

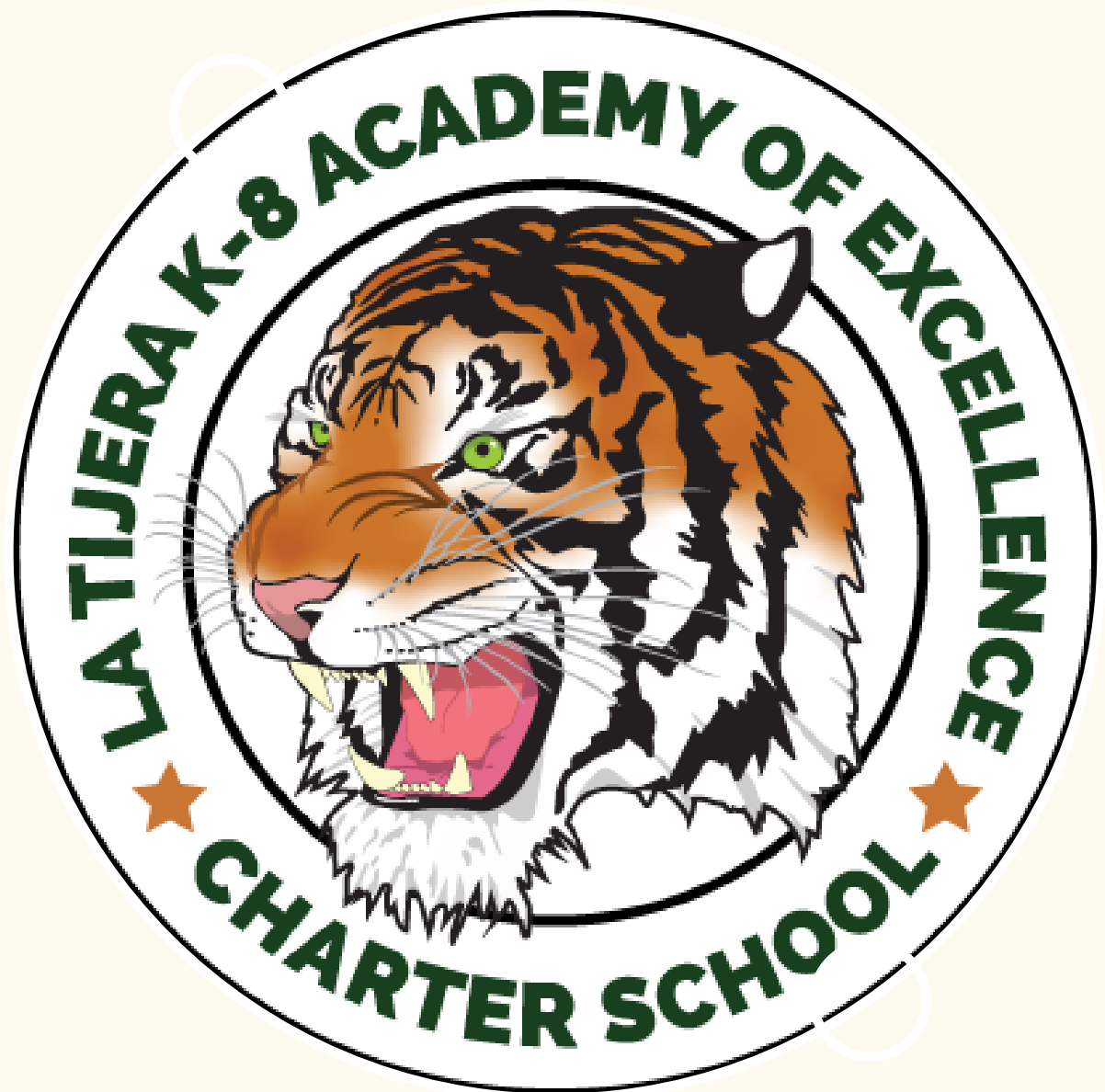
La Tijera Academy of Excellence TK-8 School

1415 North La Tijera Boulevard Inglewood, CA 90302 ▪ latijera.inglewoodusd.com

Robbie Tate, Principal ▪ robbie.tate@inglewoodusd.com ▪ (310) 680-5260

Grades TK-8 ▪ CDS Code 19-64634-6014518

ROAR: Respectful, Orderly, Attentive & Responsible



Inglewood Unified School District

401 South Inglewood Avenue Inglewood, CA 90301 ▪ inglewoodusd.com

James Morris, Ed.D., County Administrator ▪ james.morris@inglewoodusd.com ▪ (310) 419-2700

La Tijera Academy has a strong focus on school leadership. Each year students are elected to join the Student Council and Student Advisory. These committees allow for students to partake in leadership decisions. These decisions allow the school to run in a democratic fashion as well as promote a positive climate and culture for everyone.

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.

Principal's Message

La Tijera TK-8 Academy of Excellence TK-8 School is dedicated to building a safe, compassionate community of lifelong learners who are inspired to become respectful, responsible, cooperative, innovative and productive citizens. We envision a structured 21st century community of learners who are caring and respectful, hardworking and responsible, collaborative and cooperative, and actively participating in their education.

Our school and district share a common focus for the quality education we provide for every student and will be continuing our work with the Common Core State Standards as the framework for this focus. La Tijera has high expectations for all students and will provide quality instruction while assisting every student in reaching his or her full potential.

In order to assist our staff and support our students' growth, La Tijera has both a full-time accelerated learning teacher and technology coordinator on staff. Under the leadership of the principal, the accelerated learning teacher compiles and interprets student data for use in providing individualized and group instruction. La Tijera's instructional coach is charged with providing professional development and resources to our teaching staff for the implementation of best instructional practices.

As a result of our staff's focused collaboration and student's hard work, our site has one of the highest proficiency averages for grades 3-8 in English for the entire district. In addition, our site has bucked both state and national trends by posting significant growth in learning for two consecutive years during and after distance learning mandated by COVID-19.

La Tijera offers many opportunities for the whole child. We have very successful programs for both boys' and girls' basketball and volleyball, cheer and football. Our school has multiple productions throughout the year, including a Holiday Performance, the Hispanic Heritage and Black History Month performances and an annual school play. As of 2024, we have two wellness centers on our campus to support students and staff with social emotional wellness.

La Tijera students participate in character-building clubs, such as Student Council, Ladies of Majesty, Peer Mediation, Male mentorship and La Tijera's Junior Honor Society.

Addressing the whole student has helped La Tijera become a successful and important member of the community. At La Tijera TK-8 Academy, we are proud to offer inquiry-based learning, Advancement Via Individual Determination (AVID) and a multitude of ways to stay involved in school and community. Through student-led groups and meaningful community service, our students will have the opportunities to apply their classroom learning to authentic settings. There are many ways for students, parents and the community to get involved on campus, and we welcome partnerships with businesses and local groups that want to support our students in their projects, field trips and learning opportunities.

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.

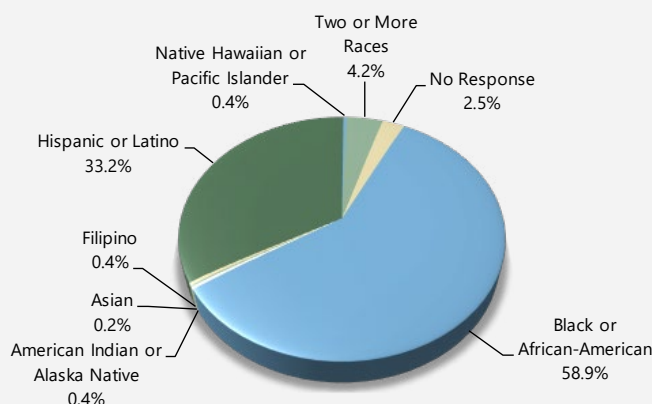
Vision Statement

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

Enrollment by Student Group

The total enrollment at the school was 552 students for the 2024-25 school year. The pie chart displays the percentage of students enrolled in each group.

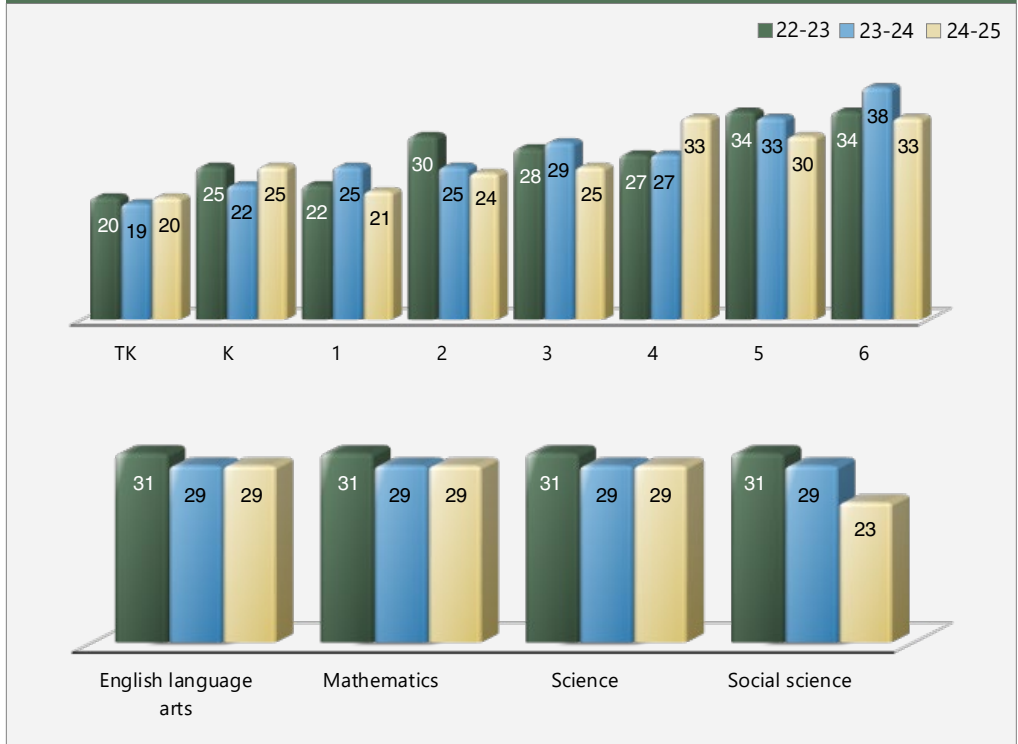
Demographics (2024-25 School Year)



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)



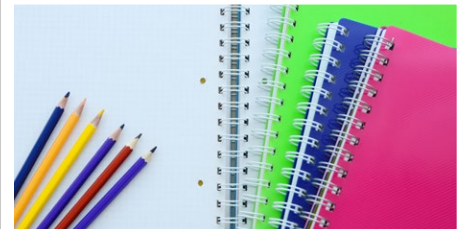
Number of Classrooms by Size (Three-Year Data)

Grade	2022-23			2023-24			2024-25		
	Number of Students								
	1-20	21-32	33+	1-20	21-32	33+	1-20	21-32	33+
TK	1			1			1		
K		2			2			2	
1		2			2			2	
2		2			2			2	
3		2			2			2	
4		2			2			2	
5		2				2			2
6		2				2			2

Subject	Number of Students								
	2022-23			2023-24			2024-25		
	1-22	23-32	33+	1-22	23-32	33+	1-22	21-32	33+
English language arts		3	2	1	1	3	1	3	1
Mathematics		3	2	1	1	3		3	2
Science		4	1	1	1	3	1	3	1
Social science		3	2	1	1	3	3	1	1

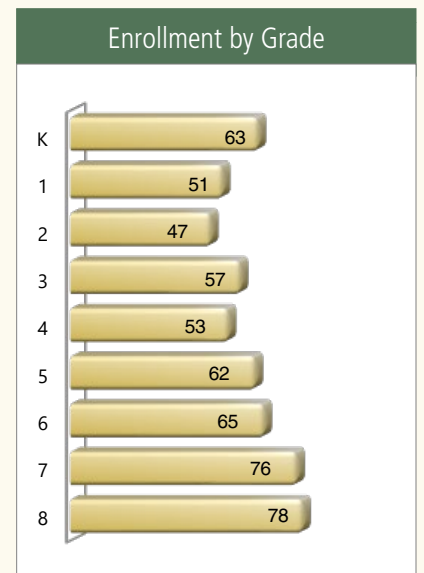
Enrollment by Student Group

Demographics	
2024-25 School Year	
Female	50.20%
Male	49.80%
Non-Binary	0.00%
English Learners	9.20%
Foster Youth	0.90%
Homeless	3.10%
Migrant	0.00%
Socioeconomically Disadvantaged	93.10%
Students with Disabilities	11.40%



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)									
	La Tijera			Inglewood USD			California		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Suspension rates	2.80%	10.60%	6.90%	3.00%	3.10%	4.10%	3.60%	3.30%	2.90%
Expulsion rates	0.00%	0.00%	0.20%	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
All Students	6.90%	0.20%
Female	6.20%	0.00%
Male	7.60%	0.30%
Non-Binary	0.00%	0.00%
American Indian or Alaska Native	0.00%	0.00%
Asian	0.00%	0.00%
Black or African American	9.90%	0.30%
Filipino	0.00%	0.00%
Hispanic or Latino	3.00%	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	2.90%	0.00%
Foster Youth	0.00%	0.00%
Homeless	7.70%	0.00%
Socioeconomically Disadvantaged	6.80%	0.20%
Students Receiving Migrant Education Services	0.00%	0.00%
Students with Disabilities	6.40%	0.00%

Professional Development

Teachers participated in school-site classroom walk-throughs in order to collect data and discuss best practices to use in their classrooms to help their students learn. The teachers use data to inform their curriculum planning and instruction.

We hold a regular staff meeting every Tuesday from 1:30 p.m. to 3:30 p.m. in which teachers are involved in professional development, grade-level and subject-content meetings. We also encourage teachers to attend outside professional development and conferences.

During the year, we provided staff with opportunities to attend conferences and workshops related to professional learning communities, improving math achievement, Multi-tiered System of Support and Positive Behavioral Interventions and Supports (PBIS). During the summer and throughout the year teachers attend AVID training which they implement in all TK-8 classrooms.

During every professional development meeting, AVID-trained teachers present AVID strategies to staff. Every professional development takes place in a different teacher's classroom. Visiting different classrooms allows teachers to see different classroom environments and share ideas.

Professional Development Days	
Number of school days dedicated to staff development and continuous improvement	
2023-24	2
2024-25	2
2025-26	3

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.

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.

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	95.40%	100.00%	100.00%	100.00%	100.00%
7	91.50%	93.00%	94.40%	93.00%	93.00%

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	610	594	185	31.10%
Female	308	299	100	33.40%
Male	302	295	85	28.80%
Non-Binary	❖	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖	❖
Asian	❖	❖	❖	❖
Black or African American	362	350	118	33.70%
Filipino	❖	❖	❖	❖
Hispanic or Latino	198	197	55	27.90%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖
Two or More Races	24	23	5	21.70%
White	❖	❖	❖	❖
English Learners	69	66	17	25.80%
Foster Youth	❖	❖	❖	❖
Homeless	26	23	11	47.80%
Socioeconomically Disadvantaged	577	563	179	31.80%
Students Receiving Migrant Education Services	❖	❖	❖	❖
Students with Disabilities	78	77	35	45.50%

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

Types of Services Funded

Special education services (special day class and [SDC], Resource Specialist Program [RSP], occupational and physical therapy [OT PT], Adapted Physical Education [APE], speech-language pathologist [SLP], on-site counseling), Gifted and Talented Education (GATE), intervention classes, tutoring, Title I, Limited English Proficient (LEP) and computer classes. This school year we have our MOD/Severe, math intervention, Math enrichment and Leadership.

Parental Involvement

We have many ways for parents to participate in the life of our school, and we depend on parents to keep our programs running smoothly. Parents may join our School Site Council (SSC), which works with administration and staff to help make financial decisions. Parents of English learners are a part of the English Learner Advisory Committee (ELAC). Parent volunteers help with special projects in the classroom and chaperone field trips. We ask all parents to attend and participate in all school activities such as Career Day, Read Across America, back-to-school night in the fall, student of the month and honor roll assemblies, open house in the spring and parent-teacher conferences in November as well as High School articulation activities.

For more information on how to become involved at the school, please contact the school office at (310) 680-5260.

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:

- 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 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	La Tijera		Inglewood USD		California	
	23-24	24-25	23-24	24-25	23-24	24-25
Science	22.58%	24.14%	8.88%	13.11%	30.73%	32.33%

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 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	La Tijera		Inglewood USD		California	
	23-24	24-25	23-24	24-25	23-24	24-25
English language arts/literacy	43%	54%	35%	39%	46%	48%
Mathematics	17%	28%	21%	24%	34%	37%

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
All students	150	147	98.00%	2.00%	24.14%
Female	77	76	98.70%	1.30%	14.47%
Male	73	71	97.26%	2.74%	33.80%
American Indian or Alaska Native	❖	❖	❖	❖	❖
Asian	❖	❖	❖	❖	❖
Black or African American	102	101	99.02%	0.98%	24.75%
Filipino	❖	❖	❖	❖	❖
Hispanic or Latino	41	39	95.12%	4.88%	17.95%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖	❖
Two or More Races	❖	❖	❖	❖	❖
White	❖	❖	❖	❖	❖
English Learners	11	10	90.91%	9.09%	❖
Foster Youth	❖	❖	❖	❖	❖
Homeless	❖	❖	❖	❖	❖
Military	❖	❖	❖	❖	❖
Socioeconomically Disadvantaged	99	98	98.99%	1.01%	21.43%
Students Receiving Migrant Education services	❖	❖	❖	❖	❖
Students with Disabilities	18	16	88.89%	11.11%	12.50%

❖ 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
All students	393	387	98.47%	1.53%	54.15%
Female	204	200	98.04%	1.96%	55.00%
Male	189	187	98.94%	1.06%	53.23%
American Indian or Alaska Native	❖	❖	❖	❖	❖
Asian	❖	❖	❖	❖	❖
Black or African American	241	238	98.76%	1.24%	54.01%
Filipino	❖	❖	❖	❖	❖
Hispanic or Latino	126	123	97.62%	2.38%	54.47%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖	❖
Two or More Races	20	20	100.00%	0.00%	50.00%
White	❖	❖	❖	❖	❖
English Learners	35	35	100.00%	0.00%	17.14%
Foster Youth	❖	❖	❖	❖	❖
Homeless	13	13	100.00%	0.00%	15.38%
Military	❖	❖	❖	❖	❖
Socioeconomically Disadvantaged	236	232	98.31%	1.69%	53.45%
Students Receiving Migrant Education services	❖	❖	❖	❖	❖
Students with Disabilities	54	51	94.44%	5.56%	17.65%

❖ 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	393	387	98.47%	1.53%	27.65%
Female	204	200	98.04%	1.96%	25.00%
Male	189	187	98.94%	1.06%	30.48%
American Indian or Alaska Native	❖	❖	❖	❖	❖
Asian	❖	❖	❖	❖	❖
Black or African American	241	238	98.76%	1.24%	27.31%
Filipino	❖	❖	❖	❖	❖
Hispanic or Latino	126	123	97.62%	2.38%	26.83%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖	❖
Two or More Races	20	20	100.00%	0.00%	40.00%
White	❖	❖	❖	❖	❖
English Learners	35	35	100.00%	0.00%	14.29%
Foster Youth	❖	❖	❖	❖	❖
Homeless	13	13	100.00%	0.00%	30.77%
Military	❖	❖	❖	❖	❖
Socioeconomically Disadvantaged	236	232	98.31%	1.69%	24.57%
Students Receiving Migrant Education services	❖	❖	❖	❖	❖
Students with Disabilities	54	51	94.44%	5.56%	19.61%

❖ 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

◇ Not applicable.

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	◇
Foreign language	◇
Health	◇

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

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
Systems: Gas leaks, sewer, mechanical systems (heating, ventilation and HVAC)	Good
Interior: Interior surfaces (floors, ceilings, walls and window casings)	Good
Cleanliness: Pest/vermin control, overall cleanliness	Good
Electrical: Electrical systems	Good
Restrooms/fountains: Restrooms, sinks and drinking fountains	Good
Safety: Fire safety, emergency systems, hazardous materials	Good
Structural: Structural condition, roofs	Good
External: Windows/doors/gates/fences, playgrounds/school grounds	Good
Overall summary of facility conditions	Good
Date of the most recent FIT report	10/14/2025

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
Interior	Broken drawer to file cabinet in room C-107. Work order has been submitted and will be completed by Maintenance.
Electrical	Light out in room 3. Work order has been submitted and will be completed by Maintenance.
Restrooms/fountains	Broken toilet paper dispenser in staff restroom on 2nd floor. Work order has been submitted and will be completed by Maintenance.

School Facilities

La Tijera Elementary School was constructed in 1949 on what was once a working cattle ranch. It became a K-8 school in 1981. The original campus was demolished in 2005 to make way for the brand-new, state-of-the-art school funded under the guidelines of the City of Inglewood Measure K initiative. La Tijera TK-8 Academy of Excellence Charter School opened its doors in January 2012 to a little more than 300 students. Today, we have over 612 students.

The new campus featured state-of-the-art technology throughout, and a surveillance system to help monitor student safety. Our school has 31 classrooms, one computer lab and a school library. The playground has basketball courts, four square and tetherball, and a field for soccer and football. Our gymnasium is used daily for a number of purposes, including physical education and a basketball and a volleyball league. Students also participate in the cheer team, drama, football and student civic clubs.

As of the 2024-25 school year, our Wellness Center is open for all La Tijera students and staff. In support of our college and career readiness culture, we have added AVID artwork to our facility. For example, we have several college logos on our pillars and our PBIS expectations posted in the lunch area. We also have a new welcome mural at our student entrance gate.

Continued on sidebar

School Facilities

Continued from left

La Tijera has three school resource officers who patrol the campus throughout the day to ensure student safety and accountability of all visitors. We also have lunch-recess activity coaches that engage our students in structured, active play during recess.

The campus is equipped with 32 hard-wired-to-the-internet classrooms, ceiling-mounted wireless modems and a 90-inch interactive whiteboard. Our campus also has four fully functioning science laboratories, a state-of-the-art Media Center with 32 student-use multimedia desktop computers, nine COWs (computers on wheels and iPad carts), a state-of-the-art gymnasium with a built-in electronic scoreboard, a stage with lighting, an outside amphitheater, basketball courts and a large grass field for outdoor sports and activities.

The district participates in the State School Deferred Maintenance Program, which provides state matching funds on a dollar-for-dollar basis to assist school districts with expenditures for major repair or replacement of existing school building components. Typically, this includes roofing, plumbing, heating, air-conditioning, electrical systems, interior or exterior painting, and floor systems. This represents zero percent of the district’s general fund budget.

School Safety

Security and staff monitor the school before, during and after school hours. Teachers regularly review the rules for safe, responsible behavior in school and on the playground. We have a closed campus that is fully fenced in. Visitors must be allowed into the main office (electronically) to sign in. They receive a badge to wear throughout their stay.

We revise our school safety plan annually. The plan includes procedures for natural catastrophes, emergencies and exit routes. The plan also includes inventories of emergency supplies and is available in the office for all stakeholders to review. The plan is shared with all staff during a schoolwide meeting. We hold fire drills monthly and earthquake drills quarterly. The school safety plan was last reviewed, updated and discussed with the school faculty in January 2026.

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
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	26.6	88.3%	343.4	82.3%	234,405.2	84.0%
Intern Credential Holders Properly Assigned	0.0	0.0%	3.0	0.7%	4,853.0	1.7%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	1.8	6.0%	37.0	8.9%	12,001.5	4.3%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.7	2.4%	14.8	3.6%	11,953.1	4.3%
Unknown	1.0	3.4%	18.7	4.5%	15,831.9	5.7%
Total Teaching Positions	30.2	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
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	22.1	80.9%	293.2	76.1%	231,142.4	83.2%
Intern Credential Holders Properly Assigned	1.0	3.7%	6.4	1.7%	5,566.4	2.0%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	3.5	13.0%	53.3	13.8%	14,938.3	5.4%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.0	0.0%	5.1	1.4%	11,746.9	4.2%
Unknown	0.6	2.4%	27.3	7.1%	14,303.8	5.2%
Total Teaching Positions	27.3	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
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	20.9	91.2%	273.4	73.2%	230,039.4	82.6%
Intern Credential Holders Properly Assigned	1.0	4.4%	11.8	3.2%	6,213.8	2.2%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.5	2.2%	64.2	17.2%	16,855.0	6.0%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.0	0.0%	2.6	0.7%	12,112.8	4.3%
Unknown	0.5	2.3%	21.3	5.7%	13,705.8	4.9%
Total Teaching Positions	22.9	100.0%	373.6	100.0%	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	0.0
Misassignments	0.8	2.5	0.5
Vacant Positions	1.0	1.0	0.0
Total Teachers Without Credentials and Misassignments	1.8	3.5	0.5



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	0.7	0.0	0.0
Total Out-of-Field Teachers	0.7	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)	4.6%	7.1%	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%	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	550:1
Support Staff	FTE
Counselor (academic, social/behavioral or career development)	1.0
Library media teacher (librarian)	0.0
Library media services staff (paraprofessional)	0.0
Psychologist	1.0
Social worker	0.0
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. For information on teacher salaries for all districts in California, see the CDE Certified Salaries & Benefits web page at 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.

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
Beginning teacher salary	\$44,687	\$62,145
Midrange teacher salary	\$71,242	\$97,088
Highest teacher salary	\$89,269	\$120,435
Average elementary school principal salary	\$130,727	\$151,342
Average middle school principal salary	\$127,113	\$159,513
Average high school principal salary	\$154,003	\$177,260
Superintendent salary	\$300,000	\$294,804
Teacher salaries: percentage of budget	16.84%	29.95%
Administrative salaries: percentage of budget	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
La Tijera	\$4,616	\$83,464
Inglewood USD	\$4,332	\$79,280
California	\$11,146	\$100,065
School and district: percentage difference	+6.6%	+5.3%
School and California: percentage difference	-58.6%	-16.6%

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.

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	
Total expenditures per pupil	\$5,312
Expenditures per pupil from restricted sources	\$697
Expenditures per pupil from unrestricted sources	\$4,616
Annual average teacher salary	\$83,464



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.