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The Inglewood Coalition for Educational Equity, also known as the Stop IUSD School Closures Coalition, is a community of parents, educators, students, and residents fighting since 2021 to keep schools open, restore local control of the Inglewood Unified, improve the quality of education for students, and ensure fair treatment and wages for educators. Through town halls, teach-ins, protests, student walkouts, petitions, and legislative advocacy, we are committed to achieving true educational equity and justice for every IUSD student. We believe that true educational equity for IUSD students is both just and necessary.



The ACLU of Southern California is a nonprofit civil liberties organization that defends the constitutional rights of people across Los Angeles, Kern, Orange, Riverside, San Bernardino, San Luis Obispo, Santa Barbara and Ventura through public education, advocacy, and litigation. The Education Equity Project specifically protects students' right to an equal education by advocating for resources, equity, transparency, and accountability while dismantling the school-to-prison-to-deportation pipeline. The team also builds youth power through the Youth Liberty Squad while working in partnership with grassroots organizations and coalitions.

EXECUTIVE SUMMARY

Over the past two decades, Inglewood Unified School District (IUSD) has experienced dramatic declines in enrollment, concentrated school closures, and persistent disparities in student outcomes.

Centering equity, community voice and accountability, this 2025 IUSD Report Card presents a holistic assessment of the district's performance. Comprehensive data from focus groups, surveys and other sources are utilized to uplift voices and perspectives being ignored by several levels of government. This Report Card evaluates IUSD performance and community engagement under 13 years of state and county oversight using public data, surveys, focus groups, media articles, and more.

KEY FINDINGS:

- Shrinking district enrollment, concentrated school closures, and “school deserts” are emerging in Inglewood, alongside rapid gentrification and multibillion dollar development projects. From 2018 to 2025, IUSD closed nearly half of its schools, impacting thousands of students.
- **48% of Inglewood's 25 schools have closed since 2018:** Twelve schools have closed in Inglewood in recently under state and LACOE leadership, creating “school deserts”.
- **State oversight failure:** IUSD district cycled through nine state/county administrators leading the district over 13 years of receivership. State mandated reports and agencies document repeated failure, fraud, waste, and recurring deficits. In 2022, FCMAT stated “it is highly unusual for a district to still be at this stage of recovery after nine years.”
- **Teacher and staffing disparities:** IUSD continues to operate with the highest teacher-to-student ratios in the county (33-to-1 in IUSD vs. 25-to-1 across LA County).
- **Millions lost because of attendance:** IUSD had the highest chronic absenteeism rate in LA County in 2023-24 with 43% students chronically absent. This was twice the state and county averages, and over 47% of students were chronically absent in IUSD in 2022-23. Rates like this cost the district \$15-20 million in funding annually that could be used to serve students.
- **Inglewood Exodus:** Local families continued to be pushed out while student enrollment dropped 39% in IUSD in 10 years (2015-2025). Black student enrollment dropped by 45% over the 10 years.
- **District budget patterns** reflect long-standing underinvestment, neglect, resource inequities, deferred maintenance of school sites, uneven allocations, and more. Significant concern documented over the lack of follow-through with the hundreds of millions of dollars passed through local city of Inglewood measures K (1998), GG (2012), and I (2020)
- **Widespread failure causes school closures:** The report identifies 30 issues, policies, and failures related to school closures. Many have been documented in state reports and [media](#).
- **Recommendations and demands** are included for IUSD, LACOE, FCMAT, and policymakers. Some of these include reopening closed schools, investing in community schools, forgiving IUSD's loan, a roadmap restoring local control to the school board, auditing in funds.

COMMUNITY VOICES FEATURED IN REPORT: “When my daughter found out they were going to close the school, she started crying and said, ‘I’m going to miss my friends...That school was our community. When it closed, it felt like they erased part of our history.’”- Inglewood Unified Parent

INTRODUCTION AND OVERVIEW

From 2018 to 2025, Inglewood Unified School District (IUSD) closed nearly half of its schools.¹ This wave of closures has made IUSD one of the most rapidly disintegrating school systems in the state. Meanwhile, 13 years of state receivership and county control has exacerbated enrollment loss, deepened educational harm, and eroded public trust. This Report Card examines how IUSD has systematically failed students, families, educators, and the broader Inglewood community. Despite decades of external oversight in IUSD, harmful policies, fiscal mismanagement, and governance breakdowns continue to deny students access to the quality public education they deserve.

Using participatory action research methods, focus groups, surveys, and analysis of state and district data, this report describes how IUSD's neglect under receivership influenced declining enrollment and school closures. The same forces that transformed Inglewood into a global entertainment hub have conspired to push out working families. IUSD is the largest landowner in Inglewood, a city that has hosted a Super Bowl inside the \$5.5 billion SoFi Stadium (the most expensive stadium in the world as of 2023).² Between 2016 and 2023, the average home price in the 90305 zip code where the SoFi stadium was built increased from \$506,300 to \$853,700, more than 20% above the countywide benchmark.³ In this same neighborhood, the closure of Warren Lane Elementary created a "school desert" by removing the only elementary campus in a majority-Black neighborhood and 90305 zip code. iv A year after the world's most expensive basketball stadium opened in Inglewood in 2024 (Intuit Dome costing over 2 billion dollars), the local high school a few blocks away closed.⁴

Inglewood community members consistently describe the situation as sabotage and neglect. In July 2022, the We Are F.R.E.E. Coalition submitted an advocacy letter to Los Angeles County Superintendent Dr. Debra Duardo:

*"While we appreciate the reasons stated for closing schools being primarily low enrollment, we do not feel that it has been addressed by the County Administrator with fidelity, nor did she [then Dr. Ericka Torres] offer support for increasing enrollment, new programs or marketing to attract students. In fact, she worked to send students to other Inglewood schools and elsewhere to the detriment of the school. A decision to not invest resources in the school as promised by bond measures K, and GG, created a separate and unequal education for the students of Warren Lane, and was the major factor for the rapid decline in enrollment there."*⁵

The findings of this report echo that sentiment. The evidence points to a consistent pattern of abandonment. IUSD has the lowest teacher salaries in Los Angeles County, the highest rate of chronic absenteeism, a pattern of special education failures, and governance bodies that operate more as rubber stamps than as stewards of public trust. Taken together, the trajectory of IUSD reflects how state, county, and district decision-makers manufactured decline by closing schools, under-investing in programs, and ignoring community warnings. A quote the current President of the IUSD Teacher's Association (Union) provided for ACLU's State of Black Education California 2024 Report encapsulates community frustrations: ⁶

"Inglewood Unified School District crystallizes how little things have actually changed. White supremacy still rules the day as a single white man with absolute power controls a district with 99% students of color. Subtle sabotage of a historically Black-led district has enabled Billionaire Bullies and their political puppets to procure district property for gentrification-focused projects creating school deserts. Schools were purposely depopulated because of deferred improvements promised but never realized. Both under state and county leadership the district has declined." - John Hughes, Inglewood Educator, President of Inglewood Teachers Association

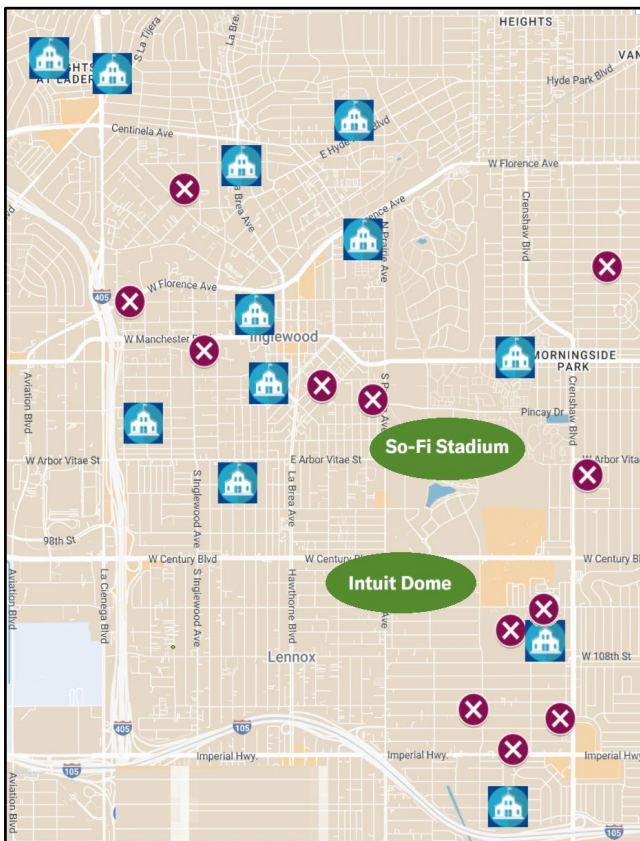
HISTORY OF INGLEWOOD UNIFIED

After a lawsuit in the 1960s, a federal judge ordered desegregation of IUSD in 1970.⁷ Busing and integration began at schools that had been nearly all-white for decades due to racial discrimination. School integration in IUSD accelerated the white flight that reshaped the district and city. Inglewood Unified has long been a district under pressure, and financial oversight first arrived in the district in the 1980s.⁸ By 1999, racial disparities in access to Advanced Placement (AP) and college-preparatory courses prompted a class action lawsuit and advocacy by the ACLU Foundation of Southern California.⁹ In 1999, IUSD students only had access to three AP courses while students a few miles away in Beverly Hills Unified had access to 21.¹⁰

By 2012, consistent financial issues in IUSD (overstated attendance/ADA, understated retirement/CalSTRS) led to state receivership under state law SB 533. Rather than file for bankruptcy, the District accepted a \$55 million emergency loan from the state; \$29 million was ultimately drawn.¹¹ The loan carried some of the least favorable terms of any district loan in California, locking IUSD into \$1.83 million in annual debt service through 2034.¹² As a condition of the loan, IUSD lost local control and financial oversight through its school board. The State Superintendent of Public Instruction assumed authority, supported by the state's Fiscal Crisis and Management Assistance Team (FCMAT) from 2017-2019. The Los Angeles County Office of Education (LACOE) has current oversight over IUSD with support from FCMAT.

MAP AND LIST OF SCHOOLS (OPEN AND CLOSED) IN INGLEWOOD¹³

X = Closed Schools Since 2018 under State Receivership and LACOE Control (**12** of 25 or **48%**)



CLOSED/MERGED SCHOOLS AND CLOSURE YEAR

- Freeman Elementary – 2013
- Monroe Magnet Middle – 2018
- ICEF Middle Charter – 2019 (Charter)
- Children of Promise Prep – 2020 (Charter)
- Today's Fresh Start – 2020 (Charter)
- Warren Lane (WL) Elementary – 2022
- Worthington Elementary – 2023
- Kelso Elementary – 2025 (Reopened at Warren Lane)
- Crozier Junior High – 2025
- Highland Elementary – 2025
- Hudnall Elementary – 2025
- Morningside High – 2025

OPEN SCHOOLS

- Animo High (Charter)
- Bennett/Kew K-8
- Beulah Payne STEAM
- Centinela K-8
- City Honors High (Charter)
- Frank Parent Elementary
- Grace Hopper STEM (Charter)
- ICEF Elementary (Charter)
- Inglewood High
- Kelso Elementary – 2025 (Reopened at Warren Lane)
- La Tijera Academy (Charter)
- Oak Street Elementary
- Wilder's Prep K-8 (Charter)
- Woodworth-Monroe K-8

There has been a 39% drop in enrollment in IUSD in 10 years.¹⁴ Black student enrollment has dropped by 45% over 10 years with 1 out of 6 Black students (16%) exiting IUSD between 2020 and 2021.

10-YEAR STUDENT ENROLLMENT TRENDS IN IUSD BY RACE

Academic Year	Total Students	Black	Latinx	Asian/ Pacific Islander	White	(%) All Students Decrease in Enrollment	(%) Black Student Decrease in Enrollment	Charter School Enrollment % of IUSD
2024-25	8,241	3,004	4,838	108	53	-5.5%	-6.3%	31.3%
2023-24	8,724	3,206	5,117	116	54	-3.2%	-0.9%	30.0%
2022-23	9,011	3,235	5,381	126	41	-2.9%	-4.3%	28.3%
2021-22	9,279	3,381	5,520	130	40	-4.2%	-7.0%	28.1%
2020-21	9,683	3,636	5,706	115	44	-12.2%	-16.0%	28.8%
2019-20	11,026	4,329	6,326	105	60	-4.5%	-7.2%	34.0%
2018-19	11,542	4,665	6,506	124	60	-4.5%	-3.8%	30.7%
2017-18	12,086	4,848	6,936	112	53	-3.9%	-1.1%	29.2%
2016-17	12,570	4,902	7,285	114	71	-4.5%	-5.8%	28.0%
2015-16	13,162	5,202	7,602	132	48	-2.3%	-4.5%	25.4%
2014-15	13,469	5,447	7,670	139	44			24.0%
10 Year Trend #	-5,228	-2,443	-2,832	-31	9			
10 Year Trend %	-39%	-45%	-37%	-22%	(+)20%			

FCMAT issues annual reviews evaluating IUSD’s progress across five statutory recovery standards: pupil achievement, fiscal management, facilities, personnel, and governance.¹⁵ Reports across the past decade paint a consistent picture: persistent operating deficits, inadequate workforce planning, deferred maintenance, enrollment collapse, and community mistrust. (see chart) In 2022, FCMAT wrote to the community that “it is highly unusual for a district to still be at this stage of recovery after nine years.”¹⁶ By 2024, FCMAT concluded that without consistent leadership and genuine community engagement, the district will “remain in a perilous position”. According to the California Department of Education, IUSD closed 12 schools from 2018-2025 (including charters), cutting the district in half.¹⁷ While enrollment has declined statewide, IUSD’s losses are among the largest in California, with more than 10,000 students gone since 2003.¹⁸

World-famous schools like **Morningside High** with alumni like Byron Scott (NBA coach/champion), Lisa Leslie (WNBA), Curren Price (politician) and Jim Lefebvre (MLB coach) have been forced to close with the land slated for development into luxury condos most of the community cannot afford.



Instead of stabilizing the district with innovative programs or targeted investments, local, state and county leaders leaned on closures, austerity, and debt service. The result has been a steady unraveling of public education in Inglewood that has forced families to organize coalitions, demand accountability, and imagine alternatives in the absence of effective leadership.

FCMAT measures district progress on five statutory recovery standards and scores each on a scale of 0–10. The minimum threshold for progress toward local control is 6.0. Each report also notes the number of recommendations implemented or not/pending. The following charts summarize over a decade of FCMAT’s audits, metrics, and ratings (by standard and year) and the district’s broader fiscal/operational conditions. Chart 1 traces IUSD’s scores across the five standards at four checkpoints across the eleven years (2013, 2017, 2021, 2024). Chart 2 compiles indicators cited in FCMAT reviews (annual audit findings, emergency-loan status, structural deficits, the implementation tally of recommendations, and IUSD’s overall average rating). Meanwhile, audit findings remain elevated, operating deficits have widened, and more than half of FCMAT’s recommendations are still pending.

FCMAT RATINGS OF IUSD AND AUDIT FINDINGS OVER 12 YEARS (2013–2025*)¹⁹

Scale: 0–10; 6.0 is the minimum progress threshold to exit state receivership.

(Value) = number of standards scoring under 4.0 in that section that year.

“2025*” combines latest fiscal/audit figures with 2024 ratings.

Area / Metric	2013	2017	2021	2024/2025*
Pupil Achievement	3.23 (19)	3.68 (21)	4.48 (11)	6.00 (0)
Financial Management	1.19 (41)	2.44 (33)	4.26 (16)	4.49 (14)
Facilities Management	2.24 (29)	4.65 (9)	5.16 (8)	5.81 (5)
Personnel Management	1.46 (26)	5.43 (2)	6.68 (1)	7.04 (0)
Governance / Community Relations	1.05 (20)	4.85 (4)	7.80 (0)	—
Average Rating (all rated areas)	1.83 / 10	4.21 / 10	5.15 / 10 (4 areas)	5.84 / 10 (4 areas)
Audit Findings	—	41 (2016–17)	17 (2021–22)	19 (2022–23)
Operating Deficit (Unrestricted General Funds, projections)	—	—	—	\$8.1M (2023–24); \$19.0M (2024–25); \$16.3M (2025–26)
FCMAT Recommendations (total; implemented)	228; 4 (1.7%)	243; 38 (16%)	260; 88 (34%)	265; 117 (44%)

Notes: Governance is rated through 2021 only; averages for 2021 and 2024 reflect four areas.

RESEARCH FINDINGS

This section unpacks the research results from this report card. A broad range of data was analyzed and key findings include:

- At least 30 identified issues, policies, and failures related to school closures.
- Quantitative and qualitative research methods employed (focus group, surveys) by the community reveal themes related to sabotage.
- Dozens of media articles and op-eds throughout the 13 years of receivership confirm a wide range of issues and civil rights violations.
- State and local data confirm troubling trends in IUSD with some of the state's highest chronic absenteeism and class sizes combined with low test scores.
- In depth analysis of 2020 California legislation (AB 1912) to ensure equity and community engagement in the process of school has largely failed in Inglewood Unified.
- A comprehensive UCLA study reveals community frustration and government neglect in IUSD.

ISSUES, POLICIES, AND FAILURES RELATED TO SCHOOL CLOSURES

The research process of this report card uncovered dozens of issues related to school closures. Below is a non-exclusive list of 30 policies and practices related to school closures and students in IUSD. They are organized around the five areas identified by community members: (1) School Closures, (2) Enrollment Decline, (3) Fiscal Management, (4) Governance and Trust, and (5) Student Impact.

1. SCHOOL CLOSURES

- **Enrollment Erosion at Closure Sites:** Worthington Elementary had roughly 400 students before closure, but only 250 re-enrolled in the district. Today, roughly 100 remain. Each closure created further disenrollment through confusion and instability.
- **Leadership Ignoring Oversight Committees & Community Outcry:** The School Closure Consolidation Committee in IUSD votes to NOT close Worthington elementary because of its having relatively high enrollment. This still happened and students shut down the school board meeting. There has also been constant public comment at board meetings, petitions with over 1,000 signatures, and many media articles documenting community objection to closures.
- **Failure to Plan for Student Safety:** Families repeatedly warned that closure of Morningside High would increase fights and territorial conflicts between students from rival neighborhoods. Requests for a proactive safety plan were ignored as fights increased on campuses. *"We asked for a safety plan—nothing happened."*
- **Facilities and Maintenance Backlog:** Students rated facilities poorly: 78% called them "poor" or "fair." Parents cited HVAC failures, unsafe bathrooms, and slow repairs.
- **Broken Promises of Bond Funds (K and GG):** Community advocacy letters highlight that the district's failure to invest promised resources created "a separate and unequal education." In 2019 LACOE/Erika Torres abandoned a \$4.5 million to upgrade Warren Lane which were deferred since 1998 Measure K. The school remained in disrepair until closure.
- **Opaque Committee and Land Use Processes:** Property deliberations and real estate reuse decisions have been opaque, with no plain-language explanations. Families demand early, transparent engagement—not after-the-fact announcements.
- **Three Charters Open and Close Within 10 Years:** ICEF Inglewood Middle; Children of Promise Prep; Today's Fresh Start Inglewood. (2009/10–2019/20)

2. ENROLLMENT DECLINE

- **Self-Sabotage of Enrollment:** The District, County, and State failed to implement programs that would attract or retain students, such as magnet schools, dual-language immersion, or community schools. Instead, enrollment losses continued without intervention. The district also closed higher enrolling schools like Worthington despite knowing roughly 50% of students may not return.
- **Chronic Absenteeism Among the Highest in California:** IUSD had the highest chronic absenteeism rate in LA County in 2023-24 with 43% students chronically absent.²⁰ This was twice the state and county averages and over 47% of students were chronically absent in IUSD in 2022-23. Rates like this cost the district to forfeit \$15-20 million in funding annually.
- **Charters Forced on IUSD by State:** Charter schools enroll over 31% of Inglewood students (2.5 times the state average). IUSD attempted to limit charters, the State Board of Education reversed a denial and approved the school after an appeal.²¹ Educators in IUSD mentioned charters are one of the [biggest contributors of enrollment declines](#) in school districts.
- **Inconvenient School Calendar:** In January 2024, IUSD reopened on January 3, earlier than any other nearby district. Many families were still away, and this produced low attendance /ADA.
- **Development and Stadium Deals Over Schools:** SoFi Stadium received multimillion-dollar reimbursements, while the Intuit Dome project received millions in city fee waivers. These billion-dollar projects flourished while pushing students and community out of neighborhoods.
- **Failed Forecasting and Shifting Messaging:** District leaders repeatedly changed closure forecasts and timelines after public announcements, which families described as manipulative and disorienting.

3. FISCAL MANAGEMENT

- **Lowest Teacher Pay in L.A. County:** IUSD's average teacher salaries rank at the bottom among all Los Angeles County and SoCal districts, fueling turnover and chronic vacancies.
- **Widespread Fraud, Waste, Fiscal Mismanagement:** State/FCMAT reports, media, and complaints have documented concern over fraud, waste, recurring deficits from state-appointed leadership.²² Audit red flags have been raised related to Fiscal Stabilization Plan (FSP) multiyear financial projection (MYFP). Warren Lane and Daniel Freeman are consolidated. Despite Warren Lane's campus being closed, the district continues to keep the funds from the School Improvement Grant (SIG) despite no longer being eligible.
- **Consultant Waste and Dependence:** Annual FCMAT reports document heavy reliance on costly consultants under county oversight, and weak fiscal controls.
- **Predatory State Loan:** The 2012 emergency loan was larger than needed and structured on unfavorable terms. IUSD drew \$29 million and still pays approximately \$1.83 million annually.

4. GOVERNANCE AND TRUST

- **State/County Administrator Appointment Issues:** There were six appointed administrators in seven years (2013–2017) under the state leadership. LACOE appointed Erika Torres as administrator with no community input despite Torres never being a teacher, principal, or Superintendent. Instability and inexperience harmed IUSD students and families as administrators have the powers of both superintendent and school board.
- **Governance Failures Under Receivership:** Since 2012, IUSD's elected board has been reduced to advisory-only status. Parents describe the relationship as “rubber-stamping” state directives.
- **Transparency and Public Access issues:** In March 2023, parents were locked out of a public meeting, livestreams were muted, and agenda items were conflated. A formal Cure and Correct letter by the coalition documented these violations, eroding confidence in governance.

- **Worthington SSC Violation:** After a community complaint was filed in April 2022, the state ordered IUSD to rerun the Worthington School Site Council (SSC) election. Governance and transparency at the school was compromised while decisions were being made about its closure.
- **Limited Equity Impact Analysis:** Although required by AB 1912, IUSD's 2023 Equity Impact Analysis was superficial and outsourced to a conflicted consultant. See section below.
- **Community Excluded from Decision-Making:** Families consistently describe consultation as performative. *"We weren't consulted until it was already decided [school closure]."*
- **Turnovers of 2019:** Aside from LACOE appointing a new administrator in 2019, there was IUSD turnover in their Chief Academic Officer (CAO); CBO Chief Business Official, and Business Services director while positions were vacant for months.

5. STUDENT IMPACT

- **Class Size Neglect:** IUSD continues to operate with the highest teacher-to-student ratios in the county (33-to-1 in IUSD vs. 25-to-1 across LA County), and one of the highest in the state. Overcrowding is common with no systematic plan to reduce ratios or address the issues.²³
- **Student Supports and Paraeducator Staffing Issues:** The combination of low pay and austerity budgets left classrooms under-supported, programs disrupted, and key positions unfilled.
- **Transportation Gaps:** Families bore the cost and time burden of transporting children across town after closures, hurting attendance, safety, and stability.
- **Special Education Failures:** Inaccurate projections and compliance lapses led to fiscal overruns and service gaps, leaving families reporting delayed or denied IEP meetings.
- **Federal Civil Rights Complaint:** In 2024, IUSD faced a federal Office for Civil Rights complaint and settlement regarding adult education access, reflecting broader systemic equity failures.
- **Language Access Failures for Immigrant Families:** Parents reported being denied interpreters during enrollment and meetings. *"No interpreter at enrollment."*

Mexican American Bar Association (MABA) of LA County Statement Regarding School Closures in Inglewood (April 2024)

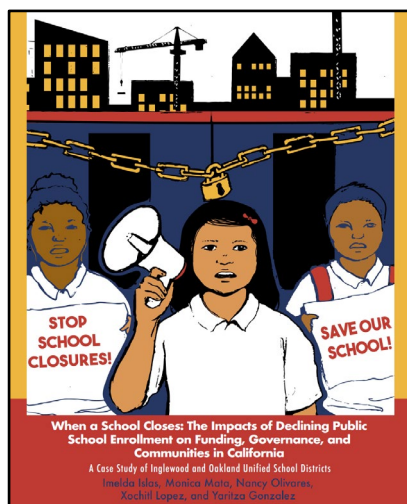


"MABA...denounces the Inglewood Unified School District's decision to close five (5) schools... MABA opposes the closures as they would effectively deprive Inglewood's majority Black and Latinx student population from access to an equitable education. On March 20, 2024, County Administrator Dr. James Morris, the district's sole decision-maker, announced his plans to close [5 schools]. The announcement comes less than one (1) year after the District's closure of Worthington Elementary School in 2023 and after the closure of Warren Lane Elementary School in 2022. The number of school closures is startling and unprecedented.

The District has been under state receivership since 2012. Inglewood's Board of Education serves only as an advisory board with no governing authority. In effect, the Los Angeles County Office of Education's appointed leader (and County Administrator), Dr. James Morris, possesses sole authority over the district, with no meaningful checks and balances in place for the local community. Dr. Morris has unilaterally decided to focus on school closures as a remedy to deal with the District's financial woes despite both opposition by local community members and disagreement from the County Administrator's handpicked School Closure Committee.

MABA implores local political and business leadership to find alternative solutions to address the challenges faced by the Inglewood Unified School District that do not deny Inglewood students access to a school in their community."

UCLA CASE STUDY ON INGLEWOOD & OAKLAND SCHOOL CLOSURES



A 2023 UCLA report examined the social, fiscal, and governance impacts of declining enrollment and school closures in Inglewood and Oakland.²⁴ Drawing on interviews, focus groups, and community meetings, it documents the lived experiences of students and families while identifying policies to prevent future harm and rebuild public trust. **RESEARCH QUESTION:** “How can the State of California and local school districts mitigate the impacts of declining public school enrollment to avoid school closures?”

1. Declining Enrollment & Fiscal Distress: More than a decade of state receivership left IUSD financially unstable, with chronic deficits and repeated school closures in predominantly Black and Brown neighborhoods. Families described a cycle of revolving administrators and austerity measures that never addressed root causes. “*Every year it’s a new administrator, a new plan, but nothing changes for the kids.*” **RECOMMENDATIONS:** End indefinite state takeovers; require transparent fiscal recovery plans; restore local control through democratic governance and participatory budgeting.

2. Gentrification & Displacement: School closures clustered near the SoFi Stadium redevelopment zone, where rising rents and housing loss displaced families and drove down enrollment. Participants saw education and housing instability as intertwined forces. “*We’re being pushed out twice — from our homes and from our schools... they find money for stadiums, not for classrooms.*” **RECOMMENDATIONS:** Adopt anti-displacement policies linking housing and education; align redevelopment with community benefit agreements; provide equitable state funding to protect neighborhood schools.

3. Community Voice & Governance: Families and educators described the closure process as top-down and racially exclusionary, controlled by state appointees “who did not know the community.” The lack of local accountability and democratic participation deepened mistrust. “*How can we have hope when the state runs our schools like a dictatorship? We can’t even vote out the person making decisions.*” **RECOMMENDATIONS:** Require community-led closure committees; include students and parents as voting members; mandate public reporting and audits of administrator decisions.

4. School Closures & Trauma: Students and families reported stress, grief, and instability, losing familiar teachers, friends, and safe spaces that anchored their neighborhoods. “*When my daughter found out they were going to close the school, she started crying and said, ‘I’m going to miss my friends.’ Parents had no answers.*” “*That school was our community. When it closed, it felt like they erased part of our history.*” **RECOMMENDATIONS:** Conduct impact assessments before closures; provide mental-health counseling, transportation, and transition supports for students.

5. Structural Inequity & Accountability: Persistent inequities in resource allocation and facility conditions undermined recovery. Families voiced frustration that schools were labeled “underutilized” after years of disinvestment. “*They’ve been intentionally neglecting our public schools for years. It’s not that families don’t care, it’s that leadership doesn’t invest...they deliberately haven’t sent any money. Then they call us ‘underutilized.’*” **RECOMMENDATIONS:** Increase oversight of state administrators; require annual public audits; invest in Community Schools as stable, long-term alternatives to closures.

6. Reimagining Public Schools for Black & Latinx Students: Schools that affirm cultural identity, heal trauma, and rebuild trust through creative, student-centered learning. **RECOMMENDATIONS:** Expand Community Schools and culturally sustaining, abolitionist curricula; prioritize Black and Latinx student success through equitable staffing, restorative practices, and local partnerships.

WHEN EQUITY LAWS FAIL: IUSD's Incomplete and Conflicted Equity Impact Analysis

Under AB 1912 (2020), any California school district in fiscal distress or state receivership considering closing schools must prepare a comprehensive “Equity Impact Analysis” (EIA). The analysis must assess how proposed closures affect student subgroups, including Black, Latinx, low-income, foster youth, English learners, and students with disabilities. The report requires meaningful community engagement.

In February 2023, IUSD contracted with Total School Solutions (TSS) to conduct its Equity Impact Analysis for the district's ongoing consolidation and closure plan. Many community members and school closure committee members considered the report substantively hollow with multiple flaws. Complaints were filed with LACOE/ the district.

EQUITY IMPACT ANALYSIS AND COMPLIANCE GAPS

LEGAL REQUIREMENT	WHAT THE LAW REQUIRES	WHAT LACOE/ IUSD DID
Equity Analysis AB 1912 (Education Code § 41329)	Conduct an <i>equity impact analysis</i> before closing any school. Evaluate effects on whether closures exacerbate inequities.	IUSD's consultant-produced report was superficial and submitted after major closure decisions were already announced.
Meaningful Community Engagement Under AB 1912 (§ 41329(a)(2)(A)-(C)).	Requires a review of how public input was incorporated into the final recommendation as well as a resolution concluding that the community engagement process was complete.	Closure meetings held without adequate participatory sessions and resolution adoptions.
Government Code § 1090	Public officials, employees, and consultants involved in preparing or advising on district decisions (such as closure or property plans) must act independently from any entity that could benefit financially from those decisions.	The contracting firm that authored the equity analysis had also been involved in earlier district reorganization work (self-dealing) and is named in community complaints.
Title VI of the Civil Rights Act (42 U.S.C. § 2000d)	Prohibits recipients of federal funds from using policies or actions that have a disparate racial impact.	No consideration of disparate impact despite initial closures disproportionately affecting Black-majority schools and special education students.

COMMUNITY AND LEGAL RESPONSES TO “EQUITY ANALYSIS”

- **Formal Complaints Filed:** Multiple Uniform Complaint Procedures (UCP) filings, including a 2024 complaint by community member Steven Fisher highlighted violations of AB 1912 and Education Code § 41329 for failing to conduct a genuine racial-equity analysis before closures.
- **Advocacy Letters Submitted:** Community and legal advocacy groups sent letters to LACOE, the California Department of Education, and the County Board of Supervisors, citing conflicts of interest, minimal compliance, and exclusion of public input throughout the process.
- **School Board Silence/Transparency Concerns:** Board meeting minutes confirm no agenda item or public discussion of the Equity Impact Analysis (EIA) prior to closure votes. The report was buried in a supplemental agenda and not made available in multiple languages.

IMPACT OF FCMAT STATE RECEIVERSHIP

FCMAT is a highly controversial state institution that some communities called to be eliminated. A 2023 study found that FCMAT's receivership regime in Oakland Unified replaced elected governance, increased debt, and then shifted to engagement processes that legitimized market reforms and school closures.²⁵ These dynamics echo community concerns in IUSD, where prolonged external control has eroded trust. Here is more information relating to FCMAT from the 2023 report by Kissell.

- **Receivership trigger:** State loans activate FCMAT oversight and suspend local authority.
- **Local democracy displaced:** Powers of elected school boards and community bodies are curtailed during state control.
- **Racialized impact:** Oversight and closures disproportionately burden Black communities and Black-serving districts.
- **“Engagement” reframed:** Participation is used to validate pre-set plans (e.g., closures) rather than co-create alternatives.
- **Diffused and opaque accountability:** Authority is spread across FCMAT, the county administrator, and district leadership with no clear separation.
- **Path dependency:** After “restoring” local control, austerity logics and consolidation plans persist.

COMMUNITY PROTEST AND RESISTANCE TO SCHOOL CLOSURES

Parents, students, educators, community members, and advocates have vehemently opposed school closures while demanding IUSD, LACOE, FCMAT, and state officials do more to address the enrollment crisis. There have been over 15 protests, rallies, walkouts, teach-ins, and townhalls related to closures.



13 YEARS OF LOCAL REPORTING ON IUSD UNDER STATE RECEIVERSHIP

Local award-winner journalists 2UrbanGirls Media have published dozens of articles on IUSD. Here's twelve years of reporting from 2013–2025. **Headlines are bold** and reflect years of failure, neglect and frustration from the community as transparency issues and gentrification dominate.

- Dec 2013 “Morningside High School alumni step in to save the schools’ football program.” ([***Good things happening in the Inglewood Unified School District***](#))
- July 2014 “Parents of IUSD are being denied an opportunity to keep their district accountable... committee voted against transparency.” - Sen. Bob Huff. ([***Legislative Audit Committee kills audit of IUSD***](#))
- June 2015 Instability in state oversight [***IUSD Unified State Trustee announces his resignation.***](#)
- July 2015 Teachers Union communication highlighting workload, morale, and resource gaps under state management. ([***Inglewood Teachers Association wants you to know***](#))
- March 2016 “IUSD shows no signs of recovery under State control.” FCMAT identifies fraud in practices of state-appointed superintendent Dr. Brann ([***IUSD Legislative Hearing***](#))
- April 2016 [***“Inglewood Unified State Administrator works to make progress”***](#)
- March 2017 [***“Will ‘underutilized’ IUSD property become housing?”***](#)
- March 2017 “Four years ago, voters passed a \$90M bond to repair our schools — where did it go?” ([***How is Inglewood unified spending Inglewood residents tax money?***](#))
- April 2017 “IUSD qualified for \$118M in funds — state administrators secured only \$44M, forfeiting \$74M.” ([***State administrators allowed Inglewood unified to be out of compliance with state requirements***](#))
- July 2017 [***“Inglewood Unified gets its sixth state-appointed administrator”***](#)
- April 2019 [***“IUSD schools continue to suffer despite billion dollar NFL investment in city”***](#)
- July 2019 [***“Inglewood unified state administrator announces retirement”***](#)
- Jan 2020 [***“Inglewood unified prepares to lease out portion of land at Morningside high”***](#)
- Feb 2020 [***“Inglewood unified cracks down on low performing charter schools”***](#)
- April 2020 [***“CDE should move forward with closing Today’s Fresh Start”***](#)
- Oct 2020 [***“IUSD is a dysfunctional nightmare”***](#) Parent/employee letter describing chaos.
- Oct 2020 [***“Racial discrimination continues to fester in Inglewood Unified”***](#)
- March 2021 [***“Were Inglewood unified ... administrators involved in corruption coverup”***](#)
- April 2021 [***“Op-ed: IUSD is going through an ethnic cleansing of Black employees”***](#)
- Sep 2021 [***“Op-ed: Inglewood unified makes questionable new hire”***](#)
- Oct 2021 [***“IUSD school could be a casualty of the proposed transit connector”***](#)
- March 2022 [***“IUSD cuts video after residents speak out against pending school closure”***](#)
- April 2022 [***“Inglewood taxpayers deserve better from the County Administrator”***](#)
- May 2022 [***“IUSD sits on millions in developers fees”***](#) also [***“school closure doesn’t pass the smell test”***](#)
- Oct 3, 2022 [***“County Administrator resigns from IUSD”***](#) Town hall met with frustration.
- Mar 13, 2023 “LACOE is forcing IUSD to shut Worthington; Morris disregarded the vote to keep it open.” ([***Students to stage sit-in at Inglewood Unified District Office***](#))
- Mar 24, 2023 ([***Inglewood school board meeting erupts into chaos during vote on school closure***](#))
- Sep 2023 [***“Letter: IUSD quietly sells portion of Morningside High School to the Clippers”***](#)
- Dec 11, 2023 “Fifty students do not have a teacher, three classes unmanned.” ([***Parent Letter: Students without teachers in Inglewood Unified School District***](#))
- Jan 29, 2024 [***“County administrator paints grim outlook for district’s future”***](#)
- Mar 21, 2024 [***“Inglewood announces closure of 5 schools”***](#)
- Apr 4, 2024 [***“Letter: Inglewood school closures are a true ‘bloodbath’”***](#)
- Mar 9, 2025 [***“Letter: LAUSD to coordinate student transfers out of IUSD”***](#)
- Jul 31, 2025 “Thirty kids in kindergarten... Morris is failing IUSD.” Parent [***Op-ed: “Is County Administrator James Morris good for IUSD”***](#)

METHODOLOGY FOR QUANTITATIVE AND QUALITATIVE RESEARCH

The methodology for this Report Card involved community in a mixed-methods process. Surveys and focus group questions were co-created with parents, students, educators, and community members in the Inglewood Education Equity Coalition. This participatory action approach ensures that the instruments reflect the lived realities, priorities, and language of families directly impacted by school closures and district decisions. Grounding the process in community leadership, the data collection honored community expertise and elevated voices historically excluded from decision-making.

The survey included both multiple-choice and open-ended questions designed to measure the impacts of closures and more. Questions were intentionally written in accessible language to ensure that respondents across diverse backgrounds could participate fully. Survey data were analyzed and organized into themes. Focus group prompts mirrored and expanded on the survey's key themes while creating space for storytelling and lived experience. Coalition leaders identified five areas of inquiry: school closures, enrollment decline, fiscal management, governance and trust, and student impact. Open-ended prompts allowed participants to frame issues in their own words, producing qualitative data that captured the depth of the impact of school closures.

Recruitment for both the survey and focus groups was rooted in community outreach. The coalition publicized opportunities through its networks, word of mouth, and social media, including posts on its Instagram page (@stopiusdschoolclosures). The survey link was made available online, and the focus group was conducted virtually via Zoom. There were twelve focus group participants, with additional survey respondents. Data were collected over three months. Survey responses generated both quantitative results and narrative answers, while focus groups produced transcribed discussions coded for recurring themes. Quotes selected for this Report Card illustrate the urgency of community concerns. Findings from both methods were triangulated with FCMAT reports, media coverage, and district documents to validate community experiences and situate them within broader patterns of enrollment decline, fiscal instability, and governance failures.

QUALITATIVE & QUANTITATIVE RESEARCH FINDINGS

STUDENT SUPPORTS / OUTCOMES

Families narrated closures not as abstract policy but as daily disruption: crowded transitions, “complete chaos” at drop-off and pick-up, and after-school service gaps. Parents described students being shuffled across school sites in what they called a ‘musical chairs’ approach, with unstable student support and weakening neighborhood ties. Community members predicted harm, youth safety risks, and upticks in violence as a result of closing and consolidating high schools. Parents expressed frustration after repeatedly asking for a plan to address the anticipated gang violence that would result; however, Los Angeles County Administrator Dr. James Morris never responded to the issue. As a result, school sites have reported increased instances of violence resulting from combining students from historically rival territories without a plan or support. In Chicago, school closures were found to contribute to significant increases in school fights and violence for the same reasons.²⁶

The survey corroborates the texture of those stories: 78% rated facilities “poor” or “fair” [Research Q23]; 85.7% said activities do not match their child’s interests (“not well at all”) [RQ12, RQ30]. Families also connected state-loan debt service and receivership austerity to fewer electives, larger classes, and reduced enrichment [RQ11, RQ20]. One parent commented “Inglewood students have been left behind in all levels. Academically, financially and psychologically. They have been pushed out from one school to another

constantly without any consideration, notification or communication.” The narrative and the numbers confirm with external reviews that flag special education cost pressures, deferred maintenance, and staffing gaps as chronic stressors.²⁷ When schools in Black, Latinx, and immigrant neighborhoods are treated as movable parts, closures reverberate beyond test scores... unless transitions are resourced with transportation, counseling, translation/interpretation, and IEP/ELD continuity.²⁸ See the “State and Local Data and IUSD Students” section below for related data from government sources.

STATE AND LOCAL DATA AND IUSD STUDENTS

[Despite recent gains](#) in test scores that [echo statewide trends](#), IUSD students still struggle across many indicators and outcomes. State and local data were used to evaluate IUSD’s performance under state and county oversight across multiple areas. The findings are alarming: chronic absenteeism is among the highest in California while class sizes are among the highest, and student outcomes have stagnated.

Metric	IUSD (2023-24)	State (CA) / County (LA)
Chronic Absenteeism Rate²⁹	43%	20.6 % CA 21.7% LA County
Math Proficiency³⁰ (State Assessments)	16% met standard	36% met standard (CA) 25% met standard (LA County/ LACOE)
English / ELA Proficiency	29%	47% met standard (CA) 53% met standard (LA County/ LACOE)
Graduation Rate³¹	81%	87% CA 89% LA County
Class Size Average (Students per teacher)	32.8	23.7 in CA 24.8 in LA County
College Preparedness	14.5% prepared	45% in CA 38% in LA County/ LACOE
Appropriately Assigned Teachers³²	75.6%	83.2% in CA 84.1% in LA County

GENTRIFICATION, TAX POLICY, AND TRUST

Across the focus group and survey data, families refused to see school closures as a neutral “efficiency” move. People spoke about Inglewood’s gentrification and public finance as directly tied to IUSD’s receivership, with stadium and housing projects rising where neighborhood schools were reduced or shuttered. One educator captured the feeling plainly: *“SoFi’s taxes were deferred 10 years, the Clippers arena too... revenues are being moved aside, and yet they tell us schools have to close.”* [Focus Group] Survey narratives repeatedly tied closures and receivership to political choices that privileged developers over students. As one community member shared, *“big corporations monopolize the market... Inglewood students have been left behind academically, financially, psychologically.”* [RQ2, RQ4, RQ9, RQ10]. Focus group participants also express significant concern over the lack of follow-through with the hundreds of millions of dollars passed through local city of Inglewood measures K (1998), GG (2012), and I (2020). Together,

these three measures levied taxes on Inglewood residents without producing investments in public schools like Warren Lane Elementary and Worthington Elementary, which were ultimately shuttered. One parent noted “I haven’t seen any revenue from these stadiums”.

Community correspondence around Warren Lane’s closure makes that contradiction explicit: booming private investment on one side, a “school desert” in 90305 on the other. In open responses tied to receivership and closures, the majority of respondents explicitly referenced gentrification, stadium/housing development, or developer favoritism as part of the problem set [RQ2, RQ4, RQ9, RQ10]. The 2023 UCLA report and case study of IUSD underscored these patterns: when fiscal and land-use decisions ignore equity analysis and community governance, closures are not neutral, instead they reproduce harm.³³

SABOTAGE, NEGLECT, AND FAILURE IN GOVERNANCE & TRANSPARENCY

Similar to the above theme with government dissatisfaction, under state/county control of IUSD, families describe an “accountability vacuum.” Decisions were perceived as predetermined, consultation as performative, and responsibility as diffuse. One parent described frustration with hearing the school board, county, and state point fingers saying it was “nobody’s fault or responsibility.” Another parent and educator shared “we’ve had a fiscal advisor since the ’80s and it’s still a failure.” In the survey, all respondents said receivership negatively affected their trust in local institutions and leadership. Similarly, all respondents said the County Administrator (Dr. James Morris) and advisory-only board have failed to represent community interests; only 12% saw prior administrators as effective or engaged [RQ4–RQ6]. Focus group participants felt “*No one is taking accountability.*” Regarding Dr. Morris, one community member felt he “has sold out the parents, students, and school staff of IUSD by closing down schools and having non-educational and for-profit organizations take over the school premises and in some cases, the empty land.”

One parent remarked that the LACOE leadership and state receivership “has further isolated our community.” Another parent referred to IUSD as a “Figurehead School Board” while expressing feelings of hopelessness combined with frustration from lack of parental input. A parent demanded “IUSD and LACOE take responsibility and ownership for the damage they caused to our communities in general, especially for our future generations that they will always remember the damages they suffered.” Persistent audit findings and decades of leadership turnover have led to the conditions families describe: institutional instability that undermines confidence and fuels credible demands for transparency on fiscal, land-use, and closure rationales.

- Transparency: 90% said IUSD/LACOE/State have not been transparent about major decisions, especially closures and fiscal plans.
- Engagement structure: 100% of described involvement as “Not at all” or “performative”.

In March 2023, many of these issues and concerns were voiced in an advocacy letter to IUSD/LACOE highlighting government transparency issues with the process of closing Worthington Elementary.³⁴ Specifically:

- Meeting abruptly moved
- Public locked out of meeting
- Reconvened without notice
- Audio “nonfunctional”
- YouTube stream paused
- Agenda items conflated
- No recording posted

A consistent theme across surveys, focus groups, and advocacy correspondence is the community's perception of sabotage, neglect, and systemic failure by the entities charged with stewarding Inglewood schools. Participants described closures as “pre-decided” and receivership as a “dictatorship” that hollowed out trust. Survey respondents said decisions were not transparent (90%) and that county/state administrators did not represent their interests (71% disagreed with that statement) [Survey—RQ3–RQ6, RQ16]. Focus groups detailed instances where resources and contracts were withdrawn without warning, reinforcing the sense that schools were being deliberately destabilized: “We lost our after-school contract after speaking up.” One parent linked these experiences directly to safety: “Without after-school, teens face higher risks.” Similarly, a July 2022 advocacy letter to then–County Administrator Dr. Ericka Torres captured this sentiment, accusing leadership of failing to invest resources promised under bond measures K and GG, instead directing students away from Warren Lane and Daniel Freeman. The letter concluded that these actions created a “separate and unequal education” and were a major factor in the rapid enrollment decline. One parent remarked “things have only gone downhill since the receivership.”

HISTORICALLY UNDERSERVED STUDENTS

Black students, English Learners/immigrant families, students with disabilities, and unhoused/foster youth bear the steepest costs of instability. Focus group testimony named delayed/denied Individualized Education Program (IEP) meetings and no interpreter at enrollment. Open-ended survey responses called for guaranteed transportation, embedded translation, trauma-informed supports, and continuity of IEP/English Language Development (ELD) services during any move. One parent of a special education student noted that “IEP meetings (were) delayed/denied during transition” with school closures. Community correspondence on Warren Lane framed closure as a disparate-impact decision that helped create a “school desert” in the 90305 zip code. The outcome from one of the UCP complaints filed by community members confirmed site-level governance irregularities, validating what families described on the ground.³⁵ Parents also expressed concerns over the increasingly aggressive immigration enforcement by ICE as impacting student ability and willingness to attend IUSD schools. Community members said families left the district or kept kids home after ICE raids. External reviews by FCMAT echo the operational side: special education is a primary fiscal driver requiring tighter compliance and staffing to maintain service quality in transition.³⁶



PARENT / COMMUNITY ENGAGEMENT

What families asked for is not mysterious: plain-language explanations of fiscal/land-use choices, transparent timelines before decisions, daytime public committee meetings 7-11 committee deliberation), and authentic community engagement instead of “after-the-fact” listening sessions. Roughly 74% of respondents surveyed said they did not feel heard by the board or County Administrator [RQ17, RQ22]; 100% of those who answered the consultation item characterized involvement as absent or performative. Focus group participants summed it up: “*Developers get green lights; our schools get closed.*” Warren Lane letters and the UCP outcome reinforce that perception with documented process concerns.³⁷

SOLUTIONS AND COMMUNITY DEMANDS

Since 2012, IUSD has operated under state receivership, but this intervention has not stabilized, revitalized, or enhanced district operations and turnover. State receivership, the subsequent county/LACOE takeover, and district disempowerment have produced long-term failures to support IUSD students and community. IUSD's governance structure must be re-evaluated. The community demands the solutions are shared below across different areas:

SCHOOLS, FACILITIES & ENROLLMENT

- **HALT NEW CLOSURES AND REOPEN CLOSED SCHOOLS WITH PLAN**
WHO: LACOE Administrator & IUSD **WHAT:** Pause further closures and create more comprehensive plans to address crises within IUSD. Modernize, consolidate, or reopen using capacity/utilization, neighborhood access, and cost data; Focus on “school-desert” areas. Reopening is possible as demonstrated by Warren Lane campus reopening as Kelso Elementary.
- **FIX THE FACILITIES MASTER PLAN (FMP)—OPTIONS, NOT JUST CLOSURES**
WHO: IUSD & LACOE **WHAT:** Update the FMP with side-by-side scenarios (modernize/demolish/consolidate/reopen), funding and life-cycle costs; remove failing portables first; commit to an annual public FMP “report-out” to the Board and CBOC.³⁸
- **RELIABLE STUDENT TRANSPORTATION**
WHO: IUSD & LACOE **WHAT:** Cleanly separate and publish gen-ed vs. special-ed transportation costs; align routes to any consolidation/reopen moves; centralize oversight to reduce fragmentation and cost leakage; report on-time performance each quarter.³⁹

STUDENT SUPPORT, TEACHING, & LEARNING

- **ADDRESS CHRONIC ABSENTISM CRISIS**
WHO: LACOE, IUSD (Instruction/Student Support) & Partners **WHAT:** Recover 15-20 million in funding annually by improving ADA through student and community engagement and support initiatives. This could pay off the loan in 2-5 years.
- **COMMUNITY SCHOOLS INVESTMENT + IMPLEMENTATION**
WHO: IUSD (Instruction/Student Support) & Partners **WHAT:** Implement Community Schools and expand wraparound services (health, community engagement, youth development, intensive supports), with an implementation calendar tying programs to budget lines and measurable targets (attendance, course pass rates).
- **COMPETITIVE PAY + STAFFING STABILITY**
WHO: IUSD (HR/Finance) & LACOE **WHAT:** Adopt a multi-year compensation and retention plan benchmarked to nearby districts; replace long-term substitute coverage with permanent, credentialed hires; publish vacancy/absences and fill rates monthly.⁴⁰
- **CULTURALLY SUSTAINING CURRICULUM & SCHOOL CLIMATE**
WHO: IUSD (Instruction) **WHAT:** Adopt curriculum and PD that reflect student histories and languages; pair with climate metrics (suspensions, attendance, student/parent survey results) reported publicly each semester.
- **RESTORE AND EXPAND COMMUNITY PROGRAMS**
WHO: IUSD & LACOE **WHAT:** Reestablish and support programs like I Am a Movement, Not a Monument that provided critical support, mentorship, and afterschool programming for IUSD students. Continue and develop partnerships with community and parent organizations.

GOVERNANCE & FINANCE

- **RETURN LOCAL CONTROL WITH A DATED ROADMAP**
WHO: CA Legislator, State Superintendent/CDE, LACOE, FCMAT **WHAT:** Publish a milestone-based, date-certain plan to restore full board authority—keyed to the five FCMAT operational areas and report progress quarterly at public meetings.⁴¹
- **FORGIVE THE REMAINING STATE LOAN**
WHO: Legislature, Governor/DOF **WHAT:** Create legislation or adjust AB 51 (McKinnor) to retire the loan balance so operating dollars stabilize classrooms rather than debt service; pair forgiveness with a monitored corrective-action plan (budget discipline, maintenance, enrollment strategy).²
- **FULL FORENSIC & PERFORMANCE AUDIT OF BONDS AND BIG CONTRACTS**
WHO: State Controller, LA County Auditor-Controller, CBOC **WHAT:** Over 220 million should be audited related to Measures K/GG (and related professional services, construction, program managers, law firms) for cost control, deliverables, and conflicts.³ The 240 million coming to IUSD from Measure I (2020) should also be carefully monitored.
- **IMPROVE “EQUITY ANALYSIS”**- The state must revisit AB 1912 closure provisions.

COMMUNITY ENGAGEMENT & OVERSIGHT

- **AUTHENTIC AND REAL COMMUNITY ENGAGEMENT AND OVERSIGHT**
WHO: IUSD & LACOE **WHAT:** Keep the Citizens’ Bond Oversight Committee fully active; reinstate/empower District Advisory bodies; schedule semi-annual joint community briefings (budget, FMP, enrollment, staffing) with Q&A and translated materials.
- **PASS AND ENFORCE SANCTUARY / SAFE-ZONE POLICIES**
WHO: IUSD & LACOE **WHAT:** Adopt clear sanctuary protocols (no ICE on campus without warrants; privacy protections; family resource navigation), modeled on recent SoCal district policies; train staff annually and report compliance.
- **ENROLLMENT & ACCESS TASKFORCE:** Track progress in Governance, HR, Pupil Achievement, Finance, and Facilities (the same five FCMAT standards driving receivership) and post updates before each board meeting.¹ Publish attendance/enrollment recovery tactics, school access maps, and transportation fixes linked to any reopen/modernize moves.

ACKNOWLEDGEMENTS

AUTHOR & RESEARCHER

- Dr. Amir Whitaker

REVIEWERS

- Dr. Jessica Cobb
- Dr. René Espinoza
- Fre'Drisha Dixon
- Ana Mendoza

SPECIAL THANKS

- Community who participated in the focus group and surveys
- Students, parents, teachers and staff of Inglewood Unified School District
- Members of the Inglewood Coalition for Educational Equity
- Members of the We are F.R.E.E. Coalition
- I am a Movement not a Monument
- ING Fellowship and Yaritza Gonzales
- Victoria Preciado and little Victorria.
- John Hughes, Inglewood Educator, President of Inglewood Teachers Associations

PUBLISHED NOVEMBER 2025

APPENDIX

FOCUS GROUP THEMES SUMMARY CHART

THEMES	DESCRIPTION	QUOTES
GENTRIFICATION, TAX POLICY, AND TRUST	Closures viewed alongside stadium/housing deals and tax mechanisms; families demand transparent fiscal/land-use rationales and public accounting.	"SoFi's taxes were deferred 10 years." / "Developers get green lights; our schools get closed."
GOVERNANCE / OVERSIGHT / TRANSPARENCY	Years of county/state control with diffuse responsibility; input symbolic instead of authentic.	"No one is taking accountability." "Nobody's Fault or Responsibility."
SABOTAGE, NEGLECT, AND FAILURE	Families described closures and enrollment decline as product of deliberate neglect and failure to invest; some characterized actions by administrators as sabotaging schools.	"Closures felt pre-decided." "A separate and unequal education for the students of Daniel Freeman/Warren Lane."
CLOSURES CONCENTRATE HARM	Consolidations produced overcrowding/strain at receiving schools; 90305 described as a "school desert" post-Warren Lane closures.	"Drop-off and pick-up are complete chaos." / "90305 is now a school desert."

DISRUPTIONS	Contracting/communications lapses led to supervision gaps and lost learning time; a program provider reported retaliation.	"We lost our after-school contract after speaking up." / "Kids were left wandering."
SAFETY & YOUTH WELL-BEING	Less structured time increased exposure to neighborhood risks; community requested a funded safety/SEL plan during transitions.	"Without after-school, teens face higher risks." / "We asked for a safety plan—nothing happened."
UNDERSERVED LEARNERS UNMET	Inconsistent accommodations; language-access barriers for EL/immigrant families; SPED continuity/compliance flagged.	"IEP meetings were delayed/denied." / "No interpreter at enrollment."
PARENT / COMMUNITY ENGAGEMENT	Consultation described as performative; calls for plain-language, early timelines.	"We weren't consulted until it was already decided."

CALL-TO-ACTION AND TOOLKIT

Additional advocacy is needed to ensure that Inglewood students and community receive the education they deserve. This section outlines actions that local community members and IUSD families can take.

1. Sign [community petition to demand an end to school closures and a return of community control](#).
Share it on social media,
2. Provide public comment at the school board uplifting the issues and community demands.
3. Contact elected officials and ask them to address community concerns in this report.

CA STATE LEGISLATOR/REPRESENTATIVES ASSEMBLY MEMBER TINA MCKINNOR

Capitol Office Tel: (916) 319-2061 | Fax: (916) 319-2161.

District Office: One West Manchester Blvd., Suite 601 Inglewood, CA 90301

Tel: (310) 412-6400 | Fax: (310) 412-6354. Email: assemblymember.mckinnor@assembly.ca.gov

CA STATE LEGISLATOR/REPRESENTATIVES SENATOR LAURA RICHARDSON

Capitol Office Tel: (916) 651-4035. Senator Laura Richardson

District Offices: One West Manchester Blvd., Suite 600, Inglewood, CA 90301

(310) 412-6120 Email : senator.richardson@senate.ca.gov

LACOE COUNTY ADMINISTRATOR/ MAIN PUBLIC OFFICIAL: Dr. James Morris at Inglewood USD:

Email: james.morris@inglewoodusd.com

Office Phone: (310) 419-2705 District Main Line: (310) 419-2700

IUSD SCHOOL BOARD MEMBERS

- Joyce L. Randall, M.A. — Board Member (Trustee Area 1)
 - Email: joyce.randall@inglewoodusd.com Phone: (310) 419-2700
- Carliss McGhee, Ph.D. — Board Vice President (Trustee Area 2)
 - Email: misscarli@cs.com Phone: (310) 419-2700
- Brandon G. Myers — Board Member (Trustee Area 3)
 - Email: brandon.myers@inglewoodusd.com Phone: (310) 419-2700
- Margaret Evans, M.A. — Board President (Trustee Area 4)
 - Email: margaret.evans@inglewoodusd.com Phone: (310) 419-2700
- Ernesto Castillo, J.D. — Board Member (Trustee Area 5)
 - Email: ernesto.castillo@inglewoodusd.com Phone: (310) 419-2700

ADVOCACY SCRIPT FROM COALITION

EMAIL TO BE ADAPTED AS NEEDED

Subject line: Urgent: Support Needed for IUSD Students & Schools

Message:

Hello [Assemblymember/Senator/Board Member/Administrator],

My name is [YOUR NAME], and I am a concerned parent/community member/student. I'm reaching out urgently to ask for your support for our students, our schools, and our educators. The recently published "IUSD Community Report Card" highlights many troubling trends related to school closures and equity that require immediate action.

Community members have been organizing for years to keep our schools open, restore local control of Inglewood Unified, and ensure every student has access to a high-quality, equitable education. We have taken this fight to the community, to our elected officials, and even proposing state legislation.

We demand for your support and action in implementing research-based solutions, which include:

- Returning local control of IUSD to our democratically elected school board.
- Forgiving the state loan balance that continues to burden our district.
- Keeping all schools open and transitioning them into full-service Community Schools.
- Raising teacher pay to be competitive with neighboring districts.
- Upgrading student facilities across the district.
- Hiring more credentialed teachers and reducing reliance on substitutes.
- Providing school buses so students have reliable transportation.
- Restoring after-school tutoring and enrichment from "I'm a Movement, Not a Monument" to all school sites.
- Ensuring culturally relevant curriculum that reflects and affirms our students' experiences.

These are solutions that will stabilize our schools, respect our educators, and most importantly, give our students the fair and just education they deserve. We urge you to stand with us, to support our coalition and our bill, and to help us make these solutions a reality for Inglewood families.

Thank you for your leadership and for taking action on behalf of our students. We look forward to your support.

Sincerely,

[Your Name]

For phone calls: Keep it short and urgent. Use the highlighted bullet points to emphasize demands. Ask directly: "Will you commit to supporting our coalition and working with us to make these solutions a reality?"

For emails: Use the full script above. Include your name and contact info at the end.

REFERENCES AND ENDNOTES

- ¹ California Department of Education, Public Schools Database, “Closed Schools” (2018–2025).
- ² Forbes Magazine, [“LA Rams’ New \\$5 Billion Stadium Triggers Complaints Of Gentrification In Inglewood”](#) (2020)
- ³ Capital B (2025) [“In LA, Olympic Dreams Lead to Nightmares for a Historic Black Community”](#)
- ⁴ Coalition Letter to LACOE & LA County Board of Supervisors (2022).
- ⁵ We Are F.R.E.E. Coalition Letter to Superintendent Duardo (July 2022).
- ⁶ ACLU of Southern California, State of Black Education in California Report (2024)
- ⁷ 2UrbanGird (2015), [“Inglewood Unified forced to desegregate in 1970”](#)
- ⁸ LA Times (1997), [“Troubled School District Completes Fiscal Recovery”](#)
- ⁹ [Davis v. State of California case summary](#)
- ¹⁰ Id.
- ¹¹ SB 533 (2012); FCMAT Comprehensive Review (2013).
- ¹² FCMAT Progress Report (2024), loan repayment schedule.
- ¹³ California Department of Education, Public Schools Database, “Closed Schools” (2018–2025).
- ¹⁴ California Department of Education, CALPADS enrollment
- ¹⁵ FCMAT Recovery Standards, Annual Reviews 2013–2024.
- ¹⁶ FCMAT Community Letter (2022).
- ¹⁷ California Department of Education, Closed Schools File (2018–2025).
- ¹⁸ FCMAT Progress Report (2024), enrollment trend data.
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- ²⁰ [CDE Dashboard 2023-24](#)
- ²¹ California State Board of Education, [Board Meeting Minutes April 25, 2002](#)
- ²² (FN) 2UrbanGirls (2015), [Inglewood Unified School District shows no signs of recovery under State control](#)
- ²³ California Department of Education, FTE Staff Data
- ²⁴ Imelda Islas, Monica Mata, Nancy Olivares, Xochitl Lopez, and Yaritza Gonzalez *When a School Closes: The Impacts of Declining Public School Enrollment on Funding, Governance, and Communities in California—A Case Study of Inglewood and Oakland Unified School Districts*. UCLA Luskin School of Public Affairs, Applied Policy Project (2023).
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- ²⁹ <https://dq.cde.ca.gov/dataquest/DQCensus/AttChrAbsRate.aspx?aggllevel=District&cde=1964634&year=2023-24>
- ³⁰ <https://www.caschooldashboard.org/reports/1964634000000/2024/academic-performance#mathematics>
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- ³² <https://www.caschooldashboard.org/reports/1964634000000/2024/conditions-and-climate#priority1>
- ³³ “*The Impacts of Declining Public School Enrollment on Funding, Governance, and Communities in California*”
- ³⁴ Coalition Cure and Correct Letter
- ³⁵ *UCP Complaint Outcome – IUSD* (final outcome) and related community correspondence (site-level governance, ballot/SSC issues).
- ³⁶ Fiscal Crisis and Management Assistance Team (FCMAT). *Inglewood USD Comprehensive Reviews & Follow-Ups* (2014, 2023, 2024) and 2024 Progress Report.
- ³⁷ UCP Complaint
- ³⁸ FCMAT, *Facilities Master Plan Quality & Reporting* (2023–2024) — recommends comparative option sets, funding stacks, life-cycle costs, removal of failing portables, and annual public “report-out.”
- ³⁹ FCMAT, *Human Resources & Instructional Staffing* (2021–2024) — flags over-reliance on substitutes and the need for competitive compensation/retention strategies.
- ⁴⁰ FCMAT, *Student Support & Program Implementation* — highlights planning/implementation gaps that Community Schools can address by stabilizing services (attendance, wellness, enrichment) tied to budget.
- ⁴¹ FCMAT, *Inglewood USD Comprehensive Review* (2024) — governance/return-to-local-control standards and milestone monitoring aligned to AB 1840; quarterly public reporting recommended.