategy/Activity

## Strategy/Activity 3

Use the Camino al Exito and Proximo Paso al Exito curriculum materials to support Spanish Literacy as evidenced by completion of Camino or Proximo daily lessons.

### Students to be Served by this Strategy/Activity

All students in K-2nd

### Timeline

By the end of the 2022-2023 school year.

### Person(s) Responsible

School Administrators and school staff

### Proposed Expenditures for this Strategy/Activity

## Strategy/Activity 4

Follow TTUSD data protocol to analyze results from TTUSD common assessments.

### **Students to be Served by this Strategy/Activity**

All students

### **Timeline**

By the end of the 2022-2023 school year.

### **Person(s) Responsible**

School Administrators and school staff

### **Proposed Expenditures for this Strategy/Activity**

### **Strategy/Activity 5**

Develop and align a scope and sequence for Spanish and English Language Arts for TK-5th grade. (as evidenced by the completed scope and sequence document)

### **Students to be Served by this Strategy/Activity**

All students

### **Timeline**

By the end of the 2022-2023 school year.

### **Person(s) Responsible**

School Administrators and school staff

### **Proposed Expenditures for this Strategy/Activity**

### **Strategy/Activity 6**

Implement Lexia as a differentiated ELA support program in grades 2nd-5th.

### **Students to be Served by this Strategy/Activity**

All students grades 2nd-5th.

### **Timeline**

By the end of the 2022-2023 school year.

### **Person(s) Responsible**

School Administrators and school staff

### **Proposed Expenditures for this Strategy/Activity**

# Goals, Strategies, & Proposed Expenditures

## Goal 2

### Subject

Math

### Goal Statement

By the end of the 2022-2023 school year, Kings Beach Elementary school will increase the overall percentage of students meeting or exceeding standard on CAASPP: SBAC Math by 5% points as measured by CAASPP: SBAC Math.

### LCAP Goal

Goal 1: By 2023-24, TTUSD will ensure that all scholars are provided challenging and engaging learning opportunities to be prepared for college, career, and life by increasing the CCI: Prepared Level for the following student groups: Hispanic, English Learners, SED, and Students with Disabilities. (TTUSD Pathways 2020 Goals 1 and 4) HRS Levels 1-3

### Basis for this Goal

The basis for these goals is the 2021 ELA CAASPP results.

### Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
CAAPP - SBAC Math	2021 All: 40% Hispanic: 19% White: 70% EL: 9% RFEP: 8% SED: 18% SWD: * *data suppressed student group =< 10 students	Expected Outcome by June 2023 ALL: 45% Hispanic: 24% White: 75% EL: 14% RFEP: 13% SED: 23% SWD: *

### Planned Strategies/Activities

#### Strategy/Activity 1

Implement TTUSD Common Assessments in alignment with the calendar.

#### Students to be Served by this Strategy/Activity

All students

#### Timeline

By the end of the 2022-2023 school year.



**Person(s) Responsible**

School Administrators and School Staff; District staff will support as needed.

**Proposed Expenditures for this Strategy/Activity****Strategy/Activity 2**

Recommit to our agreed upon predominant Everyday Math Strategies: Math Message and Focus Lessons, Math Boxes and Math Warm Up, Open Response Re Engagement Lessons, and Math Games. Data analysis of Everyday Math Unit Assessments will support this strategy.

**Students to be Served by this Strategy/Activity**

All students

**Timeline**

By the end of the 2022-2023 school year.

**Person(s) Responsible**

School Administrators and School Staff; District staff will support as needed.

**Proposed Expenditures for this Strategy/Activity****Strategy/Activity 3**

Expand the use of differentiated skill building digital applications to scaffold math instruction such as IXL, Freckle, etc.

**Students to be Served by this Strategy/Activity**

All students

**Timeline**

By the end of the 2022-2023 school year.

**Person(s) Responsible**

School Administrators and School Staff; District staff will support as needed.

**Proposed Expenditures for this Strategy/Activity**

# Goals, Strategies, & Proposed Expenditures

## Goal 3

### Subject

Safe, Supportive and Collaborative School Culture

### Goal Statement

By the end of the 2022-2023 school year, Kings Beach Elementary School will be a safe and respectful campus supportive of high levels of learning for all students as measured by decreasing Chronic Absenteeism by 10% points and maintaining a 0% suspension rate.

### LCAP Goal

By 2023 - 2024, TTUSD will provide systems of support for learning and provide safe schools with positive and caring climates in which all scholars have opportunities to achieve at high levels and staff and families feel safe and supported as measured by local and state data. (TTUSD Pathways 2020 Goals 3, 6, 7 and 8)

### Basis for this Goal

The basis for this goal is the 2021 Chronic Absenteeism and and Suspension rates.

### Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Suspension Rate	Suspension Rate: 2021  ALL: 0% White: 0% Hispanic: 0% SED: 0% EverEL: 0% SWD: 0%	Suspension Rate: 2023  ALL: 0% White: 0% Hispanic: 0% SED: 0% EverEL: 0% SWD: 0%
Chronic Absenteeism	Chronic Absenteeism: 2021  ALL: 24% White: 8% Hispanic: 37% SED: 37% EverEL: 39% SWD: 24%	Chronic Absenteeism: 2023  ALL: 14% White: 8% Hispanic: 20% SED: 20% EverEL: 20% SWD: 10%

### Planned Strategies/Activities

#### Strategy/Activity 1

Implementing the safe and caring adult survey at the beginning and end of the school year.

### **Students to be Served by this Strategy/Activity**

All students

### **Timeline**

By the end of the 2022-2023 school year.

### **Person(s) Responsible**

School Administrators and School Staff

### **Proposed Expenditures for this Strategy/Activity**

### **Strategy/Activity 2**

Reinstate and expand positive attendance celebrations monthly and at the end of the year.

### **Students to be Served by this Strategy/Activity**

All students

### **Timeline**

By the end of the 2022-2023 school year.

### **Person(s) Responsible**

School Administrators and School Staff

### **Proposed Expenditures for this Strategy/Activity**

### **Strategy/Activity 3**

Use the DESSA as a social emotional screener to identify at risk students and provide support as needed.

### **Students to be Served by this Strategy/Activity**

All students

### **Timeline**

By the end of the 2022-2023 school year.

### **Person(s) Responsible**

School Administrators and School Staff

### **Proposed Expenditures for this Strategy/Activity**

### **Strategy/Activity 4**

Implement a systematic approach to the SST process.

### **Students to be Served by this Strategy/Activity**

All eligible students.

**Timeline**

By the end of the 2022-2023 school year.

**Person(s) Responsible**

School Administrators and School Staff

**Proposed Expenditures for this Strategy/Activity**

# Goals, Strategies, & Proposed Expenditures

## Goal 4

### Subject

Social Emotional Support

### Goal Statement

By the end of the 2022-2023 school year, the number of students in the "needs instruction" category will have decreased as measured by the DESSA-mini and DESSA social emotional screener.

### LCAP Goal

Goal 1: By 2023-24, TTUSD will ensure that all scholars are provided challenging and engaging learning opportunities to be prepared for college, career, and life by increasing the CCI: Prepared Level for the following student groups: Hispanic, English Learners, SED, and Students with Disabilities.

Goal 2: By 2023- 2024, as measured by the effectiveness of PLC's, TTUSD will ensure all staff members are implementing effective instructional strategies and providing quality learning opportunities to actively engage each scholar, particularly students who are socio-economically disadvantaged (SED) or English Learners (EL), so that they can learn at the highest levels and be prepared for college, career, and life.

Goal 3: By 2023- 2024, TTUSD will provide systems of support for learning and provide safe schools with positive and caring climates in which all scholars have opportunities to achieve at high levels and staff and families feel safe and supports as measured by local and state data.

### Basis for this Goal

DESSA screener results

### Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
DESSA	Baseline will be determined by 2022 beginning of year results	Decrease in the amount of students in the "needs instruction" category

### Planned Strategies/Activities

#### Strategy/Activity 1

Refine and continue professional development on how to use DESSA to drive social emotional instruction and learning, including Aperture resources and Second Step.

#### Students to be Served by this Strategy/Activity

All students

#### Timeline

By the end of the 2022-2023 school year.

**Person(s) Responsible**

School Administrators and School Staff; District staff will support as needed.

**Proposed Expenditures for this Strategy/Activity**

**Strategy/Activity 2**

Continue to implement Trauma Informed Practices such as restorative practices.

**Students to be Served by this Strategy/Activity**

All students

**Timeline**

By the end of the 2022-2023 school year.

**Person(s) Responsible**

School Administrators and School Staff; District staff will support as needed.

**Proposed Expenditures for this Strategy/Activity**

**Strategy/Activity 3**

Additional counseling support.

**Students to be Served by this Strategy/Activity**

Students that were scored as Needs Improvement.

**Timeline**

By the end of the 2022-2023 school year.

**Person(s) Responsible**

School Administrators

**Proposed Expenditures for this Strategy/Activity**

<b>Amount</b>	60,000
<b>Source</b>	Title I
<b>Budget Reference</b>	1000-1999: Certificated Personnel Salaries
<b>Description</b>	Part time counselor

# Annual Review and Update

## SPSA Year Reviewed: 2020-21

### Goal 1

Goal #1-ELA: Create positive and effective distance/hybrid learning environments for students and teachers as measured by Chronic Absenteeism, Suspensions, and maintaining ELA CAASPP scores at a similar level to the 2019 CAASPP scores.

Goal #1A: 70% of English Learners will improve one performance level on their overall ELPAC scores or will qualify to reclassify to fluent English proficient.

### Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Chronic Absenteeism	Maintain a 7% Chronic Absenteeism rate	24% Chronic Absenteeism rate White: 8% Hispanic: 37%
Suspensions	Maintain a 0% suspension rate	0% suspension rate
CAASPP SBAC: ELA	Similar to 2019:  All: 41% Hispanic: 22% White: 57% EL: 8% RFEP: * SED: 15% SWD: * *data suppressed student group =< 10 students	2021 Actual  All: 35% Hispanic: 15% White: 63% EL: 2% RFEP: * SED: 11% SWD: * *data suppressed student group =< 10 students

### Strategies/Activities for Goal 1

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Professional development using the "Distance Learning Playbook"	Partially implemented as planned		
Staff meetings about how to incorporate Social Emotional Learning in a distance learning setting	Implemented as planned		
PDSA cycle focusing on equity in the classroom environment	Implemented as planned		
PDSA cycle focused on academic conversations	Implemented as planned		

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Professional development from Jeff Zwiers about strategies to support academic conversations	Implemented as planned		

## Analysis

Describe the overall implementation of the strategies/activities to achieve the articulated goal.

**Successes:** As a school site we focused on developing Distance Learning environments that supported student learning. Overall we were able to implement the planned actions to support this focus. We reviewed the Distance Learning Playbook, we discussed how to support social emotional wellness in a virtual setting, completed our PDSA cycles, and implemented strategies from the professional development opportunity with Jeff Zwiers. A specific success was the implementation of break out rooms during distance learning across all grade levels. These break out rooms provided students an opportunity to participate in academic conversations.

**Challenges:** One of the biggest challenges we faced was attendance. We implemented many strategies from classroom based attendance incentives to home visits and still found it difficult to have all students participate in distance learning. Additionally, the success of distance learning varied greatly from student to student so when all students returned to school in person there was a wider gap between high and low achieving students.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

**Successes:** Distance learning was effective for our White students. White students maintained similar levels of chronic absenteeism as well as similar levels of proficiency in math.

**Challenges:** There were significant challenges for Hispanic and SED subgroups. Each of these groups decreased significantly in ELA proficiency as evidenced by CAASPP ELA scores as well as increased significantly in chronic absenteeism.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

No material differences.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

See 2021-2022 & 2022-2023 SPSA Goal #1



# Annual Review and Update

SPSA Year Reviewed: 2020-21

## Goal 2

Goal #2-Math: Create positive and effective distance/hybrid learning environments for students and teachers as measured by Chronic Absenteeism, Suspensions, and maintaining Math CAASPP scores at a similar level to the 2019 CAASPP scores.

## Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Chronic Absenteeism	Maintain a 7% Chronic Absenteeism rate (2018-2019)	24% Chronic Absenteeism rate (2020-2021) White: 8% Hispanic: 37%
CAASPP SBAC: Math	Similar to 2019:  All: 51% Hispanic: 27% White: 73% EL: 15% RFEP: * SED: 28% SWD: * *data suppressed student group =< 10 students	2021  All: 40% Hispanic: 19% White: 70% EL: 9% RFEP: 8% SED: 18% SWD; * *data suppressed student group =< 10 students
Suspensions	Maintain a 0% suspension rate (2019-2020)	0% suspension rate (2020-2021)

## Strategies/Activities for Goal 2

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Professional development using the "Distance Learning Playbook"	Partially implemented		
Staff meetings about how to incorporate Social Emotional Learning in a distance learning setting	Implemented as planned		
PDSA cycles focusing on increasing academic conversations as well as focusing on equity in the classroom environment	Implemented as planned		

# Analysis

Describe the overall implementation of the strategies/activities to achieve the articulated goal.

Successes: As a school site we focused on developing Distance Learning environments that supported student learning. Overall we were able to implement the planned actions to support this focus. We reviewed the Distance Learning Playbook, we discussed how to support social emotional wellness in a virtual setting, completed our PDSA cycles, and implemented strategies from the professional development opportunity with Jeff Zwiers. A specific success was the implementation of break out rooms during distance learning across all grade levels. These break out rooms provided students an opportunity to participate in academic conversations.

Challenges: One of the biggest challenges we faced was attendance. We implemented many strategies from classroom based attendance incentives to home visits and still found it difficult to have all students participate in distance learning. Additionally, the success of distance learning varied greatly from student to student so when all students returned to school in person there was a wider gap between high and low achieving students.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

Successes: Distance learning was effective for our White students. White students maintained similar levels of chronic absenteeism as well as similar levels of proficiency in math.

Challenges: There were significant challenges for Hispanic and SED subgroups. Each of these groups decreased significantly in math proficiency as evidenced by CAASPP Math scores as well as increased significantly in chronic absenteeism.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

No material differences.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

See 2021-2022 & 2022-2023 SPSA Goal #2

# Annual Review and Update

SPSA Year Reviewed: 2020-21

## Goal 3

Create positive and effective distance/hybrid learning environments for students and teachers as measured by chronic absenteeism and suspension rates.

## Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Suspension Rate	0%	0%
Chronic Absenteeism Rate	Maintain a 7% Chronic Absenteeism rate (2018-2019)	24% Chronic Absenteeism rate (2020-2021) White: 8% Hispanic: 37%

## Strategies/Activities for Goal 3

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Social emotional learning lessons on a daily basis	Implemented as planned		
Leadership team book study on equity	Implemented as planned		

## Analysis

Describe the overall implementation of the strategies/activities to achieve the articulated goal.

**Successes:** Once students returned to school in person we were able to support a positive environment. We provided social emotional support during the school day. Our leadership book club generated conversations that led to a shared understanding of equity and set forth the planning stages of the necessary academic supports for the 2021-2022 school year.

**Challenges:** Though attendance in person had increased, students had already reached the chronic absenteeism level.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

**Successes:** Our social emotional lessons and supports were effective as evidenced by the suspension rates. We were able to provide a positive and safe learning environment for all students in the midst of an uncertain and challenging school year.

**Challenges:** Attendance was a challenge as evidenced by the chronic absenteeism. Despite our best efforts chronic absenteeism more than tripled.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

No material differences.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

See 2021-2022 & 2022-2023 SPSA Goal #3

# Annual Review and Update

## SPSA Year Reviewed: 2020-21

### Goal 4

2020-2021 Site Goal 4: This year the focus has been on trying to maintain Spanish Language development in inconsistent learning environments.

### Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Adjust instructional model to increase the amount of Spanish instruction	Spanish instruction all day in 2nd grade, Spanish instruction each day instead of every other day in 3rd grade.	Spanish instruction all day in 2nd grade, Spanish instruction each day instead of every other day in 3rd grade.

### Strategies/Activities for Goal 4

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Review, evaluate, update TWBI program	Not implemented		
Incorporate Maravillas curriculum into daily instruction	Implemented as planned		

### Analysis

Describe the overall implementation of the strategies/activities to achieve the articulated goal.

Successes: We were able to increase the amount of in person Spanish instruction at the 2nd and 3rd grade levels as a way to help mitigate the amount of Spanish instruction lost during distance learning.

Challenges: We were able to support Spanish language learning in live meeting settings, however those meetings were inadequate at keeping up Spanish proficiency. Once we returned to in person instruction we focused heavily on promoting and supporting Spanish Language development. Based on the needs of students and staff members we had to postpone the focus on TWBI program review.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

Successes: We were able to successfully increase the amount of Spanish instruction in both 2nd and 3rd grade to help support Spanish Language development.

Challenges: The amount of lost Spanish instruction during distance learning was evident based on Spanish STAR scores at the end of the 2020-21 school year and also at the beginning of the 2021-22 school year.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

No material differences.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

See 2021-2022 & 2022-2023 SPSA Goal #4

# Budget Summary and Consolidation

The Budget Summary is required for schools funded through the ConApp. The Consolidation of Funds is required for a school receiving funds allocated through the ConApp and consolidating those funds as part of a schoolwide program.

## Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	60,000.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	60,000.00

## Allocations by Funding Source

Funding Source	Amount	Balance
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# School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

- 1 School Principal
- 4 Classroom Teachers
- 1 Other School Staff
- 6 Parent or Community Members

Name of Members	Role
Kyle Mohagen	Principal
Marci Calderon	Other School Staff
Veronica Ortega	Classroom Teacher
Yvonne Logan	Classroom Teacher
Laurel Raymore	Classroom Teacher
Veronica Laudenschlager	Classroom Teacher
Meagan Millar	Parent or Community Member
Christine Picard	Parent or Community Member
Kristin Henry	Parent or Community Member
Acacia Landfield	Parent or Community Member
Gina Longhi	Parent or Community Member
Cindy Arnold	Parent or Community Member

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.



# Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

**Signature**

**Committee or Advisory Group Name**

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on April 7, 2022.

Attested:



Principal, Kyle Mohagen on April 7, 2022

2022/2023 Kings Beach Elementary

\*\* Allocations are tentative and are subject to change as more information becomes available

Site Funds					Measure AA (Resource 9103)								District Funds								
Intervention - ALS	Intervention - Additional	Site Op	Lottery	Title 1	Extra Curricular	VAPA Equip + Supplies	Instructional Materials	PE Equipment	Tech Maint + Supplies	Emotional Learning Support	Library Materials	Science Materials + Supplies	GF	Intervention/ ALS	District EL	Title 1	Title III	Cowell			
		\$55/pp	\$20/pp																		
RE 0140	RE 0000/ GL 1456	RE 0395	RE 1100	RE 3010	GL 1211	GL 1530	GL 1110	GL 1572	GL 1292	L1 = 21	FN 2420	GL 1595	RE 0000	RE 0140/LO2 9XX	RE 0791	RE 3010	RE 4203	RE 9035	RE 0999		
\$0	\$0	\$20,735	\$7,540	\$73,916	\$9,425	\$1,885	\$30,160	\$1,131	\$7,540	\$9,425	\$7,109	\$5,455		\$156,050	\$119,680						
2022/2023 Allocation																					
FTE																					
Total Cost																					
<b>Staffing:</b>																					
Swarberg-Ogilvy, Kelley (EL Coordinator)		1.00	\$149,862																		
Otis, Julie (Intervention)		0.60	\$102,516																		
McCaffrey, Brooke (Accelerated)		0.20	\$23,352																		
<b>Total Funds Used</b>		\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$156,050	\$119,680	\$0	\$0	\$0	\$0	\$0	\$0
<b>Remaining Funds</b>		\$0	\$0	\$20,735	\$7,540	\$73,916	\$9,425	\$1,885	\$30,160	\$1,131	\$7,540	\$9,425	\$7,109	\$5,455	\$0	\$0	\$0	\$0	\$0	\$0	\$0

	FTE	Total Cost
<b>Staffing:</b>		
Swarberg-Ogilvy, Kelley (EL Coordinator)	1.00	\$149,862
Otis, Julie (Intervention)	0.60	\$102,516
McCaffrey, Brooke (Accelerated)	0.20	\$23,352