

Inglewood Continuation High School

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Grades 11-12 ▪ CDS Code 19-64634-1934249

Home of the Mustangs



Inglewood Unified School District

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Principal's Message

Inglewood Continuation High School (ICHS) provides an alternative educational setting for the students in the Inglewood Unified School District. ICHS is an alternative to a comprehensive high school and is primarily for students who are considered at-risk of not graduating. One of the criteria for enrollment addresses students with deficiencies in credits. The graduation requirements are the same districtwide. The students are required to complete 230 credits.

ICHS moved to the old Hudnall Elementary School campus. Currently ICHS is housed in five campus classrooms, a computer classroom, a counseling office, main office, nurse's office, a School Site Program Support Specialist (SSPSS) office, an on-site pantry, principal's office, staff workroom and cafeteria/eating area. There are six teachers on staff, one language arts teacher, one social science teacher, one mathematics teacher, one science teacher and one Career Technical Education teacher assigned by the Southern California Regional Occupational Center (SoCalROC). Additional support staff includes one full-time counselor, one SSPSS, one Community Liaison, one part-time nurse, one lead custodian, one campus safety assistant, one office clerical staff, technical support person, Hey Tutors in the classrooms and the principal.

Inglewood United High School and City Honors International Preparatory Academy are the two high schools in the district from which our students are referred. There are currently 25 11th and 12th grade students enrolled at ICHS. The majority of the students are 17 years of age and older.

The students are enrolled into ICHS based on course credit deficiencies and the referral from the comprehensive high school counselor. The parents must be present for enrollment. The Inglewood Unified School District is a part of the National School Lunch Program, which provides all students with free and reduced-price lunch.

Classes start at 8:30 a.m. Students attend three classes per day. Our instructional days Monday, Wednesday, Thursday and Friday are formatted under a block schedule, with the first period of the day lasting 120 minutes, followed by two 90-minute blocks. Every Tuesday students attend every period for 50 minutes. All teachers have a common preparation period at the end of the day. The lunch period for students and staff is 35 minutes. Teachers attend a professional development (PD) session on Tuesday as part of the district's banked time for professional development.

The Inglewood Unified School District has an enrollment of approximately 7,800 students. The majority of the students come from low- to middle-socioeconomic households. The family demographics at the Continuation High School vary from two-parent households to one-parent households.

We communicate regularly with our parents through personal telephone calls, Parent Square, campus website, parent newsletters and parent conferences. Our school is connected to the School Messenger telephone system, which allows us to call all parents informing them of student attendance, activities, academic progress and much more.

Inglewood Unified School District is a Title I school district. The continuation high school is supported financially through the general fund budget, Local Control and Accountability Plan (LCAP) funding and Title I funding.

Parental Involvement

We have many ways for parents to participate in our school, and we depend on parents to keep our programs running smoothly. Parent involvement opportunities include English Learner Advisory Committee and School Site Council.

We invite parents to participate during our Back-to-School Night, Title I parent meeting, and parent orientation conferences. Our parents also participate in meetings with the principal and the counselor to discuss student progress. There are regular opportunities for teacher and parent collaboration, an example is the monthly parent meetings that provide parents ongoing resources and opportunities to learn about the school's educational process.

For more information on how to become involved, please contact Ms. Miriam Munoz in the main office at (310) 680-6300.

School Safety

We revise our school safety plan annually and it is approved by our School Site Council. The plan includes procedures for emergencies, exit routes and inventories of emergency supplies. The plan was provided to all staff members during a staff meeting. We practice fire and earthquake drills two times a year. A schoolwide discipline policy and a districtwide suspension and expulsion process/policy under the guidelines of the Education Code is also in place. The school safety plan was last reviewed, updated and discussed with the school faculty in February 2026.

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.

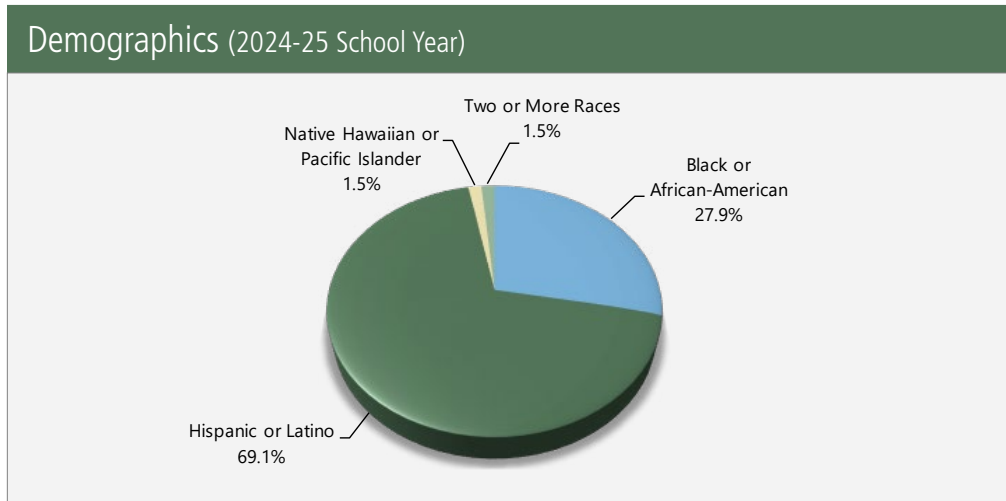
Vision Statement

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



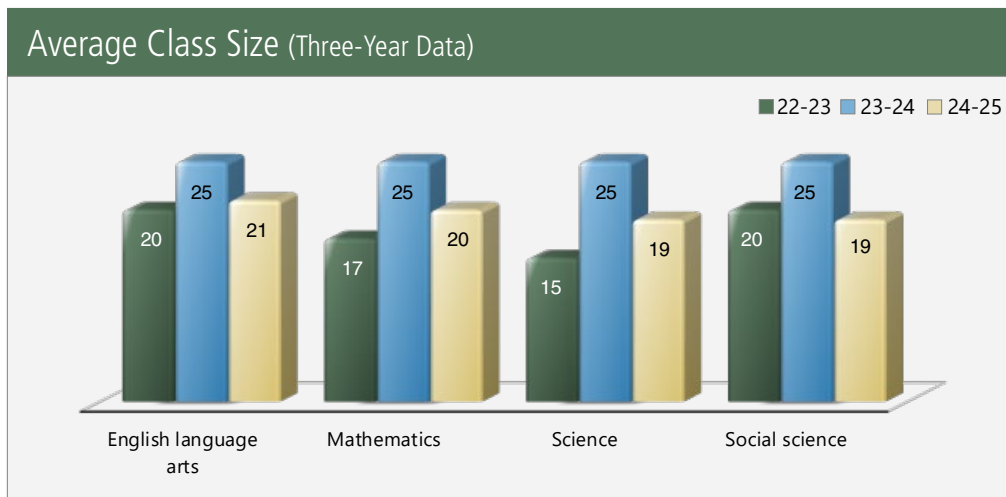
Enrollment by Student Group

The total enrollment at the school was 68 students for the 2024-25 school year. The pie chart displays the percentage of students enrolled in each group.



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.



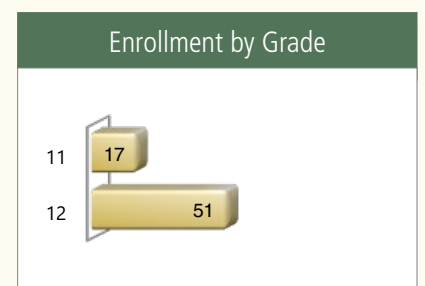
Subject	2022-23			2023-24			2024-25		
	Number of Students								
	1-22	23-32	33+	1-22	23-32	33+	1-22	21-32	33+
English language arts	1			1			1		
Mathematics	1			1			1		
Science	1			1			1		
Social science	1			1			1		

Enrollment by Student Group

2024-25 School Year	
Female	32.40%
Male	67.60%
Non-Binary	0.00%
English Learners	35.30%
Foster Youth	1.50%
Homeless	0.00%
Migrant	0.00%
Socioeconomically Disadvantaged	88.20%
Students with Disabilities	2.90%

Enrollment by Grade

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



RISE: Respect, Integrity, Service & Excellence



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 Cont. HS			Inglewood USD			California		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Suspension rates	2.70%	2.60%	1.50%	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	1.50%	0.00%
Female	2.00%	0.00%
Male	1.20%	0.00%
Non-Binary	0.00%	0.00%
American Indian or Alaska Native	0.00%	0.00%
Asian	0.00%	0.00%
Black or African American	2.30%	0.00%
Filipino	0.00%	0.00%
Hispanic or Latino	1.20%	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	2.50%	0.00%
Foster Youth	0.00%	0.00%
Homeless	0.00%	0.00%
Socioeconomically Disadvantaged	1.60%	0.00%
Students Receiving Migrant Education Services	0.00%	0.00%
Students with Disabilities	0.00%	0.00%

Professional Development

Our staff meets once a week on Tuesdays to review and discuss the latest trends in education and to collaborate on the cycle of inquiry, data analysis, Positive Behavioral Interventions and Supports (PBIS) support and the IUSD literacy/Professional Learning Communities (PLC) strategies focus through Solution Tree. Teachers also attend professional development sessions to address classroom rigor, student engagement, Equity & Access, as well as Los Angeles County Office of Education Common Core college and career readiness workshops and English learner training sessions. Teachers during designated times engage in cross-curricular collaboration during their common planning time. Teachers also have the opportunity to attend central office training and professional development.

The district has established every Tuesday throughout the school year as PD time.

Our PDs includes:

- Data-driven teaching strategies for English Language Arts (ELA) and mathematics
- English language development (ELD) instructional strategies, lesson planning, and testing
- Creating classroom environments that promote a college-going culture
- Creating formative and summative assessments
- Cycle of Inquiry process
- Developing PLC's
- PBIS training and implementation
- Social and Emotional data-driven teaching strategies and instruction
- 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 at the site and district-facilitated. Our classified staff team attends professional development throughout the year with district departmental support and guidance.

Professional Development Days

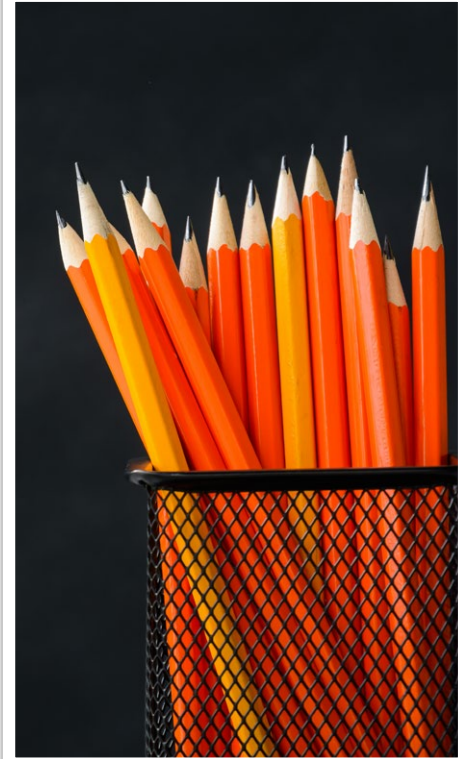
Number of school days dedicated to staff development and continuous improvement	
2023-24	60
2024-25	60
2025-26	60

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 Cont. HS		Inglewood USD		California	
	23-24	24-25	23-24	24-25	23-24	24-25
Science	0.00%	2.90%	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 Cont. HS		Inglewood USD		California	
	23-24	24-25	23-24	24-25	23-24	24-25
English language arts/literacy	13%	10%	35%	39%	46%	48%
Mathematics	6%	0%	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	69	69	100.00%	0.00%	2.90%
Female	28	28	100.00%	0.00%	7.14%
Male	41	41	100.00%	0.00%	0.00%
American Indian or Alaska Native	❖	❖	❖	❖	❖
Asian	❖	❖	❖	❖	❖
Black or African American	24	24	100.00%	0.00%	0.00%
Filipino	❖	❖	❖	❖	❖
Hispanic or Latino	43	43	100.00%	0.00%	4.65%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖	❖
Two or More Races	❖	❖	❖	❖	❖
White	❖	❖	❖	❖	❖
English Learners	15	15	100.00%	0.00%	0.00%
Foster Youth	❖	❖	❖	❖	❖
Homeless	❖	❖	❖	❖	❖
Military	❖	❖	❖	❖	❖
Socioeconomically Disadvantaged	45	45	100.00%	0.00%	2.22%
Students Receiving Migrant Education services	❖	❖	❖	❖	❖
Students with Disabilities	❖	❖	❖	❖	❖

❖ 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	39	39	100.00%	0.00%	10.26%
Female	17	17	100.00%	0.00%	11.76%
Male	22	22	100.00%	0.00%	9.09%
American Indian or Alaska Native	❖	❖	❖	❖	❖
Asian	❖	❖	❖	❖	❖
Black or African American	13	13	100.00%	0.00%	0.00%
Filipino	❖	❖	❖	❖	❖
Hispanic or Latino	25	25	100.00%	0.00%	16.00%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖	❖
Two or More Races	❖	❖	❖	❖	❖
White	❖	❖	❖	❖	❖
English Learners	❖	❖	❖	❖	❖
Foster Youth	❖	❖	❖	❖	❖
Homeless	❖	❖	❖	❖	❖
Military	❖	❖	❖	❖	❖
Socioeconomically Disadvantaged	28	28	100.00%	0.00%	10.71%
Students Receiving Migrant Education services	❖	❖	❖	❖	❖
Students with Disabilities	❖	❖	❖	❖	❖

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



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	39	39	100.00%	0.00%	0.00%
Female	17	17	100.00%	0.00%	0.00%
Male	22	22	100.00%	0.00%	0.00%
American Indian or Alaska Native	❖	❖	❖	❖	❖
Asian	❖	❖	❖	❖	❖
Black or African American	13	13	100.00%	0.00%	0.00%
Filipino	❖	❖	❖	❖	❖
Hispanic or Latino	25	25	100.00%	0.00%	0.00%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖	❖
Two or More Races	❖	❖	❖	❖	❖
White	❖	❖	❖	❖	❖
English Learners	❖	❖	❖	❖	❖
Foster Youth	❖	❖	❖	❖	❖
Homeless	❖	❖	❖	❖	❖
Military	❖	❖	❖	❖	❖
Socioeconomically Disadvantaged	28	28	100.00%	0.00%	0.00%
Students Receiving Migrant Education services	❖	❖	❖	❖	❖
Students with Disabilities	❖	❖	❖	❖	❖

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Career Technical Education Programs

SoCalROC provides one Career Technical Education (CTE) instructor to Inglewood Continuation High School course of study addressing CTE participation. CTE classes are a big part of our elective program.

The classes offered are Web Page Design A&B, Graphic Design A, B & C, Computer App Skills, and Microsoft Office A&B. The classes allow the student to complete levels 1-4 at their own pace.

The counselor presents community resources to the student body and informational documents relating to other CTE opportunities outside of the school.

Classes offered introduce and reinforce technology skills needed to succeed in school and in industry. Programs learned are industry standard. Students learn current software and application trends that will make them competitive in the workforce or prepared for higher education classes.

CTE courses have an emphasis on career exploration, job search, resume writing, interviewing techniques, Typography, Graphic Design Skills, Coding Practices utilizing current software and applications. Courses are project-based, which allow students to experience hands-on learning.

The CTE Instructor works with El Camino College representatives to help students begin college enrollment efforts. Students are required to complete Free Application for Federal Student Aid (FAFSA) applications and research college and university options. All students are required to enroll at a community college by the end of the course, if they are seniors.

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	132	116	77	66.40%
Female	51	42	34	81.00%
Male	81	74	43	58.10%
Non-Binary	❖	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖	❖
Asian	❖	❖	❖	❖
Black or African American	43	37	26	70.30%
Filipino	❖	❖	❖	❖
Hispanic or Latino	87	77	50	64.90%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖
Two or More Races	❖	❖	❖	❖
White	❖	❖	❖	❖
English Learners	40	34	18	52.90%
Foster Youth	❖	❖	❖	❖
Homeless	❖	❖	❖	❖
Socioeconomically Disadvantaged	125	109	73	67.00%
Students Receiving Migrant Education Services	❖	❖	❖	❖
Students with Disabilities	❖	❖	❖	❖

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

Career Technical Education Participation

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

Career Technical Education Data

Inglewood Cont. HS

2024-25 Participation

Number of pupils participating in a CTE program	14
Percentage of pupils who completed a CTE program and earned a high school diploma	100%
Percentage of CTE courses that are sequenced or articulated between a school and institutions of postsecondary education	0%

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	0%
Number of AP courses offered at the school	0
Number of AP Courses Offered	
Computer science	0
English	0
Fine and performing arts	0
Foreign language	0
Mathematics	0
Science	0
Social science	0

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 Cont. HS	2.90%	0.00%	❖	73.50%	100.00%	❖
Inglewood USD	86%	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	❖	❖	❖
Female	❖	❖	❖
Male	❖	❖	❖
Non-Binary	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖
Asian	❖	❖	❖
Black or African American	❖	❖	❖
Filipino	❖	❖	❖
Hispanic or Latino	❖	❖	❖
Native Hawaiian or Pacific Islander	❖	❖	❖
Two or More Races	❖	❖	❖
White	❖	❖	❖
English Learners	❖	❖	❖
Foster Youth	❖	❖	❖
Homeless	❖	❖	❖
Socioeconomically Disadvantaged	❖	❖	❖
Students Receiving Migrant Education Services	❖	❖	❖
Students with Disabilities	❖	❖	❖

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 Cont. HS	
2023-24 and 2024-25 School Years	
Percentage of students enrolled in courses required for UC/CSU admission in 2024-25	100.00%
Percentage of graduates who completed all courses required for UC/CSU admission in 2023-24	0.00%

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

◇ 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	◇
Science laboratory equipment	◇

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. At the time of this school facility inspection, no deficiencies were found.

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	Exemplary
Date of the most recent FIT report	10/17/2025

School Facilities

Inglewood Continuation High School relocated to the old Hudnell Elementary School campus. ICHS is housed in five campus classrooms, with a computer classroom, a counseling office, main office, nurse’s office, a SSPSS office, an on-site pantry, principal’s office, staff workroom, cafeteria/gymnasium, a designated eating area, and bathroom facilities for both students and adults. We are governed under the district’s school police department; however, our school is assigned a security officer during our school hours to monitor and keep the campus safe. The teaching staff assists with monitoring campus safety as well throughout the day, including lunchtime and dismissal. The campus is gated with safety cameras throughout campus and a security lock door at the main entrance. Telephones are in every classroom, which is our main communication system during the day. The mentoring relationships established between students, parents and staff contributes to our school safety.

Inglewood Continuation High School has one full-time lead custodian. The lead custodian works closely with the district’s maintenance department in order to maintain the facility. The lead custodian inspects the campus daily for safety concerns and ensures the campus remains free of trash with clean restrooms and classrooms. The principal uses a grounds inspection form and submits it weekly to the maintenance office. The district maintenance department has an online work-order request system for site support with major repairs.

The staff continuously monitors students in keeping the campus clean. There are many individual conversations between staff and students due to our small campus. ICHS has one part-time cafeteria staff person to serve breakfast and lunch.

The Inglewood Continuation High School staff, students and parents take pride in our campus and the positive learning environment we have created.

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.

Expected School-Wide Learning Outcomes

ICHS is dedicated to graduating students who are ...

Effective Communicators: Readers, Writers and Speakers

- Articulate ideas effectively through reading, writing and speaking
- Collaborate with others coherently
- Demonstrate knowledge of content standards

Critical, Analytical, Collaborative Problem Solvers

- Analyze and apply learning to real-life situations
- Interpret, gather, evaluate and analyze information
- Define, analyze and resolve problems

Productive Citizens in a Global and Technological Society

- Understand and appreciate diversity
- Work effectively and respectfully with others to establish and accomplish specific goals
- Incorporate technology as a tool for learning and expression

Self-Motivated Learners

- Assume personal responsibility for their own learning
- Strive to meet personal, educational and career goals
- Take the initiative to be successful in life



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.

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)	4.4	89.2%	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)	0.0	0.0%	37.0	8.9%	12,001.5	4.3%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.5	10.6%	14.8	3.6%	11,953.1	4.3%
Unknown	0.0	0.0%	18.7	4.5%	15,831.9	5.7%
Total Teaching Positions	5.0	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)	3.0	57.9%	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)	0.9	18.6%	53.3	13.8%	14,938.3	5.4%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	1.2	23.3%	5.1	1.4%	11,746.9	4.2%
Unknown	0.0	0.0%	27.3	7.1%	14,303.8	5.2%
Total Teaching Positions	5.3	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)	3.0	88.5%	273.4	73.2%	230,039.4	82.6%
Intern Credential Holders Properly Assigned	0.0	0.0%	11.8	3.2%	6,213.8	2.2%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.0	0.0%	64.2	17.2%	16,855.0	6.0%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.4	11.5%	2.6	0.7%	12,112.8	4.3%
Unknown	0.0	0.0%	21.3	5.7%	13,705.8	4.9%
Total Teaching Positions	3.4	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	0.0	0.9	0.0
Vacant Positions	0.0	0.0	0.0
Total Teachers Without Credentials and Misassignments	0.0	0.9	0.0



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	0.5	1.2	0.4
Total Out-of-Field Teachers	0.5	1.2	0.4

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)	12.5%	32.4%	12.7%
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	6.6%	7.6%	9.5%

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	68:1
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	0.0
Social worker	0.0
Nurse	0.0
Speech/language/hearing specialist	0.0
Resource specialist (nonteaching)	0.0

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 Cont. HS	\$5,749	\$80,368
Inglewood USD	\$4,332	\$79,280
California	\$11,146	\$100,065
School and district: percentage difference	+32.7%	+1.4%
School and California: percentage difference	-48.4%	-19.7%

Data for this year's SARC was provided by the California Department of Education and school and district offices. For additional information on California schools and districts and comparisons of the school to the district, the county and the state, please visit DataQuest at <http://dq.cde.ca.gov/dataquest>. DataQuest is an online resource that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners). Per Education Code Section 35256, each school district shall make hard copies of its annually updated report card available, upon request, on or before February 1.

All data accurate as of December 2025.

Types of Services Funded

Inglewood Continuation High School receives funding through the district's general fund budget, the concentration grant allotment (LCAP), Title I funding, S & C, Equity Multiplier Grant, Proposition 28, Community Schools Grant, and College and Career Access Grant. Funds are used to provide services, such as: PBIS intervention and MTSS implementation, career and college readiness and enrichment, CTE programs, evidence-based interventions for academic performance, mental health and social and emotional wellness, and school-community outreach programs.

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	\$5,802
Expenditures per pupil from restricted sources	\$53
Expenditures per pupil from unrestricted sources	\$5,749
Annual average teacher salary	\$80,368

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.