

Iovine and Young Center Inglewood

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Inglewood Unified School District

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Principal's Message

Welcome to the Irvine and Young Center (IYC) Inglewood!

As the founding principal of IYC, I am thrilled to introduce you to a revolutionary approach to high school education. Opening our doors in fall 2025, IYC represents a bold reimagining of what high school can be—a place where innovation meets opportunity, where creativity drives learning, and where entrepreneurial thinking shapes tomorrow's leaders.

At IYC, we are not just another high school. We are a dynamic learning community designed to empower students through an innovative curriculum that integrates design, technology, business, and digital communications. Our unique partnership with the Irvine and Young Academy at the University of Southern California brings a proven educational model directly to the heart of Inglewood, offering our students unprecedented access to state-of-the-art technology, industry experts, and real-world learning experiences.

Our inaugural ninth-grade class will pioneer a transformative educational journey through our "house" system, where students build community across interests while engaging in exciting courses like Innovator's Forum, Rapid Visualization, and Case Studies in Innovation. This integrated approach ensures that every student develops not only strong academic foundations but also the essential 21st-century skills needed for success in college and future careers.

We believe that every student has the potential to be a thought leader and social entrepreneur. Through our hands-on, project-based learning environment, students will tackle real-world challenges, collaborate with industry partners, and develop solutions that make a positive impact on their community and beyond.

As we prepare to welcome our first class of innovators and entrepreneurs, I invite you to join us in this exciting educational revolution. Together, we will nurture the next generation of creative problem-solvers and change-makers who will shape our future.

Parental Involvement

Parents at our school have the opportunity to participate in the School Site Council (SSC), providing valuable input on school improvement plans, programs, and budget decisions. The school actively engages parents through surveys, meetings, and virtual forums. Key information about events, meetings, and opportunities is communicated via ParentSquare, text messages, emails, phone calls, and flyers distributed during student drop-off, ensuring parents are well-informed and able to contribute to the school community. For more information on how to become involved, please contact the school at (310) 680-5280.

School Safety

The Comprehensive School Safety Plan outlines our school's commitment to maintaining a safe, secure, and supportive learning environment for all students, staff, and visitors. The plan integrates physical security measures, emergency preparedness protocols, crisis intervention strategies, and disciplinary policies to create a comprehensive approach to school safety. The school safety plan was last reviewed, updated and discussed with school faculty and staff in January 2026.

Professional Development

Staff development focuses on several interconnected areas that work together to transform classroom instruction. Challenge-based learning serves as a foundational focus, with teachers learning to understand the important distinctions between problem-based, project-based, and challenge-based learning approaches. This foundation supports work in unit design and planning, where educators learn to create cohesive units with effective driving questions, standards alignment, weekly plans, and comprehensive assessment strategies.

A significant emphasis is placed on student autonomy and engagement, specifically on designing learning experiences that incorporate student interests in ways that meaningfully increase both engagement and ownership of learning. Teachers are also learning to integrate entrepreneurship concepts into the classroom through design thinking methodologies, pitch presentations, and structured classroom organization that includes students taking on company roles such as Chief Executive Officer (CEO), Chief Financial Officer (CFO), and Chief Operating Officer (COO).

Finally, the professional development addresses professionalizing experiences, which involves connecting students with industry partners through various experiential learning opportunities including field experiences, job shadowing, internships, and prototype pitches. These focus areas were strategically selected to support the school's transition toward more authentic, student-centered learning that effectively connects classroom work to real-world applications while preparing students for both college and career success.

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.

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.

Professional Development Days (Three-Year Data)

	2025-26
Number of school days dedicated to staff development and continuous improvement	18

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).

Suspensions and Expulsions

This table shows the school, district, and state suspension and expulsion rates for the most recent three-year period. Note: Students are only counted one time, regardless of the number of suspensions.

Suspension and Expulsion Rates

Inglewood USD			
	22-23	23-24	24-25
Suspension rates	3.00%	3.10%	4.10%
Expulsion rates	0.00%	0.00%	0.00%
California			
	22-23	23-24	24-25
Suspension rates	3.60%	3.30%	2.90%
Expulsion rates	0.10%	0.10%	0.10%

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	Inglewood USD		California	
	23-24	24-25	23-24	24-25
Science	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	Inglewood USD		California	
	23-24	24-25	23-24	24-25
English language arts/literacy	35%	39%	46%	48%
Mathematics	21%	24%	34%	37%

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	StudySync Core ELA (9-12)	2024
Mathematics	California Algebra 1, Houghton Mifflin	2015
Mathematics	California Geometry, Houghton Mifflin	2015
Mathematics	California Algebra 2, Houghton Mifflin	2015
Mathematics	AP Calculus: Graphing, Numerical, Algebraic; Demana	2019
Science	California Inspire Anatomy/Physiology	2021
Science	California Inspire AP Biology	2021
Science	California Inspire Earth Science	2007
Science	California Inspire Biology	2021
Science	California Inspire Chemistry	2021
Science	California Inspire Physics	2021
History/social science	California Impact: World History, Culture, & Geography: The Modern World (10)	2019
History/social science	California Impact: United States History and Geography: Continuity and Change (11)	2019
History/social science	California Impact: Principles of Economics & Principles of American Democracy (12)	2019
History/social science	AP American History: Connecting with the Past, Brinkley	2019
History/social science	AP American Democracy, Harrison	2019
History/social science	AP Economics, McConnell	2019
Foreign language	Realidades A, B, 1-3	2023
Foreign language	Mandarin: Go Far with Chinese 1 & 2	2023
Foreign Language	Japanese: GenKi, 3rd Edition	2023
ELD	ELD, StudySync (9-12)	2024
ELD (Newcomer/LTEL)	iLitELL, SAVVAS Learning Company (6-12)	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%
Science laboratory equipment	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

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	Fair
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	10/28/2025

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	Sink inside classroom N-114 does not work. Work order has been submitted and will be completed by Maintenance.
Cleanliness	Staff restrooms in the main office, girls gym, girls restrooms N-114 and drinking fountain near N-114 need cleaning. Custodial staff on site will complete this task.
Restrooms/fountains	Missing urinal in boys restroom by room N-207; Drinking fountain by N-107 not working. Work order has been submitted and will be completed by Maintenance.

Graduation and Dropout Rates

This table displays the graduation and dropout rates for the most recent three-year period for which data is available. The four-year adjusted cohort graduation rate is the number of students who graduate in four years with a regular high school diploma divided by the number of students who form the adjusted cohort for the graduating class. From the beginning of grade 9 (or the earliest high school grade), students who are entering that grade for the first time form a cohort that is "adjusted" by adding any students who subsequently transfer into the cohort and subtracting any students who subsequently transfer out.

Graduation and Dropout Rates (Three-Year Data)

	Graduation Rate			Dropout Rate		
	22-23	23-24	24-25	22-23	23-24	24-25
Inglewood USD	86.00%	87.20%	90.30%	10.90%	9.80%	8.30%
California	86.20%	86.40%	87.50%	8.20%	8.90%	8.00%

School Facilities

Irvine & Young Center, Inglewood is a shared facility campus. IYC classrooms are located in the East building.

The school principal and assistant principal are visible and accessible throughout the day. There are two safety attendants that are responsible for monitoring ingress and egress of students, staff and families.

The custodial crew ensures that campus is cleaned throughout the day; bathrooms are stocked and cleaned throughout the day. When school repairs are needed, immediate work orders are submitted through the district's maintenance portal (School Dude).

More facts about the condition of our school buildings are available in an online supplement to this report called for by the Williams case legislation of 2004. What you will find is an assessment of more than a dozen aspects of our buildings: their structural integrity, electrical systems, heating and ventilation systems, and more. The important purpose of this assessment is to determine if our buildings and grounds are safe and in good repair. If anything needs repair, this assessment identifies it and targets a date by which we commit to making those repairs.

The guidelines for this assessment were written by the Office of Public School Construction (OPSC) and were brought about by the Williams case legislation. You may look at the six-page Facilities Inspection Tool used for the assessment on the website of the OPSC.

For the 2025-26 school year, only one gate is being utilized for ingress and egress for students. The purpose of this district change is to ensure the continued safety of all students and staff by limiting access to the school. School personnel are on duty and are able to monitor more easily those persons entering or leaving the campus.

A new media hub will be opened during the 2025-26 school year. Students will be able to utilize the Study Parlor for study sessions, the podcast room for Accelerated Radio programming, and the general media hub for classroom visits or presentations.



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)	⌘	⌘	343.4	82.3%	234,405.2	84.0%
Intern Credential Holders Properly Assigned	⌘	⌘	3.0	0.7%	4,853.0	1.7%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	⌘	⌘	37.0	8.9%	12,001.5	4.3%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	⌘	⌘	14.8	3.6%	11,953.1	4.3%
Unknown	⌘	⌘	18.7	4.5%	15,831.9	5.7%
Total Teaching Positions	⌘	⌘	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)	⌘	⌘	293.2	76.1%	231,142.4	83.2%
Intern Credential Holders Properly Assigned	⌘	⌘	6.4	1.7%	5,566.4	2.0%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	⌘	⌘	53.3	13.8%	14,938.3	5.4%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	⌘	⌘	5.1	1.4%	11,746.9	4.2%
Unknown	⌘	⌘	27.3	7.1%	14,303.8	5.2%
Total Teaching Positions	⌘	⌘	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)	⌘	⌘	273.4	73.2%	230,039.4	82.6%
Intern Credential Holders Properly Assigned	⌘	⌘	11.8	3.2%	6,213.8	2.2%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	⌘	⌘	64.2	17.2%	16,855.0	6.0%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	⌘	⌘	2.6	0.7%	12,112.8	4.3%
Unknown	⌘	⌘	21.3	5.7%	13,705.8	4.9%
Total Teaching Positions	⌘	⌘	373.6	100.0%	278,927.1	100.0%

⬠ The school first opened in the 2025-26 school year. Therefore no data is available.

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>.

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 Certificated 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
IYC	⌘	⌘
Inglewood USD	\$4,332	\$79,280
California	\$11,146	\$100,065
School and district: percentage difference	⌘	⌘
School and California: percentage difference	⌘	⌘

⬠ The school first opened in the 2025-26 school year. Therefore no data is available.

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.

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	⌘
Expenditures per pupil from restricted sources	⌘
Expenditures per pupil from unrestricted sources	⌘
Annual average teacher salary	⌘

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.

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 Accountability Report Card

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