

School Accountability Report Card Reported Using Data from the 2021–22 School Year

California Department of Education

Invictus Leadership Academy

Address: 6715 S Western Ave
Principal: Dr. LaTonya Derbigny

Phone: 323-615-4243
Grade Span: TK-6

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/fq/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.

About This School

Table 1: District Contact Information (School Year 2022–23)

Entity	Contact Information
District Name	Invictus Schools
Phone Number	323-615-4243
Superintendent	Dr. LaTonya Derbigny
Email Address	Dr.d@invictusla.com
Website	www.invictusla.com

Table 2: School Contact Information (School Year 2022–23)

Entity	Contact Information
School Name	Invictus Leadership Academy
Street	4928 S Western Ave
City, State, Zip	Los Angeles CA 90047
Phone Number	323-615-4243
Principal	Dr. LaTonya Derbigny
Email Address	Dr.d@invictusla.com
Website	www.invictusla.com
County-District-School (CDS) Code	19-64733-0140111

Table 3: School Description and Mission Statement (School Year 2022–23)

2021-22 is the second academic year of operation for the Invictus Leadership Academy Charter School. As such, the information in this SARC reflects the relative age of our school.

The vision of Invictus Leadership Academy is to develop students who will be self-motivated, life-long lovers of learning, college and career-ready, and 21st Century Leaders with uncommon academic achievement. Our parents strongly endorse this vision for our students and our staff will share it. Interviews with parents and family members through house visits and community events confirm their desire for a school that will ensure their children are college and career-ready, safe, respected, and nurtured into greatness as their highest priority.

Invictus' educational program is built upon three innovative pillars: **personalization**, **leadership development**, and **project-based STEAM**. And lastly, our trimesterly review of student outcomes with all stakeholders with their input will facilitate our data collection and cycle of continuous improvement as a learning organization.

Table 4: Student Enrollment by Grade Level (School Year 2021–22)

Grade Level	Number of Students
Kindergarten	23
Grade 1	10
Grade 2	7
Grade 3	9
Grade 4	7
Grade 5	10
Grade 6	9
Grade 7	NA
Grade 8	NA
Grade 9	NA
Grade 10	NA
Grade 11	NA
Grade 12	NA
Total Enrollment	NA

Table 5: Student Enrollment by Student Group (School Year 2021–22)

Student Group	Percent of Total Enrollment
Female	53%
Male	47%
Non-Binary	0%
American Indian or Alaska Native	
Asian	
Black or African American	67%
Filipino	
Hispanic or Latino	32%
Native Hawaiian or Pacific Islander	
Two or More Races	
White	1.3%
English Learners	47%
Foster Youth	
Homeless	
Migrant	
Socioeconomically Disadvantaged	95.7%
Students with Disabilities	4%

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

Table 6: Teacher Preparation and Placement (School Year 2020–21)

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)						
Intern Credential Holders Properly Assigned						
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	2	33%				
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	2	66%				
Unknown						
Total Teaching Positions	3	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.

Table 7: Teacher Preparation and Placement (School Year 2021–22)

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)	5	100				
Intern Credential Holders Properly Assigned						
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)						
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)						
Unknown						
Total Teaching Positions	5					

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.

**Table 8: Teachers Without Credentials and Misassignments
(considered “ineffective” under ESSA)**

Authorization/Assignment	2020–21 Number	2021–22 Number
Permits and Waivers	0	2
Misassignments	0	0
Vacant Positions	0	0
Total Teachers Without Credentials and Misassignments	0	2

**Table 9: Credentialed Teachers Assigned Out-of-Field
(considered “out-of-field” under ESSA)**

Indicator	2020–21 Number	2021–22 Number
Credentialed Teachers Authorized on a Permit or Waiver	0	1
Local Assignment Options	0	1
Total Out-of-Field Teachers	0	2

Table 10: Class Assignments

Indicator	2020–21 Percent	2021–22 Percent
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

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

Table 11: Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2022–23)*Year and month in which the data were collected:* [DPL]

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	EngageNY and Wonders	Yes	0
Mathematics	Envision	Yes	0
Science	Achievement First	Yes	0
History-Social Science	Achievement First	Yes	0
Foreign Language	NA	NA	NA
Health	NA	NA	NA
Visual and Performing Arts	NA	NA	NA
Science Laboratory Equipment (grades 9-12)	N/A	NA	NA

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

Table 12: School Facility Conditions and Planned Improvements

The facilities of Invictus Leadership Academy are in good working order and students have access to all curricula.
--

Table 13: School Facility Good Repair Status

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The rate for each system inspected
- The overall rating

Year and month of the most recent FIT report: [DPL]

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: 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

Year and month of the most recent FIT report: [DPL]

Table 14: Overall Rating

Exemplary	Good	Fair	Poor
	X		

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] 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.

Table 15: CAASPP Test Results in ELA and Mathematics for All Students Grades Three through Eight and Grade Eleven taking and completing a state-administered assessment

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2020–21	School 2021–22	District 2020–21	District 2021–22	State 2020–21	State 2021–22
English Language Arts/Literacy (grades 3-8 and 11)	N/A	3%	N/A	3%	N/A	47%
Mathematics (grades 3-8 and 11)	N/A	3%	N/A	3%	N/A	33%

Note: Where it was the most viable option, in 2020–21, LEAs were required to administer the statewide summative assessment in ELA and mathematics and where a statewide summative assessment was not the most viable option for the LEA, LEAs were permitted to report results from a different assessment that meets the criteria established by the California State Board of Education on March 16, 2021. The 2020–21 data cells for the

school, district, state have N/A values because these data are not comparable to 2021–22 data.

Note: 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.

Note: 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.

Table 16: CAASPP Test Results in ELA by Student Group
for students taking and completing a state-administered assessment
Grades Three through Eight and Grade Eleven (School Year 2021–22)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	36	33	92%	8%	3%
Female					
Male					
American Indian or Alaska Native					
Asian					
Black or African American	27	24	89%	11%	NA
Filipino					
Hispanic or Latino	*	*	*		NA
Native Hawaiian or Pacific Islander					
Two or More Races					
White					
English Learners					
Foster Youth					
Homeless					
Military					
Socioeconomically Disadvantaged	36	33	92%	8%	3%
Students Receiving Migrant Education Services					
Students with Disabilities	*	*	*	*	*

Note: 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.

Note: 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.

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.

Table 17: CAASPP Test Results in Mathematics by Student Group for students taking and completing a state-administered assessment Grades Three through Eight and Grade Eleven (School Year 2021–22)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	36	33	92%	8%	3%
Female					
Male					
American Indian or Alaska Native					
Asian					
Black or African American	27	24	89%	11%	NA
Filipino					
Hispanic or Latino	*	*	*		NA
Native Hawaiian or Pacific Islander					
Two or More Races					
White					
English Learners					
Foster Youth					
Homeless					
Military					
Socioeconomically Disadvantaged	36	33	92%	8%	3%
Students Receiving Migrant Education Services					
Students with Disabilities	*	*	*	*	*

Note: 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.

Note: 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.

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.

**Table 18: CAASPP Test Results in Science for All Students
Grades Five, Eight, and High School
Percentage of Students Meeting or Exceeding the State Standard**

Subject	School 2020–21	School 2021–22	District 2020–21	District 2021–22	State 2020–21	State 2021–22
Science (grades 5, 8 and high school)	Less than ten students	Less than ten students	N/A	21.6%	N/A	30.2%

Note: 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.

Note: For any 2020–21 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

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.

**Table 19: CAASPP Test Results in Science by Student Group
Grades Five, Eight, and High School (School Year 2021–22)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	Less than ten students	NA	NA	NA	NA
Female					
Male					
American Indian or Alaska Native					
Asian					
Black or African American					
Filipino					
Hispanic or Latino					
Native Hawaiian or Pacific Islander					
Two or More Races					
White					
English Learners					
Foster Youth					
Homeless					
Military					
Socioeconomically Disadvantaged					
Students Receiving Migrant Education Services					
Students with Disabilities					

Note: 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.

Table 20: Career Technical Education Programs (School Year 2021–22)

Invictus Leadership Academy is a TK-8 Charter School, therefore this section of the SARC is not applicable.

Table 21: Career Technical Education (CTE) Participation (School Year 2021–22)

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

Table 22: Course Enrollment/Completion of University of California (UC) and/or California State University (CSU) Admission Requirements

UC/CSU Course Measure	Percent
2021–22 Pupils Enrolled in Courses Required for UC/CSU Admission	NA
2020–21 Graduates Who Completed All Courses Required for UC/CSU Admission	NA

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

**Table 23: California Physical Fitness Test Results (School Year 2021–22)
Percentage of Students Participating in each of the five Fitness Components**

Grade	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
5	100%	100%	100%	100%	100%
7	100%	100%	100%	100%	100%
9	N/A	N/A	N/A	N/A	N/A

Note: Due to changes to the 2021–22 PFT administration, only participation results are required for these five fitness areas.

Note: 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.

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

Table 24: Opportunities for Parental Involvement (School Year 2022–23)

Invictus Leadership Academy solicited and included feedback from students, parents, and staff to evaluate the effectiveness of the LCAP Plan. Parent, Staff and Student input was first solicited through online surveys that were created for each group; asking both multiple choice and open ended questions regarding the effectiveness of ILA's efforts and actions. Survey responses were collected between February 16th, 2023 to March 30th (date of our parent meeting to celebrate student growth) Additional parent and student input was collected through small in-person group meetings for student on May 11th, 2023 and coffee with principal meetings held on March 8th, 2023, the SSC on March 6th, 2023, and May 12th, 2023. Parents also are included in the trimesterly reviews of student learning outcomes and help celebrate the academic growth of students school wide. Additionally, parents are recruited to participate in the School Site Council which informs the instructional program and activities of the school, and Coffee with the principal meetings three times a year/

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.

Table 25: Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School 2019– 20	School 2020– 21	School 2021– 22	District 2019– 20	District 2020– 21	District 2021– 22	State 2019– 20	State 2020– 21	State 2021– 22
Dropout Rate	NA	NA	NA	NA	NA	NA	NA	NA	NA
Graduation Rate	NA	NA	NA	NA	NA	NA	NA	NA	NA

**Table 26: Graduation Rate by Student Group (Four-Year Cohort Rate)
(School Year 2021–22)**

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

For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at

<https://www.cde.ca.gov/ds/ad/acgrinfo.asp>.

**Table 27: Chronic Absenteeism by Student Group
(School Year 2021–22)**

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students				
Female				
Male				
American Indian or Alaska Native				
Asian				
Black or African American	63	63	27	42.9%
Filipino				
Hispanic or Latino	32	32	9	28.1%
Native Hawaiian or Pacific Islander				
Two or More Races				
White				
English Learners				
Foster Youth				
Homeless				
Socioeconomically Disadvantaged				
Students Receiving Migrant Education Services				
Students with Disabilities				

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.

Table 28: Suspensions and Expulsions for School Year 2019–20 Only
(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019–20	District 2019–20	State 2019–20
Suspensions	NA	24.2%	27.3%
Expulsions	NA	0%	0.1%

Note: The 2019–20 suspensions and expulsions rate data are not comparable to other year data because the 2019–20 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019–20 school year compared to other school years.

Table 29: Suspensions and Expulsions
(data collected between July through June, each full school year respectively)

Rate	School 2020–21	School 2021–22	District 2020–21	District 2021–22	State 2020–21	State 2021–22
Suspensions	0%	0%	3.8%	3.8%	13.8%	13.8%
Expulsions	0%	0%	0%	0%	0%	0%

Note: Data collected during the 2020–21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Table 30: Suspensions and Expulsions by Student Group
(School Year 2021–22)

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

Table 31: School Safety Plan (School Year 2022–23)

ILA understands that positive relationships and school culture are vital to improving student outcomes. Additionally, as a growing school that opened during an exclusively virtual season, we are concerned that many of our youngest students have not been socialized or normalized everyday attendance of school, nor have they been taught “how to be a student” among a group of 25 other individuals. This will require explicit teaching and reinforcement. Lastly, as a school of choice, our parents have helped to determine many of our instructional and structural decisions, and they will continue to do so.

ILA’s comprehensive safety plan is updated annually during our summer training, reviewed and approved by our governing board, and also reviewed and approved by our School Site Council.

The key elements of our comprehensive safety plan include Child Abuse Reporting Procedures, Disaster Response Procedures, Emergency Drills, Emergency Responses, and Harassment and Bullying Prevention.

D. Other SARC Information

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

Table 32: Average Class Size and Class Size Distribution (Elementary) (School Year 2019–20)

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	NA	NA	NA	NA
1	NA	NA	NA	NA
2	NA	NA	NA	NA
3	NA	NA	NA	NA
4	NA	NA	NA	NA
5	NA	NA	NA	NA
6	NA	NA	NA	NA
Other**	NA	NA	NA	NA

*Number of classes indicates how many classes fall into each size category (a range of total students per class).

** “Other” category is for multi-grade level classes.

Table 33: Average Class Size and Class Size Distribution (Elementary) (School Year 2020–21)

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	6.75	1		
1	6.75	1		
2	6.75	1		
3				
4	6.75	1		
5				
6				
Other**				

*Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

**Table 34: Average Class Size and Class Size Distribution (Elementary)
(School Year 2021–22)**

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	25.67	1		
1				
2	25.67	1		
3				
4				
5	25.67	1		
6				
Other**				

*Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

**Table 35: Average Class Size and Class Size Distribution (Secondary)
(School Year 2019–20)**

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts	NA	NA	NA	NA
Mathematics	NA	NA	NA	NA
Science	NA	NA	NA	NA
Social Science	NA	NA	NA	NA

*Number of classes indicates how many classrooms 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.

**Table 36: Average Class Size and Class Size Distribution (Secondary)
(School Year 2020–21)**

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts	NA	NA	NA	NA
Mathematics	NA	NA	NA	NA
Science	NA	NA	NA	NA
Social Science	NA	NA	NA	NA

*Number of classes indicates how many classrooms 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.

**Table 37: Average Class Size and Class Size Distribution (Secondary)
(School Year 2021–22)**

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts	NA	NA	NA	NA
Mathematics	NA	NA	NA	NA
Science	NA	NA	NA	NA
Social Science	NA	NA	NA	NA

*Number of classes indicates how many classrooms 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.

Table 38: Ratio of Pupils to Academic Counselor (School Year 2021–22)

Title	Ratio
Pupils to Academic Counselor*	NA

*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.

Table 39: Student Support Services Staff (School Year 2021–22)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	0
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0
Psychologist	0.5
Social Worker	0
Nurse	0
Speech/Language/Hearing Specialist	0.5
Resource Specialist (non-teaching)	0.5
Other	0

*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.

Table 40: Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2020–21)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$25,311	\$2,811	\$22,500	\$51,160
District	\$17,486			\$78,635
Percent Difference – School Site and District	31%			
State	\$21,596			\$74,898
Percent Difference – School Site and State	15%			

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

Table 41: Types of Services Funded (Fiscal Year 2021–22)

ILA implemented most of the actions within their LCAP program which include: Implementation of Reading Wonders, EngageNY for ELA and Math, Envision for Math instruction, implementation of computer lab carts to access iReady, Reading materials, celebrating student academic growth and process every trimester, Professional development of teachers explicitly around English Learner needs, and differentiating instruction to help students that are behind grade level to catch up, Restorative Justice, Project Based Learning, and supplies for the classrooms, especially technology to assist with differentiation.

Invictus Leadership Academy has utilized i-Ready as our internal assessment to measure student growth in ELA and Math, and to identify student learning gaps. Since giving our beginning of the year (BOY) assessment, we have given a mid-year assessment (MOY) and will be conducting an End-of-year (EOY) assessment the last week of May. Based upon assessment data from the BOY and MOY assessments, Invictus students began this fall significantly behind grade level in both ELA and Math performance, with 95% of students in grades 1-5 being at least one grade level behind. We are pleased that all our continuously enrolled students have shown significant growth. Our overall ELA achievement has grown from having 50% of our students starting two or more grade levels behind to having only 15% being one or more grade levels behind and having 25% at grade level. Our overall Math achievement has grown from 42% of our students starting two or more grade levels behind to having only 16% behind one or more grade levels, and 26% of our students being at grade level. Behaviorally, ILA implemented our three-tiered intervention system and successfully supported positive student behavior, explicitly teaching routine procedures and using positive reinforcement of expected behaviors.

Table 42: Teacher and Administrative Salaries (Fiscal Year 2020–21)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$46,587	\$49,923
Mid-Range Teacher Salary	\$78,635	\$74,898
Highest Teacher Salary	\$92,389	\$99,873
Average Principal Salary (Elementary)	\$117,381	\$117,381
Average Principal Salary (Middle)	\$128,158	\$128,158
Average Principal Salary (High)	\$137,985	\$137,985
Superintendent Salary	\$138,991	\$138,991
Percent of Budget for Teacher Salaries	29.34%	29.34%
Percent of Budget for Administrative Salaries	6%	6%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits web page at <https://www.cde.ca.gov/ds/fd/cs/>.

Table 43: Advanced Placement (AP) Courses (School Year 2021–22)

Percent of Students in AP Courses: NA

Subject	Number of AP Courses Offered*
Computer Science	NA
English	NA
Fine and Performing Arts	NA
Foreign Language	NA
Mathematics	NA
Science	NA
Social Science	NA
Total AP Courses Offered*	NA

*Where there are student course enrollments of at least one student.

Table 44: Professional Development

Measure	2020–21	2021–22	2022–23
Number of school days dedicated to Staff Development and Continuous Improvement	15	15	15