

Invictus Leadership Academy

2024–25 School Accountability Report Card

Reported Using Data from the 2024–25 School Year

California Department of Education

Address: 4928 South Western Ave.
Los Angeles, CA , 90047-2326

Principal: Dr. LaTonya Derbigny, Executive
Director

Phone: (424) 888-2512

Grade Span: K-8

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.

Admission Requirements for the University of California (UC)

Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at <https://admission.universityofcalifornia.edu/>.

Admission Requirements for the California State University (CSU)

Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at <https://www2.calstate.edu/>.

About This School

Dr. LaTonya Derbigny, Executive Director

📍 Principal, Invictus Leadership Academy

Contact

Invictus Leadership Academy
4928 South Western Ave.
Los Angeles, CA 90047-2326

Phone: [\(424\) 888-2512](tel:(424)888-2512)

Email: dr.d@invictusla.com

Contact Information (School Year 2025–26)

District Contact Information (School Year 2025–26)

District Name	Los Angeles Unified
Phone Number	(213) 241-1000
Superintendent	Carvalho, Alberto
Email Address	superintendent@lausd.net
Website	www.lausd.org

School Contact Information (School Year 2025–26)

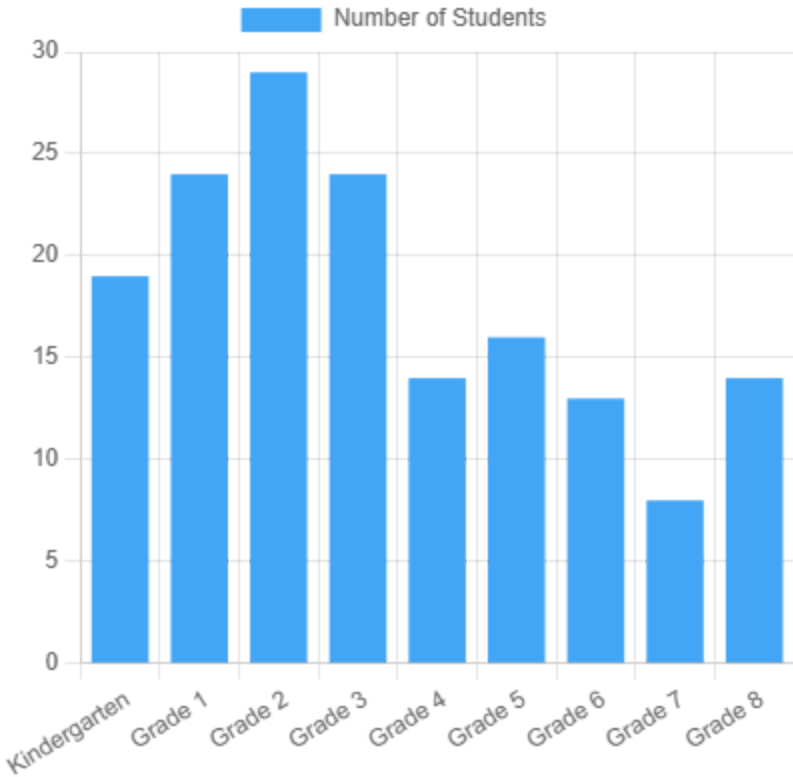
School Name	Invictus Leadership Academy
Street	4928 South Western Ave.
City, State, Zip	Los Angeles, CA , 90047-2326
Phone Number	(424) 888-2512
Principal	Dr. LaTonya Derbigny, Executive Director
Email Address	dr.d@invictusla.com
Website	http://www.invictusla.com
Grade Span	K-8
County-District-School (CDS) Code	19647330140111

School Description and Mission Statement (School Year 2025–26)

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.

Student Enrollment by Grade Level (School Year 2024–25)

Grade Level	Number of Students
Kindergarten	19
Grade 1	24
Grade 2	29
Grade 3	24
Grade 4	14
Grade 5	16
Grade 6	13
Grade 7	8
Grade 8	14
Total Enrollment	161



Student Enrollment by Student Group (School Year 2024–25)

Student Group	Percent of Total Enrollment
Female	57.80%
Male	42.20%
Non-Binary	0.00%
American Indian or Alaska Native	0.00%
Asian	0.00%
Black or African American	44.70%
Filipino	0.00%
Hispanic or Latino	54.00%
Native Hawaiian or Pacific Islander	0.00%
Two or More Races	1.20%
White	0.00%

Student Group (Other)	Percent of Total Enrollment
English Learners	34.80%
Foster Youth	1.20%
Homeless	5.60%
Migrant	0.60%
Socioeconomically Disadvantaged	79.50%
Students with Disabilities	7.50%

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

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)	1.00	28.57%	23128.20	84.33%	234405.20	84.00%
Intern Credential Holders Properly Assigned	0.00	0.00%	804.50	2.93%	4853.00	1.74%
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	2.00	57.14%	1474.90	5.38%	12001.50	4.30%
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.50	14.29%	1009.60	3.68%	11953.10	4.28%
Unknown/Incomplete/NA	0.00	0.00%	1009.30	3.68%	15831.90	5.67%
Total Teaching Positions	3.50	100.00%	27426.80	100.00%	279044.80	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.

Teacher Preparation and Placement (School Year 2022–23)

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	4.00	80.00%	22355.10	82.56%	231142.40	83.24%
Intern Credential Holders Properly Assigned	0.00	0.00%	1101.40	4.07%	5566.40	2.00%
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	1.00	20.00%	1596.00	5.89%	14938.30	5.38%
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00%	1053.60	3.89%	11746.90	4.23%
Unknown/Incomplete/NA	0.00	0.00%	971.50	3.59%	14303.80	5.15%
Total Teaching Positions	5.00	100.00%	27077.80	100.00%	277698.00	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.

Teacher Preparation and Placement (School Year 2023–24)

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)	5.00	71.43%	22261.70	82.36%	230039.40	100.00%
Intern Credential Holders Properly Assigned	0.00	0.00%	1309.30	4.84%	6213.80	2.23%
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	2.00	28.57%	1899.50	7.03%	16855.00	6.04%
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00%	946.90	3.50%	12112.80	4.34%
Unknown/Incomplete/NA	0.00	0.00%	613.60	2.27%	13705.80	4.91%
Total Teaching Positions	7.00	100.00%	27031.10	100.00%	278927.10	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.

Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

Authorization/Assignment	2021–22 Number	2022–23 Number	2023–24 Number
Permits and Waivers	0.00	0	1.00
Misassignments	2.00	1	1.00
Vacant Positions	0.00	0	0.00
Total Teachers Without Credentials and Misassignments	2.00	1	2.00

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

Indicator	2021–22 Number	2022–23 Number	2023–24 Number
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0	0.00
Local Assignment Options	0.50	0	0.00
Total Out-of-Field Teachers	0.50	0	0.00

Class Assignments

Indicator	2021– 22 Percent	2022– 23 Percent	2023– 24 Percent
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	66.6%	25%	16.60%
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%	0.00%

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

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2025–26)

Year and month in which the data were collected: September 2025

Subject	List of Textbooks and Other Instructional Materials/Indicate if from Most Recent Adoption/Year of Adoption	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Benchmark Advance 2022 My Perspectives Zoophonics iReady	0
Mathematics	Envision 2020	0
Science	Open sources https://recources.ebrooke.org Generation Genuis TCI Bring Science Alive!	0
History-Social Science	Benchmark Open source https://edinstitute.successacademies.org	0
Foreign Language	NA	0
Health	NA	0
Visual and Performing Arts	NA	0
Science Lab Eqpmt (Grades 9-12)	N/A	0

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

School Facility Conditions and Planned Improvements

The facilities of Invictus Leadership Academy are in good working order, with an overall score of exemplary.

School Facility Good Repair Status

Using the **most recently collected** Facility Inspection Tool (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: September 2025

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	

Overall Facility Rate

Year and month of the most recent FIT report: September 2025

Overall Rating	Exemplary
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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 assessments for English language arts/literacy [ELA], mathematics, and science for students in the general education population and the California Alternate Assessment [CAA]. Only eligible students may participate in the administration of the CAA. CAA items are aligned with alternate achievement standards, which are linked with the Common Core Standards [CCSS] or California Next Generation Science Standards [CA NGSS] 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 CAA for ELA** in grades three through eight and grade eleven.
 2. **Smarter Balanced Summative Assessments and CAA for mathematics** in grades three through eight and grade eleven.
 3. **California Science Test (CAST) and CAA 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.

CAASPP Test Results in ELA and Mathematics for All Students taking and completing state-administered assessments Grades Three through Eight and Grade Eleven Percentage of Students Meeting or Exceeding the State Standard

Invictus has significantly accelerated student academic growth in English Language Arts and Mathematics, alongside improved school climate outcomes. While Invictus continues to focus on improving student outcomes, we also celebrate our outperforming resident school comparisons for several measures, and more of our families bring their children to school more regularly.

Subject	School 2023– 24	School 2024– 25	District 2023– 24	District 2024– 25	State 2023– 24	State 2024– 25
English Language Arts / Literacy (grades 3-8 and 11)	9%	24%	43%	46%	47%	48%
Mathematics (grades 3-8 and 11)	2%	16%	32%	35%	35%	37%

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

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

CAASPP Test Results in ELA by Student Group for students taking and completing state-administered assessment Grades Three through Eight and Grade Eleven (School Year 2024–25)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	96	96	100.00%	0.00%	23.96%
Female	56	56	100.00%	0.00%	25.00%
Male	40	40	100.00%	0.00%	22.50%
American Indian or Alaska Native	0	0	0%	0%	0%
Asian	0	0	0%	0%	0%
Black or African American	41	41	100.00%	0.00%	24.39%
Filipino	0	0	0%	0%	0%
Hispanic or Latino	53	53	100.00%	0.00%	24.53%
Native Hawaiian or Pacific Islander	0	0	0%	0%	0%
Two or More Races	--	--	--	--	--
White	0	0	0%	0%	0%
English Learners	33	33	100.00%	0.00%	15.15%
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	85	85	100.00%	0.00%	24.71%
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	11	11	100.00%	0.00%	9.09%

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

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

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Test Results in Mathematics by Student Group for students taking and completing state-administered assessment Grades Three through Eight and Grade Eleven (School Year 2024–25)

Invictus has significantly accelerated student academic growth in English Language Arts and Mathematics, alongside improved school climate outcomes. While Invictus continues to focus on improving student outcomes, we also celebrate our outperforming resident school comparisons for several measures, and more of our families bring their children to school more regularly.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	96	96	100.00%	0.00%	15.63%
Female	56	56	100.00%	0.00%	7.14%
Male	40	40	100.00%	0.00%	27.50%
American Indian or Alaska Native	0	0	0%	0%	0%
Asian	0	0	0%	0%	0%
Black or African American	41	41	100.00%	0.00%	14.63%
Filipino	0	0	0%	0%	0%
Hispanic or Latino	53	53	100.00%	0.00%	16.98%
Native Hawaiian or Pacific Islander	0	0	0%	0%	0%
Two or More Races	--	--	--	--	--
White	0	0	0%	0%	0%
English Learners	33	33	100.00%	0.00%	9.09%
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	85	85	100.00%	0.00%	14.12%
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	11	11	100.00%	0.00%	18.18%

Note: Mathematics test results include the Smarter Balanced Summative Assessments and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

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

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

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

Subject	School 2023–24	School 2024–25	District 2023–24	District 2024–25	State 2023–24	State 2024–25
Science (grades 5, 8, and high school)	0.00%	9.68%	21.89%	25.47%	30.73%	32.52%

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

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

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Test Results in Science by Student Group
Grades Five, Eight and High School (School Year 2024–25)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	31	31	100.00%	0.00%	9.68%
Female	18	18	100.00%	0.00%	16.67%
Male	13	13	100.00%	0.00%	0.00%
American Indian or Alaska Native	0	0	0%	0%	0%
Asian	0	0	0%	0%	0%
Black or African American	15	15	100.00%	0.00%	13.33%
Filipino	0	0	0%	0%	0%
Hispanic or Latino	14	14	100.00%	0.00%	7.14%
Native Hawaiian or Pacific Islander	0	0	0%	0%	0%
Two or More Races	--	--	--	--	--
White	0	0	0%	0%	0%
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	0	0	0%	0%	0%
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	27	27	100.00%	0.00%	7.41%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	--	--	--	--	--

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

Career Technical Education (CTE) Programs (School Year 2024–25)

N/A

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

California Physical Fitness Test Results (School Year 2024–25)

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%

Note: The administration of the PFT requires only participation results for these five fitness areas.

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

C. Engagement

State Priority: 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

Opportunities for Parental Involvement (School Year 2025–26)

Invictus Leadership Academy actively encourages and facilitates parent involvement through multiple structured programs and informal opportunities. Our school recognizes that parent engagement is crucial to student success and has developed comprehensive systems for meaningful family participation in school decision-making and activities.

Formal Leadership Opportunities:

- School Site Council (SSC): Parents participate in overall decision-making processes and academic progress review through monthly or bimonthly meeting.
- English Learner Advisory Committee (ELAC): Parents of English Learners have dedicated opportunities to participate in decision-making processes specifically related to EL students and program.

Regular Parent Meetings and Events:

- Coffee with the Principal: Held three times per year to gather informal feedback on school programs and discuss school policies
- Trimesterly Parent Meetings: Individual meetings focused on student learning outcomes and academic growth
- Open House/Back to School Night: Annual events to showcase student work and build community
- Annual LCAP meetings
- Survey Participation annually
- Monthly Newsletters
- Periodic Talking Points communications/ text messages to parents

Parents can also participate in volunteer opportunities, which include Classroom Parent, Yard Duty Supervision, and Event/Field Trip supervision (Note: our school will cover fingerprinting/background check costs for interested parent volunteers).

Parents interested in participating in any of these opportunities can contact the school office at (323) 792-4403 or email m.giraldi@invictusla.com. The Parent Liaison or School Secretary can provide additional information about specific programs and upcoming opportunities.

State Priority: Pupil Engagement

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

- High school graduation rates;
- High school dropout rates; and
- Chronic Absenteeism

Chronic Absenteeism by Student Group (School Year 2024–25)

While Invictus continues to focus on improving student outcomes, we also celebrate our outperforming resident school comparisons on several measures, and more of our families are bringing their children to school more regularly.

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	196	189	78	41.3%
Female	111	108	50	46.3%
Male	85	81	28	34.6%
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Black or African American	80	77	33	42.9%
Filipino	--	--	--	--
Hispanic or Latino	107	107	40	37.4%
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	--	--	--	--
White	--	--	--	--
English Learners	70	70	30	42.9%
Foster Youth	--	--	--	--
Homeless	13	11	6	54.5%
Socioeconomically Disadvantaged	178	171	69	40.4%
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	20	19	8	42.1%

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

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

Rate	School 2022– 23	School 2023– 24	School 2024– 25	District 2022– 23	District 2023– 24	District 2024– 25	State 2022– 23	State 2023– 24	State 2024– 25
Suspensions	0.84	2.03	1.02	0.55	0.60	0.51	3.60	3.28	2.94
Expulsions	0.00	0.00	0.00	0.02	0.02	0.02	0.08	0.07	0.06

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

Suspensions and Expulsions by Student Group (School Year 2024–25)

Student Group	Suspensions Rate	Expulsions Rate
All Students	1.02%	0.00%
Female	0.00%	0.00%
Male	2.35%	0.00%
Non-Binary	0.00%	0.00%
American Indian or Alaska Native	0.00%	0.00%
Asian	0.00%	0.00%
Black or African American	2.50%	0.00%
Filipino	0.00%	0.00%
Hispanic or Latino	0.00%	0.00%
Native Hawaiian or Pacific Islander	0.00%	0.00%
Two or More Races	0.00%	0.00%
White	0.00%	0.00%
English Learners	0.00%	0.00%
Foster Youth	0.00%	0.00%
Homeless	0.00%	0.00%
Socioeconomically Disadvantaged	0.56%	0.00%
Students Receiving Migrant Education Services	0.00%	0.00%
Students with Disabilities	0.00%	0.00%

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

School Safety Plan (School Year 2025–26)

The School Wide Safety Plan is updated annually and was last updated on October 31, 2025, for the addition of classrooms for the expansion of enrollment and enrichment programs within ILA's current school site.

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.

Average Class Size and Class Size Distribution (Elementary) (School Year 2022–23)

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	28.00	0	1	0
1	0.00	0	0	0
2	0.00	0	0	0
3	0.00	0	0	0
4	0.00	0	0	0
5	0.00	0	0	0
6	0.00	0	0	0
Other**	19.00	1	2	0

* 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.

Average Class Size and Class Size Distribution (Elementary) (School Year 2023–24)

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	18.00	1		
1	21.00		1	
2	19.00	1		
3				
4				
5				
6	3.00	1		
Other**	20.00	1	1	

* 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.

Average Class Size and Class Size Distribution (Elementary) (School Year 2024–25)

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	12.00	1		
1				
2	28.00		1	
3	22.00		1	
4				
5	2.00	1		
6				
Other**	23.00		13	

* 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.

Average Class Size and Class Size Distribution (Secondary) (School Year 2022–23)

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

* 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.

Average Class Size and Class Size Distribution (Secondary) (School Year 2023–24)

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

* 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.

Average Class Size and Class Size Distribution (Secondary) (School Year 2024–25)

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

* 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.

Ratio of Pupils to Academic Counselor (School Year 2024–25)

Title	Ratio
Pupils to Academic Counselor*	0

* 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.

Student Support Services Staff (School Year 2024–25)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	0.50
Library Media Teacher (Librarian)	0.00
Library Media Services Staff (Paraprofessional)	0.00
Psychologist	0.50
Social Worker	0.00
Nurse	0.00
Speech/Language/Hearing Specialist	0.50
Resource Specialist (non-teaching)	0.00
Other**	0.00

* 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.

** "Other" category is for all other student support services staff positions not listed.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2023–24)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$22470.79	\$10024.18	\$12446.61	\$65919.01
District	N/A	N/A	\$12748.41	\$90557.00
Percent Difference – School Site and District	N/A	N/A		
State	N/A	N/A	\$11146.18	\$100333.00
Percent Difference – School Site and State	N/A	N/A		

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

Types of Services Funded (Fiscal Year 2024–25)

Invictus Leadership Academy prioritizes funding for programs and services that support student achievement and overall development. Our funding decisions reflect our commitment to providing a comprehensive educational experience while addressing the diverse needs of our student population.

Core Instructional Support:

- Differentiated instruction through multiple curriculum resources, including Benchmark Advance and My Perspectives for ELA, and Envision Mathematics supplemented with iReady
- Mobile computer lab carts equipped with laptops and charging cabinets to ensure student access to web-based and supplemental programs
- Reading resources providing diverse reading materials matched to student reading levels and interests
- Small group instruction facilitated by the teacher of record and instructional aides to support personalized learning

Specialized Academic Programs:

- C-STEAM project implementation combining social justice awareness with STEAM education
- Physical education program, including Martial Arts and dance instruction
- After-school tutoring to reinforce classroom learning
- Music Program
- Targeted support for English Learners through GLAD strategies

Student Support Services:

- Bilingual staff members to support English Learners and their families
- Special education services and accommodations
- Support services for homeless and foster youth
- Mental health and behavioral support services

Professional Development:

- GLAD strategies training for improved instruction of English Learners
- Special education and differentiation training

- Project-based learning professional development
- Restorative practices training
- New teacher support

Parent and Community Engagement:

- Parent outreach coordination/ Liasion
- Translation services for meetings and communications
- Parent and community engagement activities

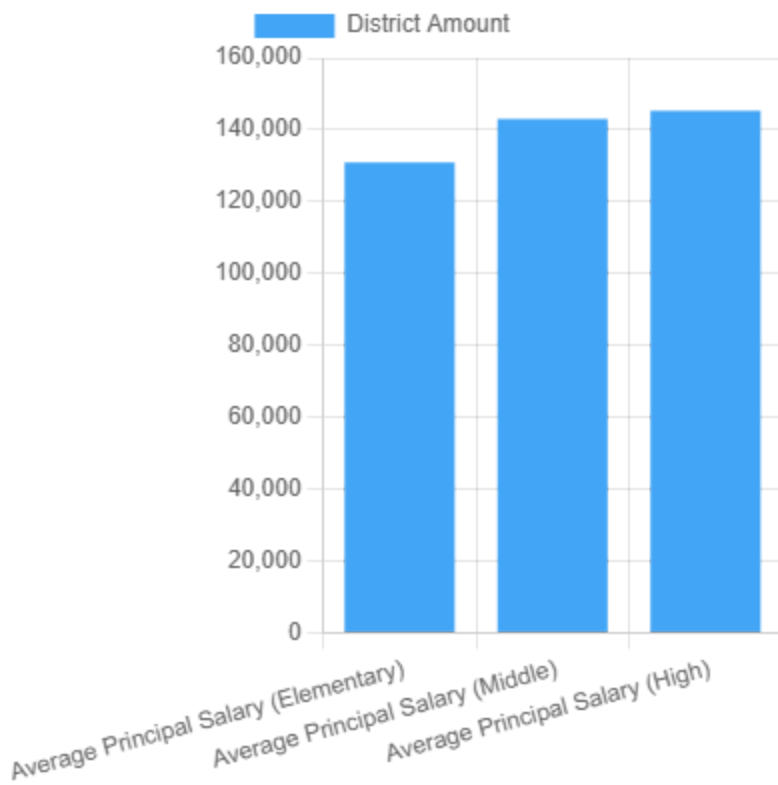
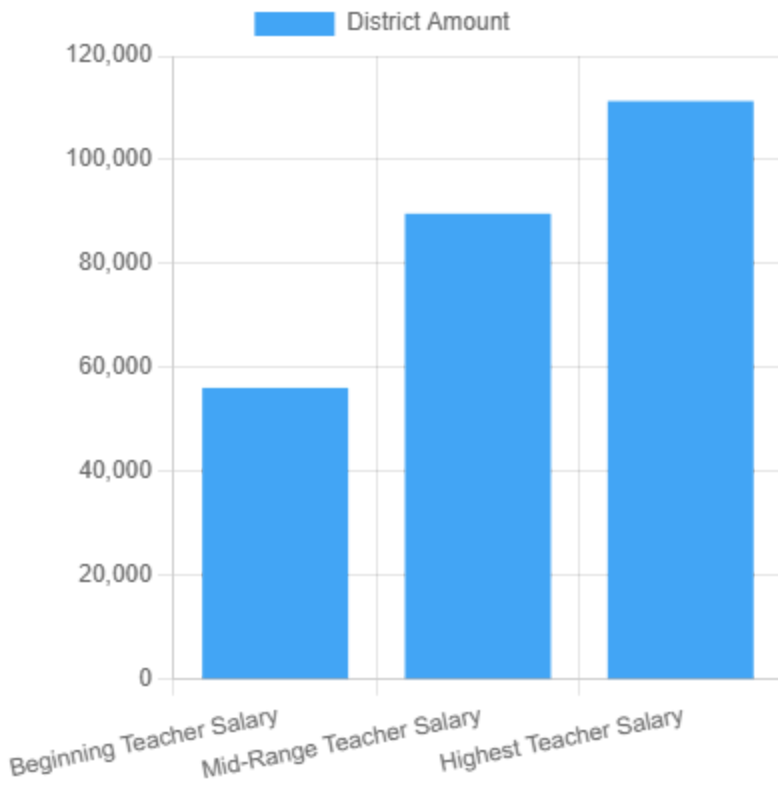
School Climate and Safety:

- PBIS (Positive Behavior Interventions and Supports) implementation
- Character education curriculum
- Emergency preparedness supplies and training

Teacher and Administrative Salaries (Fiscal Year 2023–24)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$56130.00	\$60862.67
Mid-Range Teacher Salary	\$89655.00	\$93575.04
Highest Teacher Salary	\$111314.00	\$125548.29
Average Principal Salary (Elementary)	\$130917.00	\$157644.72
Average Principal Salary (Middle)	\$143032.00	\$165340.66
Average Principal Salary (High)	\$145310.00	\$182579.89
Superintendent Salary	\$440000.00	\$357064.20
Percent of Budget for Teacher Salaries		
Percent of Budget for Administrative Salaries		

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



Professional Development

Measure	2023–24	2024–25	2025–26
Number of school days dedicated to Staff Development and Continuous Improvement	11	9	5