

Kelso K-8 Elementary School

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Grades K-8 ▪ CDS Code 19-64634-6014492

College and Career Begins at Kelso!



Inglewood Unified School District

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Principal's Message

The mission of Kelso Elementary school is WE Educate, WE Elevate, WE Cultivate, WE EmpoWER!

"College and Career Begins at Kelso!" The foundations of instruction at Kelso Elementary School are based on a rigorous curriculum, high expectations for student achievement and evidence-based instructional practices. The culture of Kelso fosters a professional learning community in which highly qualified teachers engage in ongoing professional development and work collaboratively to analyze student data to develop a student-centered environment, standards-based learning activities that promote critical thinking, collaboration, communication and creativity.

At the heart of teaching, learning and playing are the Kelso PRIDE core values: Positive attitude + Respect + Integrity + Diligence = Excellence. These values set forth schoolwide expectations for conduct and growth. They enhance a climate of excellence and are the foundation of Kelso's Positive Behavioral Interventions and Supports (PBIS) initiative. Kelso recently achieved and received Platinum status for our PBIS program for the 2023-24 school year.

A key to Kelso's success is a shared vision by Kelso's passionate staff, students and their families that promotes high standards for academic and personal growth that is carefully monitored and analyzed to ensure the success of each student. Kelso provides technology-rich classrooms, where we are 2:1 for third through sixth graders and 1:1 for our kindergarten through second grade students, and a STEAM pathway to engage students in 21st-century learning that promotes mastery of Common Core State Standards (CCSS) in grades TK-7. Every student has access to CCSS-based adaptive learning programs to support and challenge students' individual needs in reading and math and help fulfill the IUSD promise that all students will be reading by third grade and demonstrate math competency by seventh grade.

Kelso has an amazing support staff. Ongoing support from two district instructional coaches and an accelerated learning teacher assists with the implementation of Tier I instruction, Advancement Via Individual Determination (AVID), and Writing, Inquiry, Collaboration, Organization and Reading (WICOR) strategies. The instructional coaches also provide one-to-one coaching, facilitate professional development and data analysis with staff. Kelso's accelerated learning teacher provides instructional support for K-2 students who need targeted and intensive academic instruction. The level of support is determined by teacher referral, core academic benchmarks and Dibel assessments. The instructional groups created are fluid as students move in and out of intervention as necessary skills are mastered. Students are monitored with a pre- and post-assessment every six to eight weeks. The accelerated learning teacher gives bi-weekly updates to teachers and the principal. Both the instructional coaches and the accelerated learning teacher assists in data analysis and data chats with teachers. Kelso's program specialist helps to ensure the correct placement and movement of students in and out of special education as necessary. She fosters strong relationships between special education teachers and parents. The program specialist is key in keeping Kelso in compliance with dates and timelines for students' Individualized Education Plans (IEP). Kelso also has two supervision assistants and two Elevo structured recess coaches to assist with supervision of students during recess and lunch. College and career truly begins at Kelso!

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.

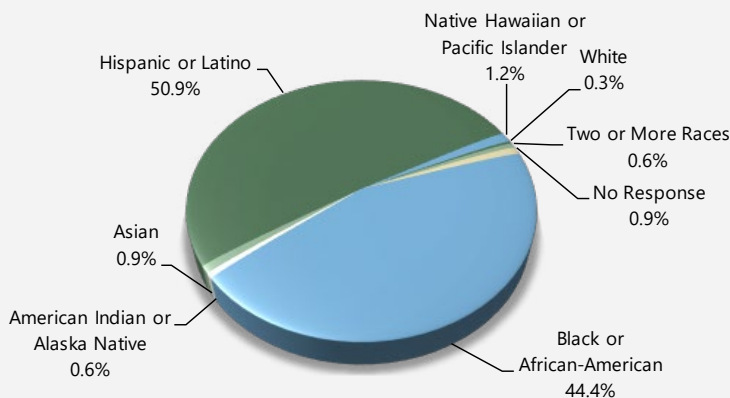
Vision Statement

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

Demographics (2024-25 School Year)



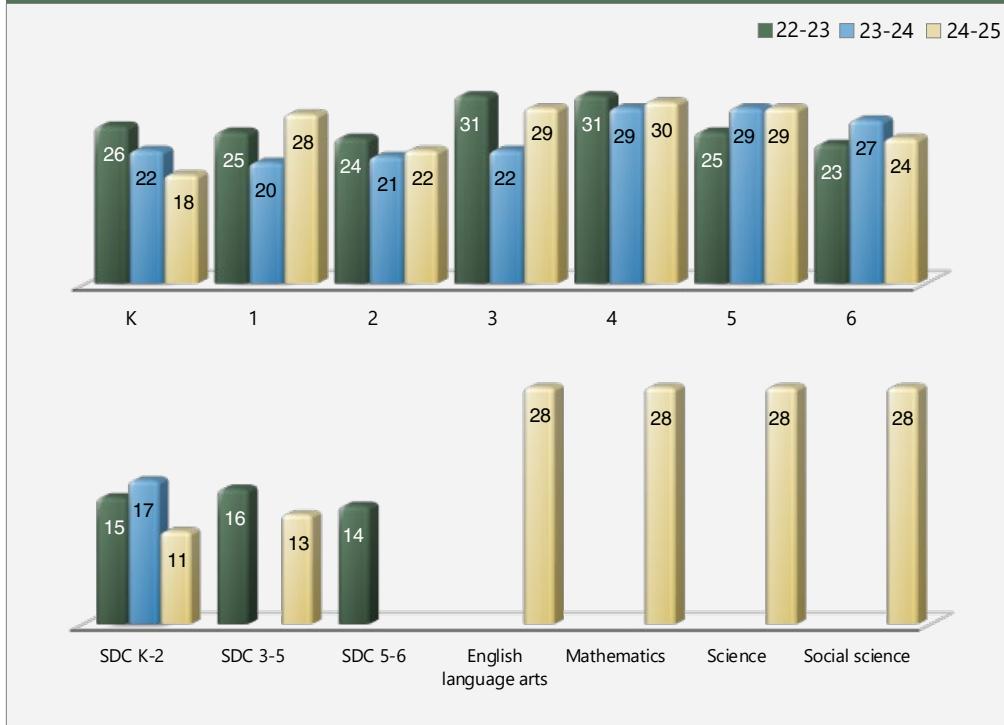
California School Dashboard

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.

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		
	Number of Students								
	1-20	21-32	33+	1-20	21-32	33+	1-20	21-32	33+
K		2			2		1		
1		2		1	1			1	
2		2		1	1		2		
3		2			2		2		
4		1	1		2		2		
5		2			2		2		
6		2			2			2	
SDC K-2	1			1			1		
SDC 3-5	1						1		
SDC 5-6	1								
Subject	Number of Students								
	1-22	23-32	33+	1-22	23-32	33+	1-22	21-32	33+
English language arts								3	
Mathematics								3	
Science								3	
Social science								3	

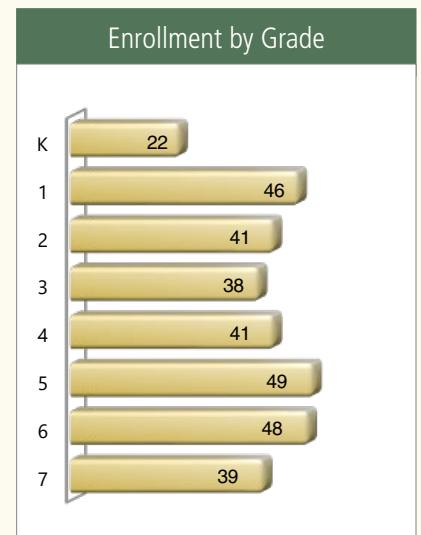
Enrollment by Student Group

Demographics	
2024-25 School Year	
Female	40.40%
Male	59.60%
Non-Binary	0.00%
English Learners	17.90%
Foster Youth	1.50%
Homeless	2.80%
Migrant	0.00%
Socioeconomically Disadvantaged	89.50%
Students with Disabilities	21.00%



Enrollment by Grade

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



Suspensions and Expulsions

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

Suspension and Expulsion Rates (Three-Year Data)									
	Kelso K-8 ES			Inglewood USD			California		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Suspension rates	4.30%	3.10%	8.60%	3.00%	3.10%	4.10%	3.60%	3.30%	2.90%
Expulsion rates	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.10%	0.10%	0.10%

Suspensions and Expulsions by Student Group

Suspensions and Expulsions by Student Group (2024-25 School Year)		
Student Group	Suspensions Rate	Expulsions Rate
All Students	8.60%	0.00%
Female	5.20%	0.00%
Male	11.10%	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	13.30%	0.00%
Filipino	0.00%	0.00%
Hispanic or Latino	4.30%	0.00%
Native Hawaiian or Pacific Islander	0.00%	0.00%
Two or More Races	0.00%	0.00%
White	0.00%	0.00%
English Learners	4.10%	0.00%
Foster Youth	0.00%	0.00%
Homeless	11.80%	0.00%
Socioeconomically Disadvantaged	9.10%	0.00%
Students Receiving Migrant Education Services	0.00%	0.00%
Students with Disabilities	11.30%	0.00%

Professional Development

Kelso's instructional focus aligns with the IUSD's instructional plan. For the 2024-25 school year, Kelso's instructional focus will be on literacy, collaboration, math competency, and Social Emotional Learning. To aide in these initiatives, teachers will receive a series of professional development opportunities:

- AVID
- Kelso's PBIS team receives training three times a year to continue fostering a positive culture
- Teachers will attend three district-wide professional development days
- Solution Tree will provide 26 days of coaching for our Guiding Coalition who will disseminate information and strategies to the staff
- Teachers will receive a series of training to help in the implementation of our new language arts and math programs
- Teachers will receive training in using AERIES gradebook
- Instructional coaches visit classrooms weekly to assist in the implementation of the new curriculum, whether through a demonstration lesson or through coaching
- To monitor implementation of the program, the principal observes and provides feedback to teachers
- Teachers perform a Cycle of Inquiry process to analyze data from both formal and informal assessments to determine the needs of students

Professional Development Days

Number of school days dedicated to staff development and continuous improvement	
2023-24	14
2024-25	21
2025-26	15

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	97.80%	97.80%	100.00%	97.80%	97.80%
7	95.30%	97.70%	100.00%	97.70%	97.70%

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	371	351	125	35.60%
Female	155	146	59	40.40%
Male	216	205	66	32.20%
Non-Binary	❖	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖	❖
Asian	❖	❖	❖	❖
Black or African American	165	153	51	33.30%
Filipino	❖	❖	❖	❖
Hispanic or Latino	188	182	71	39.00%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖
Two or More Races	❖	❖	❖	❖
White	❖	❖	❖	❖
English Learners	73	71	24	33.80%
Foster Youth	❖	❖	❖	❖
Homeless	17	13	6	46.20%
Socioeconomically Disadvantaged	352	334	122	36.50%
Students Receiving Migrant Education Services	❖	❖	❖	❖
Students with Disabilities	80	77	25	32.50%

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

Types of Services Funded

Kelso receives Title I and supplemental funds, which are used to fund salaries for an intervention teacher, instructional aides, extra assignments for after-school intervention classes and to purchase technology and supplemental materials for all students.

Kelso's after school program, ASES, offers homework assistance and enrichment activities. Due to the large population of English language learners, all teachers at Kelso Elementary School are certified in Cross-Cultural Language and Academic Development to support English language learners. Kelso participates in the English Language Development (ELD) model in which all students receive 45 minutes of designated ELD instruction while receiving embedded ELD instruction throughout the remainder of the day. Our goal is to re-classify our English language learners and guide them toward proficiency in English by the fifth grade. We have students who are a part of our district Gifted and Talented Education program.



School Safety

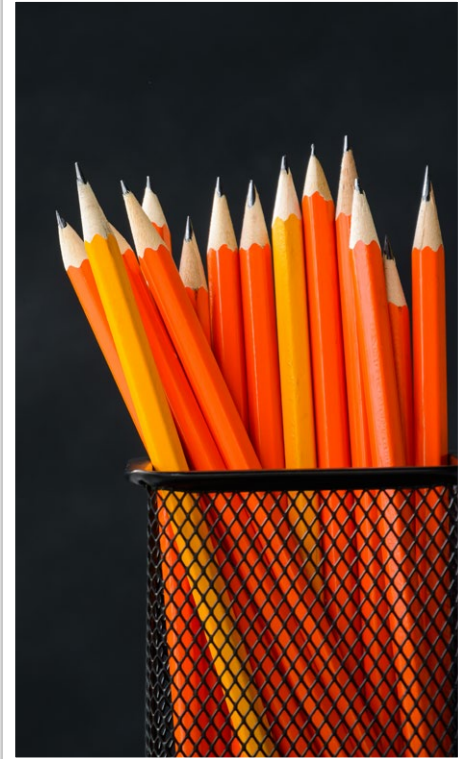
The safety of students and staff at Kelso is a primary objective, and the school adheres to a strict safety plan. The plan includes monthly fire drills, quarterly earthquake drills and biannual shelter-in-place drills. The plan is regularly modified to meet the changing needs of the school. All staff members are provided copies of the plan and receive annual training specific to safety procedures. For the safety of students and staff, Kelso is a closed campus. All visitors must check in with the main office. The school safety plan was reviewed, updated and discussed with the school staff and School Site Council in December 2025.

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	Kelso K-8 ES		Inglewood USD		California	
	23-24	24-25	23-24	24-25	23-24	24-25
Science	12.07%	4.44%	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	Kelso K-8 ES		Inglewood USD		California	
	23-24	24-25	23-24	24-25	23-24	24-25
English language arts/literacy	14%	20%	35%	39%	46%	48%
Mathematics	10%	13%	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 (grade 5)

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	47	45	95.74%	4.26%	4.44%
Female	20	19	95.00%	5.00%	10.53%
Male	27	26	96.30%	3.70%	0.00%
American Indian or Alaska Native	❖	❖	❖	❖	❖
Asian	❖	❖	❖	❖	❖
Black or African American	23	22	95.65%	4.35%	0.00%
Filipino	❖	❖	❖	❖	❖
Hispanic or Latino	22	21	95.45%	4.55%	4.76%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖	❖
Two or More Races	❖	❖	❖	❖	❖
White	❖	❖	❖	❖	❖
English Learners	❖	❖	❖	❖	❖
Foster Youth	❖	❖	❖	❖	❖
Homeless	❖	❖	❖	❖	❖
Military	❖	❖	❖	❖	❖
Socioeconomically Disadvantaged	30	29	96.67%	3.33%	3.45%
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 3-7)

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	211	205	97.16%	2.84%	19.51%
Female	81	80	98.77%	1.23%	22.50%
Male	130	125	96.15%	3.85%	17.60%
American Indian or Alaska Native	❖	❖	❖	❖	❖
Asian	❖	❖	❖	❖	❖
Black or African American	94	93	98.94%	1.06%	19.35%
Filipino	❖	❖	❖	❖	❖
Hispanic or Latino	111	106	95.50%	4.50%	19.81%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖	❖
Two or More Races	❖	❖	❖	❖	❖
White	❖	❖	❖	❖	❖
English Learners	41	38	92.68%	7.32%	5.26%
Foster Youth	❖	❖	❖	❖	❖
Homeless	❖	❖	❖	❖	❖
Military	❖	❖	❖	❖	❖
Socioeconomically Disadvantaged	146	142	97.26%	2.74%	19.72%
Students Receiving Migrant Education services	❖	❖	❖	❖	❖
Students with Disabilities	43	43	100.00%	0.00%	0.00%

❖ 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 3-7)

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	211	206	97.63%	2.37%	13.11%
Female	81	80	98.77%	1.23%	7.50%
Male	130	126	96.92%	3.08%	16.67%
American Indian or Alaska Native	❖	❖	❖	❖	❖
Asian	❖	❖	❖	❖	❖
Black or African American	94	93	98.94%	1.06%	16.13%
Filipino	❖	❖	❖	❖	❖
Hispanic or Latino	111	107	96.40%	3.60%	11.21%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖	❖
Two or More Races	❖	❖	❖	❖	❖
White	❖	❖	❖	❖	❖
English Learners	41	41	100.00%	0.00%	2.44%
Foster Youth	❖	❖	❖	❖	❖
Homeless	❖	❖	❖	❖	❖
Military	❖	❖	❖	❖	❖
Socioeconomically Disadvantaged	146	142	97.26%	2.74%	10.56%
Students Receiving Migrant Education services	❖	❖	❖	❖	❖
Students with Disabilities	43	42	97.67%	2.33%	0.00%

❖ 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
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	10/23/2025

Deficiencies and Repairs

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

Deficiencies and Repairs (2025-26 School Year)	
Items Inspected	Repairs Needed and Action Taken or Planned
Interior	Room 12 missing door handle; Baseboard in room 11 is hanging. Work order has been submitted and will be completed by Maintenance.
Cleanliness	The Counselor Office floor needs cleaning; Room 24 floor needs mopping; Boys restroom near room 13 needs cleaning. The site custodian staff will complete this task.
Restrooms/fountains	One urinal does not work in the boys restroom by room 13. Work order has been submitted and will be completed by Maintenance.

Parental Involvement

Kelso staff members recognize the importance of partnering with parents to educate a child and encourage parent involvement at school. Kelso convenes an annual Title I meeting to inform parents of Title I students about requirements and the rights of parents to be involved in the Title I program. Presentations by staff inform parents of their rights, IUSD and school procedures and policies, tips on how to assist their children, Common Core State Standards and testing. At this event, parents are also presented numerous opportunities to volunteer at Kelso, including participation in the School Site Council (SSC) and English Learner Advisory Committee (ELAC). Kelso provides opportunities for the participation of all Title I parents, including parents with limited English proficiency, parents with disabilities and parents of migratory students. The school distributes information related to school and parent programs, meetings and other activities to Title I parents in a format and language that the parents understand. Recorded telephone messages, email blasts, backpack flyers, bulletin boards, and the school marquees are all utilized regularly to communicate with parents.

The Kelso Store is a parent volunteer-led operation that recognizes and celebrates students for earning PRIDE Paws. Parents are encouraged to attend various parent meetings and school events. Orientation meetings are conducted at the beginning of each school year, and families new to Kelso may request a campus tour with the principal. Standardized test and English Language Proficiency Academic Performance (ELPAC) scores are sent home within two weeks of receipt by the school. The school coordinates and integrates the Title I parental involvement program with other programs and conducts other activities, such as International Day and open house. Parents are invited to attend trimester awards assemblies, the Halloween Costume Parade, Winter Holiday Program, and other celebrations.

Continued on sidebar

School Facilities

Kelso Elementary School is located in Inglewood, California, across the street from the Kia Forum and the SoFi Stadium. The main building was built in 1925 and consists of the administrative offices, a library and 10 classrooms. Twelve portables on the campus serve as classrooms and resource rooms. A teaching garden is located in the northeastern corner of the campus and includes 10 planter boxes. The teaching garden is being enhanced through partnerships with the Grades of Green foundation and Hollywood Park.

Kelso has one day and two night custodians to keep the campus clean and in good repair. Work orders are submitted to the maintenance department when repairs beyond the scope of general custodial duties arise.



Parental Involvement

Continued from left

Schoolwide, academic performance is discussed with parents throughout the year at ELAC, SSC meetings, and Coffee with the Principal. Individual student performance is discussed during individual conferences. For struggling students, Student Success Team meetings are held to enact intervention and support. Parents play an important role in this process. The school provides Title I parents with materials and training to help them work with their children throughout the school year by providing parent workshops. Throughout the year, training is provided at meetings with a focus on helping children at home with reading, math, writing and science. Teachers work informally with parents throughout the year as need arises. With the assistance of Title I parents, the school educates staff members about the value of parent contributions and how to work with parents as equal partners.

For more information on how to become involved, please contact Principal Irene Green at (310) 680-5480.

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)	12.0	83.7%	343.4	82.3%	234,405.2	84.0%
Intern Credential Holders Properly Assigned	0.3	2.4%	3.0	0.7%	4,853.0	1.7%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	2.0	13.9%	37.0	8.9%	12,001.5	4.3%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.0	0.0%	14.8	3.6%	11,953.1	4.3%
Unknown	0.0	0.0%	18.7	4.5%	15,831.9	5.7%
Total Teaching Positions	14.3	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)	11.0	66.7%	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)	4.0	24.2%	53.3	13.8%	14,938.3	5.4%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.0	0.0%	5.1	1.4%	11,746.9	4.2%
Unknown	1.5	9.1%	27.3	7.1%	14,303.8	5.2%
Total Teaching Positions	16.5	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
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	9.0	60.0%	273.4	73.20%	230,039.4	82.6%
Intern Credential Holders Properly Assigned	1.0	6.7%	11.8	3.20%	6,213.8	2.2%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	3.0	20.0%	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	2.0	13.3%	21.3	5.70%	13,705.8	4.9%
Total Teaching Positions	15.0	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	1.0	2.0
Misassignments	2.0	3.0	1.0
Vacant Positions	0.0	0.0	0.0
Total Teachers Without Credentials and Misassignments	2.0	4.0	3.0



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	0.0	0.0	0.0
Total Out-of-Field Teachers	0.0	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)	15.0%	17.6%	6.6%
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
Pupils to Academic counselors	318:1
Support Staff	FTE
Counselor (academic, social/behavioral or career development)	1.0
Library media teacher (librarian)	0.0
Library media services staff (paraprofessional)	0.0
Psychologist	0.0
Social worker	0.0
Nurse	0.0
Speech/language/hearing specialist	0.0
Resource specialist (nonteaching)	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. 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
Kelso K-8 ES	\$4,360	\$73,115
Inglewood USD	\$4,332	\$79,280
California	\$11,146	\$100,065
School and district: percentage difference	+0.7%	-7.8%
School and California: percentage difference	-60.9%	-26.9%

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	\$4,473
Expenditures per pupil from restricted sources	\$112
Expenditures per pupil from unrestricted sources	\$4,360
Annual average teacher salary	\$73,115



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.