



Attachment 3 - 2018-19 Ineligibility Letter March 18, 2019

CALIFORNIA SCHOOL FINANCE AUTHORITY

915 Capitol Mall, Suite 101
Sacramento, CA 95814
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Katrina M. Johantgen

March 18, 2019

Kennedy Hilario, Chief Business Official
Children of Promise Preparatory Academy
3130 West 111th Place
Inglewood, CA 90303

RE: Good Standing Certification

Dear Mr. Hilario:

Thank you for your interest in the 2018-19 Charter School Facility Grant Program (Program). Unfortunately, your application on behalf of Children of Promise Preparatory Academy (CDS 19646340121186) was deemed ineligible for a grant at this time. Representatives from Inglewood Unified provided certification stating that Children of Promise Preparatory Academy is not in good standing and or not in compliance with its charter.

Pursuant to Section 10170.3(f) of Program regulations, a charter school is eligible for a grant if the charter school is in "good standing with it's the chartering authority and is in compliance with the terms of its charter at the time of application submission, and without interruption throughout the term of the grant."

Children of Promise Preparatory Academy shall have 30 calendar days in which to cure this status with your chartering authority. Pursuant to Section 10170.10 (f) Children of Promise Preparatory Academy may request a single extension of up to 30 days. Failure to resolve this matter within the deadlines provided will result in the school being found ineligible for the remainder of its grant (Second and True-up Apportionments).

Should you have any questions or need additional information, please feel free to contact Ian Davis at (916) 651-7712 or Anne Osborne at (916) 651-7716.

Sincerely,


Katrina Johantgen



Attachment 4 - COPPA Appeal letter to Authority May 17, 2019

Children of Promise Schools
3130 West 111th Place Inglewood CA 90303
Business Office: 310-677-3045
School Office: 424-750-9517

May 17, 2019

VIA E-MAIL

Ms. Katrina M. Johantgen
California School Finance Authority
915 Capitol Mall, Suite 101
Sacramento, CA 95814

300 S. Spring Street, Suite 8500
Los Angeles, CA 90013

Dear Ms. Johantgen:

This letter represents Children of Promise Preparatory Academy's ("COPPA") appeal of the California School Finance Authority's (the "Authority") denial of COPPA's application for the 2018-19 Charter School Facility Grant Program ("Program"). Your March 18, 2019 correspondence to COPPA indicated that the application was denied because representatives from Inglewood Unified School District ("IUSD") provided certification stating that COPPA is not in good standing and/or not in compliance with its charter. Pursuant to Title 5 of the California Code of Regulations ("C.C.R.") section 10170.10, COPPA is hereby appealing the decision to deny its application for the Program.

Requested Action: COPPA requests that the Authority grant COPPA's application for the 2018-19 Program or wait to decide COPPA's eligibility until the Authority changes its process and/or regulations.

Background: COPPA is a TK-8 charter school whose mission is to provide a rigorous and challenging academic curriculum, and to create a community of students, parents, teachers, and staff that help each student reach his/her highest potential intellectually, socially, emotionally, and physically.

COPPA started its operations in August of 2010 and has been granted renewal one time, with its current charter expiring in June 2020. COPPA's student population is comprised of the following ethnic groups: 73% African American, 24% Hispanic or Latino. Approximately 75% are considered low income (based on their free and reduced lunch applications), 9% of students are English learners, 1.9% foster youth and 0.2% homeless youth.

IUSD, COPPA's granting agency, has been under state receivership since 2012 for fiscal insolvency. In making its determination that COPPA is not in "good standing" for purposes of the Program, IUSD simply referred to COPPA's academic underperformance, citing Education Code section 41607(a)(3)(A). IUSD did not offer any facts, determinations, analysis, or metrics why this code section supports its finding that COPPA is not in "good standing." Attached hereto as Exhibit One is a true and correct copy of IUSD's March 7, 2019 correspondence.



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In response to IUSD's March 7 correspondence, COPPA repeatedly attempted to schedule a conference call with employees of IUSD in order to clear up any misunderstanding about COPPA's standing. Rather than engage in communication with COPPA, IUSD sent correspondence summarily rejecting COPPA's attempts to schedule a conference call. Attached hereto as Exhibit Two is a true and correct copy of IUSD's April 8, 2019 correspondence.

In the April 8 letter, IUSD acknowledged having received COPPA's written Plan to Improve Teaching and Learning, a true and correct copy of which is attached hereto as Exhibit Three. Rather than engage in further discussion to clarify COPPA's status, IUSD simply stated that it would review the materials. Thus, IUSD unilaterally precluded COPPA from receiving funding from the Program.

Legal Analysis:

There are several reasons the Authority should grant COPPA's application for funding through the Program. COPPA is in "good standing" and "in compliance with the terms of the charter." Additionally, the regulation is invalid because it is inconsistent with the enabling statute and it is unconstitutionally vague.

COPPA is in "Good Standing" and "in Compliance with its Charter." 5 C.C.R. section 10170.3 (the "Regulation"), which outlines eligibility standards for receiving funds under the Program, states in pertinent part "[t]he charter school is in good standing with its chartering authority and is in compliance with the terms of its charter at the time of application submission, and without interruption throughout the term of the charter." The onus is placed on the charter school to ensure its good standing and the Authority relies on information from the chartering authority regarding the school's good standing and compliance with the terms of the charter. Nowhere are "good standing" or "in compliance with the terms of the charter" defined in the regulation.

In "good standing" and "in compliance with the terms of the charter," by objective measure, mean that the charter school is not subject to revocation proceedings. Otherwise, a granting agency would be required to review the charter school's operations in line with every provision within the charter to determine "good standing" and "in compliance with the terms of the charter" whenever faced with a request for certification of good standing. There is no evidence that COPPA was or is under any stage of a revocation proceeding by IUSD.

IUSD's allegations that COPPA was not in good standing or in compliance with the terms of the charter based upon academic underperformance, citing Education Code section 41607(a)(3)(A), is not supported by law and the Authority should exercise its discretion to allow COPPA to receive funding under the Program.

IUSD cites to Education Code section 47607 when making its argument that COPPA was not in good standing. While COPPA disputes that this section is controlling on this issue, IUSD failed to take into consideration COPPA's academic performance comparative to that of IUSD schools, as permitted in the same code section. For purposes of renewal, a charter school's performance may be gauged by a showing that the academic performance is at least equal to the academic performance of the public schools that the charter school pupils would otherwise have been required to attend as well as the performance of the schools of the district, taking into account the composition of the pupil population that is served at the charter school. Education Code § 47607(b)(4). Attached hereto as Exhibit Four is a true and correct copy of COPPA



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correspondence to IUSD demonstrating COPPA student performance is comparable to IUSD schools. IUSD simply ignored this data.

Further, there are no allegations of any fiscal mismanagement by COPPA for the entirety of its operations. COPPA has never received audit findings and remains fiscally solvent.

As such, COPPA remains in good standing and in compliance with the terms of its charter and its application for funding through the Program should be granted.

The Regulation is Inconsistent with Education Code section 47612.5: As the Authority is aware, Education Code section 47614.5 is the enabling statute for the Regulation. The Regulation is inconsistent with this statute and therefore invalid.

“An administrative agency may not adopt a regulation that exceeds the scope of, or is inconsistent with, the enabling statute.” *Bisno v. Santa Monica Rent Control Board* (2005) 130 Cal. App. 4th 816, 821. “No regulation adopted is valid or effective unless consistent and not in conflict with the statute and reasonably necessary to effectuate the purpose of the statute.”

Government Code § 11342.2. “Administrative regulations that alter or amend the statute or enlarge or impair its scope are void and courts not only may, but it is their obligation to strike down such regulations.” *Morris v. Williams* (1967) 67 Cal.2d 733, 748.

Education Code section 47614.5(m) provides that the Authority “may adopt regulations to implement this section.” Section 47614.5(c)(2) requires the Authority to, “[u]pon application by a charter school, determine eligibility, based on the geographic location of the charter schoolsite, pupil eligibility for free or reduced-price meals, and a preference in admissions, as appropriate.”

There is nothing in the enabling statute that directs or supports the Authority’s additional eligibility requirements found in the Regulation. In this case, the Regulation prevents COPPA from receiving funding through the Program, yet under the terms of the statute, COPPA is eligible to receive the funding.

Furthermore, the statute does not direct the Authority to promulgate regulations that further define terms within the statute. Rather, the enabling statute grants the Authority the ability to promulgate regulations to implement the statute. The Authority’s Regulation reaches far beyond that discretion. *Compare, Sanchez v. State of California* (2009) 179 Cal. App. 4th 467, 483-84 (enabling statute directed agency, through regulations, to define amounts and sources of financing that a school district could reasonably provide for school facilities).

The effect of this limitation on eligibility is especially concerning and restrictive because the criteria is in the judgment of a third party that may not support the operation of the charter school in the first instance.

The passing and implementation of the Local Control Funding Formula (“LCFF”) in 2013 was a major step toward remedying the very real funding inequity experienced by “high needs” and “low-income” students. The Governor and Legislatures realized that increased and equitable funding was critical to providing adequate “resources and support” necessary to close the achievement gap and improve student performance and outcomes.

Even with the implementation of LCFF, California’s per pupil spending statewide still remains below the national average. This has the greatest impact on marginalized students of color like those enrolled at COPPA who have the highest rates of poverty yet continue to receive less funding per student. Consequently, this has a direct influence on COPPA’s ability to address its student’s needs.



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Research continues to show that many students of color like the students at COPPA begin school academically far behind their peers and this action furthers the funding disparities that LCFF intended to resolve. The main objective for the creation of LCFF was an attempt to close the funding gap by providing increased revenue for schools serving large proportions of poor students with the greatest needs. Implementation of the Regulation, in this instance, undermines the very legislation created to address the increased needs of the poorest students in the poorest schools. The removal of any funding, especially SB740, directly impacts the revenue required to provide access to high-quality teachers, school counselors and additional resources linked to the amount of funding available.

As such, the Authority should disregard the eligibility criteria articulated in the Regulation and grant COPPA's application.

The Regulation is Unconstitutionally Vague: As noted above, nowhere are "good standing" or "in compliance with the terms of the charter" defined in the Regulation.

A regulation "violates due process of law if it forbids or requires the doing of an act in terms of vague that persons of common intelligence must necessarily guess as to its meaning and differ as to its application." *Cranston v. City of Richmond* (1985) 40 Cal. 3d 755, 763.

Unconstitutional vagueness challenges typically arise in the statutory criminal context, but also extend to administrative regulations and should be considered as applied to the complaining party's conduct in light of the specific facts of the particular case. *Teichert Construction v. California Occupational Safety & Health Appeals Bd.* (2006) 140 Cal. App. 4th 883, 890-91.

While there may be a lack of specificity in the regulations themselves, the required specificity may be provided by the common knowledge and understanding of persons within the industry to which the regulations apply. *Cranston, supra*, @ p. 765.

In this case, the Regulation fails to provide an objective standard by which COPPA's eligibility may be judged, and persons within the charter school industry provide no clarity because there is no common ground within the industry. Alternatively, many persons within the charter school industry would find that that COPPA is in "good standing" and "in compliance with the terms of the charter" as demonstrated above.

The plain language of the phrase "good standing" has traditionally meant "status of a firm (or member of an organization) which is current with the payment of statutory dues and filing of required periodical reports" (BusinessDictionary.com) or "[e]ntity status in terms of being up-to-date for anything due, like dues, reports, other criteria, as a member of an organization." Thelawdictionary.com. Using either of these definitions, COPPA would be found to be in "good standing" because there is no evidence that it was not current with required findings or reports. IUSD unilaterally defined "good standing" without regard to either of these definitions. IUSD cites, without analysis, to Education Code section 47607(a)(3)(A), which states that "the authority that granted the charter shall consider increases in pupil academic achievement for all groups of pupils served by the charter school as the most important factor in determining whether to grant a charter renewal." This citation is misplaced regarding the issue at hand. Increases in pupil academic achievement is the most important factor in determining charter renewal and revocation, but neither of those procedures are implicated when determining whether COPPA is eligible for Program funding.

Assigning an objective standard to "good standing" and "in compliance with the terms of the charter" would mean that the charter school is not undergoing revocation proceedings. To mean



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something else, the Regulation would require a granting agency to undertake a comprehensive evaluation of a charter school's performance and its compliance with the charter each time the charter school requests certification from the granting agency. This is an absurd expectation and simply will not happen.

Furthermore, the vague application of the "good standing" rule would by default, allow chartering authorities unlimited and unrestrained discretion to impact the funding of any charter school, whenever their test scores decreased for whatever reason. The school would then lose the necessary funding to address the complex issues facing their student's individual needs.

This would also hinder the school's ability to provide the resources required to improve the very area of concern, thereby forcing the school to use funding allocated to increase student academic performance on the very real cost of facilities. This does very little in the area of "accountability" but allows any chartering authority to use these vague terms to financially cripple the charter school financially year after year, thus creating the very crisis the legislatures intended to avoid.

In conclusion, COPPA requests that the Authority exercise discretion and approve its application for funding from the Program for 2018-19.

Sincerely,

Dr. Carleton Lincoln, CEO



Attachment 5 - Authority Appeal Response June 19, 2019

CALIFORNIA SCHOOL FINANCE AUTHORITY

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Director of Finance

EXECUTIVE DIRECTOR
Katrina M. Johantgen

June 19, 2019

Carleton Lincoln, Chief Executive Officer
Children of Promise Preparatory Academy
3130 West 111th Place
Inglewood, CA 90303

Mr. Lincoln:

On February 21, 2019, the California School Finance Authority (Authority) received a notification from Inglewood Unified School District (Inglewood Unified) that Children of Promise Preparatory Academy (CDS 19646340121186) is not in good standing with its chartering authority or in compliance with the terms of its charter. Pursuant to Section 10170.3(f) of Charter School Facility Grant Program (Program) regulations, a charter school is eligible for a grant if the charter school is in "good standing with its chartering authority and is in compliance with the terms of its charter at the time of application submission, and without interruption throughout the term of the grant." As a result of the notice from Inglewood Unified, Children of Promise Preparatory Academy was found ineligible for the remainder of the 2018-19 Program Award (Second and Third Award Appropriations), and an ineligibility letter was sent to the school on March 18, 2019.

On May 18, 2019, the Authority received an Appeal from Children of Promise Preparatory Academy regarding its 2018-19 Program ineligibility determination. Pursuant to Program regulations section 10170.3(f), the Authority relies "on information from the chartering authority regarding the school's good standing and compliance with the terms of its charter." As of June 19, 2019 the Authority has not received conformation from Inglewood Unified that Children of Promise Preparatory Academy is in good standing with its chartering authority and is in compliance with the terms of its charter. Thus Authority staff is unable to overturn this determination and the school remains ineligible for the remainder of the 2018-19 Program Award.

Pursuant to Program regulations Section 10170.10(d), the applicant may appeal the matter to the Authority Board, by submitting a letter of appeal within 30 calendar days of this notice to the above address. Should you have any questions or need additional information, please feel free to contact Ian Davis or Anne Osborne at (916) 651-7710.

Sincerely,

Thomas Dear

Attachment 6 - COPPA Appeal letter to the Board July 2, 2019



COPPA Main Campus
11161 Crenshaw Blvd
Inglewood, CA 90303
424-750-9517
childrenofpromiseschools.com

July 2, 2019

VIA E-MAIL

Members of the Board
California School Finance Authority
915 Capitol Mall, Suite 101
Sacramento, CA 95814

300 S. Spring Street, Suite 8500
Los Angeles, CA 90013

Dear Members of the California School Finance Authority Board:

This letter represents Children of Promise Preparatory Academy's ("COPPA") appeal of the California School Finance Authority's (the "Authority") denial of COPPA's application for the 2018-19 Charter School Facility Grant Program ("Program"). The Authority's March 18, 2019 correspondence to COPPA indicated that the application was denied because representatives from Inglewood Unified School District ("IUSD") provided certification stating that COPPA is not in good standing and/or not in compliance with its charter. Pursuant to Title 5 of the California Code of Regulations ("C.C.R.") section 10170.10, COPPA is hereby appealing the decision to deny its application for the Program.

Requested Action: COPPA requests that the Authority grant COPPA's application for the 2018-19 Program or wait to decide COPPA's eligibility until the Authority changes its process and/or regulations.

Background: COPPA is a TK-8 charter school whose mission is to provide a rigorous and challenging academic curriculum, and to create a community of students, parents, teachers, and staff that help each student reach his/her highest potential intellectually, socially, emotionally, and physically.

COPPA started its operations in August of 2010 and has been granted renewal two times, with its current charter expiring in June 2020. COPPA's student population is comprised of

the following ethnic groups: 73% African American, 24% Hispanic or Latino. Approximately 75% are considered low income (based on their free and reduced lunch applications), 9% of students are English learners, 1.9% foster youth and 0.2% homeless youth.

IUSD, COPPA's granting agency, has been under state receivership since 2012 for fiscal insolvency. In making its determination that COPPA is not in "good standing" for purposes of the Program, IUSD simply referred to COPPA's academic underperformance, citing Education Code section 41607(a)(3)(A). IUSD did not offer any facts, determinations, analysis, or metrics why this code section supports its finding that COPPA is not in "good standing." Attached hereto as Exhibit A is a true and correct copy of IUSD's March 7, 2019 correspondence.

In response to IUSD's March 7 correspondence, COPPA repeatedly attempted to schedule a conference call with employees of IUSD in order to clear up any misunderstanding about COPPA's standing. Rather than engage in communication with COPPA, IUSD sent correspondence summarily rejecting COPPA's attempts to schedule a conference call. Attached hereto as Exhibit B is a true and correct copy of IUSD's April 8, 2019 correspondence.

In the April 8 letter, IUSD acknowledged having received COPPA's written Plan to Improve Teaching and Learning, a true and correct copy of which is attached hereto as Exhibit C. Rather than engage in further discussion to clarify COPPA's status, IUSD simply stated that it would review the materials. Despite COPPA's continued requests to discuss the "good standing" issue with IUSD, IUSD continues to ignore COPPA's efforts.

COPPA has also submitted its improved test scores as a result of the Smarter Balanced online assessments. The academic turnaround plan has been implemented and is beginning to yield targeted outcomes. Despite this showing, IUSD refuses to discuss the issue with COPPA. Thus, IUSD unilaterally precluded COPPA from receiving funding from the Program.

Legal Analysis:

There are several reasons the Authority should grant COPPA's application for funding through the Program. COPPA is in "good standing" and "in compliance with the terms of the charter." Additionally, the regulation is invalid because it is inconsistent with the enabling statute and it is unconstitutionally vague.

COPPA is in "Good Standing" and "in Compliance with its Charter:" 5 C.C.R. section 10170.3 (the "Regulation"), which outlines eligibility standards for receiving funds under the Program, states in pertinent part "[t]he charter school is in good standing with its chartering authority and is in compliance with the terms of its charter at the time of application submission, and without interruption throughout the term of the charter." The onus is placed on the charter school to ensure its good standing and the Authority relies on information from the chartering authority regarding the school's good standing and compliance with the terms of the charter. Nowhere are "good standing" or "in compliance with the terms of the charter" defined in the regulation.

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agency would be required to review the charter school's operations in line with every provision within the charter to determine "good standing" and "in compliance with the terms of the charter" whenever faced with a request for certification of good standing. There is no evidence that COPPA was or is under any stage of a revocation proceeding by IUSD.

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Further, there are no allegations of any fiscal mismanagement by COPPA for the entirety of its operations. COPPA has never received audit findings and remains fiscally solvent.

As such, COPPA remains in good standing and in compliance with the terms of its charter and its application for funding through the Program should be granted.

The Regulation is Inconsistent with Education Code section 47612.5: As the Authority is aware, Education Code section 47614.5 is the enabling statute for the Regulation. The Regulation is inconsistent with this statute and therefore invalid.

"An administrative agency may not adopt a regulation that exceeds the scope of, or is inconsistent with, the enabling statute." *Bisno v. Santa Monica Rent Control Board* (2005) 130 Cal. App. 4th 816, 821. "No regulation adopted is valid or effective unless consistent and not in conflict with the statute and reasonably necessary to effectuate the purpose of the statute." Government Code § 11342.2. "Administrative regulations that alter or amend the statute or enlarge or impair its scope are void and courts not only may, but it is their obligation to strike down such regulations." *Morris v. Williams* (1967) 67 Cal.2d 733, 748.

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There is nothing in the enabling statute that directs or supports the Authority's additional eligibility requirements found in the Regulation. In this case, the Regulation prevents COPPA from receiving funding through the Program, yet under the terms of the statute, COPPA is eligible to receive the funding.

Furthermore, the statute does not direct the Authority to promulgate regulations that further define terms within the statute. Rather, the enabling statute grants the Authority the ability to promulgate regulations to implement the statute. The Authority's Regulation reaches far beyond that discretion. *Compare, Sanchez v. State of California* (2009) 179 Cal. App. 4th 467, 483-84 (enabling statute directed agency, through regulations, to define amounts and sources of financing that a school district could reasonably provide for school facilities).

The effect of this limitation on eligibility is especially concerning and restrictive because the criteria is in the judgment of a third party that may not support the operation of the charter school in the first instance.

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Even with the implementation of LCFF, California's per pupil spending statewide still remains below the national average. This has the greatest impact on marginalized students of color like those enrolled at COPPA who have the highest rates of poverty yet continue to receive less funding per student. Consequently, this has a direct influence on COPPA's ability to address its student's needs.

Research continues to show that many students of color like the students at COPPA begin school academically far behind their peers and this action furthers the funding disparities that LCFF intended to resolve. The main objective for the creation of LCFF was an attempt to close the funding gap by providing increased revenue for schools serving large proportions of poor students with the greatest needs. Implementation of the Regulation, in this instance, undermines the very legislation created to address the increased needs of the poorest students in the poorest schools. The removal of any funding, especially SB740, directly impacts the revenue required to provide access to high-quality teachers, school counselors and additional resources linked to the amount of funding available.

As such, the Authority should disregard the eligibility criteria articulated in the Regulation and grant COPPA's application.

The Regulation is Unconstitutionally Vague: As noted above, nowhere are "good standing" or "in compliance with the terms of the charter" defined in the Regulation.

A regulation "violates due process of law if it forbids or requires the doing of an act in terms of vague that persons of common intelligence must necessarily guess as to its meaning and differ as to its application." *Cranston v. City of Richmond* (1985) 40 Cal. 3d 755, 763.

Unconstitutional vagueness challenges typically arise in the statutory criminal context, but also extend to administrative regulations and should be considered as applied to the complaining party's conduct in light of the specific facts of the particular case. *Teichert Construction v. California Occupational Safety & Health Appeals Bd.* (2006) 140 Cal. App. 4th 883, 890-91. While there may be a lack of specificity in the regulations themselves, the required specificity may be provided by the common knowledge and understanding of persons within the industry to which the regulations apply. *Cranston, supra*, @ p. 765.

In this case, the Regulation fails to provide an objective standard by which COPPA's eligibility may be judged, and persons within the charter school industry provide no clarity because there is no common ground within the industry. Alternatively, many persons within the charter school industry would find that that COPPA is in "good standing" and "in compliance with the terms of the charter" as demonstrated above.

The plain language of the phrase "good standing" has traditionally meant "status of a firm (or member of an organization) which is current with the payment of statutory dues and filing of required periodical reports" (BusinessDictionary.com) or "[e]ntity status in terms of being up-to-date for anything due, like dues, reports, other criteria, as a member of an organization." Thelawdictionary.com. Using either of these definitions, COPPA would be found to be in "good standing" because there is no evidence that it was not current with required findings or reports. IUSD unilaterally defined "good standing" without regard to either of these definitions.

IUSD cites, without analysis, to Education Code section 47607(a)(3)(A), which states that "the authority that granted the charter shall consider increases in pupil academic achievement for all groups of pupils served by the charter school as the most important factor in determining whether to grant a charter renewal." This citation is misplaced regarding the issue at hand. Increases in pupil academic achievement is the most important factor in determining charter renewal and revocation, but neither of those procedures are implicated when determining whether COPPA is eligible for Program funding.

Assigning an objective standard to "good standing" and "in compliance with the terms of the charter" would mean that the charter school is not undergoing revocation proceedings. To mean something else, the Regulation would require a granting agency to undertake a comprehensive evaluation of a charter school's performance and its compliance with the charter each time the charter school requests certification from the granting agency. This is an absurd expectation and simply will not happen.

Furthermore, the vague application of the "good standing" rule would by default, allow chartering authorities unlimited and unrestrained discretion to impact the funding of any charter school, whenever their test scores decreased for whatever reason. The school would then lose the necessary funding to address the complex issues facing their student's individual needs. This would also hinder the school's ability to provide the resources required to improve the very area of concern, thereby forcing the school to use funding allocated to increase student academic performance on the very real cost of facilities. This does very little in the area of "accountability" but allows any chartering authority to use these vague terms to

financially cripple the charter school financially year after year, thus creating the very crisis the legislatures intended to avoid.

Denial of the Appeal Would Have Irreparable and Unconscionable Negative Impact on Students. The Authority’s denial of COPPA’s application for the 2018-19 Charter School Facility Grant Program would cause irreparable and unconscionable repercussions on the present and future academic performance and progress of our Scholars.

The SB740 Facility Grant denial will cause severe negative financial consequences that would require the institution to cut essential programs that were used to target COPPA’s students’ deficits and to facilitate many of the academic gains that were made this year on the SBAC test, thus, potentially eliminating much of the progress its students have made. Below is a synopsis of the SBAC scores for year 2019.

ELA (Percent met or exceeded)			MATH (Percent met or exceeded)		
Grade	2018	2019	Grade	2018	2019
3 rd	20%	18%	3 rd	15%	29%
4 th	24%	26%	4 th	19%	35%
5 th	31%	49%	5 th	16%	28%
6 th	7%	36%	6 th	2%	44%
7 th	9%	28%	7 th	5%	13%
8 th	27%	17%	8 th	7%	14%

Research suggest that many of the deficits marginalized students of color face are created as a result of their families’ limited resources to provide the necessary supplemental developmental and academic support required for their children to adequately overcome the challenges inherent to life in some of our inner cities.

The subjective and incongruous application of the “good standing regulation” in its present form has real world, yet, unintended consequences that have the potential of financially devastating the funding necessary for public charter schools in marginalized communities to survive. For example, the loss of COPPA’s SB 740 facilities grant will lead to a loss of \$420,000.00 (in 2018-19), thus, literally erasing key programmatic progress made from various strategic academic interventions implemented and designed to achieve stellar academic results. The cumulative synergies of these interventions provided COPPA the throttle to lift its scholars and carry them into the next level of individual achievement. Below is a list of key interventions funded and implemented to provide the specific support required to increase COPPA’s student’s academic performance. Unfortunately, if the SB740 Grant is

not approved, the following successful initiatives will need to be cut from our current budget due to the lack of essential funding:

- Two Assistant Principals that formed the backbone of the Instructional Leadership Team - \$30k
- Other key teachers and grades to join the instructional leadership team and carry key data and assessment pieces of work - \$15k
- PD and monthly coaching to implement SWUN Math curriculum and online assessment - \$80k
- Study Island and FEV Tutoring for Math and ELA interventions - \$25k
- Summer School Program - \$30k
- Quarterly Saturday School Intervention - \$35k
- Five Teacher Assistants that provide small group academic instruction and intervention support in the classrooms - \$100k
- End of the Year Studies Trip to provide our 4th through 8th grade life experiences to further develop their ELA writing and reading skills - \$42k
- Professional Development for Teachers and in ELA and Math - \$25k
- Instrumental Music Program and musical instruments - \$20k
- Additional IT support to coordinate all the online assessment for NWEA and CAASPP - \$20k

COPPA's preliminary findings suggest that of the 89 students targeted for Saturday School Intervention, 50% of the students in fourth grade did better on the SBAC Interim and 69% of those in fifth grade improved their performance on the SBAC Interim examination. There were similar gains by other grades in both ELA and Math as well due to these critical interventions.

The importance of the SB740 funding on these essential programs cannot be underestimated and are relevant to an article attached hereto as Exhibit E, written by a Los Angeles Times reporter, Hailey Branson, on the school a few years ago. Ms. Branson who is an avid supporter of our school wrote a poignant article highlighting the loss of one of our instructors in a horrible car accident, only a few blocks from the school. The instructor, Benny Golbin, purposely dedicated his life to providing instrumental music and instruction to students, like COPPA, living in underserved communities. In the article, Hailey Branson-Potts notes the important role instrumental music plays in increasing the social emotional and academic development of students. The COPPA Instrumental Music Program that Ms. Branson cites in her article has been a part of COPPA since its inception, however it will need to be cut and

suspended for the 2019/2020 school year and possibly beyond, as a result of not receiving the SB740 funding.

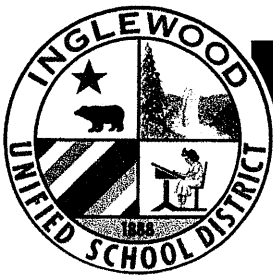
Finally, another devastating unintended consequence of the denial of SB740 funding is the impact of refunding the monies received. Unfortunately, this measure will create a massive deficit in COPPA's cash reserves, inadvertently causing them to drop below the level necessary to maintain its current bond ratings and S&P ranking. This could cause COPPA's bond lenders to question the school's financial viability and undo years of successful strategic planning required to build its reserves and be responsible stewards of the school and students' limited resources. This alone could have negative implications long-term and can greatly impact COPPA's ability to purchase future facilities required to support its student's growth.

In conclusion, COPPA requests that the Authority exercise discretion and approve its application for funding from the Program for 2018-19.

A handwritten signature in black ink, appearing to read "Carleton Lincoln". The signature is fluid and cursive, with a large loop at the end.

Dr. Carleton Lincoln
CEO/Founder of Children of Promise of Preparatory Academy

COPPA does not discriminate against individuals on the basis of age, actual or perceived race, actual or perceived gender, ethnicity, national origin, religion, disability, or sexual orientation. COPPA complies with the Americans with Disabilities Act to ensure equal access to all qualified individuals with a disability.



INGLEWOOD UNIFIED SCHOOL DISTRICT

401 S. Inglewood, Avenue, Inglewood, California 90301 phone: 310/419-2700

March 7, 2019

Trena Thompson
Children of Promise Preparatory Academy
11161 Crenshaw Blvd.
Inglewood, CA 90303

STATE ADMINISTRATOR

Thelma Meléndez
de Santa Ana, Ph.D.

Re: Plan for Improvement
Children of Promise Preparatory Academy

Dear Ms. Thompson:

BOARD OF EDUCATION

Margaret Turner-Evans, M.A.
President, Seat #4

D'Artagnan Scorza, Ph.D.
Vice President Seat #5

Dionne Young Faulk, J.D.
Member, Seat #1

Carliss R. McGhee, Ph.D.
Member, Seat #2

This correspondence serves to follow up with Children of Promise Preparatory Academy ("COPPA" or "Charter School") regarding the Inglewood Unified School District's ("District") concerns relating to the Charter School's academic underperformance, which the District outlined in its letter, dated December 17, 2018.

Specifically, in our December 17th letter, the Charter School was informed that very few of its students met or exceeded state achievement standards on the 2018 California Assessment of Student Performance and Progress ("CAASPP") assessments. The Charter School was reminded of the renewal eligibility requirements under the Charter Schools Act, particularly the requirement that the academic performance of the Charter School's pupils must be "at least equal to" that of District students, taking into account its pupil population. (Ed. Code, § 47607(b)(4)(A).) The Charter School was further advised of our intent to monitor the Charter School's academic performance, as the District is committed to the success of all children attending schools within our boundaries and to our duties as a charter authorizing agency.

ADMINISTRATION

Carmen Beck, Ph.D.
Chief Academic Officer

Nora Roque
*Executive Director
Human Resources Services*

Eugenio D. Villa
Chief Business Official

As stated in our December 17th letter, the Charter Schools Act requires the District to consider increases in pupil academic achievement for all groups of pupils served by the Charter School as the most important factor in determining eligibility for continued operation. (Ed. Code § 47607(a)(3)(A).)

Accordingly, to ensure effective and active monitoring of the educational program and to better understand the Charter School's efforts to address its underperformance, please submit a detailed written plan for improving the Charter School's academic performance moving forward, including but not limited to plans for ensuring consistent increases in pupil academic achievement for all groups of pupils served by the Charter School, and for ensuring that the Charter School's academic performance is at least commensurate to that of the District's schools. Please submit the written plan by the close of business on April 1, 2019. This should include all steps taken to ensure that Charter School's students will participate and achieve on the 2019 CAASPP.

The District appreciates your cooperation in this matter. Please do not hesitate to contact me with any questions regarding the foregoing.

Sincerely,

Thelma Meléndez de Santa Ana, Ph.D.
State Administrator
Inglewood Unified School District

Mission Statement

The mission of the Inglewood Unified School District is to ensure that all our students are taught rigorous standards based curriculum supported by highly qualified staff in an exemplary educational system characterized by high student achievement, social development, safe schools, and effective partnerships with all segments of the community.



INGLEWOOD UNIFIED SCHOOL DISTRICT

401 S. Inglewood, Avenue, Inglewood, California 90301 phone: 310/419-2700

April 8, 2019

Joanna Han
Business Manager
EdTec Inc.
811 Wilshire Boulevard Suite 1420
Los Angeles, CA 90017

STATE ADMINISTRATOR

Thelma Meléndez
de Santa Ana, Ph.D.

Re: Children of Promise Preparatory Academy

BOARD OF EDUCATION

Dear Ms. Han:

Margaret Turner-Evans, M.A.
President, Seat #4

D'Artagnan Scorza, Ph.D.
Vice President Seat #5

Dionne Young Faulk, J.D.
Member, Seat #1

Carliss R. McGhee, Ph.D.
Member, Seat #2

Alice B. Grigsby, M.P.A.
Member, Seat #3

The Inglewood Unified School District ("District") is in receipt of your emails, dated March 27, 2019, and April 1, 2019, regarding Children of Promise Preparatory Academy's ("COPPA" or "Charter School") standing with the District. The District understands the Charter School recently received a notice from the California School Finance Authority ("CSFA") indicating that COPPA is not in good standing with the District.

As you know, COPPA did not receive a good standing certification due in part to its lack of academic achievement, which is the most important factor for an oversight authority to consider in evaluating a charter school's performance. (See Ed. Code § 47607(a)(3)(A).) The District has, in fact, sent multiple notices to the Charter School regarding this very issue. Specifically, on or about December 17, 2018, the District informed COPPA that very few of its students met or exceeded state achievement standards on the 2018 California Assessment of Student Performance and Progress ("CAASPP") assessments. The Charter School was reminded of the renewal eligibility requirements under the law and advised of our intent to monitor its academic performance, as the District is committed to the success of all children attending schools within our boundaries and to our duties as a charter authorizing agency.

ADMINISTRATION

Carmen Beck, Ph.D.
Chief Academic Officer

Nora Roque
*Executive Director
Human Resources Services*

Eugenio D. Villa
Chief Business Official

To ensure effective and active monitoring of the educational program and to better understand COPPA's efforts to address its underperformance, on or about March 7, 2019, the District requested the Charter School to submit a detailed written plan for improving its performance moving forward, including but not limited to plans for ensuring consistent increases in pupil academic achievement for all groups of pupils served by the Charter School, and for ensuring that its academic performance is at least commensurate to that of the District's schools. The plan was also to include all steps taken to ensure that the Charter School's students will participate and achieve on the 2019 CAASPP. COPPA was required to submit the written plan to the District by the close of business on April 1, 2019.

COPPA did not submit the written plan to the District until after the close of business on April 1, 2019. While submission of the plan is appreciated and will be carefully reviewed, absent a showing of actual academic improvement by COPPA's pupils, the Charter School is not meeting the pupil outcomes of its charter. The District is currently in the process of reviewing the documentation submitted by the Charter School.

Mission Statement

The mission of the Inglewood Unified School District is to ensure that all our students are taught rigorous standards based curriculum supported by highly qualified staff in an exemplary educational system characterized by high student achievement, social development, safe schools, and effective partnerships with all segments of the community.

Accordingly, there is no need to schedule a conference call with COPPA at this point pending review of the submitted materials.

Please do not hesitate to contact me with any questions regarding the foregoing.

Sincerely,

A handwritten signature in cursive script that reads "Carmen Beck". The signature is written in black ink and is positioned below the word "Sincerely,".

Carmen Beck, Ed.D.
Chief Academic Officer

Mission Statement

The mission of the Inglewood Unified School District is to ensure that all our students are taught rigorous standards based curriculum supported by highly qualified staff in an exemplary educational system characterized by high student achievement, social development, safe schools, and effective partnerships with all segments of the community.



COPPA Plan to Improve Teaching and Learning

Introduction

COPPA is a TK-8 charter school with a vision to become a thriving learning community that provides both educational and real-world opportunities to develop the “whole child.” COPPA’s mission is to provide a rigorous and challenging academic curriculum, and also to create a community of students, parents, teachers, and staff that help each student reach his/her highest potential intellectually, socially, emotionally, and physically.

Our student population is comprised of the following ethnic groups: 73% African American, 24% Hispanic or Latino. Approximately 75% are considered low income (based on their free and reduced lunch applications), 9% of students are English learners, 1.9% foster youth and 0.2% homeless youth.

COPPA has a goal to increase student achievement for all subgroups on the state assessments in English language arts and mathematics, with an emphasis on economically disadvantaged and African American students. Performance has improved over the last four years as shown below, but still needs to improve significantly, particularly in math. The following plan details the programs and processes put in place to ensure growth.

Smarter Balanced ELA Performance - % Met or Exceeded				
Student Group	2014-2015	2015-2016	2016-2017	2017-2018
All Students	15%	11%	10%	20%
African American	14%	12%	8%	14%
Hispanic	13%	8%	17%	33%
Socioeconomically Disadvantaged	15%	11%	11%	21%
Smarter Balanced MATH Performance - % Met or Exceeded				
Student Group	2014-2015	2015-2016	2016-2017	2017-2018
All Students	1%	12%	6%	12%
African American	0%	8%	6%	9%
Hispanic	0%	20%	7%	22%
Economically Disadvantaged	1%	11%	6%	12%

School Framework

Instructional Planning Initiative through E3

COPPA engaged E3 Consultancy Partnership in 2016-17 and 2017-18 to assist the school in setting up systems and processes to improve and align instructional planning and create a data-driven achievement-focused school culture.

Core Components of E3 Instructional Planning Initiative

2017-2018	<ul style="list-style-type: none"> Core values for leadership at COPPA Key Performance Indicators Professional Development for New Teacher Induction and All Teachers K-8 Curriculum Map, Unit and Lesson Planning K-8 Curriculum Development K-8 Assessment Practices Classroom Organization, Routines and Procedures Tiered Student Supports COPPA Core Learning and Teaching Strategies Critical Conversations Family and Community Engagement Plan
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Additional Time for Learning

Schedules

In 2018-2019, the instructional day has been extended by 30 minutes for the elementary students and 45 minutes for the middle school students. We have also added daily intervention blocks to provide additional support.

1 st & 2 nd Grade Schedule - M/T/Th/F	
7:45 – 8:40	Breakfast, Morning Meeting & SEL / Calendar, Morning Work
8:40 – 9:00	Recess
9:00- 9:55	Specials: Monday-Performing Arts, Tuesday-PE Thursday-Music Wednesday-Handwriting /Intervention
9:55 – 11:30	ELA: Phonics/Phonemic Awareness/ Spelling, Reading, and Writing
11:30 – 12:00	Lunch
12:00 – 12:40	Math
12:40 – 1:45	Read Aloud, Daily 5, Guided Reading and Centers Library: Thursday @ 12:30
1:45 - 2:00	Recess
2:00 – 2:35	Social Studies (M./Thu.) Science (Tue. /Fri.)
2:35 – 2:45	Daily Wrap Up/Dismissal

1 st & 2 nd Grade Schedule - Wednesday	
7:45 – 8:40	Breakfast, Morning Meeting/ Calendar, and Morning Work
8:40 – 9:00	Recess
9:00- 9:55	Leader in Me
10:00 – 11:30	ELA: Phonics/Phonemic Awareness/Spelling, Reading, and Writing

11:30 – 12:00	Lunch
12:00 – 12:40	Math
12:40-12:50	Daily Wrap Up/Dismissal

3 rd – 5 th Grade Schedule - M/T/TH/F	
7:45 - 8:05	Breakfast & SEL
8:05 - 8:25	Beyond the Math Facts
8:25 - 9:20	Math (Content)
9:20 - 9:40	Recess
9:40 - 12:00	ELA - Guided Reading, Grammar, Writing, Intervention
12:00 - 12:30	Lunch
12:30 - 1:00	Social Studies/Science
1:00 - 1:55	Music (Monday), Performing Arts (Thursday)PE (Friday)
1:55 - 2:30	Intervention
2:30 - 2:45	Recess
2:45 - 3:05	Daily Wrap Up
3:05	Dismissal

3 rd – 5 th Grade Schedule - Wednesday	
7:45 - 8:05	Breakfast
8:05 - 8:25	Beyond the Math Facts
8:25 - 9:20	Math PBL & Intervention
9:20 - 9:40	Recess
9:40 - 12:00	ELA PBL & Intervention
12:00 - 12:30	Lunch
12:30 - 1:00	Leader in Me
1:00 - 1:10	Clean Up and Wrap up

Culture of Achievement

COPPA is taking concrete steps to build a data culture at the school. As a result, everyone in the COPPA community is focused on and engaged in the performance growth of the school.

- **Data Talks:** Using benchmark assessment data (NWEA MAP and SBAC Interims), students are engaged in Data Talks to establish goals for the year, starting with their baseline data.
 - Data Talks occur quarterly aligned with interim assessment schedule
- **Data Notebooks:** Students are given a Data Notebook to track and review progress.
 - **Elementary:** Reviewed quarterly
 - **Middle School:** Reviewed weekly with Advisory. Includes data from instructional technology tools, such as FEV Tutor and Study Island
- **Data Walls:** Classrooms display Data Walls to recognize growth throughout the year.
- **Data Walks:** quarterly, teachers explain to Principal what’s happening with student data, how students have moved; high level conversation (deep dive in PLCs)
- **Popcorn/Popsicles for Progress** is a new initiative to reward students who meet their NWEA MAP goals for growth.

Instructional Planning

The curriculum mapping work through E3 included building a year-long institutional scope and sequence to ensure all learning objectives are covered at an appropriate pace. The implementation of this pacing guide followed three key elements:

- **Long Term Plans – LTP**

The LTP included an “at a glance” year-long schedule for teaching and learning, with units of prioritized standards for study split into blocks of weeks across the year. Each unit is followed by a flex week, with suggested activities (celebration, presentation, collaborative activities, guest speakers, challenge tasks for high achievers and support tasks for those who need it).
- **Medium Term Plans – MTP**

The MTP contains the full detail of each unit of work by content area. It states the Enduring Understandings and Essential Questions for each unit and the Demonstration Tasks that show learning. It also lists the main activities for learning and teaching in the unit and provides notes for differentiation and accommodation.
- **Short Term Plans – Learning Plans**

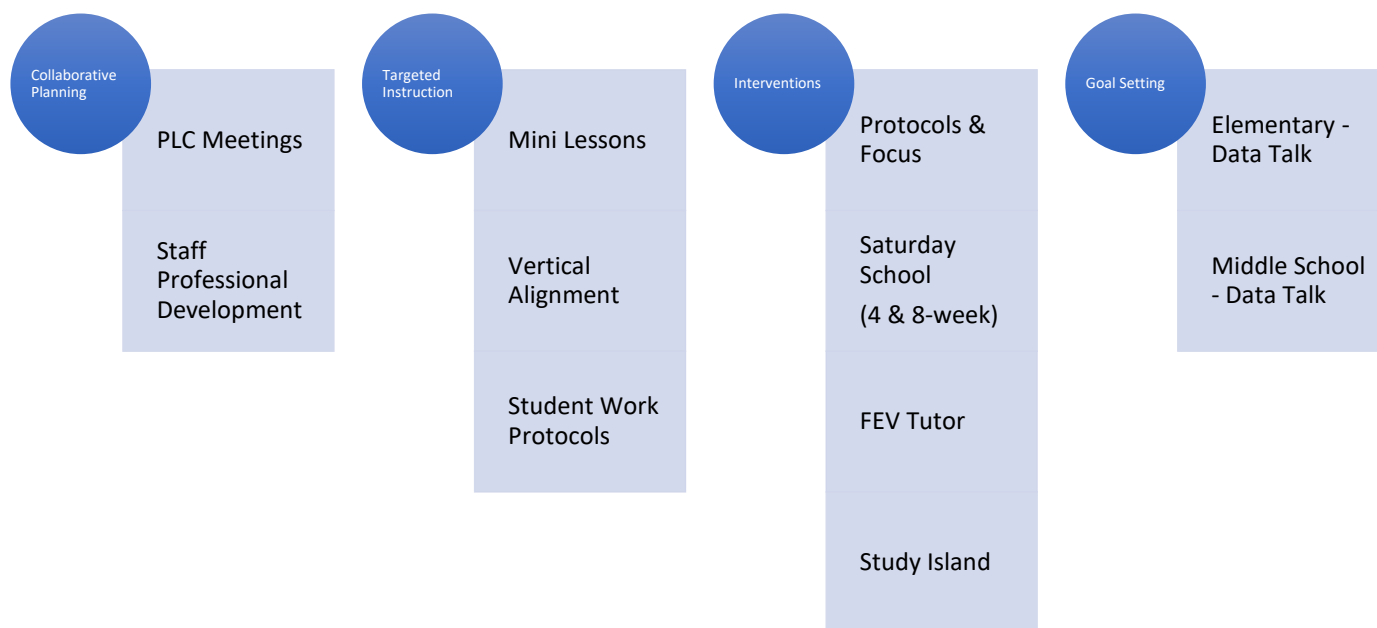
The STP is the day-by-day lesson planning that includes We Are Learning To (WALT), What I’m Looking For (WILF), and This Is Because (TIB), with product expectations and ideas for formative assessment through lessons.

Curriculum

COPPA adopted the SWUN Math curriculum to address deficiencies in math performance. The curriculum includes regular coaching sessions from SWUN Math consultants. The school also implemented the Journey curriculum for English language arts for elementary, and the Collections ELA curriculum for the middle school.

Instructional Strategies

The school's strategies for improving instruction have four components: collaborative planning, targeted instruction, interventions and goal setting.



EDI: Classroom instruction is comprised of Explicit Direction Instruction (EDI), curriculum implementation from SWUN Math, Journey, and Collections, and instructional technology supports.

In crafting Explicit Direction Instruction, teachers include:

- I do, We do, You do
- Blooms verbs in lesson design
- DOK identification in lesson design

Instructional technology is used to differentiate instruction and support students who are missing prerequisite skills. These tools adapt to the level of each student and require students to master each skill before moving on to the next. Different supports are used for different grade levels, as shown below:

Instructional Technology Supports

K – 2 nd	3 rd – 5 th	6 th – 8 th
Study Island	Study Island	Study Island
MAP Learning Continuum	MAP Learning Continuum	MAP Learning Continuum
ST Math (1 st & 2 nd)	SWUN Math	SWUN Math
		FEV Virtual Tutoring

Assessment: COPPA teachers utilize multiple measures throughout the year to gauge learning: teacher-created post-tests, Illuminate assessments, unit or chapter tests, tests from the Swum, Journey and Collections curriculum publishers, and Study Island.

SBAC Test Preparation: In late winter, teachers begin weekly Smarter Balanced practice using the Interim Assessment Blocks (IAB) practice tests and performance tasks. The results translate to mini-lessons for reteaching.

To ensure student populations have 100% participation on the CAASPP assessments, COPPA is taking the following steps:

- May 1 – 24: English learners and special education students will be pulled from their classrooms in two-hour intervals for small group testing.
 - English learners: Tested by the principal
 - Special education students: Tested by the director of special education
 - The principal will review the Test Completion Portal on the CAASPP website daily to identify any tests that have not been completed by students in either of these groups.
- COPPA added 3 additional make-up days for students who are late to school or who are absent for the entire day. Testing make-up sessions will be proctored by the director of special education on May 28th-30th in two-hour intervals.
- Parents and students have signed and returned a testing contract stating students will participate in the CAASPP test and will report to school on time during the testing window. If for some extreme reason a child must be absent, the parent has also agreed to notify the school and to ensure the child completes the missing sections of the assessment.

Targeting Student Groups

English Learners: COPPA hired a designated EL Coordinator to provide targeted EL instruction and to increase re-designation. Students spend a portion of the school day working 1-1 or in small groups with an Instructional Assistant, targeting their specific needs.

COPPA Students receive 20 minutes of English Language Development instruction a day. Teachers also use SDAIE (Specially Designed Academic Instruction in English) strategies to teach ELL students core curriculum content. Throughout the year, teachers incorporate graphic organizers and visual tools to supplement instruction for ELs. English learners (EL) are also given the IAB writing questions with a focus on vocabulary development.

Teachers utilize the following resources for their EL students:

- **Journey (elementary) and Collections (secondary) English Learner Support:** Provides additional support for students acquiring English. This material provides supplemental materials for students in the stages of English Proficiency: Beginning, Intermediate, and Advanced, allowing them to develop English Language reading skills and fluency they need in the content areas as well.
- **Study Island:** Computer-based program that delivers individualized instruction, complete with age-appropriate content (Pre-K-3: Phonemic Awareness, Alphabetic Knowledge, Vocabulary, Comprehension, Fluency; 4-12: Word Analysis, Fluency, Vocabulary, Comprehension) for 1st grade through high school students. Every lesson is supported with data-rich assessments and continuous progress monitoring.
- **Primary Language Support:** On-site instructional assistant working 1-1 or in small groups with students at ELD Level 1-3 on oral and written language development.
- **Language for Learning:** An oral language program that teaches children the words, concepts, and statements important to both oral and written language, and helps enable them to extend this knowledge to other areas of their development. It gives ELLs the essential tools and understanding to foster continued educational success.

Children of Promise is committed to monitoring the implementation of its EL policies, programs and services, as a way to evaluate their implementation as well as determine their effectiveness. This process allows COPPA to continuously improve and stay accountable. EL program monitoring, evaluation, and accountability practices include the following:

- Monitor implementation of instructional program services, educator/stakeholder roles and duties, and administrative processes as defined in the English Learner Master Plan
- Determine effectiveness of programs, services processes in promoting EL linguistic and academic success, and college and career readiness
- Provide useful, timely feedback and identify needed modifications and actionable information to all educators and stakeholders in the system
- Support continuous improvement in the implementation of instructional and support services, program designs and approaches, and administrative policies and processes, and identify needed modifications
- Foster internal accountability of all educators and stakeholders for implementation, outcomes, and continuous improvement of both

Socioeconomically Disadvantaged Students: Many of our programs and policies were implemented to support our socioeconomically disadvantaged students. This includes:

- Extending the school day to allow for additional time for learning
- In-and out-of-class interventions
- Social emotional programs
- Positive discipline programs

Benchmarking and Response to Intervention

Benchmark Assessments

COPPA adopted NWEA MAP adaptive assessments as a benchmarking tool, both for placement and a measure of content understanding. All students are tested regularly in Reading and Math – three times a year for grades 3-8 and four times a year for other grades. The school’s Guided Reading Specialist administers Scholastic’s guided reading assessments to students three times a year to track progress on student reading levels. Students also take the Smarter Balanced (SBAC) Interim Comprehensive Assessment (ICA) and Interim Assessment Blocks in late winter and early spring, as a gauge of student progress towards the tested standards.

BENCHMARK TESTING SCHEDULE				
NWEA MAP: Reading and Math	Fall: August 27-31	Winter: November 5-9	Spring: April 1-5	Summer: May 13-17 (1 st /2 nd)
Scholastic Development Reading Assessment (DRA)	Fall: September 19 – October 10	Winter: January 16 – February 13	Spring: March 20 – April 10	
SBAC: ELA and Math		January 28- February 2 (ICA)	March – April (weekly IAB)	May 1-23 (Summative)

Out-of-Class Interventions

The results of NWEA MAP and the SBAC ICA are used to determine placement in programs and ensure appropriate leveling in the classroom. Students are grouped by needs for intervention and assigned to the After-School Program or Saturday School Intervention, a reteaching and remediation program that accommodates 10-15 students per grade level. The Saturday School program content changes between the 8-Week program and the 4-Week Intensive, so all intervention groups receive the appropriate targeted instruction.

OUT-OF-CLASS INTERVENTION SCHEDULE		
8-Week Saturday School	11/3 -2/23	<p>Criteria: NWEA MAP Benchmark Students scoring near the bottom of the Nearly Met band</p> <p>Focus: Provide intervention and re-teaching to target learning gaps and standards not mastered in previous grade levels</p>
4-Week Saturday School Intensive – Test Prep	4/6 – 5/4	<p>Criteria: SB Interim Comprehensive Assessment (ICA) Students scoring near the top of the Nearly Met band</p> <p>Focus: Provide test prep strategies and intervention that are targeted to help students master on grade level content standards.</p> <p>Content: Measuring Up with SBAC mirror questions</p>

In-Class Interventions

In the classrooms, teachers deliver diagnostics and pre-tests to develop small targeted group mini-lessons that address areas of need and cover pre-requisite skills that are lacking. They also employ instructional technology for additional support and differentiation.

IN-CLASS INTERVENTIONS	
Elementary School	<p>Weekly Mini-Lessons: Informed by the MAP Learning Continuum and interim assessments (ICA and IAB)</p> <p>Weekly Performance Task: EDI format (I do, We do, You do)</p>
Middle School	<p>Daily Mini-Lessons: Provided by homeroom teachers and informed by the MAP Learning Continuum, interim assessments (ICA and IAB), or prescribed by content teacher</p> <p>Weekly Performance Task: EDI format (I do, We do, You do)</p>

Teacher Development

Professional Development

PLC: COPPA's staff meet in Professional Learning Communities (PLC) weekly to share student work samples and discuss the performance indicators necessary for a student to meet the target. This collaborative work helps maintain consistency in the level of rigor across classrooms. PLCs generally alternate by grade level and subject area to ensure both horizontal and vertical alignment in curriculum and instruction.

These weekly meetings also include professional development on topics relevant to the time of year and content area. The Guided Reading Specialist also provides coaching in reading.

CALENDAR OF PROFESSIONAL DEVELOPMENT & PLC MEETINGS													
1st Wednesday	Staff Meeting												
2nd Wednesday	Grade Level Planning & Meeting <table border="1"> <tbody> <tr> <td>September</td> <td>Setting baseline expectations for PLC's</td> </tr> <tr> <td>October</td> <td>Accessing and utilizing MAP Growth Reports Goal setting using MAP data and Data Walls</td> </tr> <tr> <td>November</td> <td>Using Mini-Lessons to provide strategic interventions Creating pre- and post-assessments to determine mastery</td> </tr> <tr> <td>January</td> <td>Introduction to SBAC ICA scoring and rubrics Accessing interim assessment reporting system and reports</td> </tr> <tr> <td>February</td> <td>SBAC Interim hand scoring how-to Data review and analysis by grade level Response to Data: lesson planning and adjusting instruction to address deficits</td> </tr> <tr> <td>March</td> <td>Goal Setting and Data Talks and Walks SBAC IAB training</td> </tr> </tbody> </table>	September	Setting baseline expectations for PLC's	October	Accessing and utilizing MAP Growth Reports Goal setting using MAP data and Data Walls	November	Using Mini-Lessons to provide strategic interventions Creating pre- and post-assessments to determine mastery	January	Introduction to SBAC ICA scoring and rubrics Accessing interim assessment reporting system and reports	February	SBAC Interim hand scoring how-to Data review and analysis by grade level Response to Data: lesson planning and adjusting instruction to address deficits	March	Goal Setting and Data Talks and Walks SBAC IAB training
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October	Explicit Direct Instruction (EDI) and Student-Centered Classrooms												
November	Using data to inform and drive instruction and working in collaborative groups												

	December	Tiered Interventions: differentiating instruction, small groups and mini lessons
	January	Study Island: implementation, data tracking & reports
	February	Guided Reading Assessments: next steps & Literacy Groups
	March	Rigor and relevance in the COPPA classroom
4th Wednesday	Grade Level Planning, Committee Meetings and Instructional Leadership Team (ILT) Meetings	

ILT: The Instructional Leadership Team (ILT) develops Key Performance Indicators (KPI) for teachers and administrations and provides regular coaching and check-in dates throughout the year. Examples of the KPI templates and more details on their roles and responsibilities are included in the appendix. The team includes the following specialists:

- **Math Specialist:** Provides coaching and support in math and provides remedial or enrichment support services to selected groups of students
- **Guided Reading Specialist:** Provides coaching and support in reading and leveling of all students throughout the year
- **English Language Development Specialist:** Creates a process for measuring student growth of English learners, monitors their process for identification, placement, and reclassification and provides strategies for classroom teachers
- **Data and Assessment Specialist:** Manages data and assessment cycle to gather, analyze, plan, and report results, on classroom Data Walls, in staff meetings, and to all stakeholders
- **Professional Learning Specialist:** Leads collaborative teams of teachers to develop and adhere to essential learning outcomes for each subject or course and formative common assessments
- **SST Intervention Specialist:** Facilitates the Student Support Team (SST) process and uses data to help teachers identify and group students who need supports
- **Enrichment Specialist:** Identifies students who would benefit from enrichment programs and gifted/talented students, and helps teachers develop classroom activities and materials for those students.

Key Performance Indicators (KPI) are used as a way to measure the work and performance of the education specialists. KPI's are evaluated quarterly to measure goal achievement, task completion and student achievement based on the goals set by the principal and specialist. This data is used to inform school-wide practices, classroom instruction and to drive future organizational planning.

INSTRUCTIONAL LEADERSHIP TEAM KPI COACHING & CHECK-IN SCHEDULE					
	Q1	Q2	Q3	Q4	EOY
KPI Monitoring & Coaching Dates	October 5	December 14	February 22	April 26	June 13

SWUN Math: In addition to the weekly PLCs and professional development, COPPA has contracted with SWUN Math consultants to provide regularly coaching and professional development.

CALENDAR OF SWUN MATH COACHING & PD	
August 21-22	Professional development for new teachers
September 11-12	BTBF Demo & Lesson Design Demo (3-5 & MS)
October 23-24	Lesson Design Demo (K-2, remaining 3-5, & MS)
November 15-16	Trimester Two PD:

	Trimester 1 Data Analysis Meeting T2 content Pacing & Assessments Mathematical Practices
December 18 & 20	SBC Demo & Make-Up Lesson Design Demo K-MS
January 25 & 31	Co-plan/Co-teach 3-6 & MS Classroom Visits K-6
February 11 & 20	Trimester Three PD: T3 Content Pacing & Assessments Data Protocol & Reviewing for SBAC
March 27-28	Co-plan/Co-teach 3-6 & MS Co-plan/Co-teach K-2
April 22-23	Co-plan/Co-teach K-2 Co-plan/Co-teach with Principal 3-6
May 28	Year in Review & Feedback

Instructional Coaching

The principal and assistant principal established a schedule of Weekly Effective Learning Observations, visits to the classrooms to document best practices and provide feedback and coaching to teachers.

They provide feedback on:

- The best moments of learning
- What can be done to improve instruction
- Alternate methods of instruction
- Ways to increase rigor

Teachers are provided written feedback and the follow-up on the suggestions given occurs during the following week's observation. An example of the Effective Learning and Teaching Observation Form follows.



COPPA Effective Learning and Teaching Observation Form

Teacher:		Context (learning objective, essential question, etc.):
AP or Principal:		
Date:		
Time:		
Priority Goal/Focus	Evidence of Effective Learning and Teaching Learning was best when-	Opportunities for Improvement Learning could have been better if/when-
Goal 1		
Goal 2		
Observation Debrief and Meeting Notes –		
Next Steps -		

Whole-Child Initiative

Mission

COPPA's mission is centered around:

- Delivering **Instructional Excellence** that equip our students for academic success
- **Empowering** our students with the confidence for lifelong success
- Developing the **Leadership skills** of our scholars to enable them to fulfill their destiny

Social Emotional Supports

Students from our community often come with challenges that impede their learning. Social-emotional learning focuses on ensuring that all students feel physically and emotionally safe, so they can thrive and achieve their academic goals. We believe that early intervention is key to ensure higher levels of college attendance, employment and earnings. When introduced in early grades, non-cognitive measures persist well into adulthood (NBER working paper on Project STAR).

Social Emotional Learning is a focus at COPPA because in order to teach the whole child, students must be well, emotionally and mentally. It allows for students to understand and manage their own emotions. Our whole-child initiatives include social emotional development and behavior management programs.

LiM for Elementary School: Leader in Me (LiM) is an evidence-based, comprehensive school improvement model with three core pillars in its holistic approach to education:

- Everyone can be a leader
- Everyone has genius
- Change starts with me

SEL for Middle School: The master schedule was adjusted for the middle school to allow for a Social Emotional Learning within the academic day. Through restorative practices such as community circles, and conversations of accountability, students build empathy and develop the capacity to make responsible decisions.

Growth Mindset was also implemented to impact the environment in the classroom, encourage all students to learn at a high level and to become lifelong learners.

Tools of the Mind: In order to be a successful students in a school, children must develop the ability to self-regulate. Tools of the Mind (TOTM) is a program focused on self-regulation. Self-regulation encompasses not only emotions, physical behavior and social interactions, but includes the ability to monitor and control cognitive processes such as attention.

Tools of the Mind involves center-based learning, and asks students to manage their own process through the centers by assigning learning plans, defining transitions between centers, and having students maintain learning records from each center visited. Another benefit of TOTM is that center learning time provides teachers time to do pull-outs for intervention.

Benefits of TOTM include:

- The ability to stay on task, ignore distractions, remember the purpose
- The ability to hold two strategies in mind at the same time
- The development of self-discipline
- The motivation to succeed

CHAMPS is behavioral intervention strategy that provides a positive approach to behavior management that establishes expectations for behavior for each activity in every location of the school. It defines in detail how students should behave in each area of the school in order to be successful. This includes:

- Conversation levels
- What students should do if they need help
- Activities to complete
- What movement should look like
- How students should participate

Conscious Discipline was implemented in the kindergarten and preschool classrooms. The Conscious Discipline Brain State Model is a framework to help teachers understand understand the internal brain-body states that are most likely to produce certain behaviors in children. It is a practice that teaches skills that help students to respond rather than react. They help with impulse control, problem solving, and empathy, during challenges. Students learn to consciously manage their thoughts and emotions.

Elements of the CD implementation include:

- Creating safe spaces in the classrooms
- Introduced calming strategies
- Reading the feelings books
- Moving away from a system of rewards and punishment to a system of connection and compassion

Progress monitoring shows a significant reduction in conflicts and emotional outbursts and an improvement in peer relationships. Feelings of connection to the adults in the school also increased. This contributes to student learning because teachers can focus on teaching instead of classroom discipline.

Enrichment

COPPA offers additional enrichment programs to provide opportunities for leadership skills and ways for students to extend their learning.

Project-Based Learning: COPPA incorporates Project-Based Learning (PBL) into the classroom so students gain knowledge and transferable skills through collaborative, inquiry-based investigation to solve a problem or overcome a challenge. Students begin with a Driving Question, then generate a list of Need-To-Knows to create a roadmap for instruction as they perform research to solve the problem. Once students have the needed information, they generate a solution and communicate that with a public audience.

An example of COPPA's PBL:

- Students investigated solutions to the Flint water, and the North Dakota Pipeline, crises. Students researched the availability of water, the water cycle, environmental impacts of water, means of sanitizing water and distributing resources. Students organized a water drive and donated over 800 water bottles to a food bank in Flint Michigan. Through this project students learned how to collect and analyze data, construct models, create graphs, collaborate and communicate with outside communities effectively.

Forensics Speech and Debate: The COPPA Forensics Speech and Debate Team follows the Jane Shaffer model, using a graphic organizer to compose arguments that include (1) a claim, (2) evidence, and (3) a conclusion. The process teaches students skills in:

- **Research:** Students engage in research and compare and contrast opposing positions.
- **Vocabulary Skill Building:** Students use context clues and refine their inference skills to determine the meaning of a word, then use the Fryer Model to conceptualize the new term.
- **Developing an Argumentative Paragraph:** Students write argumentative paragraphs on a weekly basis to prepare their position for oral arguments.
- **Building a Writing Portfolio:** Students complete a writing portfolio that includes their argumentative writing and reflection journals.

NASA Satellite and Education Conference: A team of 5 students accessed and analyzed satellite imaging data to determine the effects of Urban Heat Islands, locally. Students created a presentation and presented data and findings at an international, NASA/JPL sponsored conference.

COPPA Elite: COPPA Elite provides student mentoring to enhance positive attitudes in communication, problem solving, and life/social skills. Students are given strategies to direct positive attitudes to correct inappropriate behavior.

Parent/Family Literacy Nights: Since parents are an integral part of student learning, COPPA offers Family Literacy Nights to provide formal instruction and resources on:

- Reading and math
- Data and assessments
- STEAM
- Technology
- Leadership

Cycle of Continuous Improvement

Critical to the implementation of any school improvement plan is the overarching system of progress monitoring and a cycle of continuous improvement. The COPPA Leadership Team engages in quarterly progress monitoring and stakeholder engagement aligned to its Local Control Accountability Plan. Each quarter, COPPA leaders collect and present timely data aligned to the school's goals and plans and present updates on progress toward goals to a variety of stakeholders, including staff, parents, and the Board of Directors. Stakeholder groups engage in discussion to provide input on school plans moving forward based on the data reviewed. This process ensures that school improvement efforts are not static but evolve over time with stakeholder input in response to relevant data on the effectiveness of programs and achievement of the goals.

COPPA LCAP Stakeholder Engagement Scope and Sequence 2018-19:

Optimal Timing	Theme	Focus Areas
Beginning of Year: August	Overview	Review Key Components of School Plan and Recent Data SBAC Results, Metrics
Quarter 1: October	Reviewing and Discussing Data	Recent Data, CA Local Indicators Demographics, Per pupil funding, per goal funding, and actions/services per goal
Quarter 2: January	Reviewing and Discussing Data	CA School Dashboard Fall 2018 Release Recent Data—NWEA, Chronic Absenteeism
Quarter 3: May	Gathering Input	Recent Data and Proposed Changes
Quarter 4: June	Proposed Changes and Adopt	Review 18-19 Update and 19-20 Proposed Plan

Appendix: Key Performance Indicator Templates



Leadership Responsibilities and Key Performance Indicators: [Reading Specialist](#)

achieved, in process, needs to be completed, urgent need			
Aspect of Responsibility: <ul style="list-style-type: none"> · Provide curriculum support and training for all teachers through modeling and coaching instructional methods in a variety of settings (whole group and small group) and provide follow-up support for Guided Reading and Daily 5. · Conduct classroom visitations and provides feedback to teachers and administrators on the school's literacy program. · Maintain comprehensive inventory and organized system in an accessible location for the storage and circulation of reading materials and resources. · Assist with the planning and delivery of parent workshops and informational sessions involving the guided reading program. · Level students in all assigned grade levels. 			
Specific details of responsibility (expand boxes as necessary)	Target short- term (with date)	Target mid-term (with date)	KPI long- term (with date)
1. Assessment Implementation LCAP Goal: High quality comprehensive instruction			
2. Data Tracking & Reading Intervention LCAP Goal: SEL			
3. Training Teachers on Instructional Approaches			
4. Managing materials and creating access			

Leadership Responsibilities and Key Performance Indicators: [Reading Specialist \(4-6\)](#)

Specific details of responsibility (expand boxes as necessary)	Target short- term (with date)	Target mid-term (with date)	KPI long- term (with date)
1. Provide curriculum training and support for all teachers.			

School Priority: Professional Development			
2. Student Assessments (Guided Reading Leveling)			
School Priority: Assessment Systems			
3. Plan and Conduct Parent Workshops			
School Priority: Parental involvement/support			

Leadership Responsibilities and Key Performance Indicators: Math Specialist

achieved, in process, needs to be completed, urgent need			
Specific details of responsibility (expand boxes as necessary)	Target short-term (with date)	Target mid-term (with date)	KPI long-term (with date)
<p>1. Maintain an organized system and accessible location for the storage and circulation of math materials. Maintain a comprehensive inventory of instructional materials/supplies.</p> <p>School Priority: Organization and availability of essential math manipulatives and literature.</p>			
<p>2. Identify curriculum related material, provide curriculum support and training for all teachers.</p> <p>School Priority: Math Readiness</p>			
<p>3. Participate in collaborative instructional planning. Then model and coach instructional methods in a variety of settings while providing follow-up support.</p>			

School Priority: Consistent/Paced/Progressive Teaching			
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Leadership Responsibilities and Key Performance Indicators: **Data and Assessment Specialist**

achieved, in process, needs to be completed, urgent need			
Specific details of responsibility (expand boxes as necessary)	Target short-term (with date)	Target mid-term (with date)	KPI long-term (with date)
<p>1. To create an assessment calendar that identifies all school wide assessments. Ensure that all staff meet these deadlines.</p> <p>School Priority: COPPA will provide a high quality and comprehensive instructional program that produce college and career ready students.</p>			
Observations & Reflection			
<p>2. Use data to identify student areas of growth and academic proficiency, by facilitating collaborative planning for utilization of all data, both vertically and with grade levels.</p> <p>School Priority: All stakeholders will help develop and nurture the "whole child" by identifying the gifts, talents, and abilities within each student and use their strengths to promote greater academic achievement and social emotional development.</p>			
Observations & Reflection			
<p>3. Use Illuminate or software program for data collection. Analysis and</p>			

<p>develop students' individual capacity to be intrinsically motivated to perform well on assessments.</p> <p>School Priority: All stakeholders will help develop and nurture the "whole child" by identifying the gifts, talents, and abilities within each student and use their strengths to promote greater academic achievement and social emotional development.</p>			
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Leadership Responsibilities and Key Performance Indicators: Assistant Principal and Instructional Leader

achieved , in process , needs to be completed , urgent need			
Specific details of responsibility (expand boxes as necessary)	Target short- term (with date)	Target mid-term (with date)	KPI long- term (with date)
<p>1. Leadership: There will be a fully understood process for PLC's that is used regularly and consistently</p> <p>School Priority: Goal 1</p>			
<p>2. Standards and Instruction: Ensure that 100% of planning and instruction is standard based and driven by student need, fully incorporating ongoing assessments.</p> <p>School Priority: Goal 1</p>			
<p>3. Data and Evidence: 100% of teachers will create SMART goals for classroom instruction that are specific to end of year and interim assessments</p>			

School Priority: Goal 1			
4. 100% of teachers are using an Instructional Learning Cycle in regular collaborative meetings that follow an organized process in order to improve student learning and classroom instruction.			
School Priority: Goal 2			



Children of Promise Schools
 3130 West 111th Place Inglewood CA 90303
 Business Office: 310-677-3045
 School Office: 424-750-9517

February 4, 2019

Thelma Melendez de Santa Ana, Ph.D.

INGLEWOOD UNIFIED SCHOOL DISTRICT
 401 S. INGLEWOOD AVENUE, INGLEWOOD, CA 90301

RE: 2018 CAASPP Scores, children of promise preparatory academy

Dear Dr. Melendez,

Thank you for your correspondence regarding the Inglewood Unified School District's ("District") review of the 2018 California Assessment of Student Performance and Progress ("CAASPP") results for students attending Children of Promise Preparatory Academy ("COPPA").

We are aware that the District serves as the authorizing agency for COPPA and is responsible for determinations regarding renewal of COPPA's charter.

Per your letter dated December 17th, 2018, COPPA must meet at least one of the several criteria for student achievement to be eligible for a charter renewal. One criteria is whether the academic performance of students attending COPPA is "at least equal to" the academic performance of District students, **taking into account pupil population composition.** (Ed. Code 47607(b)(4)(A).).

Your letter stated that 30.01% of Districts students are meeting or exceeding the ELA achievement standards, as compared to 19.61% at COPPA, and 18.9% of District students meeting or exceeding the math standard, as compared to 11.65% at COPPA.

However, if we take into account pupil population composition, only two non-charter District schools qualify as comparison schools.

SCHOOL	% African American	% Hispanic/Latino	% FRPM	% English Learners	Grade Levels Served
Children of Promise Preparatory Academy	75%	23%	65%	11%	K-8
Warren Lane Elementary	83%	11%	78%	6%	K-6
Frank D. Parent	81%	16%	72%	6%	K-8
District	40%	57%	82%	27%	K-12

COPPA's performance is at least equal to at least one district comparison school, schoolwide and for most significant subgroups, when gauging performance by the percentage of students meeting or exceeding the standard on the SBAC.

2018 SBAC ELA % Met/Exceeded	Schoolwide	African American	Hispanic	Economically Disadvantaged	English Learners
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COPPA	20%	14%	33%	21%	21%
Warren Lane Elementary	21%	20%	29%	19%	45%
Frank D . Parent	33%	32%	39%	31%	21%
District	30%	29%	31%	29%	15%

2018 SBAC Math % Met/Exceeded	Schoolwide	African American	Hispanic	Economically Disadvantaged	English Learners
COPPA	12%	9%	21%	4%	11%
Warren Lane Elementary	15%	13%	27%	2%	36%
Frank D . Parent	16%	16%	14%	4%	15%
District	19%	16%	20%	5%	11%

For the CA School Dashboard Academic Indicators, COPPA received the same color designation as the district, schoolwide and for African American and socioeconomically disadvantaged students, and its Hispanic/Latino students outperformed the district in both ELA and math.

2018 Academic Indicator - ELA	Schoolwide	African American	Hispanic	Socio-economically Disadvantaged	English Learners
COPPA	ORANGE DFS: -74.6 Increased 30.5	ORANGE DFS: -85.4 Increased 30	YELLOW DFS: -39.9 Increased 41.6	ORANGE DFS: -75 Increased 31.9	DFS: -43 Increased 44.8
Warren Lane Elementary	ORANGE DFS: -75.3 Increased 29	ORANGE DFS: -74.3 Increased 31.5		ORANGE DFS: -81.4 Increased 27.1	N/A
Frank D . Parent	ORANGE DFS: -52.4 Declined -11.1	ORANGE DFS: -59.5 Declined -16.5	YELLOW DFS: -14.4 Increased 13.7	ORANGE DFS: -56.1 Declined -8.2	DFS: -33.3 NA
District	ORANGE DFS: -56.6 Maintained -1.2	ORANGE DFS: -65.8 Maintained -2.8	ORANGE DFS: -52.6 Maintained -0.9	ORANGE DFS: -56.5 Maintained 0	ORANGE DFS: -66.2 Maintained 1.2

2018 Academic Indicator - Math	Schoolwide	African American	Hispanic	Socio-economically Disadvantaged	English Learners
COPPA	ORANGE DFS: -99.3 Increased 14.6	ORANGE DFS: -110.2 Increased 7.3	YELLOW DFS: -58.7 Increased 51.2	YELLOW DFS: -94.1 Increased 23.2	DFS: -92 Increased 30
Warren Lane Elementary	ORANGE DFS: -99	ORANGE DFS: -99.9		ORANGE DFS: 101.1	N/A



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	Increased 33.3	Increased 35.2		Increased 37.7	
Frank D . Parent	YELLOW DFS: -88 Increased 4	ORANGE DFS: -90.1 Maintained 0.2	YELLOW DFS: -71.4 Increased 32.9	YELLOW DFS: -93.7 Increased 5.2	DFS: -91.3 N/A
District	ORANGE DFS: -89.1 Maintained 0.6	ORANGE DFS: -104.2 Increased 4.1	ORANGE DFS: -82.7 Maintained - 1.4	ORANGE DFS: -88.2 Maintained 1.4	ORANGE DFS: -87.9 Maintained - 0.5

We are excited about the progress we have made in Math and ELA on the SBAC. As illustrated above, every significant subgroup increased their Distance from Standard from 2017 to 2018 in both ELA and math.

Currently this year, ***over 56% of our students are meeting their growth goals in Math*** as measured by the nationally normed MAP benchmark assessment, created by the Northwest Evaluation Association (NWEA).

In addition, only **27%** of our elementary and **18%** of middle school students are Inglewood residents (less than 100 students). Most of our students come from Los Angeles, Watts, and Compton. This causes minimal financial impact on the IUSD budget.

At COPPA, our mission is centered around the following three areas:

- Delivering **Instructional Excellence** that equip our students for academic success
- **Empowering** our students with the confidence for lifelong success
- Developing the **Leadership skills** of our scholars to enable them to fulfill their destiny

We have re-organized an instructional team which includes a strong academic leader who was a former CAO, and an Executive Director that has significant experience in academic turn-around work.

This team has developed a strategic plan focused on academic improvements with a laser focus on intervention and prevention strategies. The core of the academic plan is based on common core standards and data driven instruction, utilizing NWEA Benchmarks, Tools of the Mind Curriculum for TK and Kindergarten, and Swun Math curriculum for K-8th grades.

The following are highlights of key elements of COPPA’s academic plan:



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- Implementation of lesson plans designed with an increase of rigor and on-going assessments, using data to drive instructions from quarterly data results.
- Creation of an instructional leadership team that comprises of teachers collaborating on grade levels on key standards.
- Identification of students who are struggling and are providing interventions through Saturday School and COPPA's After School Program.
- Hiring of a designated EL Coordinator for targeted EL instruction to increase re-designation with a focus on writing.

We know that the District appreciates our commitment to the academic success of students at COPPA and look forward to continuing to work collaboratively with you. We are excited about the upcoming renewal and would like to schedule a tour of our new program including the meeting to showcase the many whole-child initiatives at COPPA.

Sincerely,
Carleton Lincoln, Ed.D.
Chief Executive Officer and Founder
Children of Promise Preparatory Academy

Inglewood school and students pay homage to a music teacher killed by a suspected street racer

By HAILEY BRANSON-POTTS
MAR 03, 2016 | 8: 39 PM

The song was upbeat, but the kids had tears in their eyes.

As the students of Children of Promise Preparatory Academy in Inglewood played their favorite tune — Queen's "We Will Rock You" — on clarinets and trumpets, the music teacher they loved so much wasn't there.

In the audience instead was his weeping family.

At Children of Promise, a charter elementary school with a fledgling music program, students are still coping with the loss of their biggest fan, music teacher Benny Golbin. He was killed near the school in January when a suspected street racer lost control of his car in midday traffic on Crenshaw Boulevard and sheared off the top of Golbin's car.

The school paid homage to him Thursday, renaming its music classroom the Benny Golbin Music & Arts Center and announcing a scholarship in his name. Administrators vowed that the music program, which Golbin helped start, would continue.

"It's still new to us to have a music department," Principal Trena

Thompson said in a morning ceremony. "But we know it's something our kids need. We know it's something that teaches them discipline. And it's something we're fighting to keep."



Sheri Kessel, center, hugs Hawthorne Police Officer Sean Judd at Children of Promise Preparatory Academy in Inglewood, which renamed its music classroom in honor of Kessel's son Benny Golbin. (Francine Orr / Los Angeles Times)

1 / 13

The school started its music program three years ago with donated instruments so families wouldn't have to shoulder the cost, Thompson said. Every student takes music classes.

Golbin, 36, taught trumpet and clarinet to fourth- through seventh-graders. His family on Thursday donated his personal baby grand piano to the school, with his sister, Carli Golbin, attaching a small plaque above the keys: "In memory of Benny

Golbin, 1980-2016."

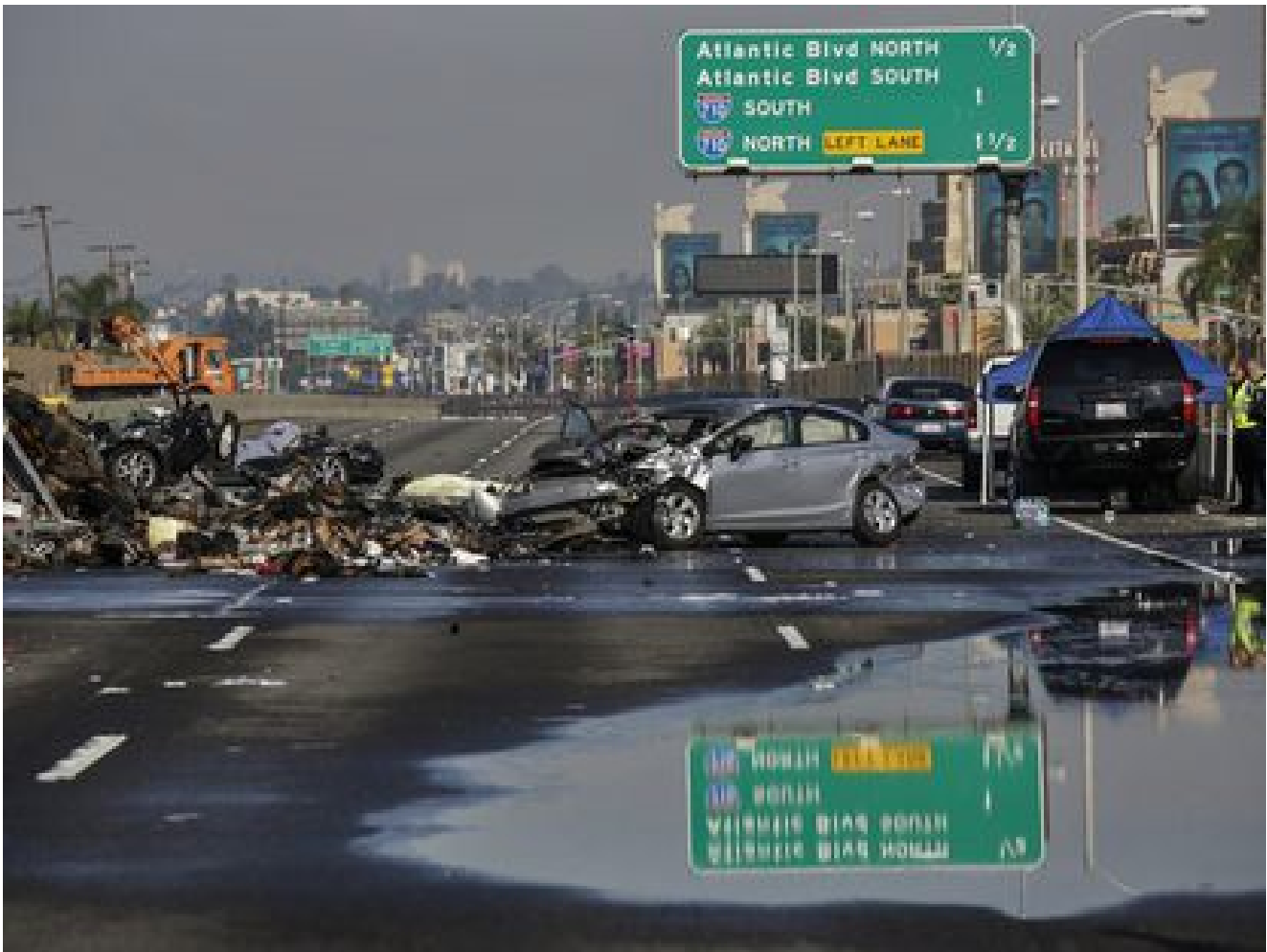
Hearing his young students play, she said, recalled her childhood, when she and her brother performed on stage, and nothing but the music mattered.

"It just seemed appropriate that his piano be here with his kids," she said softly.

Students performed in a room decorated with music notes and treble clefs. A boy and girl waltzed to a recording of Golbin on saxophone, playing a song he wrote for his sister's wedding. Nine-year-old Aaliya Allen-Wilson, in a lacy white dress and a pair of Mary Janes, clutched a microphone in both hands, singing lyrics to Mariah Carey's "Hero": "And then a hero comes along, with the strength to carry on. And you cast your fears aside, and you know you can survive."

Students read messages for Golbin: "The first time I learned a note, I was actually fussing and having a hard time," Sabrina Rivera, 12, said. "And then Mr. Golbin told me to try it until I got it right. When I got it right, I felt like I could do anything."

"You were patient with me," a young boy said. "I never got the chance to say thank you."



Deadly street racing fueled by social media, popular culture, police say

FEB 29, 2016 | 10: 40 AM

Two men have been charged with murder in Golbin's death. Alfredo Perez Davila, 23, of Hawthorne, and Anthony Leon Holley, 40, of Lynwood, have pleaded not guilty.

When Hawthorne Police Officer Sean Judd, who is investigating the case, quietly entered the room Thursday in uniform, Golbin's mother, Sheri Kessel, wrapped her arms around his neck, hugging him close.

It's been so hard, she said, and every mention of street racing in the news hurts. When she heard three people were killed in Commerce last week in a crash blamed on racing, she said, she cried.

"It just stabs me in the heart every time I hear about another street racer who killed somebody," she said.

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Twitter: @haileybranson



Hailey Branson-Potts

Hailey Branson-Potts is a Metro reporter for the Los Angeles Times who joined the newspaper in 2011. For The Times, she covered Hurricane Harvey, the mass shooting at a country music festival in Las Vegas and deadly tornadoes in Oklahoma. She also covered the Los Angeles Dodgers' 2017 and 2018 World Series runs, profiling diehard fans from across the country. Branson-Potts was part of the team that won the 2016 Pulitzer Prize for breaking news for its coverage of the San Bernardino terrorist attack. She grew up in the small town of Perry, Okla., and graduated from the University of Oklahoma.

ANGELS PITCHER TYLER SKAGGS HAS DIED AT AGE 27



Angels pitcher Tyler Skaggs has died at age 27



Kawhi Leonard's waiting game raises the stakes for Lakers and Clippers



Ayoola Ajayi, suspect in killing of Marissa Alexander, lived a life c



CALIFORNIA LOCAL

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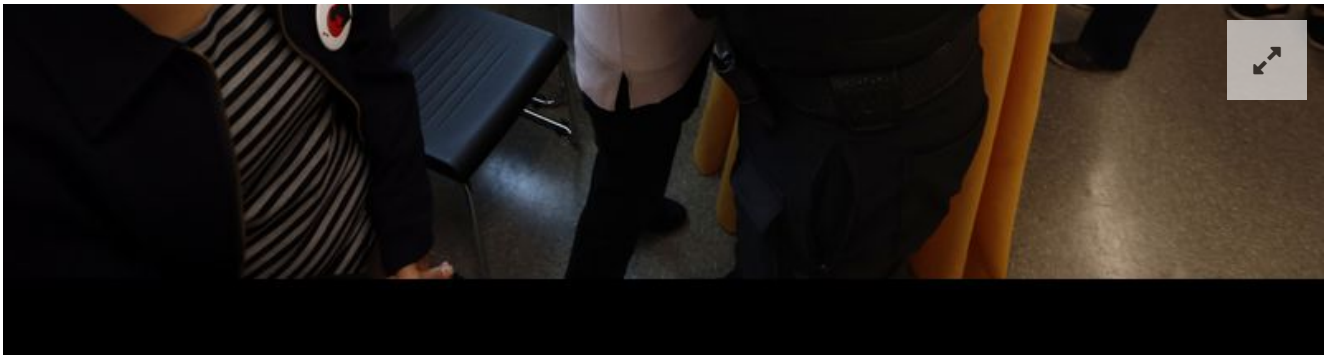
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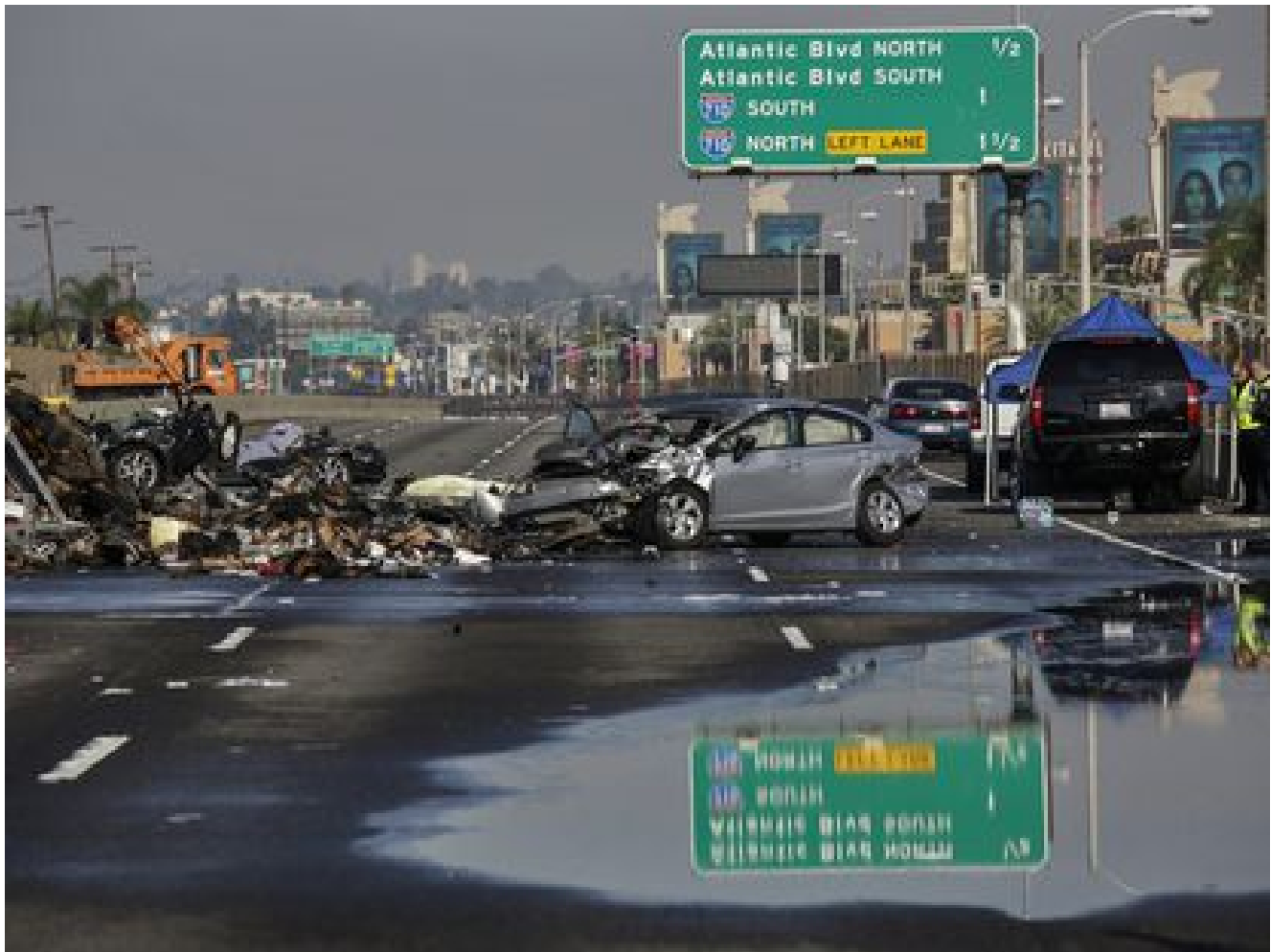
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Hailey Branson-Potts



Hailey Branson-Potts is a Metro reporter for the Los Angeles Times who joined the newspaper in 2011. For The Times, she covered Hurricane Harvey, the mass shooting at a country music festival in Las Vegas and deadly tornadoes in Oklahoma. She also covered the Los Angeles Dodgers' 2017 and 2018 World Series runs, profiling diehard fans from across the country. Branson-Potts was part of the team that won the 2016 Pulitzer Prize for breaking news for its coverage of the San Bernardino terrorist attack. She grew up in the small town of Perry, Okla., and graduated from the University of Oklahoma.

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JUN 26, 2019



Highlights from Night 1 of the first Democratic debates

Los Angeles Times political reporter Seema Mehta breaks down the first of two Democratic presidential debates this week.



Highlights from Night 1 of the first Democratic debates
Jun 26, 2019



Analysis: Democratic debate, Night 2
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Attachment 8 - 2019-20 Ineligibility Letter July 26, 2019

CALIFORNIA SCHOOL FINANCE AUTHORITY

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July 25, 2019

Kennedy Hilario, Chief Business Official
Children of Promise Preparatory Academy
3130 West 111th Place
Inglewood, CA 90303

Dear Kennedy Hilario:

Thank you for your interest in the Charter School Facility Grant Program (Program). Unfortunately your application, on behalf of Children of Promise Preparatory Academy, (CDS 19646340121186) was deemed ineligible for a grant at this time. Representatives from Inglewood Unified provided certification stating that Children of Promise Preparatory Academy is not in good standing and / or not in compliance with its charter. For this reason, Children of Promise Preparatory Academy is ineligible to receive 2019-20 Program Funds.

Pursuant to Section 10170.3(f) of Program regulations, a charter school is eligible for a grant if the charter school is in "good standing with it's the chartering authority and is in compliance with the terms of its charter at the time of application submission, and without interruption throughout the term of the grant."

Children of Promise Preparatory Academy shall have 30 calendar days in which to cure this status with your chartering authority. Pursuant to Section 10170.10(f), Children of Promise Preparatory Academy may request a single extension of up to 30 calendar days. The California School Finance Authority is unable to intervene with any issues between charter schools and their chartering authorities. If Children of Promise Preparatory Academy is able to restore its status to good standing it will once again be eligible to receive grant funds provided it meets all other eligibility requirements. If the charter school is unable to cure this status an appeal for reconsideration of eligibility may be sent to the Authority no later than 30 calendar days (60 calendar days if an extension was granted) from receipt of this notice.

Should you have any questions or need additional information, please feel free to contact Ian Davis at (916) 651-7712 or Anne Osborne at (916) 651-7716.

Sincerely,

Thomas Dear
Staff Services Manager II