

Impact Academy of Arts & Technology

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	Impact Academy of Arts & Technology
Street	2560 Darwin Street
City, State, Zip	Hayward, CA 94545
Phone Number	(510) 300-1560
Principal	Pooja Maharaj
Email Address	pooja@es-impact.org
School Website	https://es-impact.org/
County-District-School (CDS) Code	01611920137646

2023-24 District Contact Information

District Name	Impact Academy of Arts and Technology
Phone Number	(510) 784-2600
Superintendent	Elizabeth Ragi-Greig
Email Address	erajigreig@envisionschools.org
District Website	https://envisionschools.org/

2023-24 School Description and Mission Statement

Impact Academy's vision is to increase the number of first generation college bound students who are prepared to enter, persist through and succeed in college, and to accomplish this through a rigorous performance assessment system that is based on strong teacher student relationships, engaging project based learning, and a vibrant college going culture. Vision for what students should know and be able to do is defined further by the Core Competencies that each student develops: Knowledge and Love of Self and Land, Collectivism, Critical Thinking, Self Determination, Criticality, and Leadership. We accomplish this mission by educating our students with Envision Education's nationally-recognized Portfolio Defense model, a whole-school performance assessment system in which students regularly present and defend their academic work, their growth, and their readiness to advance. Students are empowered to reach higher and go farther, to set educational goals for themselves, persist through challenges, and succeed on their chosen paths of college and career.

Impact Academy offers a rigorous academic experience and a diverse, strong community. All students take the A-G course sequence required for them to apply to University of California (UC) and other four-year colleges. The learning environment helps students to take on challenges and experience success in high school and college. The school is rich in community involvement and provides opportunities for students to participate in multiple programs.

About this School

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 6	121
Grade 7	124
Grade 8	122
Grade 9	102
Grade 10	103
Grade 11	104
Grade 12	99
Total Enrollment	775

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	51%
Male	49%
American Indian or Alaska Native	0.1%
Asian	7.9%
Black or African American	4.1%
Filipino	8.3%
Hispanic or Latino	66.5%
Native Hawaiian or Pacific Islander	4.8%
Two or More Races	5.2%
White	3.1%
English Learners	16.9%
Socioeconomically Disadvantaged	66.3%
Students with Disabilities	8.5%

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)	21.50	65.15	816.80	82.14	228366.10	83.12
Intern Credential Holders Properly Assigned	2.00	6.06	28.40	2.86	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	9.50	28.79	81.30	8.18	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	33.60	3.38	12115.80	4.41
Unknown	0.00	0.00	34.00	3.43	18854.30	6.86
Total Teaching Positions	33.00	100.00	994.30	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)	26.50	76.81	841.90	83.53	234405.20	84.00
Intern Credential Holders Properly Assigned	2.00	5.80	23.40	2.33	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	6.00	17.39	62.20	6.18	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	21.80	2.17	11953.10	4.28
Unknown	0.00	0.00	58.30	5.79	15831.90	5.67
Total Teaching Positions	34.50	100.00	1007.90	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	9.50	6.00
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	9.50	6.00

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	0.00	0.00
Local Assignment Options	0.00	0.00
Total Out-of-Field Teachers	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.

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)	41.2	29.8
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	27.5	16.3

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

Year and month in which the data were collected		August 2022	
Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Teacher-created using SpringBoard ELA curriculum	Yes	0
Mathematics	Teacher-created using Illustrated Math and College Preparatory Math curriculum	Yes	0

Science	Teacher-created, Common-core aligned materials	Yes	0
History-Social Science	Teacher-created, Common-core aligned materials	Yes	0
Foreign Language	Teacher-created, Common-core aligned materials	Yes	0
Health	Teacher-created, Common-core aligned materials	Yes	0
Visual and Performing Arts	Teacher-created, Common-core aligned materials	Yes	0

School Facility Conditions and Planned Improvements

Impact Academy high school occupies a one-story school facility maintained by Hayward Unified School District. The current facility, which contains classrooms, a computer lab, office space, large physical education classrooms and an all-purpose cafeteria and meeting space. The school grounds include two large grass fields and one basketball court.

The middle grades campus is adjacent to the high school and was constructed in 2016. In addition to classrooms, it has a learning center to serve diverse learners, several administrative offices, and large outdoor space with tables.

Our maintenance and custodial staff work diligently and partner with Hayward Unified School District to keep our facilities safe, functional, and clean.

Year and month of the most recent FIT report	August 2022
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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			

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)	50	49	36	35	47	46
Mathematics (grades 3-8 and 11)	26	28	19	20	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	467	463	99.14	0.86	49.46
Female	244	242	99.18	0.82	54.96
Male	223	221	99.10	0.90	43.44
American Indian or Alaska Native	--	--	--	--	--
Asian	39	39	100.00	0.00	71.79
Black or African American	21	21	100.00	0.00	33.33
Filipino	44	44	100.00	0.00	65.91
Hispanic or Latino	306	303	99.02	0.98	45.87
Native Hawaiian or Pacific Islander	18	18	100.00	0.00	33.33
Two or More Races	25	24	96.00	4.00	41.67
White	13	13	100.00	0.00	76.92
English Learners	84	83	98.81	1.19	12.05
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	196	194	98.98	1.02	41.75
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	44	42	95.45	4.55	14.29

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	467	462	98.93	1.07	27.92
Female	244	241	98.77	1.23	29.46
Male	223	221	99.10	0.90	26.24
American Indian or Alaska Native	--	--	--	--	--
Asian	39	39	100.00	0.00	64.10
Black or African American	21	21	100.00	0.00	14.29
Filipino	44	44	100.00	0.00	54.55
Hispanic or Latino	306	302	98.69	1.31	20.53
Native Hawaiian or Pacific Islander	18	18	100.00	0.00	22.22
Two or More Races	25	24	96.00	4.00	20.83
White	13	13	100.00	0.00	46.15
English Learners	84	83	98.81	1.19	4.82
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	196	193	98.47	1.53	19.69
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	44	42	95.45	4.55	0.00

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)	27.63	27.85	17.77	16.99	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	219	219	100.00	0.00	27.85
Female	121	121	100.00	0.00	29.75
Male	98	98	100.00	0.00	25.51
American Indian or Alaska Native	0	0	0	0	0
Asian	16	16	100.00	0.00	50.00
Black or African American	--	--	--	--	--
Filipino	12	12	100.00	0.00	58.33
Hispanic or Latino	153	153	100.00	0.00	24.84
Native Hawaiian or Pacific Islander	12	12	100.00	0.00	8.33
Two or More Races	12	12	100.00	0.00	25.00
White	--	--	--	--	--
English Learners	26	26	100.00	0.00	0.00
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	103	103	100.00	0.00	19.42
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	16	16	100.00	0.00	0.00

2022-23 Career Technical Education Programs

Impact Academy offers a Career Technical Education (CTE) course (i.e., PLTW Biomedical), but does not have dedicated CTE pathway. Instead, our students participate in a Workplace Learning Experience (WLE) internship during their 11th and 12th grade years. During this experience, students work with an adult mentor within a field that requires a college education and that they are interested in pursuing. Students have participated in internships with teachers, doctors, business owners, scientists, politicians, filmmakers, and real estate agents, among others. The mentor works with the student on location to give the student hands-on experience of work in the field. Students complete a major project for their intern placement organization. This program gives students the opportunity to apply their learning and have a sense of what they might want to study in college. Students must meet the clearly defined WLE standards as part of Impact Academy's graduation criteria.

2022-23 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	28
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	

Course Enrollment/Completion

This table displays the course enrollment/completion of University of California (UC) and/or California State University (CSU) admission requirements.

UC/CSU Course Measure	Percent
2022-23 Pupils Enrolled in Courses Required for UC/CSU Admission	100
2021-22 Graduates Who Completed All Courses Required for UC/CSU Admission	100

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 7	98	98	98	98	98
Grade 9	99	99	99	99	100

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

Parents and families are central members of the Impact Academy community. To ensure parent and family engagement and participation in their students' educations, Envision Academy provides opportunities for engagement at school events such as Back to School Night, College Night, Exhibitions, Spartan Family Association Meetings, Informational Sessions, Parent Listening Circles, Portfolio Defenses of Learning, and Semester Student Led Conferences. Feedback is solicited at most of these events. All opportunities for family involvement are bilingual and offered in both English and Spanish.

Family Conferences at the end of Quarter 1, and Quarter 3 provide parents, students, and staff to effectively monitor student progress. These conferences are student-led and require the student to complete a reflection sheet prior to the conference. Students then lead their parents through a series of data points to ensure both student and parent understand the student's progress, areas of growth, and steps moving forward.

Our Family and Community Engagement Liaison and our administrators share achievement and culture data with parents at several PLT meetings throughout the year. Data we've shared includes Reading Plus grade level reading data and growth, attendance data and trends, and GPA data and trends. We also share data at our Annual LCAP Family Engagement Meeting, where we share those same data points, as well as graduation rates and college acceptance rates. At the LCAP Family Engagement Meeting, we invite family members, students, and staff to work together in small groups to discuss the data, the needs that may underlie the data, and to brainstorm interventions and actions we might take towards improvement.

C. Engagement

State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school Dropout Rates;
- High school Graduation Rates; and
- Chronic Absenteeism

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	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
Dropout Rate	2.7	0	3	11.8	10.4	15.6	9.4	7.8	8.2
Graduation Rate	96.4	100	97	80.3	83.2	77.1	83.6	87	86.2

2022-23 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2022-23 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at www.cde.ca.gov/ds/ad/acgrinfo.asp.

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	101	98	97.0
Female	58	57	98.3
Male	43	41	95.3
Non-Binary			
American Indian or Alaska Native	0	0	0.00
Asian	--	--	--
Black or African American	--	--	--
Filipino	--	--	--
Hispanic or Latino	82	79	96.3
Native Hawaiian or Pacific Islander	--	--	--
Two or More Races	--	--	--
White	--	--	--
English Learners	13	11	84.6
Foster Youth	0.0	0.0	0.0
Homeless	0.0	0.0	0.0
Socioeconomically Disadvantaged	86	83	96.5
Students Receiving Migrant Education Services	0.0	0.0	0.0
Students with Disabilities	--	--	--

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	793	783	184	23.5
Female	404	399	112	28.1
Male	389	384	72	18.8
Non-Binary	0	0	0	0.0
American Indian or Alaska Native	1	1	0	0.0
Asian	63	61	5	8.2
Black or African American	33	32	11	34.4
Filipino	65	64	4	6.3
Hispanic or Latino	524	518	143	27.6
Native Hawaiian or Pacific Islander	37	37	6	16.2
Two or More Races	41	41	10	24.4
White	27	27	4	14.8
English Learners	145	144	41	28.5
Foster Youth	0	0	0	0.0
Homeless	0	0	0	0.0
Socioeconomically Disadvantaged	530	523	144	27.5
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	72	72	26	36.1

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	4.98	5.67	0.01	3.78	4.90	0.20	3.17	3.60
Expulsions	0.00	0.00	0.00	0.00	0.03	0.07	0.00	0.07	0.08

2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	5.67	0
Female	3.22	0
Male	8.23	0
Non-Binary		
American Indian or Alaska Native	0	0
Asian	1.59	0
Black or African American	24.24	0
Filipino	1.54	0
Hispanic or Latino	5.92	0
Native Hawaiian or Pacific Islander	5.41	0
Two or More Races	2.44	0
White	3.7	0
English Learners	7.59	0
Foster Youth	0	0
Homeless	0	0
Socioeconomically Disadvantaged	6.98	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	16.67	0

2023-24 School Safety Plan

Impact Academy is a small community that is purposeful about creating a safe school with a positive learning environment. By virtue of our small school size, low teacher-student ratios, and our unique advisory program, we are able to leverage our relationships with students to increase academic performance and enhance the overall sense of safety and community.

Impact Academy maintains an active safety and emergency plan that is updated annually, which includes clear sign-in and identification protocols for campus visitors. Hayward Unified School District, our local educational partner, monitors our security system remotely, and the building cannot be opened or locked up without direct communication between Impact staff and security personnel. All full and part-time employees, including parent and community volunteers, are required to pass a thorough background check before working with students. Emergency drills (fire, earthquake and lockdown) are held according to state and federal law. All teachers and administrators are CPR certified.

Our School Safety Plan addresses student and staff protocol in case of fire, earthquake, intruder, and other emergencies. We share this information with staff at staff meetings, reinforced through email and written charts and diagrams posted in their classrooms. Staff members train students and debrief with them to improve our practice each time we have a drill. We have worked very hard to make sure that Impact Academy is prepared for emergencies. We have trained all staff on protocol for specific situations (as stated above), and staff, in kind, have trained students. We also collaborate with Hayward Unified School District and our insurance company in building walk-throughs to seek out and remediate any potential risks.

The school's administrative team meets weekly, and includes safety planning and issues in our agendas. In addition, administrators and the learning specialists get trained and certified in CPI (Crisis Prevention & Intervention). We consider any issues that arise and work as a team to fix them in a timely manner. We aim to be proactive in preparing for emergencies.

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
6	29		20	

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	31		17	

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	29	0	29	0
Other	0	0	0	0

2020-21 Secondary 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 classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	30	1	19	
Mathematics	29	1	23	
Science	29	1	22	1
Social Science	29	1	20	1

2021-22 Secondary 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 classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	29	2	17	1
Mathematics	28	2	17	1
Science	29	1	21	2
Social Science	29		24	2

2022-23 Secondary 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 classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	27	0	24	0
Mathematics	28	3	17	0
Science	27	0	23	0
Social Science	27	2	24	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	775

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)	1
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	

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	11921	1408	10513	63887
District	N/A	N/A		\$107,231
Percent Difference - School Site and District	N/A	N/A		-44.4
State	N/A	N/A	\$7,607	\$90,632
Percent Difference - School Site and State	N/A	N/A	45.8	-32.1

Fiscal Year 2022-23 Types of Services Funded

As Impact Academy serves a highly diverse student population (in terms of race, socioeconomic status and academic skill levels), we utilize state and federal funding to target our support and interventions accordingly. Our Learning Centers, staffed by two full-time teachers and two instructional aides, provides 1-on-1 and group support to students with specific learning disabilities, all of whom are included in a full course load of regular education classes. Students who need extra help on assignments or are seeking greater challenges are welcome in the Learning Center for small group support before, during, or after school, and all students are encouraged to take advantage of study groups during our school day. Finally, Impact advisors offer targeted social, emotional and college readiness support to their advisees, along with college trips that are subsidized by our external partners. Students who are identified as needing a higher level of support are also offered group and 1-1 counseling through our Psychological Services Center.

We use state and federal funds to support the following programs and services:

Universal free lunch services

Special education services

Instructional materials (through lottery revenues)

Supplemental school counseling (mental health, emotional counseling, instructional aids, etc.)

Summer school

Translation Services for families who require interpretation during meetings

Athletics Program for student athletes who opt into school-sponsored athletics

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	\$74,517	\$55,550
Mid-Range Teacher Salary	\$104,084	\$84,645
Highest Teacher Salary	\$124,131	\$111,284
Average Principal Salary (Elementary)	\$158,307	\$139,860
Average Principal Salary (Middle)	\$172,464	\$146,440
Average Principal Salary (High)	\$183,511	\$158,447
Superintendent Salary	\$314,081	\$278,268
Percent of Budget for Teacher Salaries	35.42%	32.21%
Percent of Budget for Administrative Salaries	5.96%	4.89%

2022-23 Advanced Placement (AP) Courses

This table displays the percent of student in AP courses at this school.

Percent of Students in AP Courses	34.8
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This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student.

Subject	Number of AP Courses Offered
Computer Science	0
English	0
Fine and Performing Arts	1
Foreign Language	2
Mathematics	1
Science	3
Social Science	4
Total AP Courses Offered Where there are student course enrollments of at least one student.	11

Professional Development

Impact Academy has built a vibrant professional learning community through meaningful professional development, dedicated time for collaboration, and effective coaching.

Individual Teacher Improvement: All teachers at Envision Academy are assigned a coach. Coaches include academic specialists, the Principal, and Vice-Principals. Coaches work with the teachers to set instructional improvement goals, visit classrooms, and meet with the teacher on a weekly or biweekly basis. Coaches also assist teachers in analyzing data from their classroom and Common Interim Assessments to identify areas of strength and areas of growth in student learning for the purpose of targeted reteaching.

Staff Development: The entire staff engages in cycles of inquiry during weekly professional development meetings. These cycles have been led by teacher teams and supported by central office staff. The topic of this year's cycles has been student-centered instructional practices within a project-based learning model. Teachers also engage in positive behavior incentives and support inquiry cycles where they have a chance to reflect on their biases, strengths, and growth areas in the concept of incentivizing students and acknowledging positive and negative behaviors. We have also engaged in conversations about race and equity as a staff to better serve our students and be responsive to all of our school community.

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	18	10	