

# Oak Street TK-8 School

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Grades TK-8 ▪ CDS Code 19-64634-6014534

*Proud of the Pride! Together We Thrive!*



## Inglewood Unified School District

401 South Inglewood Avenue Inglewood, CA 90301 ▪ ingewoodusd.com  
James Morris, Ed.D., County Administrator ▪ james.morris@inglewoodusd.com ▪ (310) 419-2700

## Principal's Message

Hello Lion Nation,

At Oak Street TK-8, we have high expectations for ALL of our students. Students are expected to come to school focused and ready to learn in preparation for college and beyond. Every student learns differently and our staff is committed to identifying and supporting all students with their unique needs and individual skill sets.

We will achieve our district goals by continuing the implementation of our Strategic Plan: The Inglewood Graduate: Ready from Day One! We will take a deeper dive into the blueprint of the Strategic Plan:

- Our Mission, Our Equity Principle and Our Core Beliefs
- Our Five Commitments
- Our Four Pillars
- Professional Practices for Instructional Effectiveness
- Aligning the Instructional Core
- Our Roadmap: Twelve Strategic Priorities

As your Principal, I am here to support you with your student's educational journey to college. Never hesitate to find me to discuss anything that will help you be successful.

## Parental Involvement

Parents have the opportunity to participate in the following parent organizations.

### School Site Council (SSC)

- The School Site Council is an advisory group that meets monthly to set goals, develop budgets, plan for safety and set the direction of the school

### English Learner Advisory Committee (ELAC)

- The ELAC meets bi-monthly to learn about issues that face our English language learners and to support their success in school

### Oak Street Parent Teacher Association (PTA)

- The PTA meets monthly
- Funds raised by the PTA benefit our school directly

These parent groups meet monthly, and the principal and parent group officers meet informally on a regular basis. Additionally, we have several parent volunteers. Volunteers are able to attend field trips, support during lunch/recess duty and assist in classrooms.

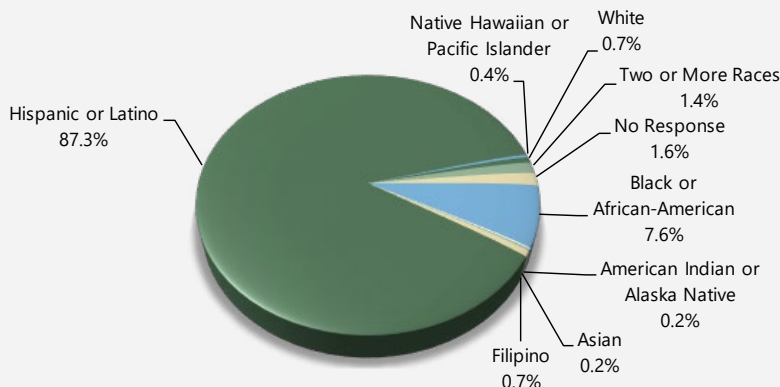
The principal also sends a monthly calendar and weekly school message (phone call home) to parents with upcoming events and important information.

For more information on how to become involved, please contact Principal Davida Fountain at [davida.fountain@inglewoodusd.com](mailto:davida.fountain@inglewoodusd.com).

## Enrollment by Student Group

The total enrollment at the school was 569 students for the 2024-25 school year. The pie chart displays the percentage of students enrolled in each group.

### Demographics (2024-25 School Year)



## 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

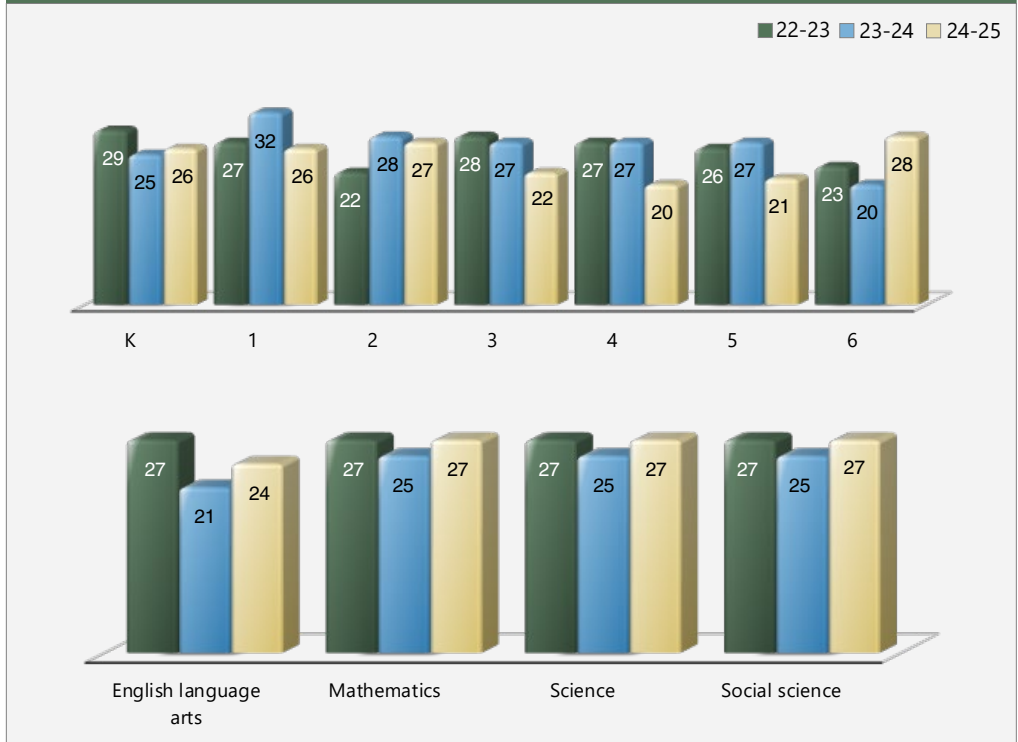
The vision of the Board of Education is to provide transformational leadership so that the Inglewood Unified School District thrives.



### 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)



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

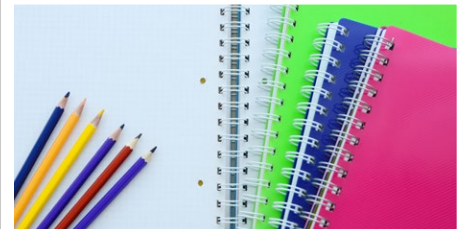
Grade	2022-23			2023-24			2024-25		
	1-20	21-32	33+	1-20	21-32	33+	1-20	21-32	33+
<b>K</b>		2			2		1	2	
<b>1</b>		2			1		1	3	
<b>2</b>		1			2		1	2	
<b>3</b>		2		1		1	1	3	
<b>4</b>		2			1		1	3	
<b>5</b>		2			2		1	3	
<b>6</b>		2		3				2	

Subject	2022-23			2023-24			2024-25		
	1-22	23-32	33+	1-22	23-32	33+	1-22	21-32	33+
<b>English language arts</b>		3		4	1		1	5	
<b>Mathematics</b>		3		2	1		1	5	
<b>Science</b>		3		2	1		1	4	
<b>Social science</b>		3		2	1		1	5	

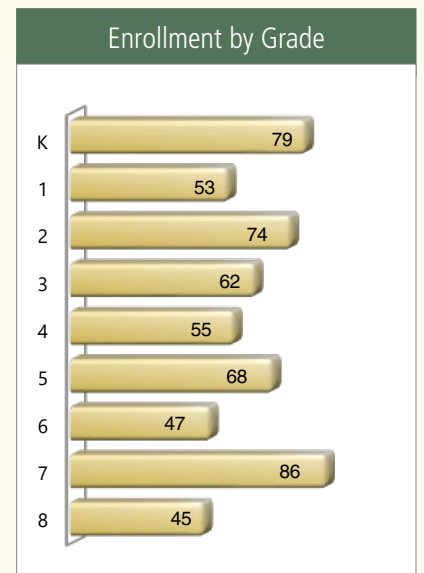
### Enrollment by Student Group

Demographics	
2024-25 School Year	
<b>Female</b>	45.70%
<b>Male</b>	54.30%
<b>Non-Binary</b>	0.00%
<b>English Learners</b>	30.90%
<b>Foster Youth</b>	0.90%
<b>Homeless</b>	2.10%
<b>Migrant</b>	0.00%
<b>Socioeconomically Disadvantaged</b>	93.30%
<b>Students with Disabilities</b>	15.10%



### Enrollment by Grade

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



## Professional Development

The staff at Oak Street is committed to creating a safe, healthy, and rigorous learning environment that nurtures, motivates, and enables all students to reach their highest potential as measured by the California Assessment of Student Performance and Progress (CAASPP) based on California Common Core State Standards. By providing all students with standards-based instruction and creating learning opportunities and interventions when needed, we believe that Oak Street School students will make progress toward meeting and exceeding all state grade-level requirements.

**The Focus:** For 2024-25, Oak Street students will become proficient in close and analytical reading with the use of academic vocabulary in order to express understanding through verbal and written discourse.

To ensure an equitable implementation of the Strategic Plan, Ed. Services developed three districtwide non-negotiable triad of strategies:

- Close Reading
- Academic Conversations
- Writing for Understanding

Additionally, the Oak Street staff will continue with our commitment to John Hattie’s Visible Learning principles:

- **Evidence-Based Teaching Strategy:** Questioning to Check for Understanding. Use questions to check for understanding within a lesson. Techniques such as randomized sampling, student answer boards tell-a-friend, and modeling how to do the task.
- **Evidence-Based Teaching Strategy:** Provide Your Students with Feedback. Giving feedback involves letting your students know how they have performed on a particular task along the ways that they can improve. Unlike praise, which focuses on the student rather than the task, feedback provides your students with a tangible understanding of what they did well, of where they are at, and how they can improve.
- **Data-Informed Interventions:** Principals and leadership teams meet with teachers to review using data to drive continuous improvement of classroom instruction and identify students’ academic and behavioral interventions or enrichment.

Oak Street School is committed to the wellbeing of all students, parents and staff.

This year we have a new PBIS Committee with all new members. This new crew has many new ideas for how to support a positive, equitable and fair school climate and culture. The site will be receiving ongoing professional development (PD) facilitated by Los Angeles County Office of Education (LACOE). Our end goal is to reduce office referrals and teachers choosing alternative strategies for progressive and restorative justice practices.

Oak Street School serves approximately 504 students on a traditional school calendar. Under the supervision of the principal, there are 22 general education classroom teachers, three special day class (SDC) teachers, and a special education resource specialist program (RSP) teacher.

All of the fully credentialed teachers have either a Cross-cultural Language and Academic Development (CLAD); Bilingual, Cross-cultural, Language and Academic Development (BCLAD); Senate Bill 1967 or Senate Bill 395 certification, which entitles them to work with our diverse population of English learners. Student engagement with active involvement is evident throughout Oak Street School.

All staff members take on other duties in addition to what is required within their job description. Staff members serve on committees such as School Site Council, ELAC, Grade Level Leadership Team, and various other enriching committees that contribute to a thriving school culture and climate.

The support staff includes the following personnel: An RSP instructor, speech and language specialist, school psychologist, instructional aides in special education classrooms and TK-1 classrooms (six), and custodians (three).

The instructional programs at Oak Street are designed to ensure that all students have equal access to high-quality education. Oak Street students learn the necessary skills with the utilization of standards-based curriculum through state- and district-adopted text, along with appropriate supplementary materials.

The Oak Street instructional team consists of its administrator, teachers and classified staff. Grade-level teams implement the California Common Core State Standards and research-based effective teaching strategies for maximum student achievement. Identification of students in need, using state, district and school assessments. The staff review these assessments on an ongoing basis.

## School Safety

Administration monitors the school grounds before and after school. We have safety supervision aides and parent volunteers who monitor school grounds at all recesses and at lunchtimes. After the tardy bell rings, we have a fully fenced, closed campus. Teachers regularly review the rules for safe, responsible behavior in school and on the playground. All parents are easily identified by the Oak Street badge or visitor badge they must wear while on campus. Visitors must enter the school through the main door, sign in at the office and wear a badge or visitor sticker throughout their stay.

We revise the Oak Street Comprehensive School Safety Plan annually; it will be reviewed, updated and discussed with the school faculty in December 2025. The plan includes procedures for emergencies, exit routes and inventories of emergency supplies. We make the plan available in the main office. We share the plan with all staff during scheduled staff meetings. We practice fire drills and duck-and-cover drills once a month. We also have a lock-down drill once a semester.

Our school uses a phone intercom system to alert teachers and staff of an emergency. Administration serves as patrol to secure all students and adults locked outside of their classrooms during the drill. These people are then secured in the cafeteria or hallways until the lockdown is complete. A long single bell serves as a clearance signal.

Oak Street follows the district’s suspension and expulsion policies. All teachers have a discipline plan followed by interventions within the classroom. Once these interventions are exhausted, or an emergency occurs, the teacher fills out an office discipline referral form. These students are sent to the main office where administration handles the situation accordingly. All students must fill out a “Witness Statement” form where they have the opportunity to identify the situation, their reaction to the situation, and what their role was in the situation. Administration then decides appropriate disciplinary actions based on restorative justice practices.

We have a no-tolerance bullying policy at our school that states, “Oak Street School is committed to protecting its students, employees, and parents from bullying, harassment, or discrimination for any reason and of any type.” We believe that all students and employees are entitled to a safe, equitable, and harassment-free school experience. Bullying and harassment will not be tolerated and shall be just cause for disciplinary action. An anti-bullying policy is a part of our comprehensive school emergency response plan.

*Continued on page 5*

### Professional Development Days (Three-Year Data)

	2023-24	2024-25	2025-26
<b>Number of school days dedicated to staff development and continuous improvement</b>	38	42	38

## 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)									
	Oak Street			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>	4.70%	2.80%	5.30%	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%



## Suspensions and Expulsions by Student Group

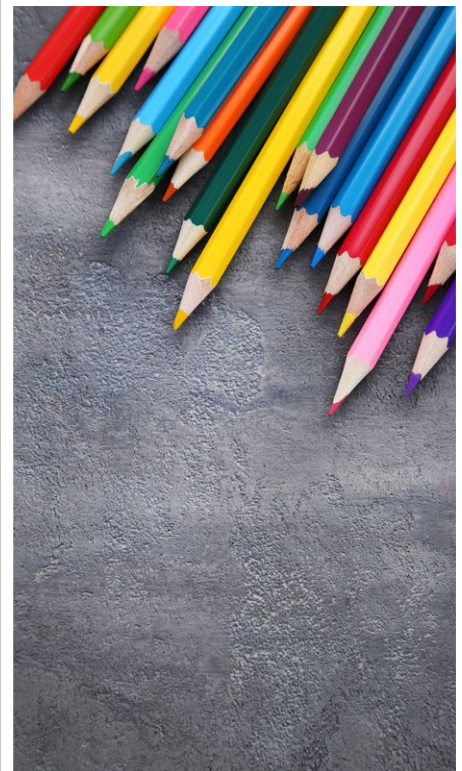
Suspensions and Expulsions by Student Group (2024-25 School Year)		
Student Group	Suspensions Rate	Expulsions Rate
<b>All Students</b>	5.30%	0.00%
<b>Female</b>	6.00%	0.00%
<b>Male</b>	4.60%	0.00%
<b>Non-Binary</b>	0.00%	0.00%
<b>American Indian or Alaska Native</b>	0.00%	0.00%
<b>Asian</b>	0.00%	0.00%
<b>Black or African American</b>	10.10%	0.00%
<b>Filipino</b>	0.00%	0.00%
<b>Hispanic or Latino</b>	4.60%	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>	6.00%	0.00%
<b>Foster Youth</b>	0.00%	0.00%
<b>Homeless</b>	11.10%	0.00%
<b>Socioeconomically Disadvantaged</b>	5.00%	0.00%
<b>Students Receiving Migrant Education Services</b>	0.00%	0.00%
<b>Students with Disabilities</b>	2.90%	0.00%

## School Safety

*Continued from page 4*

Positive Behavioral Interventions and Supports (PBIS) training and implementation is continuing for the 2025-26 school year. A committee of teachers and administration meet monthly to support our PBIS efforts. Behaviors will be taught like academics, in which students will be given expectations for all locations on campus, including classrooms, bathrooms, playground and dismissal.

Oak Street School prides itself in building a culture of health, wellness, safety, respect, collaboration and excellence.



## What is PBIS?

PBIS stands for Positive Behavior Interventions and Supports. We at Oak Street School believe that our school can be successful when we help children grow academically, socially and emotionally. In order for this to happen, it is important that we establish a safe learning environment. It is our goal to create an atmosphere for learning by setting clear expectations and directly teaching students about our expectations. Using the PBIS framework has helped us to create a happy, safe environment for all our students. All students will be taught to display our Schoolwide Positive Behavior Expectations, R.O.A.R. (Responsible, Outstanding Effort, Active Listeners and Respectful), in all areas of our campus and classrooms.

## 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
5	95.70%	92.90%	92.90%	94.30%	98.60%
7	96.40%	94.00%	94.00%	95.00%	98.80%

## Chronic Absenteeism by Student Group

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

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	648	619	185	29.90%
Female	298	283	79	27.90%
Male	350	336	106	31.50%
Non-Binary	❖	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖	❖
Asian	❖	❖	❖	❖
Black or African American	69	59	13	22.00%
Filipino	❖	❖	❖	❖
Hispanic or Latino	548	531	160	30.10%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖
Two or More Races	❖	❖	❖	❖
White	❖	❖	❖	❖
English Learners	200	196	51	26.00%
Foster Youth	❖	❖	❖	❖
Homeless	18	18	9	50.00%
Socioeconomically Disadvantaged	602	583	174	29.80%
Students Receiving Migrant Education Services	❖	❖	❖	❖
Students with Disabilities	105	100	35	35.00%

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

## Types of Services Funded

State and federal monies are used to purchase devices to support our technology initiatives and classroom supplies. Title I fund monies enable teachers to provide tutorial services for all students at our school. These funds also provide teachers and parents the opportunity to attend conferences and educational field trips that help connect home and school. Title I funds are used to pay for an intervention teacher who works closely with our school data. She supports the home-school connection by providing literacy workshops for parents. She works with small groups of children who are not proficient in reading and works closely with the classroom teachers to ensure that our students are mastering the Common Core State Standards in language arts and mathematics.

Title III funds contribute to our after-school program that targets struggling students in language arts and mathematics. It helps English learners acquire necessary English language skills. General Fund monies are used to purchase basic school supplies and provide other needs.

Our PTA raises money to help fund all student activities. The PTA funds are used to ensure that all students are able to participate in field trips that charge admission fees. The PTA also pays for additional classroom supplies and school needs. All parent committees are informed about funding allocations and proposed expenditures. Our School Site Council assists in determining how Title I funds will be utilized.



## California School Dashboard

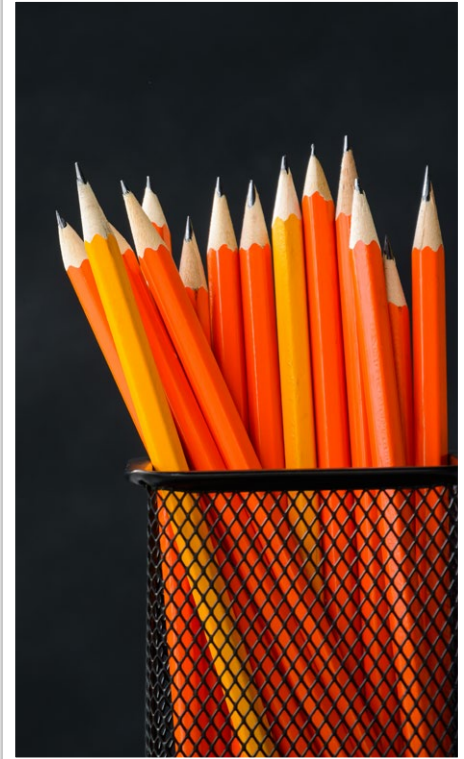
The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports 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	Oak Street		Inglewood USD		California	
	23-24	24-25	23-24	24-25	23-24	24-25
Science	20.00%	20.00%	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	Oak Street		Inglewood USD		California	
	23-24	24-25	23-24	24-25	23-24	24-25
English language arts/literacy	34%	31%	35%	39%	46%	48%
Mathematics	21%	16%	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	117	115	98.29%	1.71%	20.00%
Female	52	52	100.00%	0.00%	13.46%
Male	65	63	96.92%	3.08%	25.40%
American Indian or Alaska Native	❖	❖	❖	❖	❖
Asian	❖	❖	❖	❖	❖
Black or African American	❖	❖	❖	❖	❖
Filipino	❖	❖	❖	❖	❖
Hispanic or Latino	103	102	99.03%	0.97%	20.59%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖	❖
Two or More Races	❖	❖	❖	❖	❖
White	❖	❖	❖	❖	❖
English Learners	36	35	97.22%	2.78%	2.86%
Foster Youth	❖	❖	❖	❖	❖
Homeless	❖	❖	❖	❖	❖
Military	❖	❖	❖	❖	❖
Socioeconomically Disadvantaged	77	75	97.40%	2.60%	18.67%
Students Receiving Migrant Education services	❖	❖	❖	❖	❖
Students with Disabilities	17	15	88.24%	11.76%	20.00%

❖ 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	377	368	97.61%	2.39%	31.42%
Female	174	170	97.70%	2.30%	30.77%
Male	203	198	97.54%	2.46%	31.98%
American Indian or Alaska Native	❖	❖	❖	❖	❖
Asian	❖	❖	❖	❖	❖
Black or African American	38	38	100.00%	0.00%	32.43%
Filipino	❖	❖	❖	❖	❖
Hispanic or Latino	322	313	97.20%	2.80%	31.09%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖	❖
Two or More Races	❖	❖	❖	❖	❖
White	❖	❖	❖	❖	❖
English Learners	112	103	91.96%	8.04%	13.59%
Foster Youth	❖	❖	❖	❖	❖
Homeless	❖	❖	❖	❖	❖
Military	❖	❖	❖	❖	❖
Socioeconomically Disadvantaged	256	249	97.27%	2.73%	27.94%
Students Receiving Migrant Education services	❖	❖	❖	❖	❖
Students with Disabilities	57	56	98.25%	1.75%	16.36%

❖ 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	376	372	98.94%	1.06%	15.86%
Female	174	173	99.43%	0.57%	10.98%
Male	202	199	98.51%	1.49%	20.10%
American Indian or Alaska Native	❖	❖	❖	❖	❖
Asian	❖	❖	❖	❖	❖
Black or African American	38	38	100.00%	0.00%	10.53%
Filipino	❖	❖	❖	❖	❖
Hispanic or Latino	321	317	98.75%	1.25%	16.40%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖	❖
Two or More Races	❖	❖	❖	❖	❖
White	❖	❖	❖	❖	❖
English Learners	111	109	98.20%	1.80%	9.17%
Foster Youth	❖	❖	❖	❖	❖
Homeless	❖	❖	❖	❖	❖
Military	❖	❖	❖	❖	❖
Socioeconomically Disadvantaged	256	253	98.83%	1.17%	12.65%
Students Receiving Migrant Education services	❖	❖	❖	❖	❖
Students with Disabilities	57	56	98.25%	1.75%	8.93%

❖ 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	◇
Health	◇

## 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
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## 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>	10/14/2025

## 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>Cleanliness</b>	Rooms A-14, A-17, A-18, B-8 need cleaning; The drinking fountain near A-36 needs cleaning. This will be completed by the custodial staff on site.
<b>Restrooms/fountains</b>	Drinking fountain doesn't work by room B-10. Work order has been submitted and will be completed by Maintenance.

## School Facilities

Our school opened its doors in 1925 as a one-building facility. Over the years, it has blossomed into three buildings and several stand-alone bungalows (all of which are soundproofed) to keep pace with our student body. During the 2019-20 school year, construction began on Building B. The building is being modernized to be soundproof, along with ADA and HVAC upgrades and overall deferred maintenance. Restrooms, ceilings, floors, cabinets and whiteboards have also been replaced. The scope of work will include roofing, plumbing, electrical systems, and interior or exterior painting. In the spring of 2020, similar modernization began in Buildings A and C.

We have one daytime custodian and two night custodians who keep our facility clean. All classrooms and restrooms are cleaned every day. District maintenance maintains landscaping on a regular weekly schedule.

We have ample technology to help our students with learning. Every teacher has a laptop and two ViewSonic. Students have 1:1 iPads in TK-2 and Chromebooks in 3-8.

Administration monitors students both before and after school. During the day, noon-duty aides monitor play during recess and lunch times.

Our playground consists of two apparatus areas, two basketball courts and a large field. To ensure safety, we have staggered recess and lunch times that allow for a minimal number of students on the playground at one time.



## 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.



*"At Oak Street TK-8, we have high expectations for ALL of our 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>	19.3	88.5%	343.4	82.3%	234,405.2	84.0%
<b>Intern Credential Holders Properly Assigned</b>	1.0	4.6%	3.0	0.7%	4,853.0	1.7%
<b>Teachers Without Credentials and Misassignments ("ineffective" under ESSA)</b>	0.6	2.9%	37.0	8.9%	12,001.5	4.3%
<b>Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)</b>	0.7	3.2%	14.8	3.6%	11,953.1	4.3%
<b>Unknown</b>	0.1	0.7%	18.7	4.5%	15,831.9	5.7%
<b>Total Teaching Positions</b>	21.8	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>	14.9	80.6%	293.2	76.1%	231,142.4	83.2%
<b>Intern Credential Holders Properly Assigned</b>	1.0	5.4%	6.4	1.7%	5,566.4	2.0%
<b>Teachers Without Credentials and Misassignments ("ineffective" under ESSA)</b>	1.7	9.5%	53.3	13.8%	14,938.3	5.4%
<b>Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)</b>	0.0	0.0%	5.1	1.4%	11,746.9	4.2%
<b>Unknown</b>	0.8	4.5%	27.3	7.1%	14,303.8	5.2%
<b>Total Teaching Positions</b>	18.5	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>	13.6	77.3%	273.4	73.20%	230,039.4	82.6%
<b>Intern Credential Holders Properly Assigned</b>	1.0	5.7%	11.8	3.20%	6,213.8	2.2%
<b>Teachers Without Credentials and Misassignments ("ineffective" under ESSA)</b>	2.0	11.3%	64.2	17.20%	16,855.0	6.0%
<b>Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)</b>	0.0	0.0%	2.6	0.70%	12,112.8	4.3%
<b>Unknown</b>	1.0	5.7%	21.3	5.70%	13,705.8	4.9%
<b>Total Teaching Positions</b>	17.6	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	0.6	1.7	2.0
Vacant Positions	0.0	0.0	0.0
<b>Total Teachers Without Credentials and Misassignments</b>	0.6	1.7	2.0



### Credentialed Teachers Assigned Out-of-Field (considered "out-of-field" under ESSA)

This table displays the number of credentialed teachers authorized on a permit or waiver and local assignment options. For more information on the definitions listed above, refer to the California Commission on Teacher Credentialing's Administrator's Assignment Manual at <https://www.ctc.ca.gov/credentials/manuals>.

Credentialed Teachers Assigned Out-of-Field (Three-Year Data)			
Indicator	2021-22	2022-23	2023-24
Credentialed Teachers Authorized on a Permit or Waiver	0.0	0.0	0.0
Local Assignment Options	0.7	0.0	0.0
<b>Total Out-of-Field Teachers</b>	0.7	0.0	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)	1.5%	14.6%	13.6%
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%	0.0%	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
<b>Pupils to Academic counselors</b>	587:1
<b>Support Staff</b>	<b>FTE</b>
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	1.0
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>Oak Street</b>	\$4,011	\$70,505
<b>Inglewood USD</b>	\$4,332	\$79,280
<b>California</b>	\$11,146	\$100,065
<b>School and district: percentage difference</b>	-7.4%	-11.1%
<b>School and California: percentage difference</b>	-64.0%	-29.5%

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>	\$4,029
<b>Expenditures per pupil from restricted sources</b>	\$18
<b>Expenditures per pupil from unrestricted sources</b>	\$4,011
<b>Annual average teacher salary</b>	\$70,505



## 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.

## School Accountability Report Card

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