

Children of Promise Preparatory Academy

California Department of Education School Accountability Report Card Reported Using Data from the 2015-16 School Year

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fq/aa/lc/>.
- For additional information about the school, parents/guardians, and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the [CDE DataQuest Web page](#) 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).

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 may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.



T. Thompson

Principal, Children of Promise Preparatory Academy

About Our School

Children of Promise Preparatory Academy is designed to develop tomorrow's leaders today! We offer rigorous core academics, core values, music, technology and enrichment activities such as chess, tennis, dance, etc. We believe that we have a unique opportunity and responsibility to be an asset to our community. Our job is to better the community by helping to strengthen one family, one student at a time. We welcome students of all diversities and educational backgrounds as we are 21st century educators in a quest for excellence!

Contact

Children of Promise Preparatory Academy
11161 Crenshaw Blvd.
Inglewood, CA 90303-2315

Phone: 310-677-3045
E-mail: tthompson@copschools.com

About This School

Contact Information (School Year 2016-17)

District Contact Information (School Year 2016-17)	
District Name	Inglewood Unified
Phone Number	(310) 419-2700
Superintendent	Vincent Matthews
E-mail Address	vmatthews@inglewood.k12.ca.us
Web Site	http://myiusd.net/

School Contact Information (School Year 2016-17)	
School Name	Children of Promise Preparatory Academy
Street	11161 Crenshaw Blvd.
City, State, Zip	Inglewood, Ca, 90303-2315
Phone Number	310-677-3045
Principal	T. Thompson
E-mail Address	tthompson@copschools.com
Web Site	www.childrenofpromiseschools.com
County-District-School (CDS) Code	19646340121186

Last updated: 1/23/2017

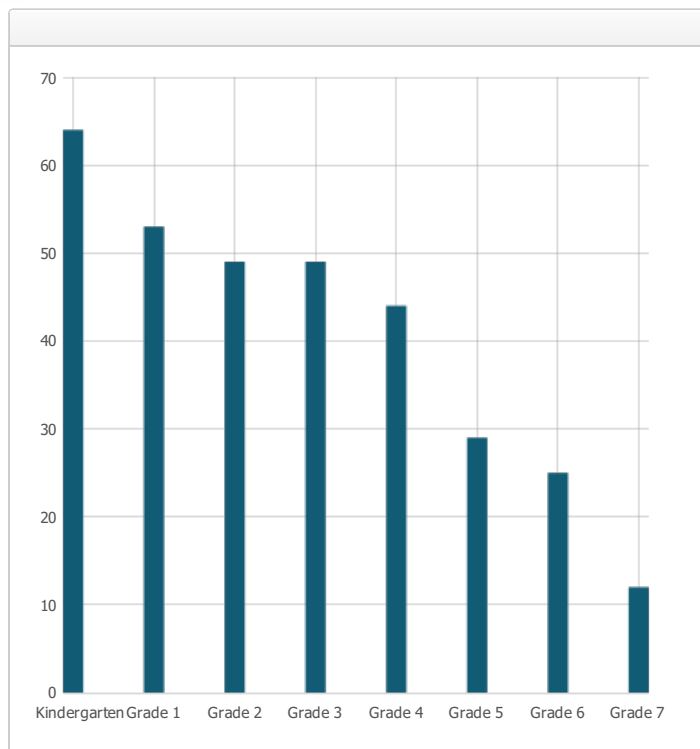
School Description and Mission Statement (School Year 2016-17)

Children of Promise Preparatory Academy (COPPA) is a Charter School that has supported the community of Inglewood, California since September 2010. We serve the unique needs of children in grades K-8. These are the years that children develop the skills that will ensure their future learning academic success. We have created an environment that supports the physical, social, emotional, academic, moral fabric of a child's needs. No one prepares children for SUCCESS better than Children of Promise Preparatory Academy.

Last updated: 1/23/2017

Student Enrollment by Grade Level (School Year 2015-16)

Grade Level	Number of Students
Kindergarten	64
Grade 1	53
Grade 2	49
Grade 3	49
Grade 4	44
Grade 5	29
Grade 6	25
Grade 7	12
Total Enrollment	325



Last updated: 1/23/2017

Student Enrollment by Student Group (School Year 2015-16)

Student Group	Percent of Total Enrollment
Black or African American	68.6 %
American Indian or Alaska Native	0.0 %
Asian	0.0 %
Filipino	0.0 %
Hispanic or Latino	30.8 %
Native Hawaiian or Pacific Islander	0.0 %
White	0.6 %
Two or More Races	0.0 %
Other	0.0 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	93.2 %
English Learners	14.8 %
Students with Disabilities	7.4 %
Foster Youth	1.2 %

Last updated: 1/23/2017

A. Conditions of Learning

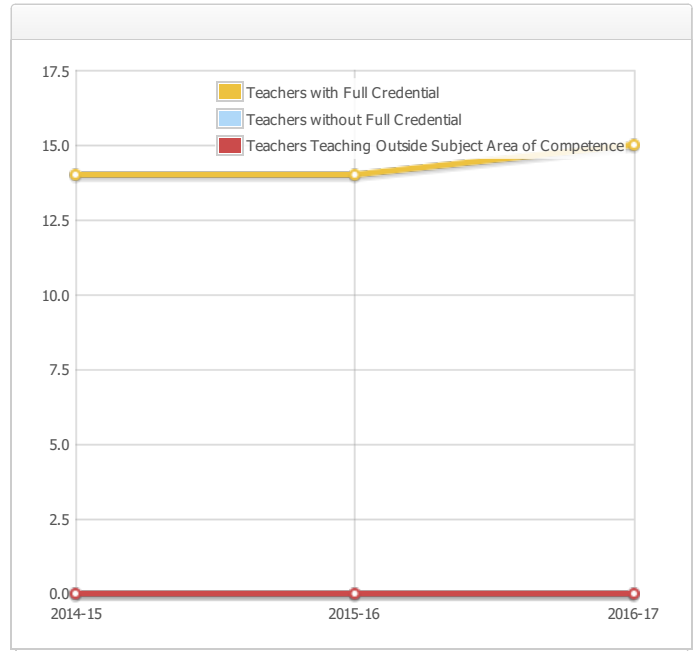
State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Teacher Credentials

Teachers	School			District
	2014-15	2015-16	2016-17	2016-17
With Full Credential	14	14	15	
Without Full Credential	0	0	0	
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	



Last updated: 1/23/2017

Teacher Misassignments and Vacant Teacher Positions

Indicator	2014-15	2015-16	2016-17
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0



Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

* Total Teacher Misassignments includes the number of Misassignments of Teachers of English learners.

Last updated: 1/23/2017

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2015-16)

Location of Classes	Percent of Classes In Core Academic Subjects Taught by Highly Qualified Teachers	Percent of Classes In Core Academic Subjects Not Taught by Highly Qualified Teachers
This School	100.0%	0.0%
All Schools in District	98.0%	2.0%
High-Poverty Schools in District	98.0%	2.0%
Low-Poverty Schools in District	100.0%	0.0%

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Last updated: 1/23/2017

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2016-17)

Year and month in which data were collected: December 2016

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Our textbooks and instructional materials are of excellent quality and in excellent condition. Our Director of Curriculum and Instruction is responsible for ensuring that all textbooks and instructional materials are current, relevant and meet the needs of our student population. "California Journeys" textbooks and curriculum is used and are aligned to Common Core State Standards. Guided readers are also part of the instructional materials used.	Yes	0.0 %
Mathematics	Our textbooks and instructional materials are of excellent quality and in excellent condition. Our Director of Curriculum and Instruction is responsible for ensuring that all textbooks and instructional materials are current, relevant and meet the needs of our student population. "Everyday Math" textbooks and curriculum is used and are aligned to Common Core State Standards.	Yes	0.0 %
Science	Our textbooks and instructional materials are of excellent quality and in excellent condition. Our Director of Curriculum and Instruction is responsible for ensuring that all textbooks and instructional materials are current, relevant and meet the needs of our student population. "Nancy Larsen Science" textbooks and curriculum is used and are aligned to Common Core State Standards.	Yes	0.0 %
History-Social Science	Our textbooks and instructional materials are of excellent quality and in excellent condition. Our Director of Curriculum and Instruction is responsible for ensuring that all textbooks and instructional materials are current, relevant and meet the needs of our student population. "Social Studies weekly" instructional materials and other resources and curriculum is used and are aligned to Common Core State Standards.	Yes	0.0 %
Foreign Language			0.0 %
Health		Yes	0.0 %
Visual and Performing Arts		Yes	0.0 %
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0.0 %

Note: Cells with N/A values do not require data.

Last updated: 1/23/2017

School Facility Conditions and Planned Improvements

The campus is completely enclosed by gates. All of the classrooms meet the educational demands for electrical, lighting and security measures. The school is a closed campus and gates remain locked during school hours. All parents and visitors must check in through the office to access the school grounds. Before and after school, and at recess/lunch, adult aides supervise the playgrounds. Our classrooms, staff rooms, and playgrounds are safe and clean environments for teaching and learning. Students have access to a large playground with blacktop, and modern play equipment. Two full time custodians perform basic cleaning operations at our school site. Classrooms and restrooms are cleaned daily. 100% of the restroom toilets are operational. Grounds are maintained weekly.

Last updated: 1/23/2017

School Facility Good Repair Status

Year and month of the most recent FIT report: December 2016

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	

Overall Facility Rate

Year and month of the most recent FIT report: December 2016

Overall Rating	Exemplary
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Last updated: 1/23/2017

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students

Subject	Percent of Students Meeting or Exceeding the State Standards					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
English Language Arts / Literacy (grades 3-8 and 11)	15.0%	11.0%	28.0%	33.0%	44.0%	48.0%
Mathematics (grades 3-8 and 11)	1.0%	12.0%	17.0%	19.0%	34.0%	36.0%

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Last updated: 1/23/2017

ELA- Grade 6

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	25	16	64.0%	25.0%
Male	13	9	69.2%	22.2%
Female	12	7	58.3%	28.6%
Black or African American	19	12	63.2%	25.0%
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	13	7	53.9%	28.6%
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment 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 on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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.

Last updated: 1/23/2017

ELA - Grade 7

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	12	7	58.3%	--
Male	--	--	--	--
Female	--	--	--	--
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	--	--	--	--
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment 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 on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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.

Last updated: 1/23/2017

CAASPP Test Results in Science for All Students

Subject	Percentage of Students Scoring at Proficient or Advanced								
	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Science (grades 5, 8, and 10)	14.0%	26.0%	0.0%	37.0%	34.0%	39.0%	60.0%	56.0%	54.0%

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Last updated: 1/23/2017

**CAASPP Tests Results in Science by Student Group
Grades Five, Eight and Grade Ten (School Year 2015-16)**

Student Group	Total Enrollment	Number of Students with Valid Scores	Percent of Students with Valid Scores	Percent Proficient or Advanced
All Students	28	22	78.6%	0.0%
Male	15	13	86.7%	0.0%
Female	13	9	69.2%	0.0%
Black or African American	17	13	76.5%	0.0%
American Indian or Alaska Native	0	0	0.0%	0.0%
Asian	0	0	0.0%	0.0%
Filipino	0	0	0.0%	0.0%
Hispanic or Latino	11	9	81.8%	0.0%
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%
White	0	0	0.0%	0.0%
Two or More Races	0	0	0.0%	0.0%
Socioeconomically Disadvantaged	13	10	76.9%	0.0%
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	0	0	0.0%	0.0%
Foster Youth	--	--	--	--

Note: Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores.

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Last updated: 1/23/2017

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject area of physical education

California Physical Fitness Test Results (School Year 2015-16)

Grade Level	Percentage of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	30.8%	34.6%	3.8%

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Last updated: 1/23/2017

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite

Opportunities for Parental Involvement (School Year 2016-17)

Our Parent Advisory Council (PAC) organizes and implements parent nights, family outings, fundraisers and structures parent volunteer opportunities. It also provides an opportunity for new parents to to volunteer and become acquainted with the school environment. Our parent information and resource meetings are held on the 2nd tuesday of each month at 6:00pm.

State Priority: Pupil Engagement

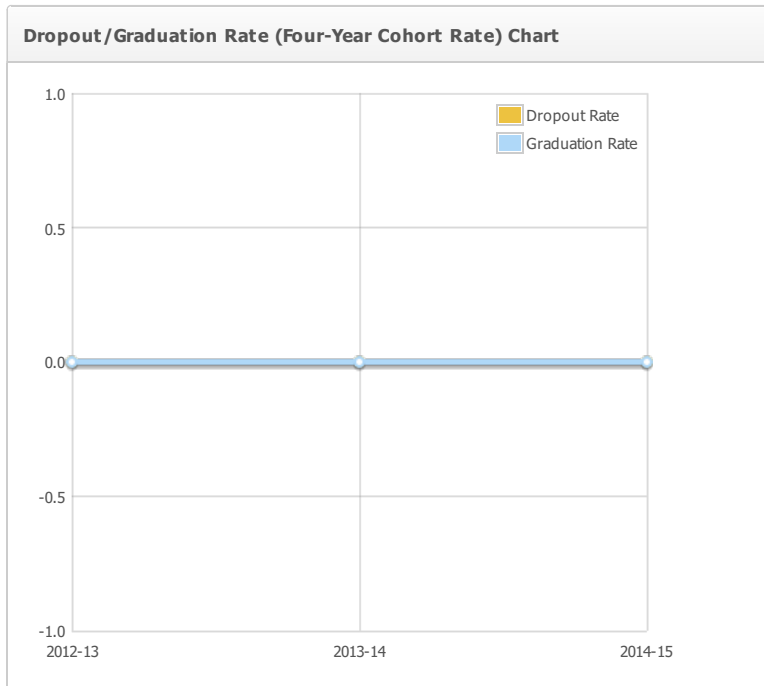
Last updated: 1/23/2017

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates; and
- High school graduation rates

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Dropout Rate	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	11.4%	11.5%	10.7%
Graduation Rate	0.00	0.00	0.00						



Last updated: 1/23/2017

Completion of High School Graduation Requirements - Graduating Class of 2015**(One-Year Rate)**

Student Group	School	District	State
All Students	--	84	85
Black or African American	--	85	77
American Indian or Alaska Native	--	33	75
Asian	--	100	99
Filipino	--	100	97
Hispanic or Latino	--	84	84
Native Hawaiian or Pacific Islander	--	75	85
White	--	0	87
Two or More Races	--	100	91
Socioeconomically Disadvantaged	--	87	77
English Learners	--	68	51
Students with Disabilities	--	100	68
Foster Youth	--	--	--

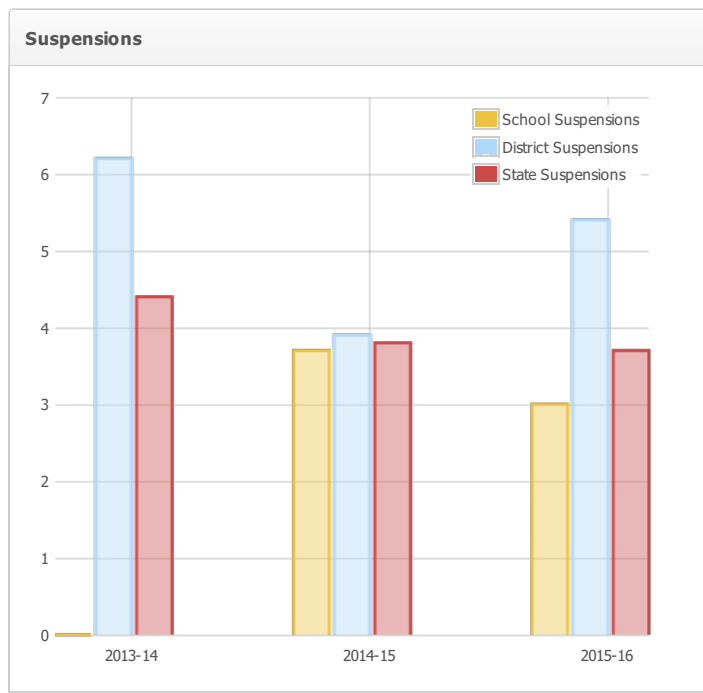
State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

Rate	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Suspensions	0.0	3.7	3.0	6.2	3.9	5.4	4.4	3.8	3.7
Expulsions	0.0	0.0	0.0	0.1	0.1	0.1	0.1	0.1	0.1



Last updated: 1/23/2017

School Safety Plan (School Year 2016-17)

A comprehensive safety plan is in place for every school in the District. Smith's School Safety Plan was developed prior to the opening of the school in September 2010 and is reviewed and updated with the entire staff every year. The Safety Plan addresses ongoing safety concerns as well as what to do in the event of an emergency. Key elements of the plan cover campus access, intruder on campus, and evacuation and emergency procedures. The main focus of our plan is student accountability and safety.

Last updated: 1/23/2017

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Federal Intervention Program (School Year 2016-17)

Indicator	School	District
Program Improvement Status	Not in PI	In PI
First Year of Program Improvement		2007-2008
Year in Program Improvement		Year 3
Number of Schools Currently in Program Improvement	N/A	17
Percent of Schools Currently in Program Improvement	N/A	68.0%

Note: Cells with NA values do not require data.

Last updated: 1/23/2017

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2013-14			2014-15			2015-16					
	Average Class Size	Number of Classes *			Average Class Size	Number of Classes *			Average Class Size	Number of Classes *		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	0.0	0	0	0	19.0	2	1	0	25.0	1	2	0
1	0.0	0	0	0	16.0	2	0	0	25.0	0	2	0
2	0.0	0	0	0	21.0	1	1	0	25.0	0	2	0
3	0.0	0	0	0	24.0	0	2	0	25.0	0	2	0
4	0.0	0	0	0	27.0	0	1	0	25.0	0	2	0
5	0.0	0	0	0	24.0	0	1	0	25.0	0	2	0
6	0.0	0	0	0	11.0	1	0	0	25.0	1	2	0
Other	0.0	0	0	0	18.0	1	0	0	25.0	1	2	0

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

Last updated: 1/23/2017

Average Class Size and Class Size Distribution (Secondary)

Subject	2013-14			2014-15			2015-16					
	Average Class Size	Number of Classes *			Average Class Size	Number of Classes *			Average Class Size	Number of Classes *		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	25.0	0	1	0	20.0	1	1	0				
Mathematics	25.0	0	1	0	20.0	1	1	0				
Science	25.0	0	1	0	20.0	1	1	0				
Social Science	25.0	0	1	0	20.0	1	1	0				

* 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.

Last updated: 1/23/2017

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2014-15)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental/Restricted)	Expenditures Per Pupil (Basic/Unrestricted)	Average Teacher Salary
School Site	--	--	\$4851.0	--
District	N/A	N/A	\$0.0	\$66989.0
Percent Difference – School Site and District	N/A	N/A	--	--
State	N/A	N/A	\$5677.0	\$71517.0
Percent Difference – School Site and State	N/A	N/A	--	--

Note: Cells with N/A values do not require data.

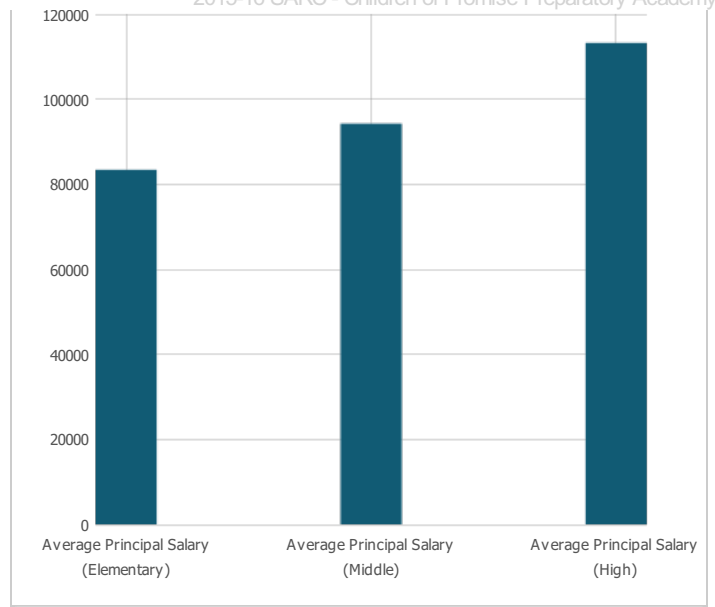
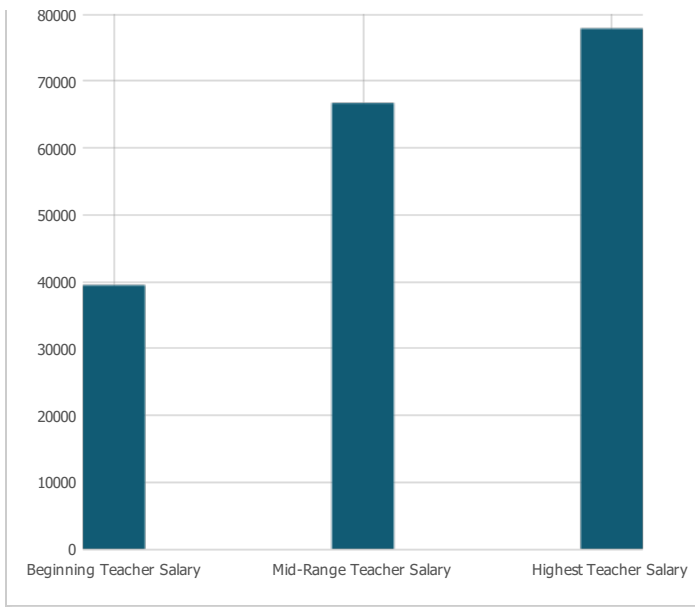
Last updated: 1/23/2017

Teacher and Administrative Salaries (Fiscal Year 2014-15)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$39,450	\$43,821
Mid-Range Teacher Salary	\$66,700	\$69,131
Highest Teacher Salary	\$77,840	\$89,259
Average Principal Salary (Elementary)	\$83,389	\$108,566
Average Principal Salary (Middle)	\$94,255	\$115,375
Average Principal Salary (High)	\$113,234	\$125,650
Superintendent Salary	\$180,000	\$198,772
Percent of Budget for Teacher Salaries	30.0%	37.0%
Percent of Budget for Administrative Salaries	4.0%	6.0%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Teacher Salary Chart**Principal Salary Chart**



Last updated: 1/23/2017

Professional Development

Staff Development hours are every Wednesday 1:30 to 4:00pm from September to June. Professional Development is also held once a quarter during Pupil Free Days 9:00am-3:00pm.

Staff Development is also held for 1-2 weeks in August each year.

Teachers are supported during implementation with in-class coaching, student data reporting and analysis, meetings and goal setting/planning, etc.

Last updated: 1/23/2017