

Bennett-Kew P-8 Leadership Academy of Excellence

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Inglewood Unified School District

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Principal's Message

Bennett-Kew Elementary School's vision is to work with the teachers, students and staff in providing quality education, setting high expectations, and creating a learning environment committed to providing every student with the opportunity to access grade-level Common Core State Standards in English language arts and math while enrolled at Bennett-Kew School.

Bennett-Kew is a California Distinguished School located in Inglewood, California. Bennett-Kew School is home to 22 highly qualified teachers, each with up to 25 years of teaching experience. In addition, Bennett-Kew staff includes two resource specialists, a speech and language pathologist, and five Special Day Class teachers for preschool. A majority of the teachers hold Master's degrees in education. The staff also consists of 25 classified employees who have called Bennett-Kew home for the past 10-plus years. At the administrative level, the principal has numerous years of experience in education. The staff members at Bennett-Kew strive to create an environment where students feel safe, accepted, and respected. Students excel academically and learn about respect, ethical values, and social skills, which the staff at Bennett-Kew model daily through instructional practices, social interactions, and program implementation.

Bennett-Kew provides a variety of programs to meet the needs of students who are performing below, at, or above grade-level expectations, have behavioral concerns, are not yet identified as English proficient, or need enrichment outside of the regular classroom setting. Bennett-Kew has programs that meet the needs of all students socially, physically and emotionally. Our middle school offers elective classes: yearbook, technology/gaming, Science, Technology, Engineering and Math (STEM).

To address skills and areas that need strengthening for students, teachers work with students daily in small groups or one-on-one to ensure students make adequate academic progress toward Common Core State Standards. To meet the needs of students with behavioral concerns, there are organizations that provide weekly counseling sessions with both students and parents to address concerns. In addition, Bennett-Kew's school psychologists are trained to work with students experiencing areas of difficulty.

English language learners are provided with an additional 45 minutes of instruction in English daily and participate in after-school tutoring. Identified Gifted and Talented Education (GATE) students are challenged by teachers within the regular classroom and also participate in an additional hour outside of the classroom in enrichment activities.

The After School Education and Safety (ASES) Program offers a safe, academically enriching environment, consisting of a nutritious snack, effective homework assistance, creative enrichment classes and student-specific tutoring at no cost to parents. Our mission is to create the most engaging experience for students and teach them how to make healthy decisions so they dream bigger, reach higher and go on to be confident, productive citizens. Our after-school programs are divided by grade levels: TK-4 and 5-8.

The After School Fun Club provides recreation-centered activities like gymnastics, music, art, sports, dance, modeling and school study groups for homework completion.

Physical fitness classes provide students training in play and physical activity at recess and throughout the school day. These fitness classes improve the health and well-being of children by increasing opportunities for physical activity and safe, meaningful team games reduce bullying, increases physical activity, and improves the school and learning environment. All students and staff are provided instruction with cooperative play and physical fitness activities through physical education classes.

Parent involvement plays a critical role in the success of the student at Bennett-Kew. Parents are encouraged to visit classrooms, volunteer in schoolwide activities and attend schoolwide programs regularly. Parent workshops are instrumental components that help to foster parent-school relations. Bennett-Kew staff and parents work together to ensure a safe and nurturing environment that fosters academic achievement and positive social interactions enhancing each student's opportunity to learn.

There is a transition of preschool students into transitional kindergarten and Kindergarten. A pre-K transition roundup provides a tour of transitional kindergarten and the kindergarten classes.

Parental Involvement

Parent involvement is important at Bennett-Kew School; it plays an integral role in the overall success of our school in terms of student achievement, program implementation, and the assurance of a safe and nurturing school environment. Parents participate in the School Site Council (SSC), School Advisory Council and English Learner Advisory Committee (ELAC). In addition, parents are invited to participate in a monthly professional development session through Parent University. The reboot of the Parent Teacher Association (PTA) supports new experiences for students, buys supplies such as playground equipment and supports staff during Staff Appreciation Week. Throughout the school year, parents also participate in back-to-school night, monthly Student of the Month assemblies, teacher-parent conferences, Community Day events, open house and many other parent activities throughout the school year. For more information on how to become involved at the school, please contact Mario Sanchez, School Site Council member and Parent Liaison, at (310) 703-6146.

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.

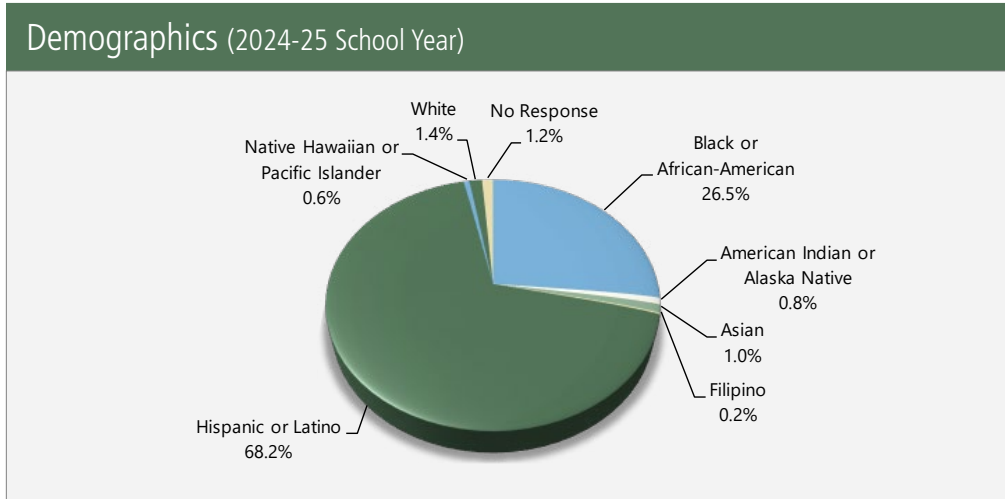
Vision Statement

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



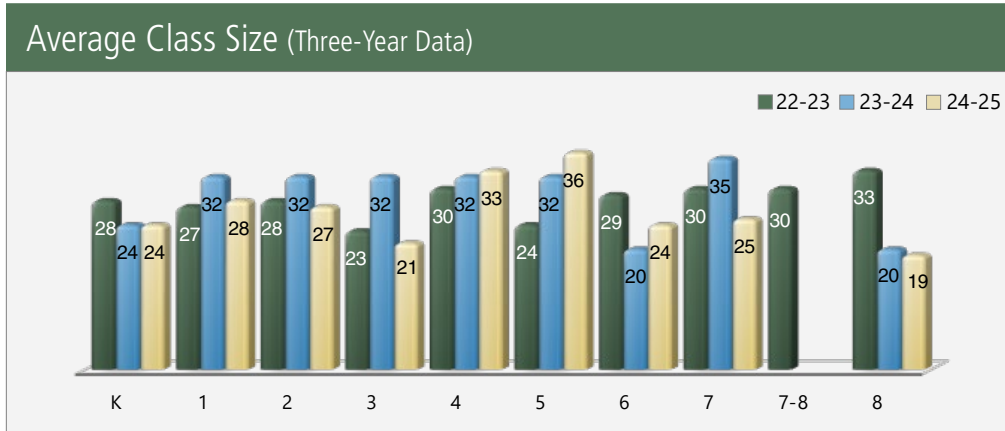
Enrollment by Student Group

The total enrollment at the school was 487 students for the 2024-25 school year. The pie chart displays the percentage of students enrolled in each group.



Class Size Distribution

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



Number of Classrooms by Size (Three-Year Data)

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			2	
1		2			2			2	
2		2			2		1	1	
3	1	2			2		3		
4		2			2			2	
5		2			1	1		1	1
6		1		2				2	
7		1				1		2	
7-8		1							
8			1	1	1		2		

Enrollment by Student Group

Demographics

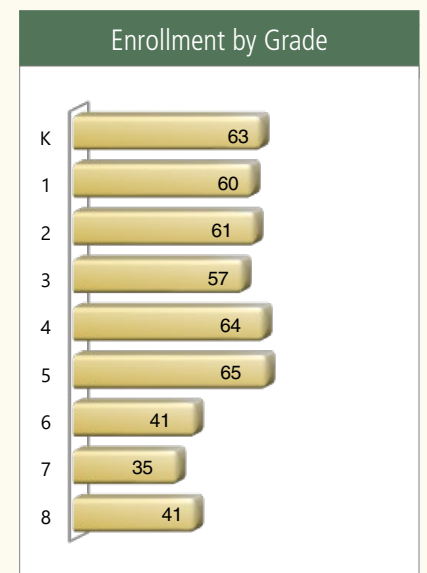
2024-25 School Year

Female	49.10%
Male	50.90%
Non-Binary	0.00%
English Learners	26.70%
Foster Youth	1.60%
Homeless	0.00%
Migrant	0.00%
Socioeconomically Disadvantaged	92.80%
Students with Disabilities	11.70%



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)									
	Bennett-Kew P-8			Inglewood USD			California		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Suspension rates	3.20%	2.50%	2.00%	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%

*Practice Compassion
Act Responsibly
Work Hard
Show Respect*



Suspensions and Expulsions by Student Group

Suspensions and Expulsions by Student Group (2024-25 School Year)		
Student Group	Suspensions Rate	Expulsions Rate
All Students	2.00%	0.00%
Female	0.40%	0.00%
Male	3.50%	0.00%
Non-Binary	0.00%	0.00%
American Indian or Alaska Native	0.00%	0.00%
Asian	0.00%	0.00%
Black or African American	2.20%	0.00%
Filipino	0.00%	0.00%
Hispanic or Latino	2.00%	0.00%
Native Hawaiian or Pacific Islander	0.00%	0.00%
Two or More Races	0.00%	0.00%
White	0.00%	0.00%
English Learners	2.70%	0.00%
Foster Youth	0.00%	0.00%
Homeless	0.00%	0.00%
Socioeconomically Disadvantaged	1.90%	0.00%
Students Receiving Migrant Education Services	0.00%	0.00%
Students with Disabilities	1.50%	0.00%

Professional Development

Bennett-Kew supports and encourages teachers through continued professional development. Teachers participate in staff development weekly on-site and through virtual sessions. Staff are also provided with the opportunity to attend workshops and training that foster continued professional support in classroom instruction, supported by Professional Learning Communities (PLC). Classroom walk-throughs and grade-level meetings provide data to assist with the implementation of what was learned in the professional development. There is also a forum for teachers to share and discuss newfound theories and techniques that enhance student learning.

Professional Development Days

	Number of school days dedicated to staff development and continuous improvement
2023-24	45
2024-25	45
2025-26	41

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	98.50%	100.00%	100.00%	100.00%	100.00%
7	98.40%	100.00%	100.00%	100.00%	100.00%

Chronic Absenteeism by Student Group

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

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	510	502	134	26.70%
Female	250	247	58	23.50%
Male	260	255	76	29.80%
Non-Binary	❖	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖	❖
Asian	❖	❖	❖	❖
Black or African American	136	134	40	29.90%
Filipino	❖	❖	❖	❖
Hispanic or Latino	348	342	84	24.60%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖
Two or More Races	❖	❖	❖	❖
White	❖	❖	❖	❖
English Learners	148	145	38	26.20%
Foster Youth	12	11	2	18.20%
Homeless	❖	❖	❖	❖
Socioeconomically Disadvantaged	484	477	128	26.80%
Students Receiving Migrant Education Services	❖	❖	❖	❖
Students with Disabilities	66	64	19	29.70%

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

Types of Services Funded

Bennett-Kew provides a variety of programs and supplemental services through categorical funds. We understand the importance of extracurricular activities. Students can choose between after school cheer teams, football, basketball, soccer and track.

Students also have the opportunity to participate in instrument lessons through Musicians At Play. Instructors are professional musicians who teach lessons weekly to TK-8 grade students.

Bennett-Kew has two full-time Resource Specialist Program (RSP) teachers and an instructional aide who work with students with special needs. We have a full-time speech and language therapist and two school psychologists on campus to assess and provide services to students with special needs.

To address the needs of our English language learners (ELL), Bennett-Kew also provides designated English Language Development classes within the school day.

What I Need (WIN) time is provided within the school day for students not quite meeting grade-level expectations, who are on grade level, and those students are exceeding grade level standards. The Multi-Tiered System of Support (MTSS) addresses academic and/or behavioral needs by implementing intervention (WIN), in order to collect data and make instructional decisions for whole group and small group instruction. TK-5 English language learners are supported through the Journey's English language curriculum resource, English 3D supports English language learners in grades 6-8 and Accelerated Reader program supplements our reading program for students in grades 2-5. I-Ready and Reflex are programs for monitoring student progress in math concepts and fact fluency.

California School Dashboard

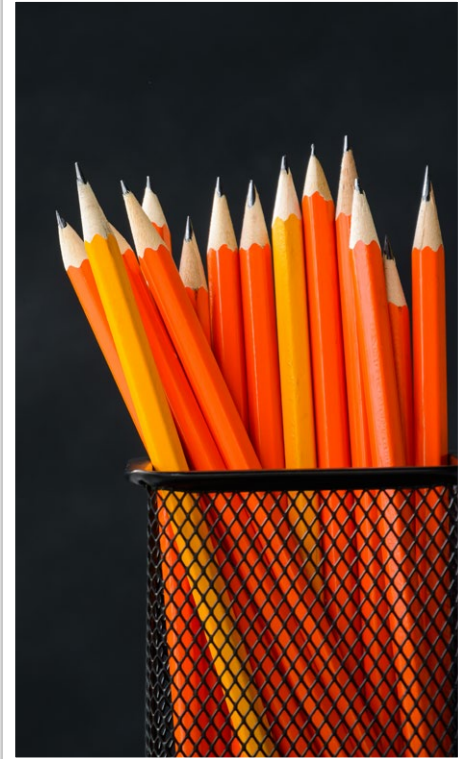
The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports 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	Bennett-Kew P-8		Inglewood USD		California	
	23-24	24-25	23-24	24-25	23-24	24-25
Science	14.14%	19.23%	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	Bennett-Kew P-8		Inglewood USD		California	
	23-24	24-25	23-24	24-25	23-24	24-25
English language arts/literacy	32%	35%	35%	39%	46%	48%
Mathematics	26%	31%	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	104	104	100.00%	0.00%	19.23%
Female	46	46	100.00%	0.00%	10.87%
Male	58	58	100.00%	0.00%	25.86%
American Indian or Alaska Native	❖	❖	❖	❖	❖
Asian	❖	❖	❖	❖	❖
Black or African American	28	28	100.00%	0.00%	21.43%
Filipino	❖	❖	❖	❖	❖
Hispanic or Latino	71	71	100.00%	0.00%	18.31%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖	❖
Two or More Races	❖	❖	❖	❖	❖
White	❖	❖	❖	❖	❖
English Learners	28	28	100.00%	0.00%	0.00%
Foster Youth	❖	❖	❖	❖	❖
Homeless	❖	❖	❖	❖	❖
Military	❖	❖	❖	❖	❖
Socioeconomically Disadvantaged	65	65	100.00%	0.00%	15.38%
Students Receiving Migrant Education services	❖	❖	❖	❖	❖
Students with Disabilities	12	12	100.00%	0.00%	8.33%

❖ 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	298	289	96.98%	3.02%	35.29%
Female	148	143	96.62%	3.38%	31.47%
Male	150	146	97.33%	2.67%	39.04%
American Indian or Alaska Native	❖	❖	❖	❖	❖
Asian	❖	❖	❖	❖	❖
Black or African American	80	79	98.75%	1.25%	32.91%
Filipino	❖	❖	❖	❖	❖
Hispanic or Latino	205	197	96.10%	3.90%	35.53%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖	❖
Two or More Races	❖	❖	❖	❖	❖
White	❖	❖	❖	❖	❖
English Learners	88	80	90.91%	9.09%	10.00%
Foster Youth	❖	❖	❖	❖	❖
Homeless	❖	❖	❖	❖	❖
Military	❖	❖	❖	❖	❖
Socioeconomically Disadvantaged	184	178	96.74%	3.26%	32.02%
Students Receiving Migrant Education services	❖	❖	❖	❖	❖
Students with Disabilities	35	34	97.14%	2.86%	14.71%

❖ 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	298	297	99.66%	0.34%	30.64%
Female	148	147	99.32%	0.68%	24.49%
Male	150	150	100.00%	0.00%	36.67%
American Indian or Alaska Native	❖	❖	❖	❖	❖
Asian	❖	❖	❖	❖	❖
Black or African American	80	79	98.75%	1.25%	26.58%
Filipino	❖	❖	❖	❖	❖
Hispanic or Latino	205	205	100.00%	0.00%	32.20%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖	❖
Two or More Races	❖	❖	❖	❖	❖
White	❖	❖	❖	❖	❖
English Learners	88	88	100.00%	0.00%	22.73%
Foster Youth	❖	❖	❖	❖	❖
Homeless	❖	❖	❖	❖	❖
Military	❖	❖	❖	❖	❖
Socioeconomically Disadvantaged	184	183	99.46%	0.54%	30.60%
Students Receiving Migrant Education services	❖	❖	❖	❖	❖
Students with Disabilities	35	34	97.14%	2.86%	20.59%

❖ 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

Availability of Textbooks and Instructional Materials

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

Percentage of Students Lacking Materials by Subject

2025-26 School Year

Reading/language arts	0%
Mathematics	0%
Science	0%
History/social science	0%
Visual and performing arts	0%
Foreign language	0%
Health	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
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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	Good
Safety: Fire safety, emergency systems, hazardous materials	Good
Structural: Structural condition, roofs	Good
External: Windows/doors/gates/fences, playgrounds/school grounds	Good
Overall summary of facility conditions	Good
Date of the most recent FIT report	10/29/2025

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	The girls restroom by rooms 20 and 25 needs cleaning. This will be cleaned by the custodial staff on site.
Electrical	Hand dryer not working in the boys and girls restroom by room 18; Light bulbs need replacing in the boys and girls restrooms by room 18. Work order has been submitted and will be taken care of by Maintenance.
Restrooms/fountains	Broken soap dispenser in the girls restroom; Missing soap dispenser in boys restroom in the MPR-Room. Work order has been submitted and will be taken care of by Maintenance.

School Safety

One of Bennett-Kew’s priorities is the safety of the students and staff. Staff and parents have developed a School Safety Plan and an Anti-Bullying Plan that describe procedures to follow in the event of an emergency or bullying incident. We conduct monthly fire, earthquake and lockdown drills. In addition, we hold weekly Positive Behavioral Interventions and Supports (PBIS) meetings and quarterly student assemblies to reinforce our Anti-Bullying Plan and to encourage students to work and play together harmoniously. Teachers, parents, staff and administration review the School Safety and Anti-Bullying plans quarterly. Copies of both the School Safety and Anti-Bullying plans are available in the front office for review. The School Safety Plan will be reviewed and updated in October 2025.

School Facilities

Built in 1955, the campus houses a library, parent center and a science lab. In addition, we have a staff lounge, student cafeteria and patio, and six student restrooms. There are 20 classrooms within the main building and 10 bungalow classrooms. All facilities are cleaned daily. The restrooms are cleaned twice a day by the janitorial staff, which consists of three employees who work from 6 a.m. to 9:30 p.m.

Bennett-Kew has two large, state-of-the-art playgrounds; one for preschool and kindergarten students and the larger playground for grades 1-5. The newest playground for Pre-K, TK and kindergarten students was installed in the fall of 2024. The playground for grades 1-5 was installed in 2009. Both have soft landing material apparatuses for the students. On the larger playground, there is one handball court, four four-square courts, a racetrack, three basketball courts, a volleyball court, and a large soccer field.

To ensure the safety of students while on campus, all school gates are locked during school hours, with the exception of the front gate. Aides supervise students before school in the cafeteria and on the playground. After school, many students participate in one of our two after-school programs. Students not enrolled in an after-school program are dismissed at assigned gates and go directly home.

Bennett-Kew is looking forward to the new middle school. Construction begins in the spring of 2025.

The district participates in the State School Deferred Maintenance Program, which provides state matching funds on a dollar-for-dollar basis, to assist school districts with expenditures for major repair or replacement of existing school building components. Typically, this includes roofing, plumbing, heating, air-conditioning, electrical systems, interior or exterior painting, and floor systems.

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.

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	79.6%	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)	3.8	16.3%	37.0	8.9%	12,001.5	4.3%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.9	4.1%	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	23.3	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)	13.8	88.5%	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)	1.5	9.9%	53.3	13.8%	14,938.3	5.4%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.2	1.6%	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	15.6	100.00%	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)	13.0	74.7%	273.4	73.2%	230,039.4	82.6%
Intern Credential Holders Properly Assigned	1.0	5.7%	11.8	3.2%	6,213.8	2.2%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	2.5	14.6%	64.2	17.2%	16,855.0	6.0%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.7	4.3%	2.6	0.7%	12,112.8	4.3%
Unknown	0.1	0.7%	21.3	5.7%	13,705.8	4.9%
Total Teaching Positions	17.4	100.00	373.6	100.0%	278,927.1	100.0%

Note: The data in these tables is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned to based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

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

Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

This table displays the number of authorization/assignments of teachers with permits and waivers; misassignments; and vacant positions. For questions concerning the permits, waivers, and misassignment of teachers, visit the California Commission on Teacher Credentialing website at <https://www.ctc.ca.gov/>.

Teachers Without Credentials and Misassignments (Three-Year Data)			
Authorization/Assignment	2021-22	2022-23	2023-24
Permits and Waiver	0.0	0.8	0.0
Misassignments	3.6	0.6	2.5
Vacant Positions	0.1	0.0	0.0
Total Teachers Without Credentials and Misassignments	3.8	1.5	2.5



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	0.9	0.2	0.7
Total Out-of-Field Teachers	0.9	0.2	0.7

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)	18.1%	12.8%	26.4%
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%	18.1%

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	517:1
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)	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
Bennett-Kew P-8	\$4,652	\$80,650
Inglewood USD	\$4,332	\$79,280
California	\$11,146	\$100,065
School and district: percentage difference	+7.4%	+1.7%
School and California: percentage difference	-58.3%	-19.4%

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	\$4,736
Expenditures per pupil from restricted sources	\$84
Expenditures per pupil from unrestricted sources	\$4,652
Annual average teacher salary	\$80,650



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.