

Children of Promise Preparatory Academy

California Department of Education School Accountability Report Card Reported Using Data from the 2016-17 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 and 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.

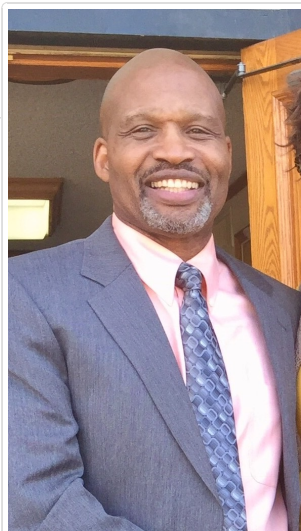
- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fq/aa/lc/>.
- For additional information about the school,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



Dr. Carleton Lincoln, CEO & Founder

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, speech & debate, 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
3130 West 111th Pl.
Inglewood, CA 90303-2315

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

About This School

Contact Information (School Year 2017-18)

District Contact Information (School Year 2017-18)	
District Name	Inglewood Unified
Phone Number	(310) 419-2700
Superintendent	Thelma Melendez
E-mail Address	thelma.melendez@inglewood.k12.ca.us
Web Site	http://myiusd.net/

School Contact Information (School Year 2017-18)	
School Name	Children of Promise Preparatory Academy
Street	3130 West 111th Pl.
City, State, Zip	Inglewood, Ca, 90303-2315
Phone Number	310-677-3045
Principal	Dr. Carleton Lincoln, CEO & Founder
E-mail Address	tlawson@copschools.com
Web Site	www.childrenofpromiseschools.com
County-District-School (CDS) Code	19646340121186

Last updated: 1/30/2018

School Description and Mission Statement (School Year 2017-18)

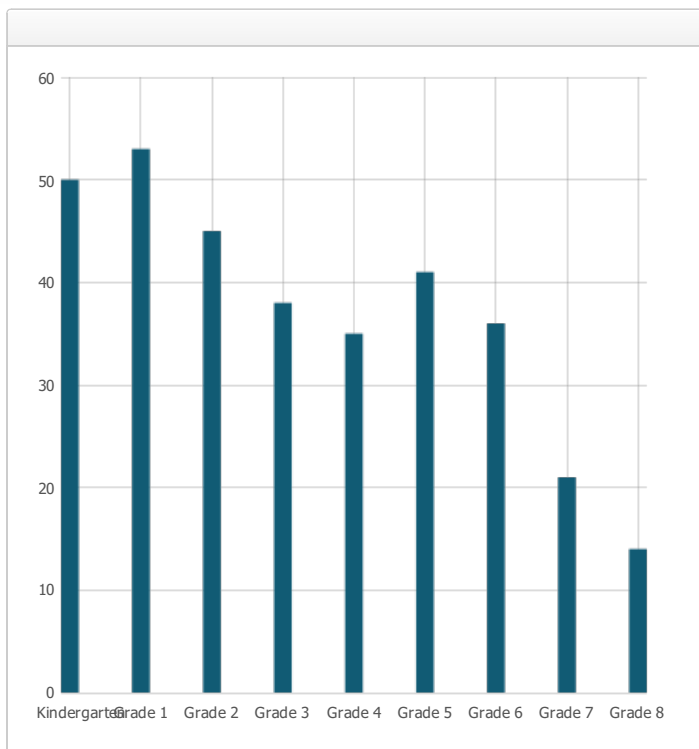
Children of Promise Preparatory Academy (COPPA) is a Public K-8 Charter School located in Inglewood. Our focus is to develop tomorrow's leaders today! We offer rigorous core academics, core values, music, technology and enrichment activities such as chess, speech & debate, dance, etc. We believe that 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!

The mission of COPPA is to develop life-long learners that are global and critical thinkers that lead by example and transform their communities.

Last updated: 1/30/2018

Student Enrollment by Grade Level (School Year 2016-17)

Grade Level	Number of Students
Kindergarten	50
Grade 1	53
Grade 2	45
Grade 3	38
Grade 4	35
Grade 5	41
Grade 6	36
Grade 7	21
Grade 8	14
Total Enrollment	333



Last updated: 1/30/2018

Student Enrollment by Student Group (School Year 2016-17)

Student Group	Percent of Total Enrollment
Black or African American	75.0 %
American Indian or Alaska Native	0.3 %
Asian	0.0 %
Filipino	0.0 %
Hispanic or Latino	25.1 %
Native Hawaiian or Pacific Islander	0.0 %
White	0.6 %
Two or More Races	0.0 %
Other	-1.0 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	55.8 %
English Learners	8.9 %
Students with Disabilities	5.9 %
Foster Youth	1.4 %

Last updated: 1/30/2018

A. Conditions of Learning

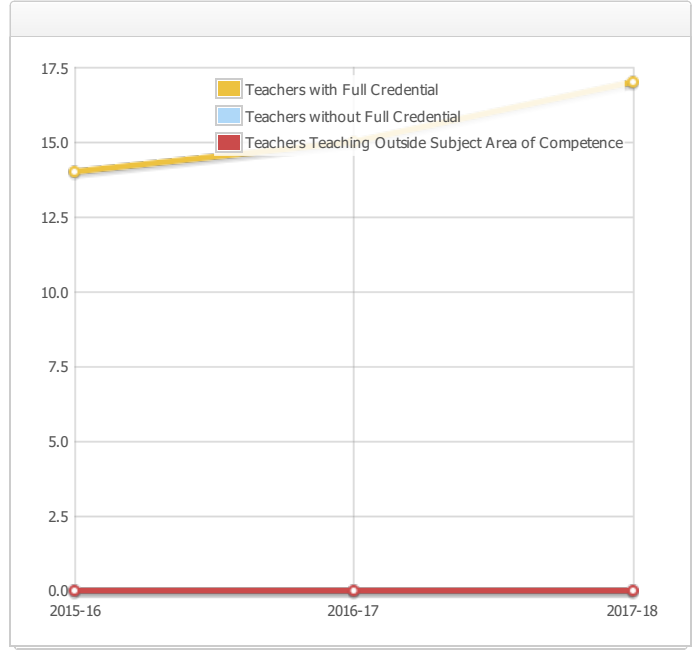
State Priority: Basic

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

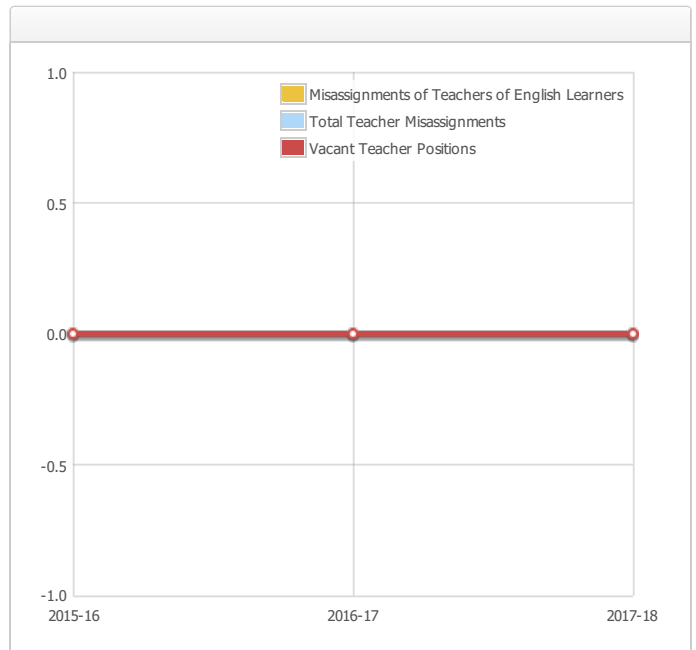
Teachers	School			District
	2015-16	2016-17	2017-18	2017-18
With Full Credential	14	15	17	
Without Full Credential	0	0	0	
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	



Last updated: 1/30/2018

Teacher Misassignments and Vacant Teacher Positions

Indicator	2015-16	2016-17	2017-18
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: 1/30/2018

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2017-18)

Year and month in which the data were collected: December 2017

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. Guided readers are also part of the instructional materials used.	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. Guided readers are also part of the instructional materials used	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" 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 %
Foreign Language			0.0 %
Health			0.0 %
Visual and Performing Arts			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: 1/30/2018

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: 1/30/2018

School Facility Good Repair Status

Year and month of the most recent FIT report: December 2017

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 2017

Overall Rating	Exemplary
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Last updated: 1/30/2018

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. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most 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 ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven (School Year 2016-17)

Subject	Percentage of Students Meeting or Exceeding the State Standards					
	School		District		State	
	2015-16	2016-17	2015-16	2016-17	2015-16	2016-17
English Language Arts / Literacy (grades 3-8 and 11)	11%	11%	33%	32%	48%	48%
Mathematics (grades 3-8 and 11)	12%	7%	19%	20%	36%	37%

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: 1/30/2018

CAASPP Test Results in ELA by Student Group**Grades Three through Eight and Grade Eleven (School Year 2016-17)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	185	160	86.49%	
Male	90	73	81.11%	
Female	95	87	91.58%	14.46%
Black or African American	132	113	85.61%	
American Indian or Alaska Native	--	--	--	
Asian				
Filipino				
Hispanic or Latino	50	44	88.00%	19.05%
Native Hawaiian or Pacific Islander				
White	--	--	--	
Two or More Races				
Socioeconomically Disadvantaged	149	130	87.25%	12.00%
English Learners	30	27	90.00%	11.11%
Students with Disabilities	16	13	81.25%	
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 (i.e., achieved Level 3--Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: 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: 1/30/2018

CAASPP Test Results in Mathematics by Student Group**Grades Three through Eight and Grade Eleven (School Year 2016-17)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	185	151	81.62%	
Male	90	68	75.56%	
Female	95	83	87.37%	
Black or African American	132	105	79.55%	
American Indian or Alaska Native	--	--	--	
Asian				
Filipino				
Hispanic or Latino	50	43	86.00%	
Native Hawaiian or Pacific Islander				
White	--	--	--	
Two or More Races				
Socioeconomically Disadvantaged	149	124	83.22%	
English Learners	30	26	86.67%	
Students with Disabilities	16	12	75.00%	
Students Receiving Migrant Education Services				
Foster Youth	--	--	--	--

Note: Mathematics 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 (i.e., achieved Level 3--Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: 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: 1/30/2018

CAASPP Test Results in Science for All Students**Grades Five, Eight and Ten**

Subject	Percentage of Students Scoring at Proficient or Advanced					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Science (grades 5, 8, and 10)	26.0%	0.0%	34.0%	39.0%	56%	54%

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.

Note: The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

Last updated: 1/30/2018

Career Technical Education Participation (School Year 2016-17)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	
Percent of Pupils Completing a CTE Program and Earning a High School Diploma	--
Percent of CTE Courses Sequenced or Articulated Between the School and Institutions of Postsecondary Education	--

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 2016-17)

Grade Level	Percentage of Students Meeting Fitness Standards		
	Four of Six Fitness Standards	Five of Six Fitness Standards	Six of Six Fitness Standards
5	25.0%	17.5%	37.5%
7	17.6%	35.3%	29.4%

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: 1/30/2018

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 2017-18)

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

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

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

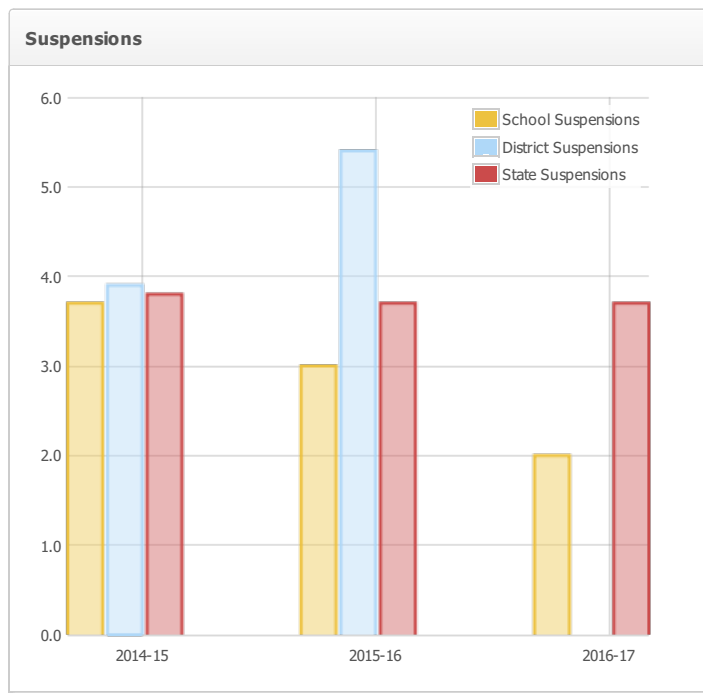
State Priority: School Climate

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		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
Suspensions	3.7%	3.0%	2.0%	3.9%	5.4%	--	3.8%	3.7%	3.7%
Expulsions	0.0%	0.0%	0.0%	0.1%	0.1%	--	0.1%	0.1%	0.1%



Last updated: 1/30/2018

School Safety Plan (School Year 2017-18)

A comprehensive safety plan is in place for every COPPA campus.

COPPA'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 /lockdown procedures.

The main focus of our plan is student safety, security and significance.

Last updated: 1/30/2018

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 2017-18)

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%

Last updated: 1/30/2018

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2014-15				2015-16				2016-17			
	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	19.0	2	1	0	22.0	0	3	0	24.0	1	2	0
1	16.0	2	0	0	25.0	0	2	0	24.0	0	2	0
2	21.0	1	1	0	25.0	0	2	0	22.0	1	1	0
3	24.0	0	2	0	25.0	0	2	0	23.0	0	2	0
4	27.0	0	1	0	21.0	0	2	0	25.0	0	2	0
5	24.0	0	1	0	31.0	0	1	0	20.0	0	1	0
6	11.0	1	0	0	25.0	0	1	0	24.0	1	1	0
Other	0.0	0	0	0	0.0	0	0	0	26.0	1	1	0

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

Last updated: 1/30/2018

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2015-16)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$8822.0	\$2801.0	\$6022.0	\$61788.0
District	N/A	N/A	\$0.0	\$73263.0
Percent Difference – School Site and District	N/A	N/A	200.0%	-17.0%
State	N/A	N/A	\$6574.0	\$74476.0
Percent Difference – School Site and State	N/A	N/A	-8.8%	-18.6%

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

Last updated: 1/30/2018

Types of Services Funded (Fiscal Year 2016-17)

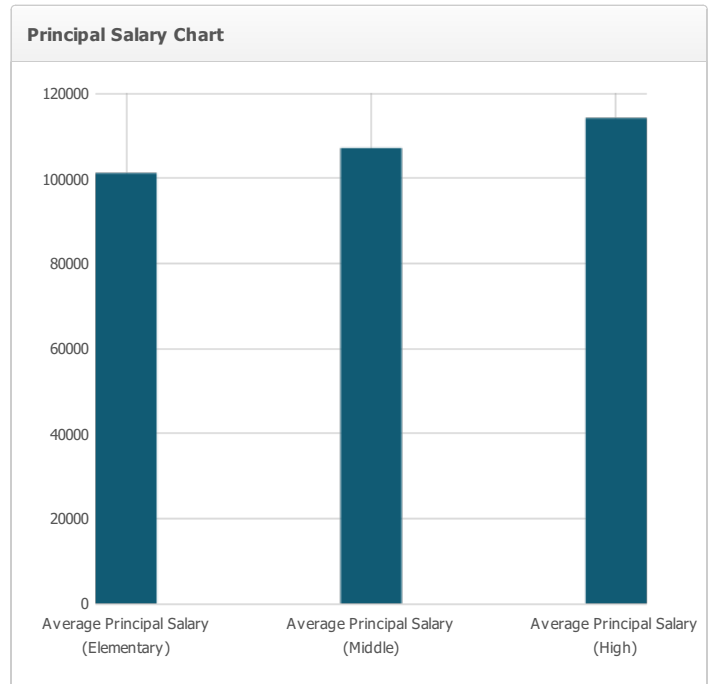
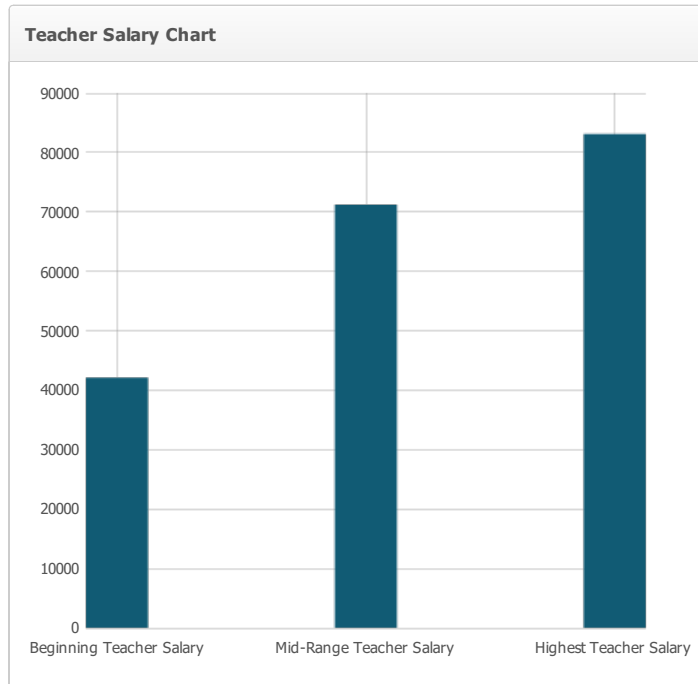
Enrichment programs in music, technology and After School Program

Last updated: 1/30/2018

Teacher and Administrative Salaries (Fiscal Year 2015-16)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$42,126	\$46,511
Mid-Range Teacher Salary	\$71,228	\$73,293
Highest Teacher Salary	\$83,125	\$92,082
Average Principal Salary (Elementary)	\$101,208	\$113,263
Average Principal Salary (Middle)	\$107,094	\$120,172
Average Principal Salary (High)	\$114,161	\$131,203
Superintendent Salary	\$257,808	\$213,732
Percent of Budget for Teacher Salaries	29.0%	36.0%
Percent of Budget for Administrative Salaries	4.0%	5.0%

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



Last updated: 1/30/2018

Advanced Placement (AP) Courses (School Year 2016-17)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	0	N/A
English	0	N/A
Fine and Performing Arts	0	N/A
Foreign Language	0	N/A
Mathematics	0	N/A
Science	0	N/A
Social Science	0	N/A
All Courses	0	0.0%

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

*Where there are student course enrollments of at least one student.

Last updated: 1/30/2018

Professional Development

Professional Development occurs for 2 weeks during August before the school year begins and Professional Development hours are every Wednesday 1:30 to 4:00pm during the school year.

Professional Development is also held once a quarter during Pupil Free Days 9:00am-3:00pm for teachers and all staff.

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

Last updated: 1/30/2018