

Elevated Digital Learning Academy

2022-2023 School Accountability Report Card

(Published During the 2023-2024 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.

2023-24 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	Kelly Martin
Email Address	elevated@ltusd.org
School Website	www.elevatedacademytahoe.com
County-District-School (CDS) Code	0961903

2023-24 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

2023-24 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 2022, Elevated Digital Learning Academy's student enrollment was 56 students from first through twelfth grade. A total of 14.3% of the students were English Learners, 14.3% were receiving special services, and 51.8% were identified as socioeconomically disadvantaged. The ethnic demographics of Elevated Digital Learning Academy's students consisted of 44.6% White (Not Hispanic), 33.9% Hispanic or Latino, 5.4% Native American, 1.8% Filipino, 10.7% multi-ethnic, and 3.6% 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 within our community 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 beyond the 2020-21 school year 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, implementing a structured Response to Intervention Model (RTI), Math and Reading Intervention program, English Language Development, Speech/Language, and Special Education Services.

To reach academic and social success for all, the staff at Elevated Digital Learning Academy engages in backward planning, identification of essential California Common Core State Standards, implementation of Response to Intervention, and integration of Positive Behavioral Interventions and Supports. The backward planning aligns and integrates adopted state curriculum for Mathematics, Language Arts, Science, and Social Studies across subject areas. The Lake Tahoe Unified School District has adopted a state curriculum for all academic subjects and has established an ongoing monitoring system. Our district has adopted McGraw Hill curriculum for Math, English Language Arts, and English Language Development; Savvas myWorld for Social Studies; and School Specialty FOSS/Lawrence Hall of Science for Science. In addition, the use of technology enhances our curriculum across all content areas. Staff participates in technology training that promotes the use of programs including Google, Learning Ally, IXL, REFLEX Math, Reading A-Z, Canvas Learning Management System, and Ellevation English Learner monitoring platform. Starting in Kindergarten, students are issued Chromebooks. To support our

2023-24 School Description and Mission Statement

students socially and emotionally, collaboration takes place with our school psychologist, elementary counselor, district mental health therapist, and homeless and foster youth liaison. Collaboration with community agencies takes place to identify family and student resources needed.

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

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 site-based ongoing assessments such as iReady which includes all first through 10th grade students, and every trimester results are analyzed at data meetings. Grade-level teachers, administrators, and special services teachers attend data meetings during which they analyze the academic results and progress of each student, as well as social and emotional concerns. Members discuss possible interventions and programs available for students not meeting standards and possible assistance for parents.

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

About this School

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 1	6
Grade 2	1
Grade 3	3
Grade 4	5
Grade 5	6
Grade 6	4
Grade 7	6
Grade 8	13
Grade 9	9
Grade 10	3
Total Enrollment	56

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	48.2%
Male	50%
American Indian or Alaska Native	5.4%
Black or African American	3.6%
Filipino	1.8%
Hispanic or Latino	33.9%
Two or More Races	10.7%
White	44.6%
English Learners	14.3%
Homeless	5.4%
Socioeconomically Disadvantaged	51.8%
Students with Disabilities	14.3%

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.

2020-21 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)	11.30	79.79	158.10	84.41	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	0.00	0.00	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	2.20	1.22	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	2.80	19.86	10.90	5.84	12115.80	4.41
Unknown	0.00	0.28	15.90	8.52	18854.30	6.86
Total Teaching Positions	14.20	100.00	187.30	100.00	274759.10	100.00

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.

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)	8.00	85.14	160.00	82.11	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	0.00	0.00	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	3.80	1.97	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	1.40	14.86	14.10	7.26	11953.10	4.28
Unknown	0.00	0.00	16.80	8.65	15831.90	5.67
Total Teaching Positions	9.40	100.00	194.90	100.00	279044.80	100.00

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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.

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

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	0.00
Misassignments	0.00	0.00
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	0.00	0.00

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.60	0.00
Local Assignment Options	2.10	1.40
Total Out-of-Field Teachers	2.80	1.40

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	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

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

2023-24 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Textbook selection is accomplished via a District-wide process involving Kindergarten through eighth grade teachers. Teachers from all school sites are included in the textbook selection and adoption process. This process provides our professional staff with the input necessary to ensure that current, standards-aligned materials of high quality are available to our students. Elevated Digital Learning Academy is currently using the following texts adopted from the most recent state-approved list: McGraw-Hill My Math 2014, McGraw-Hill Wonders English Language Arts 2017, Savvas My World/Mi Mundo (adopted 2019), and School Specialty Foss Science 2022. Google Chromebooks are available for students on a 1:1 ratio in grades Kindergarten through 12. NearPod, Seesaw, RazKids, Reading A-Z, Brain Pop, IXL Learning, and Reflex Math are some of the online programs available for improving academic performance and intervention. SIPPS and Sonday Phonics programs are available for K- 5th grade students receiving special services through their IEPs (Individual Education Plans).

Year and month in which the data were collected	December 2023
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Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	McGraw Hill Wonders ELA (2017), Grades 1-5, ratio 1:1; Big Books (K-1) one set per class (Adopted 4/26/2016); Edmentum: English 9, 10, 11, and 12	Yes	0
Mathematics	McGraw Hill My Math (2014): K-2 workbooks; Grades 3-5, ratio 1:1; McGraw Hill Glencoe California Math Course 1, 2, 3; McGraw Hill Glencoe Accelerated 7th; McGraw Hill Integrated I (Adopted 4/21/2015), Edmentum: Math I, II and III, PreCalculus	Yes	0
Science	School Specialty Delta Education FOSS Next Generation Elementary School Specialty Delta Education FOSS Next Generation Middle School UC Scout: Biology; Oceanography Edmentum: Biology, Chemistry, Earth/Space Science	Yes	0
History-Social Science	K-5 Savvas (Pearson) My World/Mi Mundo: 6-10 TCI History Alive! (Adopted 5/28/2019) UC Scout: Human Geography; World History, AP Government Edmentum: World Geography, World History, US History, Civics/Economics	Yes	0
Foreign Language	Glencoe Buen Viaje, grades 7-8 (2000), Edmentum Spanish 1, Edgenuity Spanish 2 and 3	No	0

School Facility Conditions and Planned Improvements

Year and month of the most recent FIT report		December 2023		
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			:
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			K1/K2: Horizontal top bar of fence needs to be reset Staff Childcare P1/P2: Horizontal top bar of fence needs to be reset

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.

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.

ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
English Language Arts/Literacy (grades 3-8 and 11)	45	34	44	44	47	46
Mathematics (grades 3-8 and 11)	33	24	28	30	33	34

2022-23 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 CAAs divided by the total number of students who participated in both assessments.

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 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	62	56	90.32	9.68	33.93
Female	27	25	92.59	7.41	24.00
Male	34	30	88.24	11.76	43.33
American Indian or Alaska Native	--	--	--	--	--
Asian	0	0	0	0	0
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	24	22	91.67	8.33	27.27
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	27	23	85.19	14.81	52.17
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	31	30	96.77	3.23	23.33
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

2022-23 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 CAAs divided by the total number of students who participated in both assessments.

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 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	62	58	93.55	6.45	24.14
Female	27	26	96.30	3.70	19.23
Male	34	31	91.18	8.82	29.03
American Indian or Alaska Native	--	--	--	--	--
Asian	0	0	0	0	0
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	24	24	100.00	0.00	20.83
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	27	23	85.19	14.81	34.78
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	31	30	96.77	3.23	16.67
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. 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 CAAs divided by the total number of students who participated in both assessments.

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 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
Science (grades 5, 8 and high school)	32.00	30.43	27.62	31.33	29.47	30.29

2022-23 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. 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.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	28	23	82.14	17.86	30.43
Female	--	--	--	--	--
Male	18	16	88.89	11.11	37.50
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	14	12	85.71	14.29	50.00
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	15	12	80.00	20.00	8.33
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.

2022-23 California Physical Fitness Test Results

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 during 2021-22 and 2022-23 school years, only participation results are required 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	62.50%	50.00%	62.50%	62.50%	37.50%
Grade 7	37.50%	43.75%	43.75%	43.75%	37.50%
Grade 9	66.67%	58.33%	58.33%	58.33%	58.33%

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.

2023-24 Opportunities for Parental Involvement

As a small school, all staff is involved in planning and decision-making for the school. We value parent participation and involvement. In 2021-2022 we formed a Parent Teacher Student Association and School Site Council to support our students 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) and PTSA (Parent Teacher Student Association) groups encourage parents to take an active role in our many activities and fundraisers. These groups provide a voice for parents and are a means to be actively involved in our school. Teachers also 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 that 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.

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	123	107	37	34.6
Female	62	52	19	36.5
Male	59	53	18	34.0
Non-Binary	2	2	0	0.0
American Indian or Alaska Native	4	4	4	100.0
Asian	0	0	0	0.0
Black or African American	3	2	0	0.0
Filipino	7	2	1	50.0
Hispanic or Latino	46	39	11	28.2
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	9	9	2	22.2
White	54	51	19	37.3
English Learners	19	11	4	36.4
Foster Youth	0	0	0	0.0
Homeless	5	5	5	100.0
Socioeconomically Disadvantaged	67	58	24	41.4
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	12	11	3	27.3

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 and expulsions data.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Suspensions	0.00	1.27	0.00	1.05	3.59	4.34	0.20	3.17	3.60
Expulsions	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.07	0.08

2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0	0
Female	0	0
Male	0	0
Non-Binary		
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	0	0
Filipino	0	0
Hispanic or Latino	0	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	0	0
White	0	0
English Learners	0	0
Foster Youth	0	0
Homeless	0	0
Socioeconomically Disadvantaged	0	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	0	0

2023-24 School Safety Plan

The AI Tahoe Education Center (which houses Elevated Digital Learning Academy) Safety Plan is reviewed and updated annually and most recently in October of 2023. 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. This all 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 Live Violence Free 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.

2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 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	5	2		
3	14	1		
4	14	1		
5	15	1	1	
6	37			5
Other	15	5	1	

2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 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	7	9		
Other	13	3		

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

2022-23 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

2022-23 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.

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 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 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	25767	7283	18484	94600
District	N/A	N/A	10170	\$82,209
Percent Difference - School Site and District	N/A	N/A	58.0	14.0
State	N/A	N/A	\$7,607	\$81,984
Percent Difference - School Site and State	N/A	N/A	83.4	14.3

Fiscal Year 2022-23 Types of Services Funded

Elevated has funded online software programs to support student learning in an online environment including GimKit, NewsELA, Literably, and Nearpod.

Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 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	\$52,786	\$50,875
Mid-Range Teacher Salary	\$80,672	\$79,761
Highest Teacher Salary	\$112,435	\$103,045
Average Principal Salary (Elementary)	\$134,951	\$128,154
Average Principal Salary (Middle)	\$119,500	\$131,774
Average Principal Salary (High)	\$124,600	\$142,676
Superintendent Salary	\$211,000	\$211,462
Percent of Budget for Teacher Salaries	34.61%	30.11%
Percent of Budget for Administrative Salaries	5.23%	5.49%

Professional Development

Staff Development at Elevated is focused on 1) learning, 2) collaboration, and 3) results. In 2023-24, Elevated will continue professional development with Experiential Learning and Standards Based Grading.

Teachers have been provided professional development in best practices for online teaching, data monitoring using iReady assessments, and experiential learning. 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	2021-22	2022-23	2023-24
Number of school days dedicated to Staff Development and Continuous Improvement	30	30	30