

Elevated Digital Learning Academy

2024-2025 School Accountability Report Card

(Published During the 2025-2026 School Year)

General Information about the School Accountability Report Card (SARC)

SARC Overview



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 and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>
- For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://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.

DataQuest



DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

California School Dashboard



The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

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.

2025-26 School Contact Information

School Name	Elevated Digital Learning Academy
Street	1100 Lyons Avenue
City, State, Zip	South Lake Tahoe, CA 96150
Phone Number	(530) 543-2310
Principal	Alan Reeder
Email Address	elevated@ltusd.org
School Website	www.elevatedacademytahoe.com
Grade Span	K-12
County-District-School (CDS) Code	09619030140459

2025-26 District Contact Information

District Name	Lake Tahoe Unified School District
Phone Number	(530) 541-2850
Superintendent	Dr. Todd Cutler
Email Address	tcutler@ltusd.org
District Website	www.ltusd.org

2025-26 School Description and Mission Statement

Elevated Digital Learning Academy, located in South Lake Tahoe, California strives to be an innovative place of online learning where all individuals are effective communicators, informed, productive thinkers, self-directed learners, collaborative workers, contributing citizens, and information processors. Our Mission is to provide a rigorous and comprehensive education that fosters inquiry, inspires compassion, and develops self-reliance for our diverse student body in a physically, emotionally, and socially safe environment. As of the Fall of 2025, Elevated Digital Learning Academy's student enrollment was 54 first through 12th grade students (including our hybrid students). A total of 9% of students are English Learners, 13% are receiving special services, and 50% were identified as socioeconomically disadvantaged. The ethnic demographics of Elevated Digital Learning Academy's students consisted of 61% White (Not Hispanic), 30% Hispanic or Latino, 4% Filipino, 2% multi-ethnic, and 4% African American.

At Elevated Digital Learning Academy, we implement and monitor instructional programs to meet the needs of all students. Elevated is proud to implement fully online courses focusing on experiential learning for our students with the mission to support lifelong learners who care for others and the world around them. Our school was established out of a need from COVID-19 in the 2020-21 school year knowing it would continue as families had requested a comprehensive online school in years past. Elevated Digital Learning Academy also oversees the district Independent Study program. Our practices across programs include, but are not limited to, on-site learning lab for academic support, English language development, Speech/Language, and Special Education Services.

All students are issued Chromebooks. To support our students socially and emotionally, collaboration takes place with our school counselor, district mental health therapist, and Wellness Coach I/FY=Homeless Student Advocate. Collaboration with community agencies takes place to identify family and student resources needed as well as providing enrichment opportunities.

Collaboration and Professional Development for our staff are structured and planned annually to support the instructional models for Elevated. All teachers at Elevated Digital Learning Academy collaborate during staff meeting time and professional development every Wednesday. To support staff with instruction on our digital platforms, staff will continue to receive professional development focusing on curriculum and instruction including best practices for online learning and experiential learning. During grade-level collaboration, teachers identify and discuss effective instructional strategies, analyze assessment results, and plan instruction.

2025-26 School Description and Mission Statement

Elevated Academy staff engages in ongoing data analysis to drive instructional decisions. In order to facilitate data collection, reporting, and analysis, Elevated Digital Learning Academy has implemented ongoing, site-based assessments.

As a small school, all staff is involved in planning and decision-making for site programs. We value parent participation and involvement.

About this School

2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 1	1
Grade 4	4
Grade 5	3
Grade 6	3
Grade 7	5
Grade 8	13
Grade 9	1
Grade 10	27
Grade 11	31
Grade 12	28
Total Enrollment	116

2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	37.9
Male	61.2
Non-Binary	0.9
American Indian or Alaska Native	0.9
Black or African American	2.6
Filipino	1.7
Hispanic or Latino	25
Two or More Races	4.3
White	65.5
English Learners	7.8
Homeless	1.7
Socioeconomically Disadvantaged	43.1
Students with Disabilities	12.1

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.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	8	85.14	160	82.11	234405.2	84
Intern Credential Holders Properly Assigned	0	0	0	0	4853	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0	0	3.8	1.97	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	1.4	14.86	14.1	7.26	11953.1	4.28
Unknown/Incomplete/NA	0	0	16.8	8.65	15831.9	5.67
Total Teaching Positions	9.4	100	194.9	100	279044.8	100

Note: The data in this table is based on full-time equivalent (FTE) status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2022-23 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	6.1	82.11	161.3	82.26	231142.4	83.24
Intern Credential Holders Properly Assigned	0	0	0.8	0.43	5566.4	2
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0	0	9.1	4.65	14938.3	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	1.3	17.89	13.2	6.74	11746.9	4.23
Unknown/Incomplete/NA	0	0	11.5	5.91	14303.8	5.15
Total Teaching Positions	7.4	100	196.1	100	277698	100

Note: The data in this table is based on FTE status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2023-24 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	4.6	75.53	156.8	81.51	230039.4	100
Intern Credential Holders Properly Assigned	0	0	0	0	6213.8	2.23
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0	0	13.8	7.19	16855	6.04
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	1.4	24.47	7.8	4.1	12112.8	4.34
Unknown/Incomplete/NA	0	0	13.8	7.2	13705.8	4.91
Total Teaching Positions	6	100	192.4	100	278927.1	100

Note: The data in this table is based on FTE status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2021-22	2022-23	2023-24
Permits and Waivers	0.00	0	0
Misassignments	0.00	0	0
Vacant Positions	0.00	0	0
Total Teachers Without Credentials and Misassignments	0.00	0	0

Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2021-22	2022-23	2023-24
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0	0
Local Assignment Options	1.40	1.3	1.4
Total Out-of-Field Teachers	1.40	1.3	1.4

Class Assignments

Indicator	2021-22	2022-23	2023-24
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0	0	0
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0	0	5.2

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

2025-26 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Elevated Digital Learning Academy provides courses through the online learning platforms Subject.com and Acellus. The staff researched and reviewed additional platforms with the support of the District, and these are our preferred and adopted curricula.

Year and month in which the data were collected December 2025

Subject	List of Textbooks and Other Instructional Materials / Indicate if from Most Recent Adoption / Year of Adoption	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Subject.com and Acellus	0
Mathematics	Subject.com and Acellus	0
Science	Subject.com and Acellus	0
History-Social Science	Subject.com and Acellus	0
Foreign Language	Subject.com and Acellus	0
Health	Subject.com and Acellus	0
Visual and Performing Arts	Subject.com and Acellus	0
Science Laboratory Equipment (grades 9-12)	Sufficient lab equipment is provided	

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

School Facility Conditions and Planned Improvements

Year and month of the most recent FIT report December 2025

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			:

School Facility Conditions and Planned Improvements				
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
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			

Overall Facility Rate			
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] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

College and Career Ready

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.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

ELA and mathematics test results include the Smarter Balanced Summative Assessments 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 CAA divided by the total number of students who participated in both assessments.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
English Language Arts/Literacy (grades 3-8 and 11)	25	24	45	45	47	48
Mathematics (grades 3-8 and 11)	20	14	34	35	35	37

2024-25 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	59	46	77.97	22.03	23.91
Female	29	24	82.76	17.24	20.83
Male	30	22	73.33	26.67	27.27
American Indian or Alaska Native	--	--	--	--	--
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	--	--	--	--	--
Hispanic or Latino	22	17	77.27	22.73	11.76
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--

White	34	28	82.35	17.65	32.14
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	40	32	80.00	20.00	18.75
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

2024-25 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	58	42	72.41	27.59	14.29
Female	28	21	75.00	25.00	9.52
Male	30	21	70.00	30.00	19.05
American Indian or Alaska Native	--	--	--	--	--
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	--	--	--	--	--
Hispanic or Latino	21	14	66.67	33.33	14.29
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	34	27	79.41	20.59	14.81
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0

Socioeconomically Disadvantaged	39	28	71.79	28.21	7.14
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

Science test results include the CAST and the CAA for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
Science (grades 5, 8 and high school)	8.57	45.71	28.57	31.42	30.73	32.33

2024-25 CAASPP Test Results in Science by Student Group

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	54	35	64.81	35.19	45.71
Female	25	18	72.00	28.00	27.78
Male	28	17	60.71	39.29	64.71
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	15	12	80.00	20.00	33.33
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	35	20	57.14	42.86	55.00
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	22	16	72.73	27.27	25.00
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

2024-25 California Physical Fitness Test Participation Rates					
This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT requires only participation results for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table 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	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	--	--	--	--	--
Grade 7	--	--	--	--	--
Grade 9	--	--	--	--	--

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 regarding the school district and at each school site.

2025-26 Opportunities for Parental Involvement
As a small school, all staff is involved in planning and decision-making for site programs. We value parent participation and involvement. We maintain a School Site Council to support our students, accreditation, and school community. We use Parent Square to communicate messages via text, phone, and email to keep families informed of important school events. Elevated sends out a weekly newsletter using the Smore platform to increase engagement, as families can instantly translate the newsletter to their preferred language. As an online school, our website is our main hub of communication for families and includes weekly newsletters, a page with in-person meet-ups, and information a current or prospective family may need. Our School Site Council (SSC) encourages parents to take an active role in our many activities and fundraisers. These groups provide a voice and are a means for parents to be actively involved in their student's education and our school. Teachers meet formally with parents twice a year for parent-teacher conferences and informally throughout the year as needed or requested. Teachers use many different methods to regularly communicate with their families including email, texting, and phone calls. Elevated understands parents are an integral part of the educational process and values their support and input. Parents may contact the school office at (530) 543-2310 to obtain volunteer paperwork or get more information about volunteer opportunities.

2024-25 Chronic Absenteeism by Student Group				
Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	207	189	116	61.4
Female	94	85	55	64.7
Male	110	101	60	59.4
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	62	56	38	67.9
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	--	--	--	--
White	125	118	72	61.0
English Learners	22	20	14	70.0
Foster Youth	--	--	--	--
Homeless	--	--	--	--
Socioeconomically Disadvantaged	110	98	67	68.4
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	22	22	15	68.2

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

C. Engagement

State Priority: School Climate

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

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

This table displays suspensions data.

Suspensions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0	0	0.97	4.34	4.37	5.32	3.6	3.28	2.94

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

This table displays expulsions data.

Expulsions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0	0	0	0	0	0	0.08	0.07	0.06

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2024-25 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.97	0.00
Female	2.13	0.00
Male	0.00	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.00	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	1.60	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	1.82	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	4.55	0.00

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2025-26 School Safety Plan

The Al Tahoe Education Center (which houses Elevated Digital Learning Academy) Safety Plan is reviewed and updated annually and most recently in October of 2025. It is discussed and updated with our school faculty at the beginning of each school year. The plan is reviewed at staff meetings as drills occur to assess what was successful and how to improve safety protocols and update the plan accordingly.

Fire, lock-down, and earthquake drills are conducted several times throughout the year. Evacuation plans and emergency binders are located in each room and all staff members are familiar with emergency procedures. The school is well-maintained, clean, and safe which contributes to a positive atmosphere for learning. The monthly drills reinforce our safety preparedness procedures that are reviewed and practiced with all students and staff. Campus supervision is provided by teachers, classified personnel, and administration.

Staff actively monitor students' online behavior through remote classroom visits and programs designed to alert personnel of potentially dangerous online activities and situations. Students have been instructed on safe and appropriate uses of the internet and online resources during their study hall period as well as their student strategies for success courses. Students will also attend a presentation by Vista Rise Collective during the school year on internet safety and online resources.

D. Other SARC Information

Information Required in the SARC

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	0	0	0	0
1	0	0	0	0
2	0	0	0	0
3	0	0	0	0
4	0	0	0	0
5	0	0	0	0
6	0	0	0	0
Other	8	3	0	0

2023-24 Elementary Average Class Size and Class Size Distribution

This table displays the 2023-24 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	0	0	0	0
1	0	0	0	0
2	0	0	0	0
3	0	0	0	0
4	0	0	0	0
5	5	1	0	0
6	2	5	0	0
Other	7	2	0	0

2024-25 Elementary Average Class Size and Class Size Distribution

This table displays the 2024-25 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
6	3	5		
Other	8	1		

2024-25 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to 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.

Title	Ratio
Pupils to Academic Counselor	0

2024-25 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. 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. The "Other" category is for all other student support services staff positions not listed.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	0
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	0.1

Fiscal Year 2023-24 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2023-24 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	21,130	6,630	14,500	117,194
District	N/A	N/A	11,820	94,465
Percent Difference - School Site and District	N/A	N/A	20.4	21.5
State	N/A	N/A	11,146	92,686
Percent Difference - School Site and State	N/A	N/A	26.2	23.4

Fiscal Year 2024-25 Types of Services Funded

Elevated has funded online software programs to support student learning in an online environment.

Fiscal Year 2023-24 Teacher and Administrative Salaries

This table displays the 2023-24 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$59,575	\$57,978
Mid-Range Teacher Salary	\$91,046	\$89,612
Highest Teacher Salary	\$126,894	\$117,194
Average Principal Salary (Elementary)	\$146,226	\$143,632
Average Principal Salary (Middle)	\$160,406	\$149,447
Average Principal Salary (High)	\$147,409	\$162,334
Superintendent Salary	\$248,225	\$234,076
Percent of Budget for Teacher Salaries	34.62%	27.81%
Percent of Budget for Administrative Salaries	4.91%	5.47%

Professional Development

Staff development at Elevated targets 1) student learning, 2) collaboration, and 3) results. In 2025-26 Elevated will focus professional development on using our new online curriculum platforms, Acellus and Subject.com

Teachers have been provided professional development in best practices for online teaching. They also participate in district wide professional development day every fall.

Teachers are supported during implementation through teacher-administration meetings, collaborating with each other, and department and grade level meetings. Support from District specialists and technology has also been available to staff and administration.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2023-24	2024-25	2025-26
Number of school days dedicated to Staff Development and Continuous Improvement	30	30	36