

# Woodworth-Monroe TK-8 Academy

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Grades TK-8 ▪ CDS Code 19-64634-6014575



## Inglewood Unified School District

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*What are Mariners? We are explorers by nature, right! The 2025-26 school year finds us ready to explore a new year of learning. That is exciting, beyond measure. As we explore, we gain knowledge, skills, understanding and abilities. That is always true for all of us. This year is the second year that our elementary students will enjoy being in our new elementary classrooms.*

*Mariners sail the seas (and stars). We are sailing into the new year in brand-new ships (classrooms). Our teachers have and continue to spend hours plotting your courses on their charts. This past summer we spent eight days engaged in a deep analysis of our student performance indicators in math, reading and school culture.*

## Principal's Message

Woodworth-Monroe (WM) TK-8 Academy has proudly occupied a central place in the Inglewood community since 1954. Our school began the transition from a separate middle school and elementary school into a combined TK-8 during the 2018-19 school year. The Inglewood Unified School District invested significantly in building brand-new classrooms for our elementary students. This construction was completed in the spring of 2020. We are proud to welcome our students, staff and families into these new facilities.

Woodworth-Monroe has a group of committed teachers and staff. Most teachers in our building have been teaching for over 15 years. They bring a wealth of experience and knowledge to the work of teaching our students. Most importantly, they bring a great passion and commitment to helping our students to maximize their learning outcomes. Our teachers start the work of teaching our students by learning who they are and what drives them. The relationships that they develop are crucial to the work of engaging our students in the daily, monthly and yearly learning lifts on their educational journey. We love that we get to guide our students' learning from their first days in formal school through the eighth grade.

The Woodworth-Monroe staff is committed to offering robust support to enhance our students' learning experiences. One of those supports is a dedicated instructional coach. This individual works with our teachers both on self-identified support needs and targeted district curricular initiatives. Woodworth-Monroe has a dedicated program specialist to support our students, families and staff in our special education programs. We also have a full-time intervention teacher who works directly with students within classroom settings. This individual utilizes our district and classroom assessment data to work with students in our primary grades on targeted literacy skills. Teachers, students and parents report great successes from these efforts and our data bears out their efficacy. Additionally, we have a community liaison and a school site program support specialist joining our staff. The community liaison will work directly with parents, the community and leaders. The school site program support specialist duties are to support the principal, staff, parents and act as the testing coordinators, ensuring that the school is in compliance with State and Federal program guidelines.

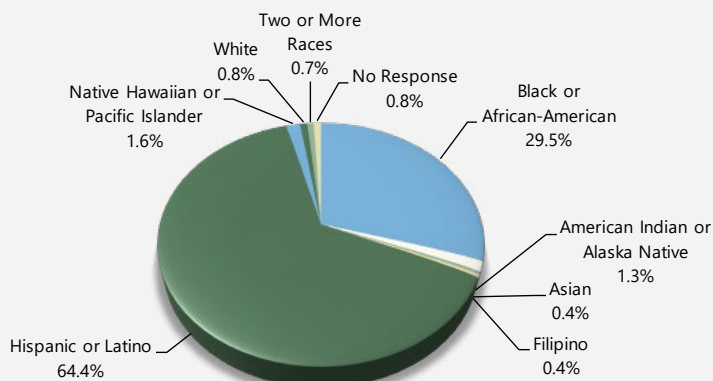
Woodworth-Monroe has proudly served the Inglewood community for over 66 years. Our graduates have gone on to wonderful careers. They are proud of their educational experience at Woodworth-Monroe. It is evident by our robust alumni support and regular visits by those who started their educational journey in our print-rich classrooms. We encourage visitors and inquiries as families explore and navigate which school is the best fit for their child.

Mariners are known explorers. Our teachers work hard to imbue our students with a sense of lifelong learning that is supported by a growth mindset.

## Enrollment by Student Group

The total enrollment at the school was 826 students for the 2024-25 school year. The pie chart displays the percentage of students enrolled in each group.

Demographics (2024-25 School Year)



## School Accountability Report Card

In accordance with state and federal requirements, the School Accountability Report Card (SARC) is put forth annually by all public schools as a tool for parents and interested parties to stay informed of the school's progress, test scores and achievements.

## Mission Statement

The Inglewood Unified School District (IUSD) will nurture, educate, and graduate students who are self-responsible and self-disciplined; who are critical and creative thinkers; who master the core academic disciplines; and who are advocates for equity and social justice for self and their community.

## Vision Statement

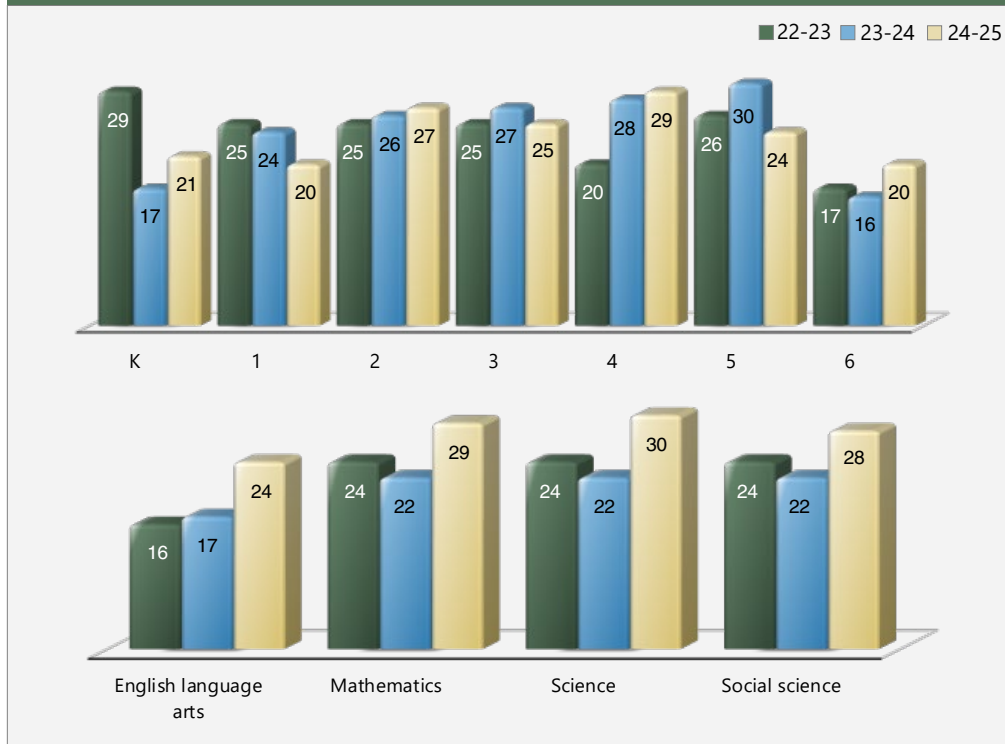
The vision of the Board of Education is to provide transformational leadership so that the Inglewood Unified School District thrives.



### Class Size Distribution

The bar graphs display the three-year data for average class size, and the table displays the three-year data for the number of classrooms by size. The 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 (Three-Year Data)

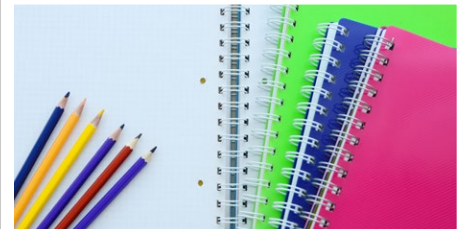


#### Number of Classrooms by Size (Three-Year Data)

Grade	2022-23			2023-24			2024-25		
	1-20	21-32	33+	1-20	21-32	33+	1-20	21-32	33+
<b>K</b>		2		2	1		1	1	
<b>1</b>		2		3	2		4		
<b>2</b>		2		1	3		3	1	
<b>3</b>		2		2	2		2	2	
<b>4</b>	3			1	3		2	2	
<b>5</b>		2		1	3		2	2	
<b>6</b>	15	7	5	3			2	2	
Subject	Number of Students								
	1-22	23-32	33+	1-22	23-32	33+	1-22	21-32	33+
<b>English language arts</b>	10	2	3		1		2	3	
<b>Mathematics</b>	3	2	3		1		3		
<b>Science</b>	3	2	3		1		5		
<b>Social science</b>	3	2	3		1		3		

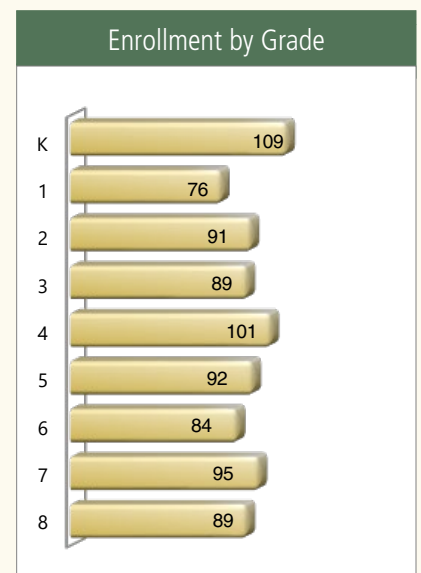
### Enrollment by Student Group

Demographics	
2024-25 School Year	
<b>Female</b>	48.90%
<b>Male</b>	51.10%
<b>Non-Binary</b>	0.00%
<b>English Learners</b>	34.40%
<b>Foster Youth</b>	1.60%
<b>Homeless</b>	1.30%
<b>Migrant</b>	0.00%
<b>Socioeconomically Disadvantaged</b>	94.40%
<b>Students with Disabilities</b>	19.50%



### Enrollment by Grade

The bar graph displays the total number of students enrolled in each grade for the 2024-25 school year.



## Suspensions and Expulsions

This table shows the school, district, and state suspension and expulsion rates collected between July through June, each full school year respectively. Note: Students are only counted one time, regardless of the number of suspensions.

Suspension and Expulsion Rates (Three-Year Data)									
	Woodworth-Monroe			Inglewood USD			California		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
<b>Suspension rates</b>	1.10%	1.60%	5.20%	3.00%	3.10%	4.10%	3.60%	3.30%	2.90%
<b>Expulsion rates</b>	0.00%	0.00%	0.10%	0.00%	0.00%	0.00%	0.10%	0.10%	0.10%

## Suspensions and Expulsions by Student Group

Suspensions and Expulsions by Student Group (2024-25 School Year)		
Student Group	Suspensions Rate	Expulsions Rate
<b>All Students</b>	5.20%	0.10%
<b>Female</b>	5.60%	0.20%
<b>Male</b>	4.80%	0.00%
<b>Non-Binary</b>	0.00%	0.00%
<b>American Indian or Alaska Native</b>	0.00%	0.00%
<b>Asian</b>	0.00%	0.00%
<b>Black or African American</b>	11.20%	0.30%
<b>Filipino</b>	0.00%	0.00%
<b>Hispanic or Latino</b>	2.30%	0.00%
<b>Native Hawaiian or Pacific Islander</b>	0.00%	0.00%
<b>Two or More Races</b>	0.00%	0.00%
<b>White</b>	0.00%	0.00%
<b>English Learners</b>	2.10%	0.00%
<b>Foster Youth</b>	11.80%	0.00%
<b>Homeless</b>	18.20%	0.00%
<b>Socioeconomically Disadvantaged</b>	5.50%	0.10%
<b>Students Receiving Migrant Education Services</b>	0.00%	0.00%
<b>Students with Disabilities</b>	5.80%	0.00%

## Professional Development

Teachers and administrators participate in a variety of staff development activities at our school. In the past, our staff has received training in Sheltered Instruction Observation Protocol, Explicit Direct Instruction, Response to Intervention and Advancement Via Individual Determination. Additionally, staff has been provided extensive training in lesson planning that reflects both the rigor and instructional shifts required by the Common Core State Standards. Teachers attend weekly faculty meetings and department meetings with administrators. Teachers are also provided with the opportunities to attend conferences throughout the school year.

For the 2024-25 school year, and as part of our Strategic Plan, our admin and Instructional Leadership Team (ILT) led two days of intensive staff development prior to the start of the school year. The staff engaged in a Solution Tree training with a focus on analyzing data to drive instruction and Professional Learning Communities (PLCs). From this, the staff collaboratively enhanced our Strategic Plan and our foci for the 2024-25 school year. For literacy and math, under the umbrella of Multi-Tiered Systems of Support (MTSS), this year finds us focusing on PLCs to impact our Tier I First Best Instruction. We have also put an emphasis on PRIDE, our PBIS schoolwide matrix.

Additionally, the school provides all teachers staff development for instructional improvement on a weekly basis. Topics include many issues related to ensuring highly engaging and rigorous instruction during school, direct instruction, scaffolding, use of universal access materials to differentiated instruction and teaching English language learners.

Additionally, two days of staff development are provided to teachers at the beginning of the year to address state-mandated topics, which include child-abuse reporting, emergency procedures, Uniform Complaint Procedures, special education process and mainstreaming of Resource Specialist Program students, state-mandated Stull Bill teacher evaluation process, textbook adoption, instructional techniques and the PLC process.

### Professional Development Days

Number of school days dedicated to staff development and continuous improvement	
<b>2023-24</b>	3-5 district days plus 120 minutes per week
<b>2024-25</b>	3-7 district days plus 120 minutes per week
<b>2025-26</b>	8 district days plus 120 minutes per week

## California Physical Fitness Test

Each spring, all students in grades 5, 7 and 9 are required to participate in the California Physical Fitness Test (PFT). The Fitnessgram is the designated PFT for students in California public schools put forth by the State Board of Education. Encouraging and assisting students in establishing lifelong habits of regular physical activity is the primary goal of the Fitnessgram. The table shows the percentage of students participating in each of the five fitness components for the most recent testing period. For more detailed information on the California PFT, please visit [www.cde.ca.gov/ta/tg/pf](http://www.cde.ca.gov/ta/tg/pf).

### California Physical Fitness Test (2024-25 School Year)

#### Percentage of Students Participating In Each Of The Five Fitness Components

Grade	Component 1:	Component 2:	Component 3:	Component 4:	Component 5:
	Aerobic Capacity	Abdominal Strength and Endurance	Trunk Extensor and Strength and Flexibility	Upper Body Strength and Endurance	Flexibility
5	94.40%	85.40%	87.60%	93.30%	98.90%
7	95.80%	92.70%	89.60%	92.70%	97.90%

## Chronic Absenteeism by Student Group

### Chronic Absenteeism by Student Group (2024-25 School Year)

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	962	906	372	41.10%
Female	481	446	183	41.00%
Male	481	460	189	41.10%
Non-Binary	❖	❖	❖	❖
American Indian or Alaska Native	12	12	5	41.70%
Asian	❖	❖	❖	❖
Black or African American	303	280	131	46.80%
Filipino	❖	❖	❖	❖
Hispanic or Latino	598	569	210	36.90%
Native Hawaiian or Pacific Islander	14	13	13	100.00%
Two or More Races	❖	❖	❖	❖
White	❖	❖	❖	❖
English Learners	327	313	102	32.60%
Foster Youth	17	15	6	40.00%
Homeless	33	24	14	58.30%
Socioeconomically Disadvantaged	911	863	360	41.70%
Students Receiving Migrant Education Services	❖	❖	❖	❖
Students with Disabilities	208	200	88	44.00%

❖ To protect student privacy, data is not shown when the student population is ten or fewer.

## Parental Involvement

Woodworth-Monroe parents have many opportunities to get involved in school activities. We have monthly Coffee with the Principal/English Learner Advisory Committee (ELAC) meetings in the morning. We encourage our ELAC parents to attend the District English Learner Advisory Committee (DELAC) at the district office in the evenings. School Site Council (SSC) meetings are held in the afternoons. We encourage our parents to be a part of and represent Woodworth-Monroe at all of our parent meetings. We offer morning and afternoon meeting times to our parents. We want our parents to be involved in the activities and meetings at our school.

This year finds us in the third year for the Mariner Makeover Crew. This is a volunteer group, composed of parents, staff and students, who take on a variety of campus beautification projects. We are proud of our community support and involvement in helping to make our school a standout facility for our students for years to come.

Our parents serve as advisors and are able to serve as volunteers as well. During brick-and-mortar instruction our volunteers assist in overseeing our playground activities and help out with school assemblies and events.

We also invite our parents to several of our school wide events, including our Latino Heritage Celebration, Harvest Fall Festival, Science Fair, African-American Heritage Celebration and Leadership Ceremonies.

For more information on how to become involved, please contact Parent Teacher Association (PTA) President Katie Adamson at (310) 680-5310.

## 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.

## Statewide Assessments

**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:

- Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
- Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
- California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade 10, 11 or 12).



## CAASPP Test Results in Science for All Students

The table below shows the percent of students meeting or exceeding the State standard on the CAASPP—California Science Test (CAST) and the California Alternate Assessment for Science (CAA for Science) for grades 5, 8 and once in high school (i.e., grade 10, 11 or 12).

Percentage of Students Meeting or Exceeding State Standard (Two-Year Data)

Subject	Woodworth-Monroe		Inglewood USD		California	
	23-24	24-25	23-24	24-25	23-24	24-25
Science	9.94%	15.08%	8.88%	13.11%	30.73%	32.33%

## CAASPP Test Results in ELA and Mathematics for All Students

The table below shows the percent of students meeting or exceeding the State standards on the California Assessment of Student Performance and Progress (CAASPP) Smarter Balanced Summative Assessments and California Alternate Assessments (CAAs) for English language arts/literacy (ELA) and mathematics for grades 3-8 and 11.

Percentage of Students Meeting or Exceeding State Standard (Two-Year Data)

Subject	Woodworth-Monroe		Inglewood USD		California	
	23-24	24-25	23-24	24-25	23-24	24-25
English language arts/literacy	18%	19%	35%	39%	46%	48%
Mathematics	10%	12%	21%	24%	34%	37%

## CAASPP Test Results by Student Group: Science, English Language Arts and Mathematics

The tables on the following pages display the percentage of students that met or exceeded state standards in science, English language arts/literacy and mathematics for the school by student groups.

Science test results include the CAST and the CAA for Science. 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.

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 by Student Group: Science (grades 5 and 8)

## Percentage of Students Meeting or Exceeding State Standard (2024-25 School Year)

## Science

Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Not Tested	Percentage Met or Exceeded
<b>All students</b>	189	184	97.35%	2.65%	15.08%
<b>Female</b>	98	94	95.92%	4.08%	12.77%
<b>Male</b>	91	90	98.90%	1.10%	16.67%
<b>American Indian or Alaska Native</b>	❖	❖	❖	❖	❖
<b>Asian</b>	❖	❖	❖	❖	❖
<b>Black or African American</b>	64	62	96.88%	3.12%	12.90%
<b>Filipino</b>	❖	❖	❖	❖	❖
<b>Hispanic or Latino</b>	112	110	98.21%	1.79%	13.64%
<b>Native Hawaiian or Pacific Islander</b>	❖	❖	❖	❖	❖
<b>Two or More Races</b>	❖	❖	❖	❖	❖
<b>White</b>	❖	❖	❖	❖	❖
<b>English Learners</b>	54	53	98.15%	1.85%	1.89%
<b>Foster Youth</b>	❖	❖	❖	❖	❖
<b>Homeless</b>	❖	❖	❖	❖	❖
<b>Military</b>	❖	❖	❖	❖	❖
<b>Socioeconomically Disadvantaged</b>	128	127	99.22%	0.78%	11.02%
<b>Students Receiving Migrant Education services</b>	❖	❖	❖	❖	❖
<b>Students with Disabilities</b>	43	40	93.02%	6.98%	2.50%

❖ To protect student privacy, data is not shown when the selected student population is ten or fewer.



## CAASPP Test Results by Student Group: English Language Arts (grades 3-8)

## Percentage of Students Meeting or Exceeding State Standard (2024-25 School Year)

## English Language Arts

Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Not Tested	Percentage Met or Exceeded
<b>All students</b>	546	540	98.90%	1.10%	19.07%
<b>Female</b>	270	267	98.89%	1.11%	20.97%
<b>Male</b>	276	273	98.91%	1.09%	17.22%
<b>American Indian or Alaska Native</b>	❖	❖	❖	❖	❖
<b>Asian</b>	❖	❖	❖	❖	❖
<b>Black or African American</b>	170	167	98.24%	1.76%	19.16%
<b>Filipino</b>	❖	❖	❖	❖	❖
<b>Hispanic or Latino</b>	345	342	99.13%	0.87%	18.13%
<b>Native Hawaiian or Pacific Islander</b>	11	11	100.00%	0.00%	9.09%
<b>Two or More Races</b>	❖	❖	❖	❖	❖
<b>White</b>	❖	❖	❖	❖	❖
<b>English Learners</b>	181	179	98.90%	1.10%	3.91%
<b>Foster Youth</b>	❖	❖	❖	❖	❖
<b>Homeless</b>	15	15	100.00%	0.00%	13.33%
<b>Military</b>	❖	❖	❖	❖	❖
<b>Socioeconomically Disadvantaged</b>	378	376	99.47%	0.53%	16.49%
<b>Students Receiving Migrant Education services</b>	❖	❖	❖	❖	❖
<b>Students with Disabilities</b>	111	108	97.30%	2.70%	9.26%

❖ To protect student privacy, data is not shown when the selected student population is ten or fewer.



## CAASPP Test Results by Student Group: Mathematics (grades 3-8)

## Percentage of Students Meeting or Exceeding State Standard (2024-25 School Year)

## Mathematics

Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Not Tested	Percentage Met or Exceeded
All students	546	539	98.72%	1.28%	11.69%
Female	270	267	98.89%	1.11%	10.86%
Male	276	272	98.55%	1.45%	12.50%
American Indian or Alaska Native	❖	❖	❖	❖	❖
Asian	❖	❖	❖	❖	❖
Black or African American	170	166	97.65%	2.35%	13.86%
Filipino	❖	❖	❖	❖	❖
Hispanic or Latino	345	342	99.13%	0.87%	9.94%
Native Hawaiian or Pacific Islander	11	11	100.00%	0.00%	9.09%
Two or More Races	❖	❖	❖	❖	❖
White	❖	❖	❖	❖	❖
English Learners	181	179	98.90%	1.10%	5.59%
Foster Youth	❖	❖	❖	❖	❖
Homeless	15	15	100.00%	0.00%	6.67%
Military	❖	❖	❖	❖	❖
Socioeconomically Disadvantaged	378	375	99.21%	0.79%	10.13%
Students Receiving Migrant Education services	❖	❖	❖	❖	❖
Students with Disabilities	111	108	97.30%	2.70%	10.19%

❖ To protect student privacy, data is not shown when the selected student population is ten or fewer.



## Textbooks and Instructional Materials

Textbook committees were formed from each grade span: TK-5, 6-8 and 9-12. Committee members included administrators and teacher representatives of each grade level and/or department. Each committee attended textbook “toolbox” training through the Los Angeles County Office of Education. These trainings provided members with rubrics and checklists for staff to use during the selection process. The committee used the toolbox to select at least three state-approved publishers to pilot throughout the district. Teachers piloted all options, analyzed each using the toolbox rubrics, and voted for the most appropriate state-approved textbook. In addition, the piloted textbooks were on display at the district for parent input. The committees used all data to make final recommendations to the Advisory Board and state administrator for approval. Each textbook adoption was approved at a public board meeting.

The county administrator makes the final decision on textbook adoptions.

The most recent public hearing held to adopt a resolution on the sufficiency of instructional materials was held on October 1, 2025. All IUSD textbooks are chosen using the state-approved list and fit with in the California curriculum frameworks for that adoption.

### Textbooks and Instructional Materials List (2025-26 School Year)

Subject	Textbook	Adopted
Reading/language arts	Amplify Core Knowledge Language Arts (TK-5)	2023
Reading/language arts	Amplify ELA (6-8)	2016
Mathematics	Saavas Envision Math (TK-8)	2023
Science	California Inspire Science (TK-5)	2021
Science	California Inspire Science Integrated (6)	2021
Science	California Inspire Life Science (7)	2021
Science	California Inspire Physical Science (8)	2021
Science	California Spanish Inspire Science (K-5)	2021
Science	California Spanish Inspire Science Integrated (6)	2021
History/social science	California Impact: Learning and Working Now and Long Ago, McGraw Hill Education (K)	2019
History/social science	California Impact: A Child’s Place in Time and Space, McGraw Hill Education (1)	2019
History/social science	California Impact: People Who Make a Difference, McGraw Hill Education (2)	2019
History/social science	California Impact: Continuity and Change, McGraw Hill Education (3)	2019
History/social science	California Impact: A Changing State, McGraw Hill Education (4)	2019
History/social science	California Impact: US History: Making a New Nation, McGraw Hill Education (5)	2019
History/social science	World History: Ancient Civilizations, National Geographic (6)	2019
History/social science	World History: Medieval and Early Modern Times, National Geographic (7)	2019
History/social science	US History: American Stories, Beginnings to World War I, National Geographic (8)	2019
ELD	Language Studio, Amplify (K-5)	2024
ELD	ELD California, Amplify (6-8)	2024
ELD (Newcomer/LTEL)	iLitELL, SAVVAS Learning Company (6-12)	2024
Spanish (Frank D. Parent)	¡Listos!, Vista Higher Learning (K-5)	2024

## Availability of Textbooks and Instructional Materials

The following lists the percentage of pupils who lack their own assigned textbooks and instructional materials.

### Percentage of Students Lacking Materials by Subject

#### 2025-26 School Year

Reading/language arts	0%
Mathematics	0%
Science	0%
History/social science	0%
Visual and performing arts	0%
Foreign language	0%
Health	0%

## Currency of Textbooks

This table displays the date when the most recent hearing was held to adopt a resolution on the sufficiency of instructional materials.

### Currency of Textbooks

#### 2025-26 School Year

Data collection date	10/1/2025
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## Quality of Textbooks

The following table outlines the criteria required for choosing textbooks and instructional materials.

### Quality of Textbooks

#### 2025-26 School Year

Criteria	Yes/No
Are the textbooks adopted from the most recent state-approved or local governing-board-approved list?	Yes

## School Facility Good Repair Status

The table shows the results of the school's most recent inspection using the Facility Inspection Tool (FIT) or equivalent school form. This inspection determines the school facility's good repair status using ratings of good condition, fair condition or poor condition. The overall summary of facility conditions uses ratings of exemplary, good, fair or poor.

### School Facility Good Repair Status (2025-26 School Year)

Items Inspected	Repair Status
<b>Systems:</b> Gas leaks, sewer, mechanical systems (heating, ventilation and HVAC)	Good
<b>Interior:</b> Interior surfaces (floors, ceilings, walls and window casings)	Good
<b>Cleanliness:</b> Pest/vermin control, overall cleanliness	Good
<b>Electrical:</b> Electrical systems	Good
<b>Restrooms/fountains:</b> Restrooms, sinks and drinking fountains	Good
<b>Safety:</b> Fire safety, emergency systems, hazardous materials	Good
<b>Structural:</b> Structural condition, roofs	Good
<b>External:</b> Windows/doors/gates/fences, playgrounds/school grounds	Good
<b>Overall summary of facility conditions</b>	Good
<b>Date of the most recent FIT report</b>	10/6/2025

## Deficiencies and Repairs

The table lists the repairs required for all deficiencies found during the site inspection. Regardless of each item's repair status, all deficiencies are listed.

### Deficiencies and Repairs (2025-26 School Year)

Items Inspected	Repairs Needed and Action Taken or Planned
<b>Cleanliness</b>	The girls locker room needs cleaning; The girl's restroom by R-105 needs cleaning. The site custodial staff will complete this task.
<b>Restrooms/fountains</b>	Boys restroom h-building one urinal does not work; Drinking fountains by R-110 does not work; Urinal in the boys locker room does not flush; Partition door missing in the girls restroom on H-building. Work order has been submitted and will be completed by Maintenance.

## School Facilities

Built in 1954, Woodworth-Monroe's campus provides an excellent school climate. There are four custodians to maintain the facilities for cleanliness and safety, and a scheduled maintenance program is administered by the Inglewood Unified School District to ensure that all classrooms and facilities are well maintained, providing a suitable learning environment.

During the 2019-20 school year, the secondary campus received a complete renovation. All of the classrooms, office space, multipurpose room and cafeteria were retrofitted with new soundproofing and lighting. This work significantly enhanced the learning environments and experiences for our students.

In addition to the remodel of the secondary campus, brand-new, state-of-the-art classrooms have been constructed for the elementary students. Our students, staff and community proudly occupy these facilities this school year. This year we will have the grand opening of a renovated virtual reality room. We are proud to announce a state-of-the-art Wellness Center on our campus this year. We have a wellness schedule for students to take full advantage of sound mind and body wellness needs.

Four full-time security officers and one campus police officer ensure that the learning environment is orderly, healthy and safe for both students and staff.

## School Safety

A Comprehensive School Safety Plan was adopted by Woodworth-Monroe TK-8 Academy in compliance with Education Code 352941-35294.9. Staff members are issued an emergency plan and are in-serviced on the following:

- Child abuse
- Earthquake and fire drills (The Great Shake-Out)
- Sexual harassment
- Dress code (students have a dress code that is monitored daily)
- School discipline
- Drug prevention

The goals of the plan are:

- Provide a safe teaching and learning environment for all students and staff members on a daily basis. This includes special attention to bullying.
- Safety procedures and practices include traveling to and from school and attending any school-related activities off campus.
- Perform fire, earthquake, lockdown and other emergency drills on a frequent basis to ensure that all students and staff know what to do in emergencies.
- Maintain communication with parents, fire, police and other emergency agencies to ensure their timely presence if the need arises.

Supervision is monitored daily to ensure a safe campus during the regular school day.

The school safety plan was last reviewed, updated and discussed with the school faculty in October 2025.



## Public 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 include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available at a workstation, and the ability to print documents.

## Teacher Preparation and Placement

These tables display the number and percent of teacher authorization/assignment as well as the total number and percent of teaching positions at the school, district and state levels. For questions concerning the assignment of teachers outside their subject area of competence or the credential status of teachers, visit the California Commission on Teacher Credentialing website at <https://www.ctc.ca.gov/>.

### Teacher Preparation and Placement (2021-22 School Year)

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	24.1	87.1%	343.4	82.3%	234,405.2	84.0%
<b>Intern Credential Holders Properly Assigned</b>	0.0	0.0%	3.0	0.7%	4,853.0	1.7%
<b>Teachers Without Credentials and Misassignments ("ineffective" under ESSA)</b>	2.4	8.9%	37.0	8.9%	12,001.5	4.3%
<b>Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)</b>	0.2	1.0%	14.8	3.6%	11,953.1	4.3%
<b>Unknown</b>	0.8	2.9%	18.7	4.5%	15,831.9	5.7%
<b>Total Teaching Positions</b>	27.7	100.0%	417.1	100.0%	279,044.8	100.0%

### Teacher Preparation and Placement (2022-23 School Year)

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	18.9	67.7%	293.2	76.1%	231,142.4	83.2%
<b>Intern Credential Holders Properly Assigned</b>	0.0	0.0%	6.4	1.7%	5,566.4	2.0%
<b>Teachers Without Credentials and Misassignments ("ineffective" under ESSA)</b>	4.0	14.3%	53.3	13.8%	14,938.3	5.4%
<b>Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)</b>	0.0	0.0%	5.1	1.4%	11,746.9	4.2%
<b>Unknown</b>	5.0	18.0%	27.3	7.1%	14,303.8	5.2%
<b>Total Teaching Positions</b>	28.0	100.0%	385.5	100.0%	277,697.8	100.0%

### Teacher Preparation and Placement (2023-24 School Year)

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	17.4	67.4%	273.4	73.20%	230,039.4	82.6%
<b>Intern Credential Holders Properly Assigned</b>	0.0	0.0%	11.8	3.20%	6,213.8	2.2%
<b>Teachers Without Credentials and Misassignments ("ineffective" under ESSA)</b>	6.8	26.4%	64.2	17.20%	16,855.0	6.0%
<b>Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)</b>	0.0	0.0%	2.6	0.70%	12,112.8	4.3%
<b>Unknown</b>	1.6	6.3%	21.3	5.70%	13,705.8	4.9%
<b>Total Teaching Positions</b>	25.9	100.0%	373.6	100.00%	278,927.1	100.0%

Note: The data in these tables 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 to based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

The data source is the California State Assignment Accountability System (CalSAAS) provided by the Commission on Teacher Credentialing. For more information on the definitions listed above, refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

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

This table displays the number of authorization/assignments of teachers with permits and waivers; misassignments; and vacant positions. For questions concerning the permits, waivers, and misassignment of teachers, visit the California Commission on Teacher Credentialing website at <https://www.ctc.ca.gov/>.

Teachers Without Credentials and Misassignments (Three-Year Data)			
Authorization/Assignment	2021-22	2022-23	2023-24
Permits and Waiver	0.0	0.0	1.0
Misassignments	2.4	4.0	5.8
Vacant Positions	0.0	0.0	0.0
<b>Total Teachers Without Credentials and Misassignments</b>	2.4	4.0	6.8



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

This table displays the number of credentialed teachers authorized on a permit or waiver and local assignment options. For more information on the definitions listed above, refer to the California Commission on Teacher Credentialing's Administrator's Assignment Manual at <https://www.ctc.ca.gov/credentials/manuals>.

Credentialed Teachers Assigned Out-of-Field (Three-Year Data)			
Indicator	2021-22	2022-23	2023-24
Credentialed Teachers Authorized on a Permit or Waiver	0.0	0.0	0.0
Local Assignment Options	0.2	0.0	0.0
<b>Total Out-of-Field Teachers</b>	0.2	0.0	0.0

### Class Assignments

This table displays the percentage of misassignments of English learners and teachers with no credential, permit or authorization to teach. Misassignment and vacant teacher position data should be available in the district's personnel office.

Class Assignments (Three-Year Data)			
Indicator	2021-22	2022-23	2023-24
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	5.8%	16.4%	19.4%
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%	0.0%	0.0%

### Academic Counselors and School Support Staff

This table displays information about academic counselors and support staff at the school and their full-time equivalent (FTE).

Ratio of Pupils to Academic Counselors and School Support Staff Data	
2024-25 School Year	
	Ratio
Pupils to Academic counselors	817:1
<b>Support Staff</b>	<b>FTE</b>
Counselor (academic, social/behavioral or career development)	2.0
Library media teacher (librarian)	0.0
Library media services staff (paraprofessional)	0.0
Psychologist	1.0
Social worker	1.0
Nurse	0.0
Speech/language/hearing specialist	0.0
Resource specialist (nonteaching)	2.0

The data source is the California State Assignment Accountability System (CalSAAS) provided by the Commission on Teacher Credentialing. For more information on the definitions listed above, refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

## Financial Data

The financial data displayed in this SARC is from the 2022-23 fiscal year. The most current fiscal information available provided by the state is always two years behind the current school year and one year behind most other data included in this report. For detailed information on school expenditures for all districts in California, see the California Department of Education (CDE) Current Expense of Education & Per-pupil Spending web page at [www.cde.ca.gov/ds/fd/ec](http://www.cde.ca.gov/ds/fd/ec). For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits web page at [www.cde.ca.gov/ds/fd/cs](http://www.cde.ca.gov/ds/fd/cs). To look up expenditures and salaries for a specific school district, see the Ed-Data website at [www.ed-data.org](http://www.ed-data.org).

## District Financial Data

This table displays district teacher and administrative salary information and compares the figures to the state averages for districts of the same type and size based on the salary schedule. Note: The district salary data does not include benefits.

### Salary Data (2023-24 Fiscal Year)

	Inglewood USD	Similar Sized District
<b>Beginning teacher salary</b>	\$44,687	\$62,145
<b>Midrange teacher salary</b>	\$71,242	\$97,088
<b>Highest teacher salary</b>	\$89,269	\$120,435
<b>Average elementary school principal salary</b>	\$130,727	\$151,342
<b>Average middle school principal salary</b>	\$127,113	\$159,513
<b>Average high school principal salary</b>	\$154,003	\$177,260
<b>Superintendent salary</b>	\$300,000	\$294,804
<b>Teacher salaries: percentage of budget</b>	16.84%	29.95%
<b>Administrative salaries: percentage of budget</b>	4.64%	5.40%

## Financial Data Comparison

This table displays the school's per-pupil expenditures from unrestricted sources and the school's average teacher salary and compares it to the district and state data.

### Financial Data Comparison (2023-24 Fiscal Year)

	Expenditures Per Pupil From Unrestricted Sources	Annual Average Teacher Salary
<b>Woodworth-Monroe</b>	\$2,239	\$77,311
<b>Inglewood USD</b>	\$4,332	\$79,280
<b>California</b>	\$11,146	\$100,065
<b>School and district: percentage difference</b>	-48.3%	-2.5%
<b>School and California: percentage difference</b>	-79.9%	-22.7%

Data for this year's SARC was provided by the California Department of Education and school and district offices. For additional information on California schools and districts and comparisons of the school to the district, the county and the state, please visit DataQuest at <http://dq.cde.ca.gov/dataquest>. DataQuest is an online resource 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). Per Education Code Section 35256, each school district shall make hard copies of its annually updated report card available, upon request, on or before February 1.

All data accurate as of December 2025.

## Types of Services Funded

- After School Education and Safety (ASES)
- Primetime and School4Kids
- Special Education Services (Resource Specialist Program [RSP] and Special Day Class [SDC])
- English Language Development (ELD)
- Accelerated Learning Teacher
- Program aides
- Title I

## School Financial Data

The following table displays the school's average teacher salary and a breakdown of the school's expenditures per pupil from unrestricted and restricted sources.

### School Financial Data

#### 2023-24 Fiscal Year

<b>Total expenditures per pupil</b>	\$2,355
<b>Expenditures per pupil from restricted sources</b>	\$116
<b>Expenditures per pupil from unrestricted sources</b>	\$2,239
<b>Annual average teacher salary</b>	\$77,311

## Expenditures Per Pupil

Supplemental/restricted expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted. Basic/unrestricted expenditures are from money whose use, except for general guidelines, is not controlled by law or by a donor.

### School Accountability Report Card

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