

Inglewood High School

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Grades 9-12 ▪ CDS Code 19-64634-1934231

Go Be Great!



Inglewood Unified School District

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Principal's Message

Greetings from Inglewood High School. The mission of Inglewood High School is to ensure that all students are taught rigorous, standards-based curriculum supported by highly qualified staff in an exemplary educational system characterized by high student achievement, social development, safe schools, and effective partnerships with all segments of the community.

The vision of Inglewood High School is to provide a learning environment that empowers all students to acquire the academic and social skills needed to become productive citizens and lifelong learners in a global economy.

The Inglewood High School community is a caring and nurturing learning environment. At Inglewood High, students have the opportunity to participate in a diverse curriculum that challenges all students to excel at the highest level. Inglewood High offers courses across a comprehensive academic range, including our Advanced Placement courses, Honor courses, College Dual Enrollment courses and Career Technical Education pathways, with each taught in preparing our students for post-secondary education. Students have the opportunity to complete their high school diploma program and complete college credits at the same time to meet college and career readiness criteria.

IUSD Local Control and Accountability Plan (LCAP) with a focus on qualified staffing, college and career ready for all students, English learners making adequate progress in attaining English proficiency, and a safe and welcome learning environment.

The Inglewood High School Single Plan for Student Achievement (SPSA).

Our school culture provides all students with strong academic growth and social development, striving to be productive citizens. Inglewood High School has on staff an instructional coach, an intervention teacher, a resource specialist and a community liaison to assist and support teachers, students and parents academically and socially. Inglewood High School has athletics and activities for all students. There is an instrumental music program, including a marching band and an orchestra which has played in national parades. We have an Academic Decathlon Team. Students have the opportunity to attend college visitations, workshops facilitated by college representatives on campus and much more via our College and Career Center.

Inglewood High School is committed to involving all stakeholders. Parents regularly collaborate with teachers, counselors and administrators to address student success. Our home-school connection allows us to communicate student academic progress throughout the year. Parent input is valued at Inglewood High School.

Parental Involvement

Inglewood High School is committed to developing a stronger relationship with our parents. Our doors are open to meet with parents to discuss their child's academic or student life progress. We have parent volunteers throughout the school year. Parents routinely visit classrooms and work with teachers, counselors and administration. There are volunteer opportunities with the School Site Council, English Learner Advisory Committee (ELAC), PTA, Athletics Booster, in the classrooms, on field trips, as a chaperone at dances and prom, athletic games, and in the college and career center. Inglewood High School has an active Parent Center open to all parents throughout the day.

We host parent workshops about current teenage issues, supporting high academic achievement, costs of college and applying for financial aid.

Parents are encouraged to follow their student's academic progress using the Aeries Gradebook parent portal. A community liaison is on site and available to assist at all times during the day.

For more information on how to become involved, please contact the school office at (310) 680-5200. We have a community liaison on campus to support parents with individual needs.

School Safety

The Inglewood High School staff updates our safety plan annually and updates the emergency equipment inventory as well. Our safety plan is reviewed and approved by our School Site Council yearly. A copy of our Safe School Plan is on file with the school police department, the city fire department and the district office. We perform fire, earthquake and emergency drills twice a year. We are a closed campus during the day. Visitors must enter through the main door of the school and sign in at the main office. They are then given assistance by the front office staff. During the school day, an administrator, counselor or support staff must escort visitors on campus at all times. There is a classroom visitation policy in place.

We have a student dress-code policy, cell phone policy, and a schoolwide discipline policy that provides our students and staff with a safe campus. We have four campus supervisors on staff and one school police officer.

The school is connected to the parents through a telephone system, which allows the school to contact parents immediately in cases of emergencies and for general school announcements and updates of activities.

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

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.

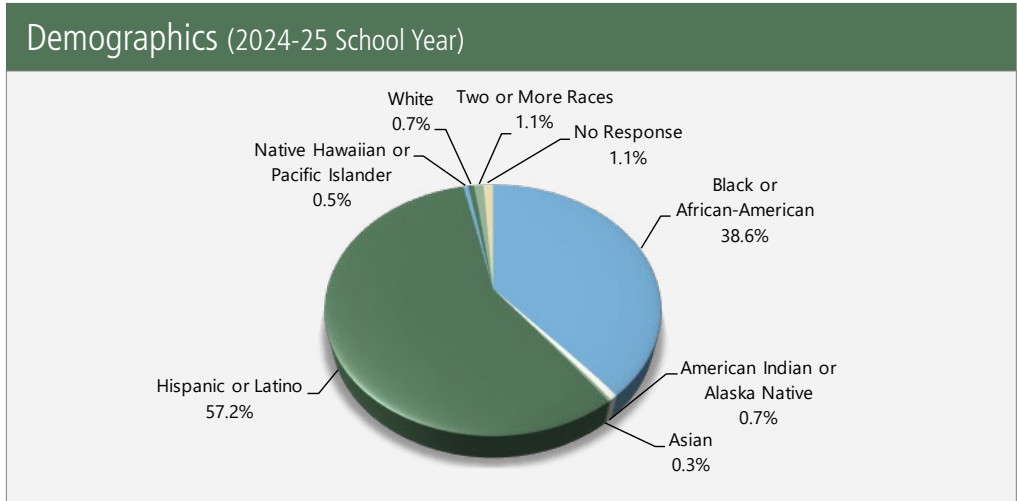
Vision Statement

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



Enrollment by Student Group

The total enrollment at the school was 757 students for the 2024-25 school year. The pie chart displays the percentage of students enrolled in each group.

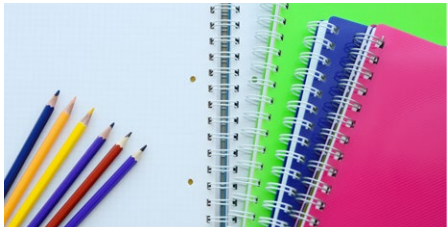
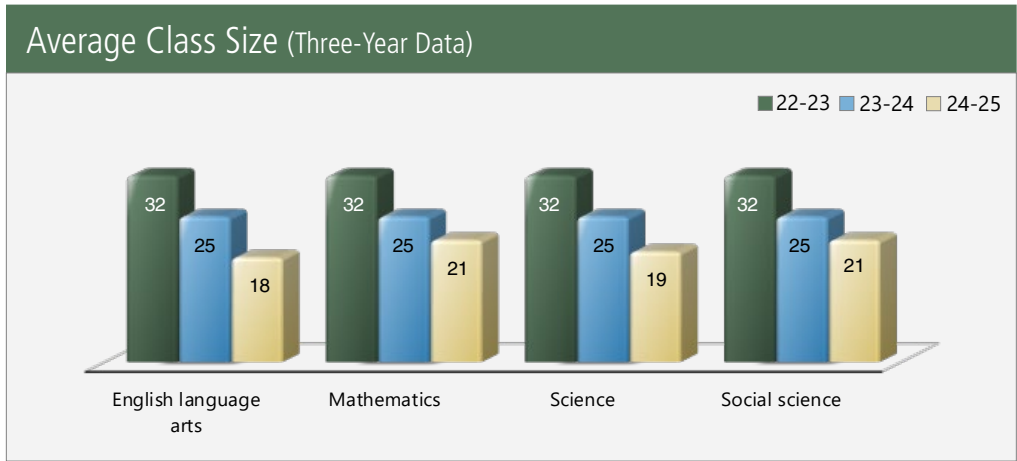


Enrollment by Student Group

Demographics	
2024-25 School Year	
Female	45.00%
Male	55.00%
Non-Binary	0.00%
English Learners	20.60%
Foster Youth	1.30%
Homeless	2.40%
Migrant	0.00%
Socioeconomically Disadvantaged	93.30%
Students with Disabilities	21.10%

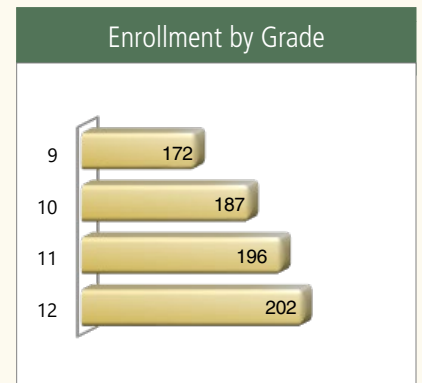
Class Size Distribution

The bar graph displays 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.



Enrollment by Grade

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



Number of Classrooms by Size (Three-Year Data)

Subject	2022-23			2023-24			2024-25		
	Number of Students								
	1-22	23-32	33+	1-22	23-32	33+	1-22	21-32	33+
English language arts	2	25		2	25		28	17	
Mathematics	2	25		2	25		20	16	
Science		24			24		23	10	
Social science		28			28		25	19	

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)

	Inglewood HS			Inglewood USD			California		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Suspension rates	6.20%	6.10%	7.30%	3.00%	3.10%	4.10%	3.60%	3.30%	2.90%
Expulsion rates	0.00%	0.00%	0.00%	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	7.30%	0.00%
Female	7.10%	0.00%
Male	7.30%	0.00%
Non-Binary	0.00%	0.00%
American Indian or Alaska Native	0.00%	0.00%
Asian	0.00%	0.00%
Black or African American	12.50%	0.00%
Filipino	0.00%	0.00%
Hispanic or Latino	4.00%	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	4.80%	0.00%
Foster Youth	0.00%	0.00%
Homeless	15.60%	0.00%
Socioeconomically Disadvantaged	7.20%	0.00%
Students Receiving Migrant Education Services	0.00%	0.00%
Students with Disabilities	9.90%	0.00%

Professional Development

The district has established every Tuesday throughout the school year as professional development (PD) time

Our PD includes:

- Sharing data-driven teaching strategies for English language arts (ELA) and mathematics in Professional Learning Communities (PLCs)
- Creating classroom environments that promote a college-going culture
- Creating formative and summative assessments
- Collaboratively discussing and completing the "Cycle of Inquiry" data analysis forms.
- Discussing data from the results of local/district/state assessments.
- Positive Behavioral Interventions and Supports (PBIS) training and implementation
- Advanced Placement training
- Advancement Via Individual Determination (AVID) strategies
- Multi-Tiered System of Supports (MTSS) process
- IUSD Core Instructional Plan
- Strategic Action Plan goals
- IUSD Theory of Action Components
- Implementation of District Instructional Plan

Teachers receive professional development throughout the school year that is facilitated at a site and district facilitated. Our classified staff team attends professional development throughout the year with district departmental support and guidance.

Professional Development Days

Number of school days dedicated to staff development and continuous improvement

2023-24	60
2024-25	60
2025-26	60

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
9	85.70%	88.70%	88.70%	88.70%	89.80%

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	924	867	379	43.70%
Female	406	384	187	48.70%
Male	518	483	192	39.80%
Non-Binary	❖	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖	❖
Asian	❖	❖	❖	❖
Black or African American	361	338	141	41.70%
Filipino	❖	❖	❖	❖
Hispanic or Latino	524	493	224	45.40%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖
Two or More Races	11	11	6	54.50%
White	❖	❖	❖	❖
English Learners	209	194	83	42.80%
Foster Youth	15	14	5	35.70%
Homeless	32	30	15	50.00%
Socioeconomically Disadvantaged	860	816	358	43.90%
Students Receiving Migrant Education Services	❖	❖	❖	❖
Students with Disabilities	181	173	64	37.00%

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

STUDENT LEARNER OUTCOMES

Students who graduate from Inglewood High School will be:

- **SELF-DIRECTED LEARNERS**, who are able to demonstrate self-motivation, self-discipline and responsibility to accomplish achievable goals. Inglewood High School Sentinels will be empowered to achieve personal growth while striving for academic excellence. They will be proficient in the 21st century skills and productive lifelong learners.
- **EFFECTIVE GLOBAL COMMUNICATORS**, who speak and write for a variety of audiences and purposes. They develop the ability to positively and productively communicate with other members of society and the workplace.
- **PRODUCTIVE AND COLLABORATIVE WORKERS**, who take pride in participating equitably and successfully in group projects
- **TECHNOLOGY PRODUCERS AND CONSUMERS**, who acknowledge the rapid advancement of technology and social media. Inglewood High School Sentinels will learn to appropriately use technology in the classroom and the community at large. They can access and evaluate information. They are proficient producers and user of technology.
- **CONTRIBUTING MEMBERS OF SOCIETY**, who understand, accept and respect the value of all people and diverse viewpoints, beliefs and cultures. Inglewood High School Sentinels are literate in the field of historical, political, economic, environmental, social, scientific and artistic realms. They are able to make informed, responsible decisions to benefit the community at large.

California School Dashboard

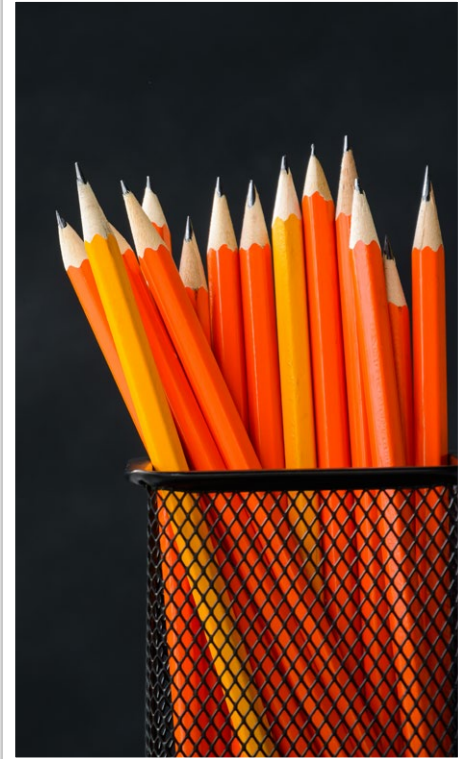
The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports 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	Inglewood HS		Inglewood USD		California	
	23-24	24-25	23-24	24-25	23-24	24-25
Science	4.00%	7.85%	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	Inglewood HS		Inglewood USD		California	
	23-24	24-25	23-24	24-25	23-24	24-25
English language arts/literacy	32%	34%	35%	39%	46%	48%
Mathematics	4%	5%	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 (high school)

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	408	396	97.06%	2.94%	7.85%
Female	172	169	98.26%	1.74%	8.28%
Male	236	227	96.19%	3.81%	7.52%
American Indian or Alaska Native	❖	❖	❖	❖	❖
Asian	❖	❖	❖	❖	❖
Black or African American	154	150	97.40%	2.60%	8.00%
Filipino	❖	❖	❖	❖	❖
Hispanic or Latino	235	228	97.02%	2.98%	7.93%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖	❖
Two or More Races	❖	❖	❖	❖	❖
White	❖	❖	❖	❖	❖
English Learners	79	77	97.47%	2.53%	0.00%
Foster Youth	❖	❖	❖	❖	❖
Homeless	❖	❖	❖	❖	❖
Military	❖	❖	❖	❖	❖
Socioeconomically Disadvantaged	262	253	96.56%	3.44%	6.72%
Students Receiving Migrant Education services	❖	❖	❖	❖	❖
Students with Disabilities	82	76	92.68%	7.32%	1.33%

❖ 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 (grade 11)

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	192	183	95.31%	4.69%	34.43%
Female	84	81	96.43%	3.57%	46.91%
Male	108	102	94.44%	5.56%	24.51%
American Indian or Alaska Native	❖	❖	❖	❖	❖
Asian	❖	❖	❖	❖	❖
Black or African American	68	65	95.59%	4.41%	36.92%
Filipino	❖	❖	❖	❖	❖
Hispanic or Latino	114	109	95.61%	4.39%	31.19%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖	❖
Two or More Races	❖	❖	❖	❖	❖
White	❖	❖	❖	❖	❖
English Learners	44	42	95.45%	4.55%	4.76%
Foster Youth	❖	❖	❖	❖	❖
Homeless	❖	❖	❖	❖	❖
Military	❖	❖	❖	❖	❖
Socioeconomically Disadvantaged	128	121	94.53%	5.47%	29.75%
Students Receiving Migrant Education services	❖	❖	❖	❖	❖
Students with Disabilities	37	33	89.19%	10.81%	12.12%

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CAASPP Test Results by Student Group: Mathematics (grade 11)

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	192	187	97.40%	2.60%	4.89%
Female	84	82	97.62%	2.38%	4.94%
Male	108	105	97.22%	2.78%	4.85%
American Indian or Alaska Native	❖	❖	❖	❖	❖
Asian	❖	❖	❖	❖	❖
Black or African American	68	67	98.53%	1.47%	6.15%
Filipino	❖	❖	❖	❖	❖
Hispanic or Latino	114	110	96.49%	3.51%	3.64%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖	❖
Two or More Races	❖	❖	❖	❖	❖
White	❖	❖	❖	❖	❖
English Learners	44	43	97.73%	2.27%	2.33%
Foster Youth	❖	❖	❖	❖	❖
Homeless	❖	❖	❖	❖	❖
Military	❖	❖	❖	❖	❖
Socioeconomically Disadvantaged	128	125	97.66%	2.34%	4.10%
Students Receiving Migrant Education services	❖	❖	❖	❖	❖
Students with Disabilities	37	34	91.89%	8.11%	0.00%

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Career Technical Education Programs

Beginning in our tenth-grade course of study, we offer the introductory courses in Career Technical Education (CTE). Our course of study includes:

Information and Communication Technologies

- Computer Applications

Arts, Media and Entertainment Pathway

- Instrumental Music
- Animation

Health Science and Medical Technology Pathway

- Patient Care

Public Service Sector/Pathway

- The Law Academy

SCROC Courses

- Graphic Design
- Medical Assistant
- Medical Design
- Kinesiology
- Physical Therapy

El Camino College Courses

- Anatomy/Medical Terminology
- First Aid/CPR
- Sign Language
- Film Appreciation
- Music 116 (Rock History)
- Communication 100-Publ Speaking
- FTEC 120-Emergency Medical Foundation
- PE 277 Intro to Kinesiology
- PE 272-Care and Prevention of Athletic Injuries

Our technical inventory provides our students with technology availability throughout the day. All classrooms have internet access and wireless services. Our staff uses technology for student recordkeeping, student data resource base and classroom instruction. Teacher instructional support is available through subject matter CTE course of study and work experience.

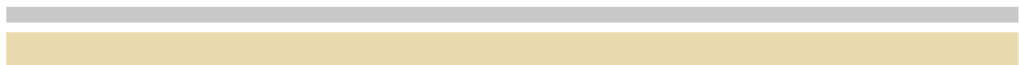
Students are able to receive a certificate of completion in the CTE course of study. Our counselors work closely with the pathway cohort to assist with continuing the career pathway post-high school at the college level.

In partnership with Southern California Regional Occupational Center (SCROC), we have the Patient Care pathway on site offering courses in Kinesiology and Physical Therapy.

We are in the process of establishing internships and additional partnerships. Inglewood High School has a Sports Lab program in partnership with the NFL. Students meet after school with a team from the NFL to learn about careers in the NFL besides playing football, such as Sports Media. Students receive hands-on training from staff.

We have a designated college and career counselor on site along with college representatives daily to support a college-going culture.

A measurable outcome is the completion rate of Inglewood HS A-G classes, and college/SCROC courses.



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

Career Technical Education Participation

This table displays information about participation in the school's Career Technical Education (CTE) programs.

Career Technical Education Data	
Inglewood HS	
2024-25 Participation	
Number of pupils participating in a CTE program	168
Percentage of pupils who completed a CTE program and earned a high school diploma	20%
Percentage of CTE courses that are sequenced or articulated between a school and institutions of postsecondary education	10%

Advanced Placement Courses

The following is a list of Advanced Placement (AP) courses offered where there are student course enrollments of at least one student.

Advanced Placement Courses	
2024-25 School Year	
Percentage of students enrolled in AP courses	19.70%
Number of AP courses offered at the school	9
Number of AP Courses Offered	
Computer science	0
English	3
Fine and performing arts	0
Foreign language	1
Mathematics	1
Science	1
Social science	3

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 HS	89.80%	86.50%	90.80%	7.10%	7.30%	7.20%
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%

Graduation Rate by Student Group (Four-Year Cohort Rate)

Graduation Rate by Student Group (2024-25 School Year)			
Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	251	228	90.80%
Female	103	95	92.20%
Male	148	133	89.90%
Non-Binary	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖
Asian	❖	❖	❖
Black or African American	101	95	94.10%
Filipino	❖	❖	❖
Hispanic or Latino	139	124	89.20%
Native Hawaiian or Pacific Islander	❖	❖	❖
Two or More Races	❖	❖	❖
White	❖	❖	❖
English Learners	61	51	83.60%
Foster Youth	❖	❖	❖
Homeless	14	13	92.90%
Socioeconomically Disadvantaged	243	223	91.80%
Students Receiving Migrant Education Services	❖	❖	❖
Students with Disabilities	52	45	86.50%

For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at <https://www.cde.ca.gov/ds/ad/acgrinfo.asp>.

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

Admission Requirements for the University of California (UC) and California State University (CSU)

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

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

Courses for University of California (UC) and/or California State University (CSU) Admission

The table displays the percentage of high school pupils enrolled in courses required for University of California/California State University admission during the 2024–25 school year; and the percentage of graduates who completed all courses required for UC/CSU admission during the 2023–24 school year. For more detailed information, visit <http://dq.cde.ca.gov/dataquest>.

UC/CSU Admission	
Inglewood HS	
2023-24 and 2024-25 School Years	
Percentage of students enrolled in courses required for UC/CSU admission in 2024-25	99.87%
Percentage of graduates who completed all courses required for UC/CSU admission in 2023-24	41.41%

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	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	10/30/2025

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	Peeling paint in room J-103; Missing bar handle on door in hallway of the gymnasium. Work order has been submitted and will be completed by Maintenance.
Cleanliness	Rooms W-103 and W-104 carpet needs cleaning. This will be completed by the custodial staff on site.

School Facilities

Inglewood High School is the oldest high school in the City of Inglewood. It sits on approximately seven acres of land near City Hall, the Main Library and the City Courthouse.

Inglewood High School is at the beginning of a complete overhaul. While construction is underway, the students will temporarily be located at the Morningside location at 10500 Yukon Avenue. The new updated campus will have new buildings, athletic facilities, labs as well as a pedestrian bridge to the city library and is currently set to reopen in December 2027.

Morningside is a large campus with more than 60 classrooms, computer labs, science labs and resource facilities. The library houses thousands of books, and provides computers and other media for student use. All athletic programs are supported by appropriate facilities including a gymnasium for basketball and volleyball, a soccer field, track and field area, baseball and softball fields, and areas for physical education classes.

A work order system is in place to monitor and report repairs as needed. The custodial staff is assigned work areas and are held accountable to a clean and safe learning environment. The classroom and office staff are provided with a room service form to complete as needed. Through teamwork, the school site community works together to maintain a clean and safe campus for stakeholders.

We have four safety assistants assigned to our campus during the day. The safety assistants monitor the campus to ensure all students and staff are safe. They work directly with the IUSD School Police Department.

All facility improvements, deferred projects and construction are managed via the IUSD maintenance department.



Types of Services Funded

- Title I funding
- LCAP
- General Fund
- LCFF Equity Multiplier



“The Inglewood High School community is a caring and nurturing learning environment.”

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)	22.4	66.8%	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)	4.9	14.9%	37.0	8.9%	12,001.5	4.3%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	3.9	11.8%	14.8	3.6%	11,953.1	4.3%
Unknown	2.1	6.5%	18.7	4.5%	15,831.9	5.7%
Total Teaching Positions	33.5	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	64.9%	293.2	76.1%	231,142.4	83.2%
Intern Credential Holders Properly Assigned	0.0	0.0%	6.4	1.7%	5,566.4	2.0%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	5.2	15.2%	53.3	13.8%	14,938.3	5.4%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.5	1.7%	5.1	1.4%	11,746.9	4.2%
Unknown	6.1	18.1%	27.3	7.1%	14,303.8	5.2%
Total Teaching Positions	34.1	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)	24.5	66.2%	273.4	73.2%	230,039.4	82.6%
Intern Credential Holders Properly Assigned	1.8	5.0%	11.8	3.2%	6,213.8	2.2%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	4.6	12.6%	64.2	17.2%	16,855.0	6.0%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.3	0.9%	2.6	0.7%	12,112.8	4.3%
Unknown	5.6	15.3%	21.3	5.7%	13,705.8	4.9%
Total Teaching Positions	37.1	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	1.0	0.0
Misassignments	4.9	4.2	4.6
Vacant Positions	0.0	0.0	0.0
Total Teachers Without Credentials and Misassignments	4.9	5.2	4.6



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	1.0	0.0	0.0
Local Assignment Options	2.9	0.5	0.3
Total Out-of-Field Teachers	3.9	0.5	0.3

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)	12.3%	19.2%	21.2%
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	1.9%	3.7%	3.8%

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	252:1
Support Staff	FTE
Counselor (academic, social/behavioral or career development)	3.0
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 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
Inglewood HS	\$5,629	\$81,798
Inglewood USD	\$4,332	\$79,280
California	\$11,146	\$100,065
School and district: percentage difference	+30.0%	+3.2%
School and California: percentage difference	-49.5%	-18.3%

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	\$5,767
Expenditures per pupil from restricted sources	\$138
Expenditures per pupil from unrestricted sources	\$5,629
Annual average teacher salary	\$81,798



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.