

Frank D. Parent K-8 School

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Grades K-8 ▪ CDS Code 19-64634-6014542

To Prepare Today's Learners to be Tomorrow's Leaders



Inglewood Unified School District

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Principal's Message

Welcome to Frank D. Parent Elementary School (K-8), where the entire staff works diligently as a cohesive team to enrich the student learning process through engaging instruction and a meaningful, rigorous Common Core State Standards-based curriculum. Lessons and collaborative activities are student-centered and designed to motivate learners while teaching them the essential skills at their grade level to prepare students to be college and career ready. The vision of Frank D. Parent School is "TO PREPARE TODAY'S LEARNERS TO BE TOMORROW'S LEADERS."

We have a strong team of educators and support staff that is passionate and purposeful about the academic and social development of our students. Positive Behavioral Interventions and Supports (PBIS) and Foreign Language Exploratory (FLEX) Spanish class as successful programs at Parent School. Parent has Innovative programs such as "I Have A Dream-Los Angeles" (IHADLA) and the newly incorporated Musicians At Play and School2Home.

Frank D. Parent is currently implementing PBIS, a proactive approach to establishing the behavioral supports and social culture needed for all students in a school to achieve social, emotional, and academic success. The purpose of schoolwide PBIS is to establish a climate in which appropriate behavior is the norm. PAWS—Pride, Attitude, Wise choices, Safety—provides specific behavior expectations for students in all areas of the school, including the cafeteria, playground, walkways, restrooms, and the media center/library.

Frank D. Parent School launched a Foreign Language in Elementary School (FLES) program, which will bring daily Spanish language instruction to all students in grades K-5. Through this program, each student will receive 45 minutes of Spanish instruction every day, providing all students the opportunity to gain language skills that are invaluable in today's global society. This new FLES program is designed around California's World Language Standards, focusing on language acquisition, cultural appreciation, and foundational communication skills. With engaging lessons that integrate the arts, music, and culture, the program aims to foster a love for language learning while building cognitive, academic, and social benefits. Research consistently shows that learning a second language enhances problem-solving skills, improves academic achievement, and increases cultural understanding. We are excited to share the many benefits of transitioning to a Foreign Language (Spanish) program, which will serve all students from TK through 5th grade. The new program offers several key advantages:

- **Increased Access:** All students in grades (K-5) at Frank D. Parent will have the opportunity to learn Spanish.
- **Bilingualism Benefits:** Research shows that learning a second language, even through a Foreign Language program, enhances cognitive development, improves academic performance, and builds self-confidence.
- **Focus on Quality:** The program will be taught by credentialed Spanish teachers, who will integrate the arts and culture into language instruction, making the learning experience engaging and enriching for all students.
- **Support for Literacy:** Spanish instruction

Frank D. Parent students are preparing for the demands of the 21st century by becoming technologically savvy. They utilize digital resources to participate in online inquiry-based assignments and present information learned with Google Slides, Google Forms, PowerPoint and Flip grid. Keyboarding skills are practiced beginning in the primary grades. All students take digital formative and summative assessments and participate in online intervention and enrichment programs. Teachers and students utilize various computer application programs to enhance and support daily instruction.

During the school day, there are three tutors from Hey Tutor rotated into each class to provide small group tutoring services to students who need extra support with the core curriculum. Each tutor works within each classroom to work with students on the classroom assignments and reviews the curriculum being taught by the teacher.

Frank D. Parent has a great music program through Musicians At Play, which provides students access to music education through live performances and introduces the students to reading and playing musical instruments, such as woodwind, percussion and stringed instruments.

Frank D. Parent offers two on-campus after-school programs. Over 100 students in K-8 can take advantage of either Kids for College (K-8) or Hokali (6-8). Each program offers daily homework assistance, physical activities, art and other activities to students from 2:05 p.m. to 6 p.m. (grades TK-3) and 2:30 p.m. to 6 p.m. (grades 4-8).

The Frank D. Parent School Parent Teacher Association (PTA) comprises dedicated parents and staff. The PTA encourages the entire school community to get involved by volunteering on campus, supporting fundraisers, and planning school and family events. Additionally, the PTA provides instructional materials, library books, PE equipment and sponsors field trips. One of the primary goals of this year's PTA board is to provide more family-oriented on-campus activities and special events.

Frank D. Parent School has a long tradition of providing a strong academic program in a safe, nurturing environment. Former students return to our campus frequently to share their experiences in colleges and universities, their careers/professions, and family. Many children of former students from the late 1990s and 2000s attend Parent School today.

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.

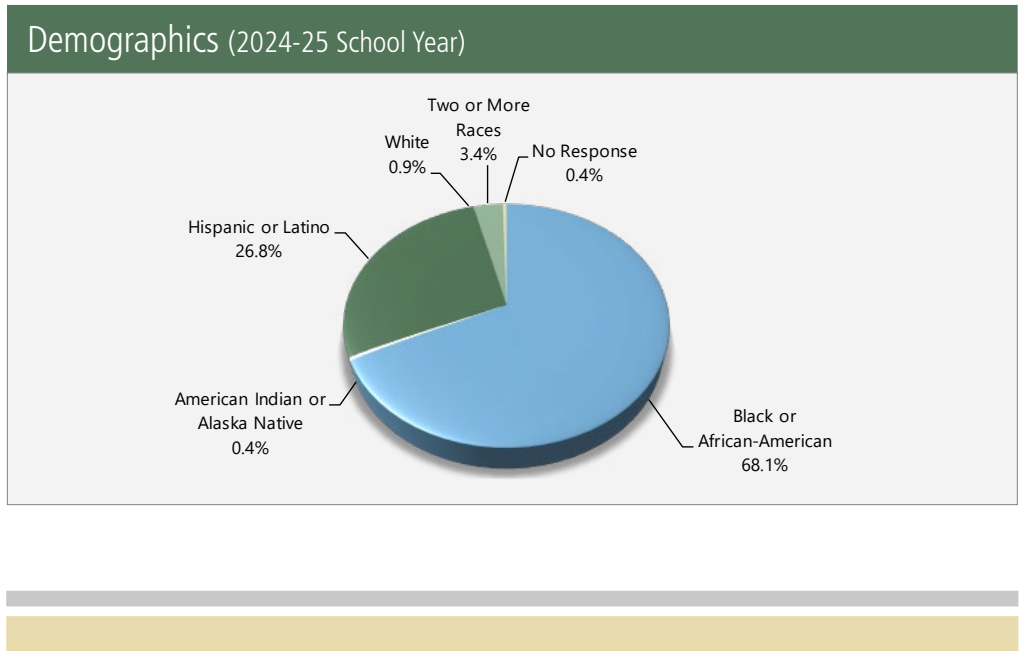
Vision Statement

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 235 students for the 2024-25 school year. The pie chart displays the percentage of students enrolled in each group.



Professional Development

Ongoing research-based staff professional development is provided throughout the school year. Staff professional development meets the requirements of the Elementary & Secondary Education Act (ESEA) No Child Left Behind (NCLB) Section 1119. Staff needs, assessment surveys, formative and summative student assessment data, school disciplinary records (Schoolwide Information System [SWIS]), administrators' walk-through visits and staff evaluations, and other relevant data is used to determine staff development needs and activities.

Some professional development activities include Evidence-Based Writing, Close Reading (annotations), Writing Across all Content Areas, Performance Tasks and Assessments, Implementing the Common Core State Standards, PBIS, utilizing Google Classroom, Aeries Gradebook, Trauma Informed Teaching, Student Engagement, using Professional Learning Communities (PLCs) for data analysis, lesson planning (including intervention and enrichment) and researching best teaching practices. The entire staff has received professional development in sexual harassment, child abuse, the school safety plan, the Single Plan for Student Achievement (School Plan), and School Safety Plan

Frank D. Parent School continues to focus on Evidence-Based Writing and AVID skills, as this is a crucial skill for students to master in order to succeed in all subjects and for college and career readiness. Performance Assignments in Writing are assigned to students through Journeys and Collections. Teachers work collaboratively to score the writing pieces using a rubric. The Cycle of Inquiry allows teachers time to analyze performance assessment data and plan the next steps in the year-long process. The performance assignments will prepare students for the challenging assessment items they will encounter on the CAASPP Benchmark Assessments and the Smarter Balanced Assessment Consortium (SBAC) Summative Assessments that require in-depth analysis of text and evidence-based typed responses.

An instructional coach works on our campus throughout the week, offering demonstration lessons, support and assistance with data analysis, training for online programs/and/or assessments used at the school site, strategies for delivering effective instruction, and techniques for establishing and maintaining classroom procedures.

Increasing student achievement is the central focus of all staff professional development activities at Frank D. Parent School. The most effective strategies for delivering instruction and monitoring student progress are presented, shared among staff, implemented and evaluated.

Professional Development Days (Three-Year Data)

	2023-24	2024-25	2025-26
Number of school days dedicated to staff development and continuous improvement	6	8	8

Enrollment by Student Group

Demographics

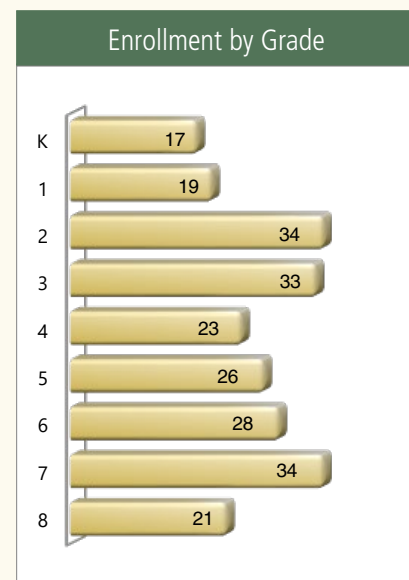
2024-25 School Year

Female	47.20%
Male	52.80%
Non-Binary	0.00%
English Learners	5.10%
Foster Youth	1.70%
Homeless	1.70%
Migrant	0.00%
Socioeconomically Disadvantaged	87.20%
Students with Disabilities	10.60%



Enrollment by Grade

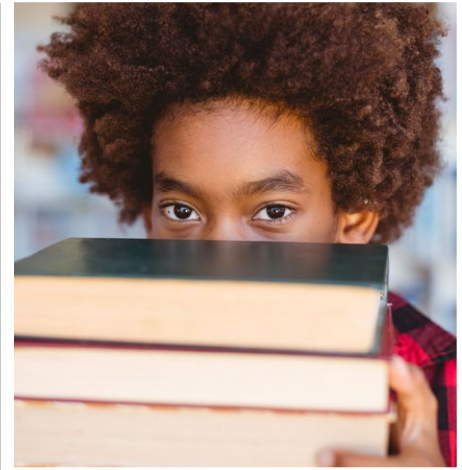
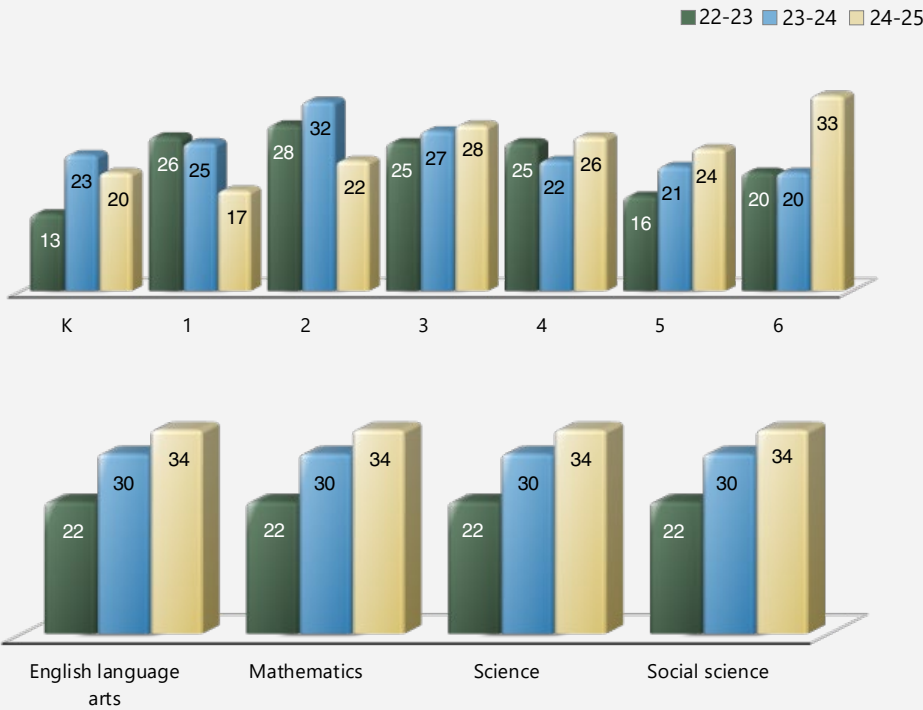
The bar graph displays the total number of students enrolled in each grade for the 2024-25 school year.



Class Size Distribution

The bar graphs display the three-year data for average class size, and the table displays the three-year data for the number of classrooms by size. The number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Average Class Size (Three-Year Data)



School Safety

Frank D. Parent School staff have developed an extensive school safety plan. The safety plan continues to be updated throughout the school year to ensure the most efficient procedures and effective plan is in place.

The Parent School staff and Safety Committee have created an Emergency Response Team in which all members of the staff are assigned duties and responsibilities to monitor and protect students in the event of an emergency. Staff members certified in CPR and trained to administer first aid are assigned accordingly. Emergency supplies and materials are stored on campus.

Disaster drills and possible emergency scenarios are practiced on a regular basis. Input from the fire department, IUSD Police Department and the sheriff's department help keep our evacuation and lockdown procedures current and operational.

Parent School participates in the annual Great American Shake-Out event each October.

Our anti-bullying program is an important component of the safety plan. The plan includes intervention and prevention techniques, student activities and project ideas, and additional strategies that staff, parents and students can implement in order to prevent bullying on our campus. Additionally, safety is a significant component of PBIS, which has made a noticeable positive difference on our school campus.

The School Safety Plan was last reviewed, updated and discussed with the school faculty in December 2025.

Number of Classrooms by Size (Three-Year Data)

	2022-23			2023-24			2024-25		
Grade	Number of Students								
	1-20	21-32	33+	1-20	21-32	33+	1-20	21-32	33+
K	2	1		2			3		
1		1		2	1		1		
2		1		1	1			1	
3		1		1	1			1	
4		1		1	1			1	
5	1	1		1	1			1	
6	6			1	1		2		
Subject	Number of Students								
	1-22	23-32	33+	1-22	23-32	33+	1-22	21-32	33+
English language arts	2	1	1		1				2
Mathematics	2	1	1		1				2
Science	2	1	1		1				2
Social science	2	1	1		1				2

Suspensions and Expulsions

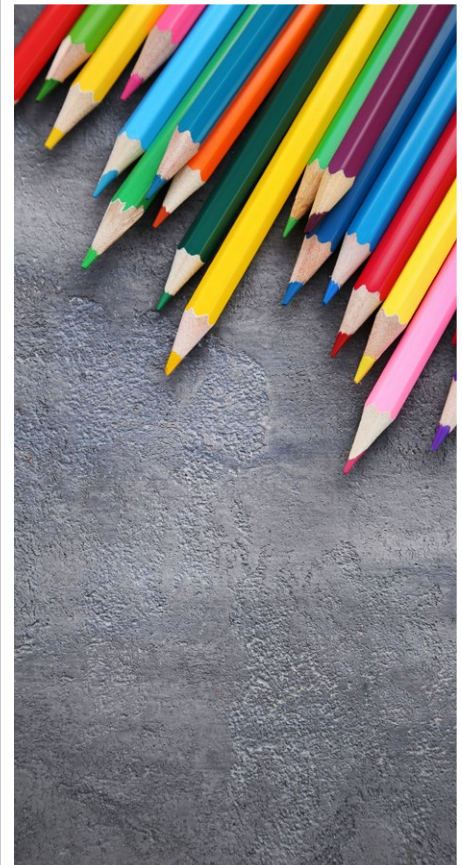
This table shows the school, district, and state suspension and expulsion rates collected between July through June, each full school year respectively. Note: Students are only counted one time, regardless of the number of suspensions.

Suspension and Expulsion Rates (Three-Year Data)									
	Parent K-8			Inglewood USD			California		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Suspension rates	8.10%	7.20%	6.10%	3.00%	3.10%	4.10%	3.60%	3.30%	2.90%
Expulsion rates	0.30%	0.00%	0.00%	0.00%	0.00%	0.00%	0.10%	0.10%	0.10%

"We have a strong team of educators and support staff that is passionate and purposeful about the academic and social development of our students."

Suspensions and Expulsions by Student Group

Suspensions and Expulsions by Student Group (2024-25 School Year)		
Student Group	Suspensions Rate	Expulsions Rate
All Students	6.10%	0.00%
Female	9.80%	0.00%
Male	2.70%	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	4.80%	0.00%
Filipino	0.00%	0.00%
Hispanic or Latino	8.20%	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	6.70%	0.00%
Foster Youth	0.00%	0.00%
Homeless	0.00%	0.00%
Socioeconomically Disadvantaged	6.50%	0.00%
Students Receiving Migrant Education Services	0.00%	0.00%
Students with Disabilities	3.10%	0.00%



Public Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available at a workstation, and the ability to print documents.

California Physical Fitness Test

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

California Physical Fitness Test (2024-25 School Year)

Percentage of Students Participating In Each Of The Five Fitness Components

Grade	Component 1:	Component 2:	Component 3:	Component 4:	Component 5:
	Aerobic Capacity	Abdominal Strength and Endurance	Trunk Extensor and Strength and Flexibility	Upper Body Strength and Endurance	Flexibility
5	96%	100%	100%	100%	100%
7	100%	100%	100%	100%	100%

Chronic Absenteeism by Student Group

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

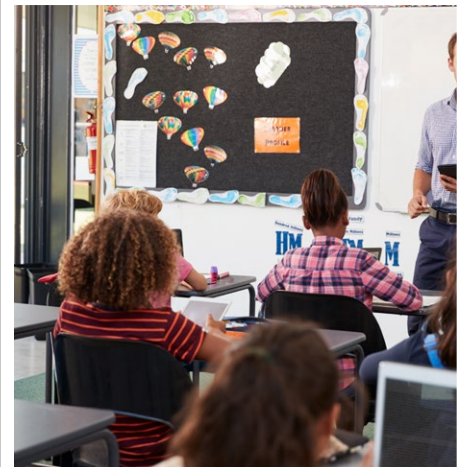
Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	279	248	88	35.50%
Female	133	119	42	35.30%
Male	146	129	46	35.70%
Non-Binary	❖	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖	❖
Asian	❖	❖	❖	❖
Black or African American	189	166	62	37.30%
Filipino	❖	❖	❖	❖
Hispanic or Latino	73	66	20	30.30%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖
Two or More Races	12	11	5	45.50%
White	❖	❖	❖	❖
English Learners	15	15	1	6.70%
Foster Youth	❖	❖	❖	❖
Homeless	❖	❖	❖	❖
Socioeconomically Disadvantaged	247	225	82	36.40%
Students Receiving Migrant Education Services	❖	❖	❖	❖
Students with Disabilities	32	31	11	35.50%

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

Types of Services Funded

Special programs and/or supplemental services offered at Frank D. Parent School:

- Foreign Language Spanish program
- Musicians At Play (MAP)
- I Have A Dream, LA
- PBIS
- i-Ready
- Standards Plus
- PTA
- Guiding Coalition/Instructional Leadership Team (ILT)
- Hey Tutor
- School2Home
- Kids for College (after school program grades TK-4)
- Team Prime Time (after school program grades 5-8)



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	Parent K-8		Inglewood USD		California	
	23-24	24-25	23-24	24-25	23-24	24-25
Science	4.62%	13.33%	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	Parent K-8		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	13%	21%	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 (grades 5 and 8)

Percentage of Students Meeting or Exceeding State Standard (2024-25 School Year)

Science

Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Not Tested	Percentage Met or Exceeded
All students	45	45	100.00%	0.00%	13.33%
Female	21	21	100.00%	0.00%	9.52%
Male	24	24	100.00%	0.00%	16.67%
American Indian or Alaska Native	❖	❖	❖	❖	❖
Asian	❖	❖	❖	❖	❖
Black or African American	29	29	100.00%	0.00%	10.34%
Filipino	❖	❖	❖	❖	❖
Hispanic or Latino	14	14	100.00%	0.00%	21.43%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖	❖
Two or More Races	❖	❖	❖	❖	❖
White	❖	❖	❖	❖	❖
English Learners	❖	❖	❖	❖	❖
Foster Youth	❖	❖	❖	❖	❖
Homeless	❖	❖	❖	❖	❖
Military	❖	❖	❖	❖	❖
Socioeconomically Disadvantaged	40	40	100.00%	0.00%	12.50%
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 (grades 3-8)

Percentage of Students Meeting or Exceeding State Standard (2024-25 School Year)

English Language Arts

Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Not Tested	Percentage Met or Exceeded
All students	155	154	99.35%	0.65%	34.42%
Female	72	72	100.00%	0.00%	38.89%
Male	83	82	98.80%	1.20%	30.49%
American Indian or Alaska Native	❖	❖	❖	❖	❖
Asian	❖	❖	❖	❖	❖
Black or African American	112	112	100.00%	0.00%	33.04%
Filipino	❖	❖	❖	❖	❖
Hispanic or Latino	34	33	97.06%	2.94%	39.39%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖	❖
Two or More Races	❖	❖	❖	❖	❖
White	❖	❖	❖	❖	❖
English Learners	❖	❖	❖	❖	❖
Foster Youth	❖	❖	❖	❖	❖
Homeless	❖	❖	❖	❖	❖
Military	❖	❖	❖	❖	❖
Socioeconomically Disadvantaged	106	106	100.00%	0.00%	26.42%
Students Receiving Migrant Education services	❖	❖	❖	❖	❖
Students with Disabilities	19	19	100.00%	0.00%	15.79%

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



CAASPP Test Results by Student Group: Mathematics (grades 3-8)

Percentage of Students Meeting or Exceeding State Standard (2024-25 School Year)

Mathematics					
Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Not Tested	Percentage Met or Exceeded
All students	155	154	99.35%	0.65%	20.78%
Female	72	71	98.61%	1.39%	21.13%
Male	83	83	100.00%	0.00%	20.48%
American Indian or Alaska Native	❖	❖	❖	❖	❖
Asian	❖	❖	❖	❖	❖
Black or African American	112	111	99.11%	0.89%	19.82%
Filipino	❖	❖	❖	❖	❖
Hispanic or Latino	34	34	100.00%	0.00%	23.53%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖	❖
Two or More Races	❖	❖	❖	❖	❖
White	❖	❖	❖	❖	❖
English Learners	❖	❖	❖	❖	❖
Foster Youth	❖	❖	❖	❖	❖
Homeless	❖	❖	❖	❖	❖
Military	❖	❖	❖	❖	❖
Socioeconomically Disadvantaged	106	105	99.06%	0.94%	15.24%
Students Receiving Migrant Education services	❖	❖	❖	❖	❖
Students with Disabilities	19	19	100.00%	0.00%	5.26%

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



Textbooks and Instructional Materials

Textbook committees were formed from each grade span: TK-5, 6-8 and 9-12. Committee members included administrators and teacher representatives of each grade level and/or department. Each committee attended textbook "toolbox" training through the Los Angeles County Office of Education. These trainings provided members with rubrics and checklists for staff to use during the selection process. The committee used the toolbox to select at least three state-approved publishers to pilot throughout the district. Teachers piloted all options, analyzed each using the toolbox rubrics, and voted for the most appropriate state-approved textbook. In addition, the piloted textbooks were on display at the district for parent input. The committees used all data to make final recommendations to the Advisory Board and state administrator for approval. Each textbook adoption was approved at a public board meeting.

The county administrator makes the final decision on textbook adoptions.

The most recent public hearing held to adopt a resolution on the sufficiency of instructional materials was held on October 1, 2025. All IUSD textbooks are chosen using the state-approved list and fit with in the California curriculum frameworks for that adoption.

Textbooks and Instructional Materials List (2025-26 School Year)

Subject	Textbook	Adopted
Reading/language arts	Amplify Core Knowledge Language Arts (TK-5)	2023
Reading/language arts	Amplify ELA (6-8)	2016
Mathematics	Saavas Envision Math (TK-8)	2023
Science	California Inspire Science (TK-5)	2021
Science	California Inspire Science Integrated (6)	2021
Science	California Inspire Life Science (7)	2021
Science	California Inspire Physical Science (8)	2021
Science	California Spanish Inspire Science (K-5)	2021
Science	California Spanish Inspire Science Integrated (6)	2021
History/social science	California Impact: Learning and Working Now and Long Ago, McGraw Hill Education (K)	2019
History/social science	California Impact: A Child's Place in Time and Space, McGraw Hill Education (1)	2019
History/social science	California Impact: People Who Make a Difference, McGraw Hill Education (2)	2019
History/social science	California Impact: Continuity and Change, McGraw Hill Education (3)	2019
History/social science	California Impact: A Changing State, McGraw Hill Education (4)	2019
History/social science	California Impact: US History: Making a New Nation, McGraw Hill Education (5)	2019
History/social science	World History: Ancient Civilizations, National Geographic (6)	2019
History/social science	World History: Medieval and Early Modern Times, National Geographic (7)	2019
History/social science	US History: American Stories, Beginnings to World War I, National Geographic (8)	2019
ELD	Language Studio, Amplify (K-5)	2024
ELD	ELD California, Amplify (6-8)	2024
ELD (Newcomer/LTEL)	iLitELL, SAVVAS Learning Company (6-12)	2024
Spanish (Frank D. Parent)	¡Listos!, Vista Higher Learning (K-5)	2024

◇ Not applicable.

Availability of Textbooks and Instructional Materials

The following lists the percentage of pupils who lack their own assigned textbooks and instructional materials.

Percentage of Students Lacking Materials by Subject	
2025-26 School Year	
Reading/language arts	0%
Mathematics	0%
Science	0%
History/social science	0%
Visual and performing arts	◇
Foreign language	0%
Health	0%

Currency of Textbooks

This table displays the date when the most recent hearing was held to adopt a resolution on the sufficiency of instructional materials.

Currency of Textbooks	
2025-26 School Year	
Data collection date	10/1/2025

Quality of Textbooks

The following table outlines the criteria required for choosing textbooks and instructional materials.

Quality of Textbooks	
2025-26 School Year	
Criteria	Yes/No
Are the textbooks adopted from the most recent state-approved or local governing-board-approved list?	Yes

School Facility Good Repair Status

The table shows the results of the school’s most recent inspection using the Facility Inspection Tool (FIT) or equivalent school form. This inspection determines the school facility’s good repair status using ratings of good condition, fair condition or poor condition. The overall summary of facility conditions uses ratings of exemplary, good, fair or poor.

School Facility Good Repair Status (2025-26 School Year)	
Items Inspected	Repair Status
Systems: Gas leaks, sewer, mechanical systems (heating, ventilation and HVAC)	Good
Interior: Interior surfaces (floors, ceilings, walls and window casings)	Good
Cleanliness: Pest/vermin control, overall cleanliness	Fair
Electrical: Electrical systems	Good
Restrooms/fountains: Restrooms, sinks and drinking fountains	Fair
Safety: Fire safety, emergency systems, hazardous materials	Good
Structural: Structural condition, roofs	Good
External: Windows/doors/gates/fences, playgrounds/school grounds	Good
Overall summary of facility conditions	Good
Date of the most recent FIT report	10/28/2025

Deficiencies and Repairs

The table lists the repairs required for all deficiencies found during the site inspection. Regardless of each item’s repair status, all deficiencies are listed.

Deficiencies and Repairs (2025-26 School Year)	
Items Inspected	Repairs Needed and Action Taken or Planned
Cleanliness	Boy’s restroom by J-20 needs cleaning; Student restrooms in the multipurpose room need cleaning; The Main Office floor needs mopping. This will be done by the custodial staff on site.
Electrical	Light out in girls restroom by room J-20. Work order has been submitted and will be taken care of by Maintenance.
Restrooms/fountains	C-Building drinking fountain is clogged; D-Building drinking fountain is not working; E-Building boys restroom has a loose faucet. Work order has been submitted and will be taken care of by Maintenance.

School Facilities

Frank D. Parent School was built in 1960. The school has 32 classrooms, an updated library/media center, a large multipurpose room/auditorium, main office, covered lunch area, support staff offices, an academic intervention room, music room and staff professional development room. There is also a large grassy area for sports and activities.

The main entrance to the campus is through the main office. For safety purposes, all gates remain locked during the school day. Students who participate in after-school activities remain on campus. The other students are supervised in front of the school until they are picked up at or before 3 p.m. Kindergarten students are dismissed from their own gated area. We have a full-time campus safety assistant who monitors the campus throughout the day from 7:30 a.m. to 6 p.m. The safety assistant helps monitor recess, nutrition break and lunch time to ensure that the students are kept safe on campus.

The lead day custodian begins their shift in the early morning and stays until dismissal. The campus is kept clean and in good condition at all times. Two additional custodians arrive after the student lunch periods and stay until 9:30 p.m. to ensure the school is clean and classrooms are ready for the next school day.

Several campus beautification projects added attractive plants, trees, and colorful, creative murals around the school, which include several school gardens that have been planted within the school during the school year.



“Frank D. Parent School has a long tradition of providing a strong academic program in a safe, nurturing environment.”

Parental Involvement

Frank D. Parent School has developed a written Title I Parental Involvement Policy with input from parents. Frank D. Parent School's Parent Involvement Policy is based on the belief that parents play a vital role in the educational success of all students. The greatest opportunities for learning occur when parents, students, teachers, administrators and support staff work together to create a safe and positive home and school environment that promotes academic and personal growth. The Parental Involvement Policy was developed by our school community—administration, staff and parents. The policy is traditionally distributed to parents at the annual Title I Meeting, which is held in conjunction with Back-to-School Night each fall. Copies of the policy are also available in the front office. The policy describes the means for carrying out the Title I parental involvement requirements [20 USC 6318 Section 1118(a)-(f) inclusive].

Involvement of parents in the Title I program

To involve parents in the Title I program at Frank D. Parent School, the following practices have been established:

The school convenes for an annual meeting to inform parents about the Title I program. This meeting traditionally occurs in September during the Back-to-School Night information session, which takes place prior to classroom visitations and teacher presentations.

Meetings for parents of Title I students are scheduled in a flexible manner. Most meetings occur in the mornings and evenings. The morning meetings consist of a monthly Coffee with the Principal meeting, where the principal speaks to parents, hear their concerns and work together to come up solutions. The PTA president is also available to assist parents with questions or concerns.

The school involves parents in an organized, ongoing and timely way in the planning, reviewing and improving the school's Title I programs and the Title I Parental Involvement Policy. The PTA board and School Site Council at Parent School are integral committees which give parents the opportunity to be directly involved in aspects of the decision-making process including: planning school events, giving input regarding the establishment of new school procedures for students, and ongoing monitoring of programs. Additionally, members of the School Site Council are responsible for developing the Single Plan for Student Achievement, which allocates Title I Funds, and overseeing the Title II budget. Beginning in 2016-17 our School Site Council adopted the Secondary School Model, which altered the membership configuration of the Council to the principal, three parents, three students, four teachers and one other staff member. The other staff represents a staff member that does not have a classroom roster. Parents are also given the opportunity to volunteer and to receive parent information through communication with Frank D. Parent's community liaison.

Frank D. Parent provides parents with timely information throughout the school year, including information about after-school programs, tutoring opportunities, and other special clubs and activities available to students through weekly emailed parent bulletins entitled, "Panther Press."

Additionally, Frank D. Parent provides parents with an explanation of the curriculum used at the school, the assessments used to measure student progress, and the proficiency levels students are expected to meet. Parents are given a copy of the Common Core State Standards. Teachers review curriculum and expectations at Back-to-School Night and send parent letters home regarding upcoming assessments and projects.

PTA meetings take place on the second Tuesday of every month. Families are encouraged to attend the meetings. Parent concerns are addressed and discussed. Valuable information is distributed and presenters share researched-based practices that parents can implement for student success. Businesses in the community are often invited to inform parents of the many nearby services offered. Parents take advantage of the frequent networking opportunities.

School-Parent Compact

Frank D. Parent distributes a school-parent compact that was developed jointly with parents. The compact outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement. It describes specific ways the school and families will partner to help children achieve the state's high academic standards. It addresses the following legally required items, as well as other items suggested by parents of Title I students.

- The school's responsibility to provide high-quality curriculum and instruction
- Parents' responsibilities for supporting their children's learning
- The importance of ongoing communication between parents and teachers through annual parent-teacher conferences; frequent reports on student progress; access to staff; opportunities for parents to volunteer and participate in their child's class; and opportunities to observe classroom activities

The compact was developed for establishing teams consisting of parents and families, staff and students. By signing the compact, parents, teachers and students are agreeing to work together to accomplish the school goals. The compact clearly defines the roles and responsibilities of each stakeholder. It serves as a cornerstone for accountability of the rules and regulations stated in the Handbook of Student Behavior and Standards of Conduct.

Building Capacity for Involvement

Frank D. Parent engages families in meaningful interactions with the school. It supports a partnership among staff, parents and the community to improve student academic achievement. To help reach these goals, the school has established the following practices.

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Parental Involvement

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Parent School provides parents with assistance in understanding the Common Core State Standards, assessments, and how to monitor and improve the achievement of their children. At Back-to-School Night, teachers review grade-level standards with parents. Parents receive information at PTA meetings regarding monitoring the progress of their children, tips for helping students with homework, preparing for assessments and other related academic issues. Parent meetings are scheduled before standardized testing for the purpose of familiarizing parents with information about California Assessment of Student Performance and Progress (CAASPP) testing. Student Success Team (SST) meetings are held for parents of underperforming students or students who have behavior or social challenges, and parents of students preparing for eighth-grade promotion.

It is a priority of Frank D. Parent to work as a team with families for the success of students. The school distributes information related to school and parent programs, meetings and other activities in a format and language that the parents understand and provides support for parental involvement activities. The Aeries Parent Portal is available for parents to track their child's academic and behavioral progress online. It also provides a record of attendance. A computer is available in our school office for parents who do not have their own devices or internet access.

Accessibility

Frank D. Parent provides opportunities for the participation of all Title I parents, including parents with limited English proficiency, parents with disabilities and parents of migratory students. Information and school reports are provided in a format and language that parents understand. Weekly newsletters, fliers, calendars, information on the IUSD website, and voice messages sent home on the school messenger system are carefully prepared and worded for clarity and comprehension.

Adoption

Frank D. Parent School's Parental Involvement Policy was developed jointly by the Parent School administration, staff and parents.

For more information on how to become involved, please contact our front office at (310) 680-5430.

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)	18.5	80.6%	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)	3.0	13.0%	37.0	8.9%	12,001.5	4.3%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.4	2.1%	14.8	3.6%	11,953.1	4.3%
Unknown	1.0	4.3%	18.7	4.5%	15,831.9	5.7%
Total Teaching Positions	23.0	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)	11.4	77.8%	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)	3.0	20.4%	53.3	13.8%	14,938.3	5.4%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.2	1.7%	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	14.7	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)	9.3	74.6%	273.4	73.20%	230,039.4	82.6%
Intern Credential Holders Properly Assigned	0.0	0.0%	11.8	3.20%	6,213.8	2.2%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	2.9	23.9%	64.2	17.20%	16,855.0	6.0%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.0	0.0%	2.6	0.70%	12,112.8	4.3%
Unknown	0.1	1.3%	21.3	5.70%	13,705.8	4.9%
Total Teaching Positions	12.5	100.0%	373.6	100.00%	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	3.0	3.0	2.9
Vacant Positions	0.0	0.0	0.0
Total Teachers Without Credentials and Misassignments	3.0	3.0	2.9



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	0.4	0.2	0.0
Total Out-of-Field Teachers	0.4	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)	15.3%	16.1%	31.5%
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.0%	2.2%	0.0%

Academic Counselors and School Support Staff

This table displays information about academic counselors and support staff at the school and their full-time equivalent (FTE).

Ratio of Pupils to Academic Counselors and School Support Staff Data	
2024-25 School Year	
	Ratio
Pupils to Academic counselors	217:1
Support Staff	FTE
Counselor (academic, social/behavioral or career development)	1.0
Library media teacher (librarian)	0.0
Library media services staff (paraprofessional)	0.0
Psychologist	1.0
Social worker	0.0
Nurse	0.0
Speech/language/hearing specialist	0.0
Resource specialist (nonteaching)	2.0

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

Financial Data

The financial data displayed in this SARC is from the 2022-23 fiscal year. The most current fiscal information available provided by the state is always two years behind the current school year and one year behind most other data included in this report. For detailed information on school expenditures for all districts in California, see the California Department of Education (CDE) Current Expense of Education & Per-pupil Spending web page at www.cde.ca.gov/ds/fd/ec. For information on teacher salaries for all districts in California, see the CDE 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
Parent K-8	\$3,799	\$79,349
Inglewood USD	\$4,332	\$79,280
California	\$11,146	\$100,065
School and district: percentage difference	-12.3%	+0.1%
School and California: percentage difference	-65.9%	-20.7%

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.

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	\$3,813
Expenditures per pupil from restricted sources	\$14
Expenditures per pupil from unrestricted sources	\$3,799
Annual average teacher salary	\$79,349



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.