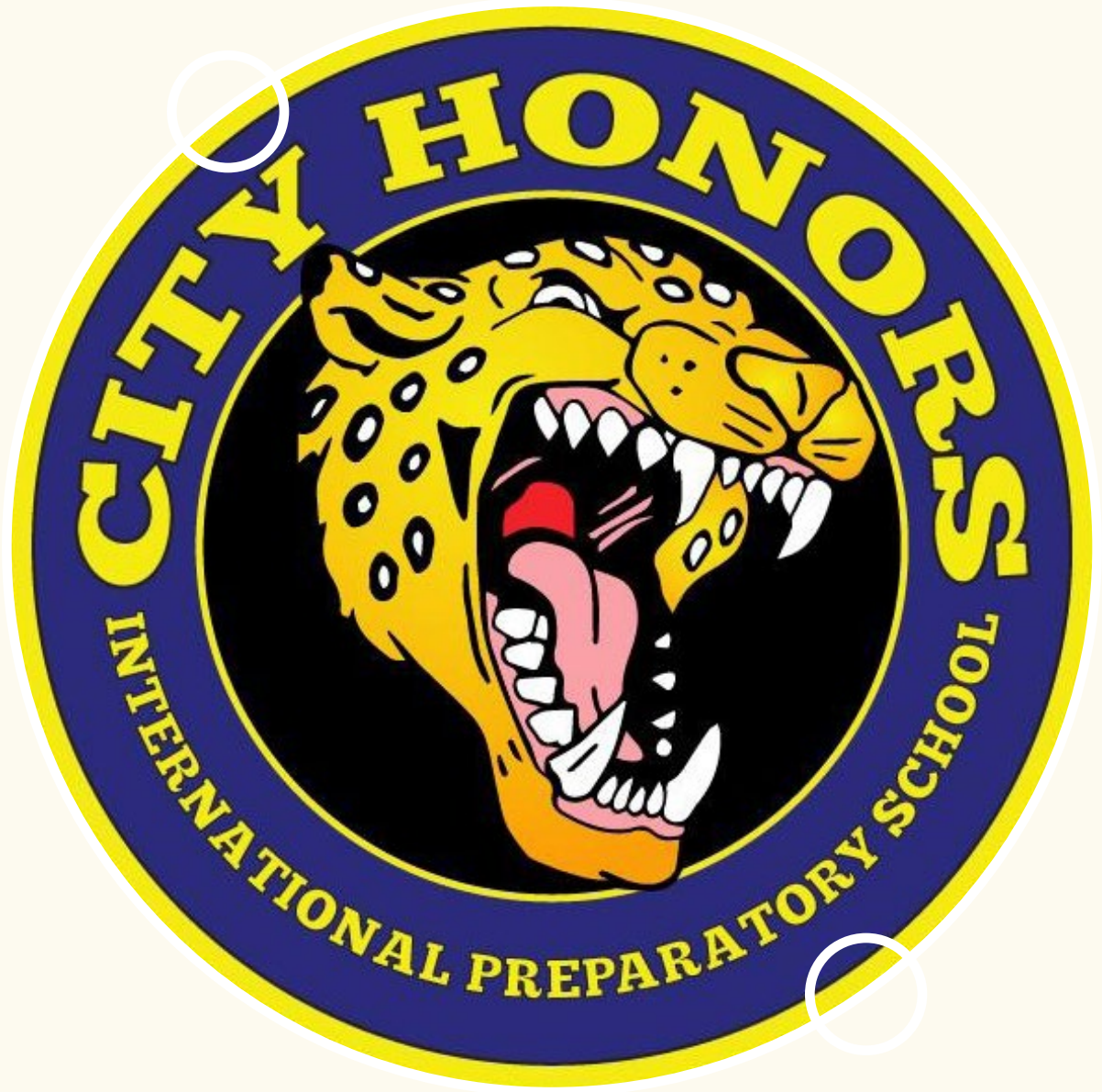


# City Honors International Preparatory High School

120 West Regent Street Inglewood, CA 90301 ▪ [cityhonors.inglewoodusd.com](http://cityhonors.inglewoodusd.com)  
Dr. Saba Araya, Principal ▪ [saba.araya@inglewoodusd.com](mailto:saba.araya@inglewoodusd.com) ▪ (310) 680-4880  
Grades 9-12 ▪ CDS Code 19-64634-1996529

*Futurum Resarans: Unlocking the Future*



## Inglewood Unified School District

401 South Inglewood Avenue Inglewood, CA 90301 ▪ [inglewoodusd.com](http://inglewoodusd.com)  
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*City Honors is a community dedicated to providing a rigorous course of study through various learning experiences. Our curriculum is designed to prepare highly motivated students who will become individuals of character. City Honors' students will be competitive and productive leaders who are academically eligible for advanced standing in institutions of higher learning.*

## Principal's Message

Welcome to City Honors International Preparatory High School. City Honors is located in the heart of Inglewood, California, and is dedicated to meeting the academic needs of all students. Our school has a remarkable staff of teachers who engage all students in innovative educational practices.

City Honors graduates have attended colleges and universities throughout the nation that include Massachusetts Institute of Technology (MIT), Princeton University, New York University (NYU), Northwestern University, Syracuse University, Columbia University, University of Southern California (USC), University of California (UC), California State University (CSU) and other distinguished universities.

City Honors, a small college-preparatory school, opened its doors in 2001 as part of the Inglewood Unified School District (IUSD). During the summer of 2014, City Honors moved to the campus of Crozier Middle School, not too far from its previous campus. City Honors serves students in grades 9-12.

City Honors International Preparatory High School serves a student population from IUSD feeder schools, neighboring districts, charter schools and area private schools. The school follows a traditional school calendar from August to June.

### City Honors will prepare graduates to be ...

#### I. Technologically literate and proficient students who:

- Demonstrate technological proficiency to communicate effectively, gather and organize information, and produce high quality products.
- Use a variety of technology and information sources effectively and appropriately and access accurate and credible information.

#### II. Globally aware students who:

- Understand the requirements to be a productive citizen in a global society.
- Access global media and evaluate information and sources for credibility and bias.

#### III. Able communicators who:

- Use the conventions of language (English) correctly in written and oral communication.
- Clearly express and organize ideas effectively and in a variety of ways in writing and speaking.

#### IV. Critical thinkers and problem solvers who:

- Apply higher-order thinking skills to solve problems in new situations (e.g., literary analysis, math reasoning and science inquiry).
- Apply critical-thinking skills to make informed decisions and solve problems in the 21st century.

#### V. Socially involved citizens and contributors to their community who:

- Demonstrate environmental responsibility via volunteerism and community service.
- Be a productive, contributing member and citizen of the community.

#### VI. Self-directed lifelong learners who:

- Secure measurable goals that are both personal and college/career oriented.
- Develop a plan to achieve graduation goals.

## School Safety

The school safety plan includes all required elements and is updated annually. Each year, the school emergency response plan, as part of the school safety plan, is reviewed and updated, and various drills are held monthly to ensure safety for all members of our learning community. The school safety plan was last reviewed, updated and discussed with the school faculty in January 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.

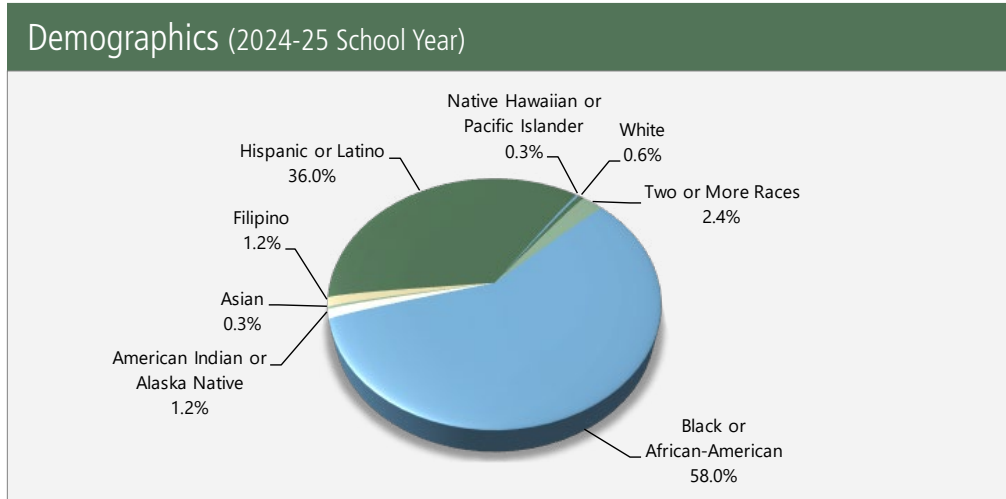
## Vision Statement

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



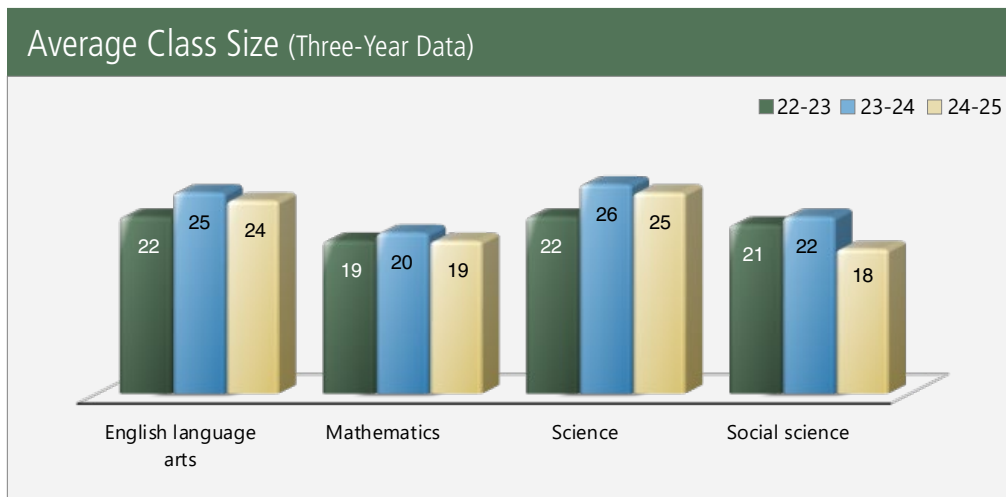
### Enrollment by Student Group

The total enrollment at the school was 331 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.



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

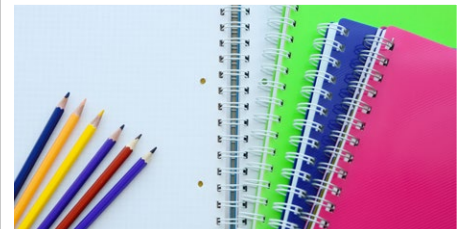
Subject	2022-23			2023-24			2024-25		
	Number of Students								
	1-22	23-32	33+	1-22	23-32	33+	1-22	21-32	33+
English language arts	7	7		5	5	2	6	6	1
Mathematics	8	5		8	4	1	8	5	
Science	5	5		1	7	1	4	5	
Social science	10	6		9	8		11	4	

### Enrollment by Student Group

#### Demographics

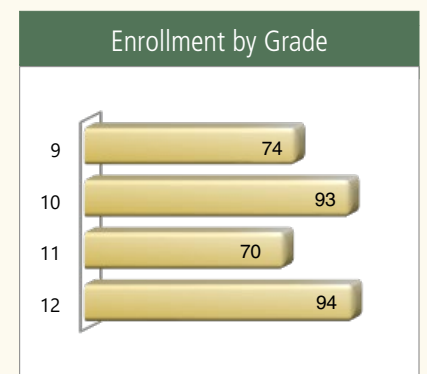
##### 2024-25 School Year

Female	50.20%
Male	49.80%
Non-Binary	0.00%
English Learners	3.60%
Foster Youth	0.90%
Homeless	0.60%
Migrant	0.00%
Socioeconomically Disadvantaged	83.40%
Students with Disabilities	5.40%



### Enrollment by Grade

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



## Suspensions and Expulsions

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

### Suspension and Expulsion Rates (Three-Year Data)

	City Honors HS			Inglewood USD			California		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
<b>Suspension rates</b>	1.30%	0.80%	0.00%	3.00%	3.10%	4.10%	3.60%	3.30%	2.90%
<b>Expulsion rates</b>	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.10%	0.10%	0.10%



## Professional Development

During the 2024-25 school year, Inglewood Unified School District hosted professional development meetings for all staff. In addition, City Honors offers in-house professional development from the instructional staff. Professional learning opportunities are also provided by the school's partners such as Solution Tree.

Professional development is typically provided at the district, on-site, and by attending training, workshops, institutes and conferences.

In addition to district-provided professional development, weekly faculty meetings are utilized to deepen instructional learning for teachers.

Teachers participate in read-arounds, rubric scoring, calibrating of student work, lesson design and strategies for good teaching.

Major areas of foci for staff are mastery of academic standards, college-and-career standards, A-G requirements, and increasing rigor in classrooms.

The principal conferences regularly with teachers following classroom observations.

### Professional Development Days

#### Number of school days dedicated to staff development and continuous improvement

<b>2023-24</b>	18
<b>2024-25</b>	18
<b>2025-26</b>	18

## Suspensions and Expulsions by Student Group

### Suspensions and Expulsions by Student Group (2024-25 School Year)

Student Group	Suspensions Rate	Expulsions Rate
<b>All Students</b>	0.00%	0.00%
<b>Female</b>	0.00%	0.00%
<b>Male</b>	0.00%	0.00%
<b>Non-Binary</b>	0.00%	0.00%
<b>American Indian or Alaska Native</b>	0.00%	0.00%
<b>Asian</b>	0.00%	0.00%
<b>Black or African American</b>	0.00%	0.00%
<b>Filipino</b>	0.00%	0.00%
<b>Hispanic or Latino</b>	0.00%	0.00%
<b>Native Hawaiian or Pacific Islander</b>	0.00%	0.00%
<b>Two or More Races</b>	0.00%	0.00%
<b>White</b>	0.00%	0.00%
<b>English Learners</b>	0.00%	0.00%
<b>Foster Youth</b>	0.00%	0.00%
<b>Homeless</b>	0.00%	0.00%
<b>Socioeconomically Disadvantaged</b>	0.00%	0.00%
<b>Students Receiving Migrant Education Services</b>	0.00%	0.00%
<b>Students with Disabilities</b>	0.00%	0.00%

## California Physical Fitness Test

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



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

Percentage of Students Participating In Each Of The Five Fitness Components

Grade	Component 1:	Component 2:	Component 3:	Component 4:	Component 5:
	Aerobic Capacity	Abdominal Strength and Endurance	Trunk Extensor and Strength and Flexibility	Upper Body Strength and Endurance	Flexibility
9	98.60%	100.00%	100.00%	98.60%	100.00%

## Chronic Absenteeism by Student Group

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

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	339	334	84	25.10%
Female	168	165	41	24.80%
Male	170	168	43	25.60%
Non-Binary	❖	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖	❖
Asian	❖	❖	❖	❖
Black or African American	195	192	44	22.90%
Filipino	❖	❖	❖	❖
Hispanic or Latino	123	122	36	29.50%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖
Two or More Races	❖	❖	❖	❖
White	❖	❖	❖	❖
English Learners	12	12	5	41.70%
Foster Youth	❖	❖	❖	❖
Homeless	❖	❖	❖	❖
Socioeconomically Disadvantaged	307	304	79	26.00%
Students Receiving Migrant Education Services	❖	❖	❖	❖
Students with Disabilities	21	20	6	30.00%

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

## Types of Services Funded

- Southern California Regional Occupational Center (SCROC) classes, El Camino College courses, National Ed Equity Lab college courses, and Career Technical Education (CTE) Pathways classes.

Types of programs and services provided to students:

- Title I
- Supplemental/Concentration Grant
- Extended Learning Opportunities Grant

*Character pillars: Trustworthiness, Respect, Responsibility, Fairness, Caring, Citizenship, and Loyalty*



## California School Dashboard

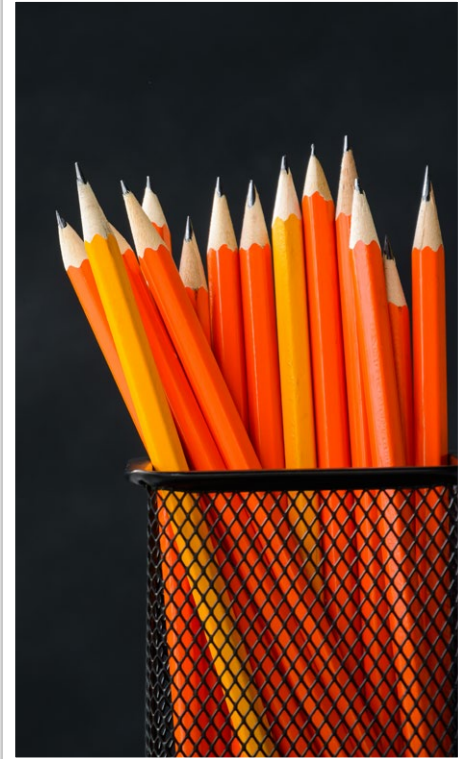
The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports 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	City Honors HS		Inglewood USD		California	
	23-24	24-25	23-24	24-25	23-24	24-25
Science	14.47%	24.53%	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	City Honors HS		Inglewood USD		California	
	23-24	24-25	23-24	24-25	23-24	24-25
English language arts/literacy	63%	78%	35%	39%	46%	48%
Mathematics	18%	32%	21%	24%	34%	37%

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	159	159	100.00%	0.00%	24.53%
Female	80	80	100.00%	0.00%	26.25%
Male	79	79	100.00%	0.00%	22.78%
American Indian or Alaska Native	❖	❖	❖	❖	❖
Asian	❖	❖	❖	❖	❖
Black or African American	83	83	100.00%	0.00%	15.66%
Filipino	❖	❖	❖	❖	❖
Hispanic or Latino	64	64	100.00%	0.00%	34.38%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖	❖
Two or More Races	❖	❖	❖	❖	❖
White	❖	❖	❖	❖	❖
English Learners	❖	❖	❖	❖	❖
Foster Youth	❖	❖	❖	❖	❖
Homeless	❖	❖	❖	❖	❖
Military	❖	❖	❖	❖	❖
Socioeconomically Disadvantaged	81	81	100.00%	0.00%	25.93%
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	69	69	100.00%	0.00%	78.26%
Female	32	32	100.00%	0.00%	78.13%
Male	37	37	100.00%	0.00%	78.38%
American Indian or Alaska Native	❖	❖	❖	❖	❖
Asian	❖	❖	❖	❖	❖
Black or African American	35	35	100.00%	0.00%	65.71%
Filipino	❖	❖	❖	❖	❖
Hispanic or Latino	29	29	100.00%	0.00%	93.10%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖	❖
Two or More Races	❖	❖	❖	❖	❖
White	❖	❖	❖	❖	❖
English Learners	❖	❖	❖	❖	❖
Foster Youth	❖	❖	❖	❖	❖
Homeless	❖	❖	❖	❖	❖
Military	❖	❖	❖	❖	❖
Socioeconomically Disadvantaged	34	34	100.00%	0.00%	82.35%
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	69	69	100.00%	0.00%	31.88%
Female	32	32	100.00%	0.00%	28.13%
Male	37	37	100.00%	0.00%	35.14%
American Indian or Alaska Native	❖	❖	❖	❖	❖
Asian	❖	❖	❖	❖	❖
Black or African American	35	35	100.00%	0.00%	25.71%
Filipino	❖	❖	❖	❖	❖
Hispanic or Latino	29	29	100.00%	0.00%	37.93%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖	❖
Two or More Races	❖	❖	❖	❖	❖
White	❖	❖	❖	❖	❖
English Learners	❖	❖	❖	❖	❖
Foster Youth	❖	❖	❖	❖	❖
Homeless	❖	❖	❖	❖	❖
Military	❖	❖	❖	❖	❖
Socioeconomically Disadvantaged	34	34	100.00%	0.00%	29.41%
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.



## Career Technical Education Programs

City Honors has a partnership with Southern California Regional Occupational Center. Every class offered at SCROC assists students with entering into the job market. Students may take courses in the following fields:

### SCROC

#### Design, Visual, and Media Arts Pathway:

- Creature Sculpting for Films & Games (2)
- Studio Art

All classes are provided on the school’s master schedule and during the school day. The classes support the academic achievement of all enrolled students by combining technical skill development based on industry standards with content knowledge from related academic subjects (English language arts, mathematics, science or social studies).

## Career Technical Education Participation

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

Career Technical Education Data (2024-25 Participation)	
	City Honors HS
<b>Number of pupils participating in CTE</b>	97
<b>Percentage of pupils who completed a CTE program and earned a high school diploma</b>	0.02%
<b>Percentage of CTE courses that are sequenced or articulated between a school and institutions of postsecondary education</b>	1.00%

## Parental Involvement

Parents from the cities of Inglewood, Los Angeles, Lawndale, Torrance and Hawthorne are highly motivated to have their students attend City Honors. They believe that this small, highly engaging learning environment will benefit their student’s success. Once students are accepted, parents are involved in a wide variety of activities, including School Site Council (SSC), volunteer opportunities in the classrooms and on field trips, chaperoning dances and proms and during special school events.

Throughout the year, our parents attend workshops that revolve around expanding their knowledge of current teenage issues, supporting high academic achievement, costs of college and applying for financial aid. Some parents have provided opportunities for numerous students to participate in community service at their churches, community organizations and through their personal contacts. Parents provide an amazing support network at City Honors. Their time, energy and resources make our small school a better place.

The SSC meets once a month, virtually, to review achievement data for all students, parent involvement, the Single Plan for Student Achievement (SPSA), the Safe School Plan and expenditures pertaining to Title I.

For more information on how to become involved, please contact Saba Araya, the school principal, at (310) 680-4880.

## 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.

## 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	
City Honors HS	
2023-24 and 2024-25 School Years	
<b>Percentage of students enrolled in courses required for UC/CSU admission in 2024-25</b>	100.00%
<b>Percentage of graduates who completed all courses required for UC/CSU admission in 2023-24</b>	94.57%

## 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
<b>City Honors HS</b>	98.40%	97.10%	94.80%	1.60%	2.90%	5.20%
<b>Inglewood USD</b>	86.00%	87.20%	90.30%	10.90%	9.80%	8.30%
<b>California</b>	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
<b>All Students</b>	96	91	94.80%
<b>Female</b>	46	45	97.80%
<b>Male</b>	50	46	92.00%
<b>Non-Binary</b>	❖	❖	❖
<b>American Indian or Alaska Native</b>	❖	❖	❖
<b>Asian</b>	❖	❖	❖
<b>Black or African American</b>	55	51	92.70%
<b>Filipino</b>	❖	❖	❖
<b>Hispanic or Latino</b>	34	33	97.10%
<b>Native Hawaiian or Pacific Islander</b>	❖	❖	❖
<b>Two or More Races</b>	❖	❖	❖
<b>White</b>	❖	❖	❖
<b>English Learners</b>	❖	❖	❖
<b>Foster Youth</b>	❖	❖	❖
<b>Homeless</b>	❖	❖	❖
<b>Socioeconomically Disadvantaged</b>	93	89	95.70%
<b>Students Receiving Migrant Education Services</b>	❖	❖	❖
<b>Students with Disabilities</b>	❖	❖	❖

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.

## 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	
<b>Percentage of students enrolled in AP courses</b>	27.50%
<b>Number of AP courses offered at the school</b>	8
Number of AP Courses Offered	
<b>Computer science</b>	0
<b>English</b>	3
<b>Fine and performing arts</b>	0
<b>Foreign language</b>	1
<b>Mathematics</b>	1
<b>Science</b>	0
<b>Social science</b>	3



## Dual Enrollment Courses

El Camino College

- History 101 (fall)
- History 102 (spring)
- English 1A (fall)
- English 1C (spring)
- Human Development (fall)
- Economics 100 (fall)
- Political Science I (spring)
- Theater (fall)
- Communication 100: Public Speaking (spring)

EdEquity Lab (Stanford)

- Introduction of Bioengineering

## 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	0%
Foreign language	0%
Health	✧
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
<b>Systems:</b> Gas leaks, sewer, mechanical systems (heating, ventilation and HVAC)	Good
<b>Interior:</b> Interior surfaces (floors, ceilings, walls and window casings)	Good
<b>Cleanliness:</b> Pest/vermin control, overall cleanliness	Fair
<b>Electrical:</b> Electrical systems	Good
<b>Restrooms/fountains:</b> Restrooms, sinks and drinking fountains	Good
<b>Safety:</b> Fire safety, emergency systems, hazardous materials	Good
<b>Structural:</b> Structural condition, roofs	Good
<b>External:</b> Windows/doors/gates/fences, playgrounds/school grounds	Good
<b>Overall summary of facility conditions</b>	Good
<b>Date of the most recent FIT report</b>	10/28/2025

## 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
<b>Interior</b>	Sink inside classroom N-114 does not work. Work order has been submitted and will be completed by Maintenance.
<b>Cleanliness</b>	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.
<b>Restrooms/fountains</b>	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.

## School Facilities

City Honors school site is a shared facility located on the Crozier Middle School campus. It includes a Mac lab, a gymnasium, cafeteria, administrative building and football and soccer field. The renovation of the auditorium was completed in May 2008. The space is for school performances as well as public performances. Our auditorium is a high-use civic center attraction that hosts many community events each year.

City Honors occupies the first and second floor of the West building as well as three rooms in the North building (RSP, science lab and computer lab). Twenty rooms are utilized for classes taught by City Honors staff, Southern California Regional Occupational Center (SCROC) classes, El Camino College instructors and a college career counselor. Additionally, one classroom is used for the Robotics after school program.

The school principal is visible and accessible throughout the day, virtually and on-campus.

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 2024-25 school year, only one gate is being utilized for ingress and egress for City Honors 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.



*“City Honors is located in the heart of Inglewood, California, and is dedicated to meeting the academic needs of all students.”*

## Teacher Preparation and Placement

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

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

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	10.3	57.8%	343.4	82.3%	234,405.2	84.0%
<b>Intern Credential Holders Properly Assigned</b>	0.0	0.0%	3.0	0.7%	4,853.0	1.7%
<b>Teachers Without Credentials and Misassignments ("ineffective" under ESSA)</b>	3.2	18.0%	37.0	8.9%	12,001.5	4.3%
<b>Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)</b>	3.1	17.5%	14.8	3.6%	11,953.1	4.3%
<b>Unknown</b>	1.1	6.7%	18.7	4.5%	15,831.9	5.7%
<b>Total Teaching Positions</b>	17.8	100.0%	417.1	100.0%	279,044.8	100.0%

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

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	10.4	65.4%	293.2	76.1%	231,142.4	83.2%
<b>Intern Credential Holders Properly Assigned</b>	0.0	0.0%	6.4	1.7%	5,566.4	2.0%
<b>Teachers Without Credentials and Misassignments ("ineffective" under ESSA)</b>	4.4	28.2%	53.3	13.8%	14,938.3	5.4%
<b>Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)</b>	0.2	1.8%	5.1	1.4%	11,746.9	4.2%
<b>Unknown</b>	0.7	4.5%	27.3	7.1%	14,303.8	5.2%
<b>Total Teaching Positions</b>	15.9	100.0%	385.5	100.0%	277,697.8	100.0%

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

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	10.1	62.8%	273.4	73.2%	230,039.4	82.6%
<b>Intern Credential Holders Properly Assigned</b>	0.0	0.0%	11.8	3.2%	6,213.8	2.2%
<b>Teachers Without Credentials and Misassignments ("ineffective" under ESSA)</b>	5.6	34.7%	64.2	17.2%	16,855.0	6.0%
<b>Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)</b>	0.0	0.0%	2.6	0.7%	12,112.8	4.3%
<b>Unknown</b>	0.4	2.5%	21.3	5.7%	13,705.8	4.9%
<b>Total Teaching Positions</b>	16.2	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	3.2	4.4	5.6
Vacant Positions	0.0	0.0	0.0
<b>Total Teachers Without Credentials and Misassignments</b>	3.2	4.4	5.6



### 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	0.8	0.0	0.0
Local Assignment Options	2.3	0.2	0.0
<b>Total Out-of-Field Teachers</b>	3.1	0.2	0.0

### Class Assignments

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

Class Assignments (Three-Year Data)			
Indicator	2021-22	2022-23	2023-24
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	24.6%	35.2%	37.7%
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	15.5%	11.0%	5.3%

### 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	158:1
<b>Support Staff</b>	<b>FTE</b>
Counselor (academic, social/behavioral or career development)	2.0
Library media teacher (librarian)	0.0
Library media services staff (paraprofessional)	0.0
Psychologist	0.5
Social worker	0.0
Nurse	0.0
Speech/language/hearing specialist	0.0
Resource specialist (nonteaching)	1.0

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

## Financial Data

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

## District Financial Data

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

Salary Data (2023-24 Fiscal Year)		
	Inglewood USD	Similar Sized District
<b>Beginning teacher salary</b>	\$44,687	\$62,145
<b>Midrange teacher salary</b>	\$71,242	\$97,088
<b>Highest teacher salary</b>	\$89,269	\$120,435
<b>Average elementary school principal salary</b>	\$130,727	\$151,342
<b>Average middle school principal salary</b>	\$127,113	\$159,513
<b>Average high school principal salary</b>	\$154,003	\$177,260
<b>Superintendent salary</b>	\$300,000	\$294,804
<b>Teacher salaries: percentage of budget</b>	16.84%	29.95%
<b>Administrative salaries: percentage of budget</b>	4.64%	5.40%

## Financial Data Comparison

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

Financial Data Comparison (2023-24 Fiscal Year)		
	Expenditures Per Pupil From Unrestricted Sources	Annual Average Teacher Salary
<b>City Honors HS</b>	\$4,843	\$78,899
<b>Inglewood USD</b>	\$4,332	\$79,280
<b>California</b>	\$11,146	\$100,065
<b>School and district: percentage difference</b>	+11.8%	-0.5%
<b>School and California: percentage difference</b>	-56.5%	-21.2%

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	
<b>Total expenditures per pupil</b>	\$5,340
<b>Expenditures per pupil from restricted sources</b>	\$496
<b>Expenditures per pupil from unrestricted sources</b>	\$4,843
<b>Annual average teacher salary</b>	\$78,899



## 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.