

Kuumba Academy Charter School RENEWAL APPLICATION

September 30, 2013



**519 N. Market St
Wilmington, DE 19801**

DE Department of Education
Charter School Office
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I. Overview

1.1 a

BASIC INFORMATION	
Name of School	Kuumba Academy Charter School
Year School Opened	2001
Grade Level(s) in 2012-2013 and additional grade levels approved to be served in the next charter cycle	2012-2013: Kindergarten through Grade 6 2013-2014: Kindergarten through Grade 7 2014-2015: Kindergarten through Grade 8 2015 through 2018: Kindergarten through Grade 8
Current Enrollment	298 (September 2013)
Approved Enrollment	295 for 2013-2014 school year
Current Waiting List by Grade	Kindergarten: 35; First Grade: 15; Second Grade: 10; Third Grade: 12 Fourth Grade: 8; Fifth Grade: 15; Sixth Grade: 5
School Address(es)	519 N. Market St. Wilmington, DE 19801
District(s) / Region of Residence	KACS is located in the City of Wilmington within the Christina School District
Website Address	http://kuumbaacademy.org
Name of School Leader	Sally Maldonado
School Leader Email and Phone Number	smaldonado@kuumba.k12.de.us ; 302-472-6450 ext. 14
Name of Board President	Dr. Joan F. Coker
Board President Email and Phone Number	Jfcoker14@yahoo.com ; 302-472-6450

b)

CURRENT YEAR ENROLLMENT & DEMOGRAPHIC INFORMATION	
Total Enrollment	298
# of Students on Waiting List	100
Gender	
# Male	135
# Female	163
Ethnicity/Race	
# White	2
# Black	184
# Hispanic	10
# Asian	2
# Other	
# Multiracial	
Special Populations	
# Students with disabilities ()	16
# English Language Learners	1
# Eligible for Free and Reduced Lunch	263

1.2 Educational Program Overview

- a) Describe the school's educational philosophy and any unique and innovative features in the educational program. Unique and innovative features may include, but are not limited to, curriculum, instruction, school culture and discipline, community and parental involvement, teacher and staff development, school operations and management, and extra-curricular or after-school programming.

Kuumba Academy Charter School (KACS) is one of Delaware's premier schools of choice for parents seeking an academic environment that values parents as key partners in the education of their children. A community-based organization Kuumba Academy Charter School and our partner organization *Christina Cultural Arts Center (CCAC)* form a unique non-profit public school partnership committed to educational excellence. Through the innovative union of academics, arts, technology and family engagement, each individual's learning style is nurtured resulting in creative learners who are positive agents of change in the community.

Teaching strategies honor the individual learning style of each student, and utilize the arts as a tool for learning. Taken from a Kiswahili word meaning creativity, Kuumba Academy Charter School's core educational belief is that parents are the primary educators of children. Together parents, teachers and children create a circle of learning designed to result in high achievement

In addition to the comprehensive academic program integrating the arts, technology, foreign language and the study of world culture, the school provides a federally funded food program, after school extended learning, an extensive summer program, and extensive student/family services.

The KACS board and staff are closely bound together by a shared belief and core philosophy – that parents are the primary educators of children. Children at-risk for academic failure can indeed be high achievers and change agents in low-income communities when parents and teachers engage students in a culturally relevant, community education model. KACS is a positive, orderly, well-organized community school. Every student is in uniform, school rules are enforced, a high expectations culture is evident, creativity is highly-valued and academic rigor is the norm. We are relentlessly focused on student achievement. Features of the school that are considered innovative, unique or integral to fulfilling the school's mission and philosophy include the following:

KACS Instructional model

There are 5 elements essential to the Kuumba mode:

1. **Student centered instruction:** Kuumba recognizes that each child has unique and changing needs. Our teachers and staff are committed to modifying their instruction to meet each student where they are to help them excel and expertly integrate the following:

- ✚ Data driven decision making
- ✚ Rigorous and transparent learning targets
- ✚ Technology and arts integration
- ✚ Rigorous standards based instruction

2. **An innovative combination of Arts and Academics:** Kuumba Academy teachers and staff recognize the need to integrate the visual and performing arts as critical components to educating the whole child that addresses the intellectual, physical, and emotional well-being of our students

- ✚ Unique non-profit partnerships to support the arts based instruction
- ✚ Arts Education is for every student, every day
- ✚ Core curriculum integrates academics, arts and world culture
- ✚ Student performances and exhibitions celebrate student accomplishments

3. **Core Values:** At Kuumba Academy, we subscribe to the seven Nguzo Saba principles: Umoja (Unity), Kujichagulia (Self-Determination), Ujima (Creative Work & Responsibility), Ujamaa (Cooperative Economics), Nia (Purpose), Kuumba (Creativity), and Imani (Faith). We believe that young people who incorporate these values in their lives will be better prepared to achieve academically and to become productive, caring citizens who will make a positive contribution to their individual communities and to the larger society.

- ✚ Vision and Culture are clear and reinforced
- ✚ Parents and community are key partners
- ✚ Expectations are clear, high and consistent
- ✚ Emphasis on the whole child

4. **Professional Learning Community:** Kuumba Academy teachers and staff are committed to on-going professional growth and development. Continuous improvement is expected and supported

- ✚ Mentoring and classroom coaching
- ✚ Focused and systematic professional development
- ✚ Collaboration and sharing of best practices is expected and supported
- ✚ Teacher Leadership and empowerment
- ✚ On-going university and educational partnerships to strengthen best practices

5. **Parents as Partners:** Kuumba Academy recognizes parents as their child's primary educator and the key to student success.

- ✚ Active parental engagement and involvement at the classroom, school and board level
- ✚ Leadership and decision making opportunities
- ✚ Collaborative goal setting process at the individual and school level

Innovative Math Curriculum

Since 2007, KACS has successfully implemented the research-based *Singapore Math* program, which is a replication of how students in Singapore learn math and is in full alignment with the Common Core State Standards. *Singapore Math* uses an approach that moves from representing mathematical concepts in concrete ways, into using a pictorial modeling, and finally using that foundation to represent abstract thinking. This provides a process for students to solve multi-step problems. While *Singapore Math* does have an emphasis on computational skills, it also encourages an active thinking process, communication of mathematical ideas, problem solving, and strategic thinking processes so that students are developing the foundation they need for more advanced mathematics. The program emphasizes mental math and the model drawing approach so that students are able to build connections between mathematical concepts. *Singapore Math* books, especially in the lower grades, focus on covering less material with greater depth.

Singapore Math for middle school, called *Elementary Mathematics*, follows a more integrated approach, where concepts and examples from algebra and geometry are introduced progressively at each grade level, building on the foundation set in grades K-5 and preparing students for more advanced math. The content framework for the K-8 Singapore Math program covers topics in increasingly advanced detail in successive grades, building KACS students' expertise with mathematics through the K-8 continuum.

District and Community Partnerships

In keeping with the original intent of Delaware Charter Law, KACS has partnered with both Red Clay and Brandywine School Districts to train teachers and math coaches in the implementation of Singapore Math Strategies. KACS coaches and staff have provided training for both teachers and parents of the Brandywine School District.

In addition to partnerships with local districts around math instruction, KACS has also partnered successfully with the Delaware Math and Science Foundation to advance our implementation of the Singapore Math curriculum. Christina Cultural Arts Center, our partnering organization, has been the lead in providing Arts Integration training support to all KACS in partnership with the Christina School District. Other notable Arts partnerships include the Delaware Art Museum. Over the last 5 years, the Art Museum has been a critical partner providing all of our students the opportunity to study and create Art at the Delaware Art Museum.

Extended Learning Opportunities: Summer Academy and After School Enrichment

KACS offers new and returning students additional academic support through a seven-week, full day intensive summer enrichment program. The program is designed to prevent summer learning loss, and to accelerate new and academically at-risk students' progress toward academic proficiency. The summer program is also used to acclimate new students and parents to the Kuumba culture and rigorous, arts integrated approach to learning. Summer Academy provides mentoring, educational field trips, arts-integrated instructional units and authentic arts experiences all focused on achieving academic progress in math, language arts and specific skills (engagement, initiative, communication, and relationships with adults). Similarly, the comprehensive After School enrichment program provides students with homework help, academic tutoring and an arts intensive study opportunity.

Expeditionary Learning

KACS began integrating the nationally recognized, research-based, innovative Expeditionary Learning (EL) model which organizes student learning around an experiential project-based approach into our Academic program beginning in August 2013. EL instructional practices emphasize student inquiry, critical thinking and craftsmanship, which directly align with KACS's core instructional philosophy. In the Expeditionary Learning model, students engage in original research and create high-quality academic products to share with outside audiences. Learning expeditions – deep interdisciplinary investigations of rich academic topics rooted in real life connections and experiences – bring together teachers from different disciplines, including the arts, to enrich the work of individual teachers in discipline-specific classrooms.

The EL model is an academic application of the ideas of Outward Bound, an organization that values compassion, integrity, excellence, inclusion, and diversity while seeking to develop character, leadership, and service in students as they learn through experiences that involve challenge and adventure in a supportive environment. These non-traditional approaches to learning are notably different from traditional practices and are in alignment with 14 Del. C., §501.

II. Academic Framework

2.1 Is the academic program a success?

a) Discuss the school’s academic achievement results over the last four years. How has the school performed with regards to student growth and proficiency measures over the last charter term? In the absence of expected achievement, identify proposed changes to instructional practices that your school will implement to improve the school’s academic performance and student outcomes.

During the term of this charter agreement, KACS has consistently earned a superior or commendable status from the DDOE. In 2010, Kuumba was selected as one of only five Title I schools to receive Delaware’s new federal grant award for closing the achievement gap. In 2012, Kuumba was selected to receive the recognition award from Lt. Governor Matt Denn for our work in closing the achievement gap. Kuumba Academy has made considerable progress toward closing the urban achievement gap and has outperformed district schools and state average in several grade levels and content areas for this charter renewal period.

The performance framework analysis conducted by the DDOE in 2013 indicates that our school rating is “Meets Standard.” The performance framework evaluates the school on several different criteria including the percentage of students meeting growth targets on the Delaware Comprehensive Assessment System (DCAS), the performance of students in the lowest quartile and performance against state. A summary of KACS data on the most recent performance framework for 2012-2013 is as follows:

- 80.2% of students met MATH growth targets in 2012-2013
- 72.7% of student met READING growth targets in 2012-2013
- 78.3% of lowest performing students are meeting their fall to spring DCAS growth targets in MATH; 79.3% in READING
- KACS achieved 74.3% proficiency overall in math in 2013 while the state achieved 68.9% in comparison
- KACS achieved 87.6% proficient overall in reading in 2013 while the state achieved 62.6% in comparison
- KACS Low Socio-Economic students’ 2013 proficiency rates (74.5% in math and 89.5% in ELA) are significantly higher than state average proficiency rates (58.1% in Math and 61.5% in ELA) demonstrating success with our target student population
- KACS African American students’ 2013 proficiency rates (74.5% in math and 89.5% in ELA) are significantly higher than state average proficiency rates (63.3% in Math and 62.6% in ELA) demonstrating the impact of our model with our student population

The Delaware Academic Performance Framework also shows that KACS students’ performance for 2012-2013 (74.3% in Math; 87.6% in ELA) compares favorably to schools that are demographically similar (59.0% in Math; 62.8% in ELA) as well as to Home District Schools.

A breakdown of historical performance data from 2008-2013 can be found in Appendix A.

2.2 Is the school preparing students for college and career? (For High Schools Only)

2.3 Is the school meeting its mission?

- a) State the mission of the school as it appears in your charter application. How does your school measure and track mission accomplishment?

The **Mission** of **KACS** is to be Delaware's premier arts-integrated charter school with a commitment to provide a rigorous high-quality academic program in an environment that values parents as key partners in the education of their children, honors the individuality and unique learning style of each student, and utilizes the arts as a tool for academic learning.

The following outcomes exemplify excellence in our field impacting KACS students and families:

- From 2007 to 2013, Kuumba has increased its student proficiency level in math from 49% to 74%, and increased reading proficiency from 49% to 88%, according to internal and DOE mandated assessment measurement.
- In 2010 and 2012 KACS was recognized by the DDOE for Closing the Achievement Gap earning \$200,000 in total to support additional innovative programs within the school including teacher incentives and technology
- Kuumba provided top notch teachers to train teachers and coaches in the Brandywine School District in the use of Singapore Math--- making Kuumba the only DE charter to be invited to train teachers in a traditional public district.
- According the Academic Performance Framework, KACS has exceeded standard in in both ELA and Math for the past three years when comparing KACS students to student from "similar schools demographically." This is an area that highlights the success of the Kuumba Model with our student population.

Based on the Delaware Academic Performance Framework KACS is meeting its mission relative to student achievement and growth for both general and subgroup student populations. Our overall rating is "Meets Standards". In addition to the information evaluated under the new Performance Framework, KACS has measured and tracked mission accomplishment in the following ways:

Arts Integration Practices

KACS is committed to developing and implementing a curriculum that encourages an appreciation of the arts through active participation and collaboration with the Christina Cultural Arts Center. It has long been recognized that the arts help students learn more effectively. The College Board Profile of SAT and Achievement Test takers bears this out with statistics demonstrating that students score higher on both the verbal and math testing if they have studied the visual and performing arts. The arts provide a human side to education; a side that will be continuously fostered throughout life. KACS measures progress toward Arts integration practices through walk-through, teacher feedback around Arts Integration professional development and the student showcases which highlight arts and academic integration.

III. Organizational Framework

3.1 Is the school implementing the essential terms of the charter’s education program as defined in the current charter, and complying with applicable state and federal requirements?

a) Provide specific examples of how your educational program is in compliance with instructional days/minutes requirements, the use of state assessments, Delaware content standards requirements, and providing an education and accommodations for at-risk students.

Kuumba Academy Charter School (KACS) continues to comply with all state and Federal statutes and regulations with regard to the education of students with disabilities, and remains at all times in compliance with the [Delaware Regulations Administrative Code, Title 14](#) provisions, the Individuals with Disabilities Education Act, Section 504 of the Rehabilitation Act and the Americans with Disabilities Act. Compliance has been demonstrated through regular DDOE compliance monitoring visits and desk audits. Our most recent review was conducted in July 2013. The department determined that KACS “Meets requirements” under IDEA. A copy of the recent report from the department regarding performance under IDEA is found in Appendix B.

Our curriculum has been evaluated by the DDOE and has met alignment criteria with State and Common Core Standards by content area and grade level during all recent renewals and modifications. Please see Appendix C for additional information regarding Curriculum Alignment. KACS uses Delaware’s system of assessment and accountability to monitor school progress towards content standards.

The Kuumba calendar calls for 1115.5 instructional hours and meets regulatory requirements. Therefore, meeting requirements as outlined in Delaware code.

KACS has an instructional support team in place to monitor the needs and services provided for students who are identified as at-risk. Members of the IST include, but are not limited to, the student’s teacher, the School Leader, the student’s parent/guardian, a Special Educator, School Psychologist and others who may be able to speak to the identified needs of the student, such as the school nurse, guidance counselor, reading specialist, math specialist and arts teacher.

If a student experiences difficulty with the general curriculum, the teachers will meet to discuss observations, share data, and identify interventions that will be put in place to increase student achievement in the classroom. Data will be collected during this process, with the teachers paying special attention to the effectiveness of the interventions that have been put in place. If the student’s success with the general curriculum does not increase, the teachers will bring their concerns, as well as data that reflect specific difficulties, to the Instructional Support Team (IST). In alignment with Section 504 of the Rehabilitation Act of 1973, the school provides accommodations to students that do not require special education but may otherwise qualify for additional support in the school setting. The Instructional

Support Team works with teachers and parents to identify a list of services and/or accommodations that will help qualifying students experience success in the classroom. Similar to IEP's, 504 plans are revised as necessary to meet the changing needs of the student.

3.2 Is the school protecting the rights of students with disabilities and English language learners?

a) Describe the process by which students with special needs are identified and evidence that the school is effective in providing the right resources and services for students with disabilities.

KACS is committed to serving all students including those with special education services, 504s, or designated as ELL and gifted and talented. KACS implements the Response to Intervention (RtI) process with fidelity for at-risk students. Interventions, data collection, assessment methods, and research- and evidence-based intervention strategies are well utilized and documented. For students who do not make adequate progress with the increased, targeted instruction in the third tier of the model, the Instructional Support Team, (IST) recommends that an educational evaluation be conducted to determine if there is a specific disability hindering those students' success in the general curriculum.

Because parents are true partners and play such an important role in the education of their children at KACS, conversation with parents are ongoing regarding the interventions, movement of children between tiers, and data-driven rationale for decisions. Ultimately, if deemed necessary by the IST, parental permission is solicited for the student to be tested for eligibility of Special Education Services.

KACS continues to be in full compliance with the Section 504 regulatory provision at 34 C.F.R. 104.35(b) which "requires school districts to individually evaluate a student before classifying the student as having a disability or providing the student with special education. Tests used for this purpose must be selected and administered so as best to ensure that the test results accurately reflect the student's aptitude or achievement or other factors being measured rather than reflect the student's disability, except where those are the factors being measured." A document explaining Procedural Safeguards is provided to parents as part of each meeting. Questions parents may have about the Safeguards are answered at this time.

If, prior to implementation of the full RtI process, a parent feels as though s/he would like to have his/her child evaluated to rule out the possibility of a disability as the root of his/her child's academic difficulties, parents can request, in writing, that an educational evaluation be performed on his/her child. Within forty-five (45) school days or ninety (90) calendar days, whichever is fewer, of receipt of the written parental request, the initial evaluation shall be conducted, and the child's eligibility for special education and related services must be determined at a meeting convened for that purpose.

If a student is not found to have a disability, s/he will continue to be educated in the regular education setting with supports and intensive interventions through the Rtl process. -If a determination is made that a child has a disability and needs special education and/or related services, an Individual Education Plan (IEP) shall be developed for the child in accordance with sections 20.0 through 24.0 of the Delaware Regulations Administrative Code, Title 14:900. Once a student is deemed eligible for special education services, s/he will be educated according to all state specifications of IEP components, including annual measurable goals, identified benchmarks, and necessary classroom accommodations and modifications to existing classroom practices and curricula in order for the student to receive their right to a Free and Appropriate Public Education (FAPE). In addition to accommodations and modifications present for students during the regular school year, each student will have determined by their IEP team whether or not they are eligible for Extended School Year Services, (ESY) as prescribed in 34 C.F.R. § 106 and 14 DE Admin Code § 923.6.0.

b) Describe the process by which students with English language learners are identified and evidence that the school is effective in providing the right resources and services for these students.

KACS uses the application process and information available through DELSIS to identify incoming students as potential or identified English language learners. Additional information is gathered during the application process which asks parents to identify the primary language at home. If a parent names any language other than English, the ELL coordinator will make plans to conduct a baseline assessment. The admissions team works closely with the ELL coordinator to ensure that all students are identified as early in the process as possible. In addition to information gathered through DELSIS and the application process, teachers may also make recommendations for testing to the ELL coordinator. The ELL coordinator will then begin the process of contacting parents and conducting assessments. Baseline assessments are conducted as soon as possible at the start of each school year. All qualifying students are then tested through the ACCESS statewide window each spring and the data is recorded in DELSIS. When students meet language proficiency on the ACCESS assessment, they will be exited from the program in accordance with DOE guidelines for ELL students.

3.3 Is the school monitoring and minimizing attrition rates and maintaining enrollment stability?

a) Fill in the following chart with the appropriate enrollment information over the last 4 years.

School Enrollment Trends											
	2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		
	Approved Enrollment	Sept 30 Enrollment Count	Current Waitlist								
K	37	39	38	37	38	46	38	53	38	52	35
Grade 1	42	43	47	51	50	33	45	47	50	52	15

Grade 2	53	51	38	42	43	53	47	38	43	44	10
Grade 3	46	47	51	50	36	39	41	46	44	36	12
Grade 4	39	39	44	42	46	46	40	37	42	45	8
Grade 5	36	34	37	31	42	36	44	39	38	34	15
Grade 6											5
Total	253	253	255	253	255	253	255	260	255	263	100

a) Provide information regarding the school’s attrition rate over the last 4 years (3 years if this is the school’s first renewal). Using data starting with the number of students enrolled September 30, what number and percentage of students transferred out of the school by the end of the school year?

Each year Kuumba Academy has retained on average at least 93% of our non-graduating student population. A total of fifteen students did not reenroll in our program from the 2012-2013 to the 2013-2014 school year. The fifteen included five students who moved out of the area and ten students transferred to another school in pursuit of additional or specialized programming. KACS looks to increase the variety of extracurricular programs offered to students as we expand through middle school to address this issue. The move into the Community Education Building will create more opportunities for extracurricular programming.

b) How does the school both monitor and plan to minimize attrition rates? (Attrition rate is calculated by the number of students leaving the school during the school year over number of students enrolled in the school on September 30.) Provide a summary of why students left your school.

KACS receives immediate notification of student withdraws. To ensure that attrition rates are minimal, KACS continually monitors the quality of our program through parent surveys, student achievement and parent focus groups. Parents are an integral part of our program and are able to provide feedback on an on-going basis. Most students who leave Kuumba leave due to relocation.

3.4 Is the school meeting financial reporting and compliance requirements?

a) Provide specific examples of how your school complies with applicable laws, rules, regulations and provisions of the charter relating to financial reporting requirements.

KACS meets all financial and compliance reporting requirements. KACS provides federal and state agencies with appropriate reports on a monthly, quarterly and annual basis as required. The school’s Citizen’s Budget Oversight Committee meets on a monthly basis to review the financial health of the school. KACS contracts with a Certified Public Accountant who maintains a schedule of all deliverables as it relates to financial reporting and compliance monitoring. These items are discussed on a regular basis during CBOC

meetings. KACS posts monthly financial statements and annual audits and other documents as mandated by DOE.

3.5 Is the school complying with governance and reporting requirements?

a) Provide a current organizational chart, which includes the Board of Trustees.

A copy of the current organizational chart can be found in Appendix D.

b) Provide information regarding how the Board of Trustees effectively evaluates the school administration. What policies and procedures are in place to evaluate the school leader on an annual basis?

As stated in personnel Policies manual, The Head of School is evaluated by the Kuumba Academy Charter School Board President and Human Resources Committee on an annual basis. The purpose of the evaluation is to discuss challenges, success and future goals for the organization.

c) Identify the school's plan to ensure the effectiveness of its Board of Trustees, including governance training and new member induction.

KACS board members participate in DDOE mandated trainings including finance and due process. All new board members are provided with a copy of the charter and the current performance agreement and participate in new board member training. All board members must have a criminal background check and child clearance document on file before actively participating on the board. KACS also plans to work with the Delaware Charter School Network (DCSN) in order to access the Achieving Charter Board Excellence training that will be made available to all schools through Delaware Alliance for Non Profit Advancement (DANA). This will be available to schools beginning in Fall 2013.

The board annually evaluates its own internal operations, effectiveness and practices to ensure the school is meeting its mission specific goals and educational objectives. Using a framework based on the charter's performance agreement, measurable outcomes in the areas of enrollment, student achievement, health monitoring/records management, student retention, teacher retention, fiscal accountability, and parent satisfaction are evaluated. Annually, areas of improvement are identified and subsequently tracked monthly.

The board meets regularly at scheduled open meetings and workshops to review and discuss reports on school operations, finances and academic performance. The Head of School reports three times each year on student performance in areas such as attendance, academic achievement, and family engagement. In addition, monthly financial reports are presented to the board. Board minutes of monthly meetings are posted on the school's website and shared with staff and parents.

- c) Describe the school's plan for procedures it will follow in the event of the closure or dissolution of the school, including a plan to set aside sufficient funds to cover the salaries owed to those employees who are paid over a 12-month period.**

In the event of closure or dissolution of the school, KACS will have reserve funds set aside to ensure that all employees are paid according to their contractual agreements. All cash and cash equivalents will be distributed first to satisfy outstanding payroll obligations for employees of the school, then to the remaining creditors of the schools. The Board annually reviews its fund balance and financial projections to ensure that the reserve balance will cover such a contingency.

3.6 Is the school protecting the rights of all students and employees?

- a) Explain how the school is complying with federal Highly Qualified Teacher and Paraprofessional requirements within Title II of the ESEA. What policies and procedures are in place to ensure state certification requirements and background checks are completed?**

Kuumba places a high-priority on the attraction and retention of highly qualified certified teachers. Kuumba is committed to providing a supportive work environment for teachers that recognizes high performing teachers. If non-certified teachers are hired on emergency certification, it will be necessary for them to meet the following requirements:

- Successfully pass the PRAXIS exams
- Possess a nationally accredited degree in their core area of instruction

All professional staff are required to participate in the Delaware Education Data System (DEEDS) to ensure accurate credentialing.

Criminal background and child abuse registry checks are also required for all staff employed through contracted services agreements, and members of the school's Board.

The Head of School is directly responsible for ensuring that criminal background checks are initiated, completed, and appropriately documented prior to an individual staff member's employment.

- b) Describe how the school utilizes educator evaluation as required by state code and regulation, including how the school evaluates teachers and specialists. This should include the usage of multiple measures for student growth, and a state-approved system for appraising teacher and specialist performance.**

KACS has used the DPAS II system to evaluate teachers and specialists. DOE officials have reviewed the school's implementation of the DPAS II system during the term of this charter renewal and have found KACS to be in compliance. In September 2013, KACS received approval from the DOE for a minor charter modification to implement an alternative educator evaluation system named the Teaching Excellence Framework (TEF). This framework will increase the frequency of

teacher observations and feedback cycles and will provide teachers with at least 10 observations per year. Teacher performance under component 5 will continue to be evaluated using the DOE guidelines. The purpose of the TEF is to foster a more rigorous culture of continual professional growth. A copy of the approval letter can be found in Appendix I.

- c) Explain how high expectations are communicated to both students and teachers and how the school’s policies foster a positive school culture that allows for the fulfillment of the schools mission/educational goals. Evidence should include levels of disciplinary referrals, class attendance, and participation in school events and activities.**

KACS conveys high expectations for students, staff and parents through our Parent and Student Handbook, Code of Conduct, and other modes of communication including but not limited to daily interactions in the school environment. As discussed in section 1.2. KACS is a positive, orderly, well-organized community school. Every student is in uniform, school rules are enforced, a high expectations culture is evident, creativity is highly-valued and academic rigor is the norm. We are relentlessly focused on student achievement. During the term of this agreement, KACS has had any not reportable incidents related to attendance. On average, KACS average daily attendance rate is 96%. School wide events such as our annual May Day celebration, spring musical and annual Kwanzaa celebration are well attended by students, parents and community members.

Average Daily Attendance:

During the term of this agreement, KACS has had any not reportable incidents related to attendance. On average, KACS daily attendance rate is 96%.

Reportable Incidents:

Each year, staff and students are trained in the PBS system. KACS has a PBS team that meets on a bi-weekly basis to manage, implement and evaluate the effectiveness of the school wide PBS plan. The PBS team consists of classroom teachers, parents, the school nurse and members of Administration. The PBS plan and expectations are outlined in the student handbook and code of conduct. Each year these documents are reviewed with students and parents during the first week of school.

Parent Satisfaction Surveys

KACS measures parent and student satisfaction using formal and informal methods. Surveys are administered twice annually. Student retention and parent participation in school-sponsored activities are also important indicators of satisfaction.

Data is compiled, reviewed and shared during a public board meeting. Parent input is used to shape program enhancements on an annual basis.

- d) Describe your school’s admissions and enrollment practices and the actions your school has taken to ensure compliance with 14 De/ C. §506.**

The school's admission and enrollment practices comply with Delaware Code. The school uses a lottery when necessary with approved admissions preferences (children with siblings concurrently enrolled at KACS) to determine admittance.

3.7 How is the school ensuring compliance with regulations governing school facilities, grounds, transportation, safety and health related services?

- a) **Provide evidence that the school is complying with statutory regulations regarding school facilities, grounds, and transportation, safety and health related services (including compliance with school nurse requirements as well as school breakfast & lunch requirements).**

Facilities: Each year, elevator and fire systems are inspected. Fire-drills. Lock-down drills, and other safety drills are held on a monthly basis. In addition to periodic inspection practices required by the state and local codes and authorities, KACS has established annual maintenance, cleaning, and security services contracts for its operations. This formal approach to engaging reputable and insured firms in support of the school provides accountability and assurance that KACS's current facilities are kept in order and functioning safely and appropriately.

Transportation: The role of Transportation Coordinator is managed by the current Dean of Student Services. The Transportation Coordinator works with appropriate staff at DOE to ensure compliance with all regulations. Appropriate accommodations, as defined in a student's IEP or 504 Plan, are provided to meet the needs of all students requiring transportation. As special transportation needs are identified, the school will work with the student's parents and the transportation services company to ensure compliance with specialized transportation needs. Our current transportation vendor, First Student, is in compliance with all Delaware regulations as defined in Title 14 Section 1100.

Free and Reduced Lunch: KACS participates in the National School Breakfast/Lunch Program, and meals are prepared on-site. Meals are served on-site to all students, including those eligible for free/reduced lunches. Eligibility for free/reduced meals is determined annually during the first week of school and in accordance with established state and federal procedures. The Head of School works with the cafeteria manager to ensure that all meals are consistent with state and federal guidelines and compliant with USDA regulations.

Health and Safety: Assuring a safe and healthy environment for students and staff is of the highest importance. KACS current practices are in alignment with the health and safety requirements in the Organizational Performance Indicators recently established by DDOE. This includes all screenings and the administration of medication. All documentation is managed through eschoolplus. The Head of School maintains responsibility for oversight and management of health and safety policies and practices.

- b) **Describe your school's emergency management plan and how it aligns to statutory regulations.**

KACS has a school safety team that includes administration, teachers, support staff, and a school resource officer from the Wilmington Police Department. This team is led by a KACS administrator who works closely with DOE staff to ensure the school is in compliance with all state and federal required trainings, policies and procedures. Procedures are in place and training has been conducted for responding to a range of situations including: natural disasters, bomb threats, fires, intruders, etc.

These Board-approved policies have been incorporated, as appropriate, into the school's parent, student, and staff handbooks, and will be reviewed on an ongoing basis. Appropriate staff training is held as part of orientation programs, along with appropriate orientations for students.

4. Financial Framework

4.1 Is the school fiscally viable?

- a) Present the following information regarding your school's fiscal viability over the last four years (3 years if this is your first renewal). Please use audited financial information for the years 2009-2010, 2010-2011, 2011-2012 and 2012-2013(if available).

Kuumba Academy Financial Ratios	2009-2010	2010-2011	2011-2012	Draft 2012-2013
Current Ratio				
Current Assets	\$ 632,151	\$ 607,372	\$ 737,290	\$ 802,358
Current Liabilities	\$ 454,318	\$ 493,542	\$ 290,331	\$334,827
Current Ratio	1.4	1.2	2.5	2.4
Meets Standard	Yes	Yes	Yes	Yes
Unrestricted Days Cash				
Unrestricted Cash	\$ 489,388	\$527,363	\$684,753	\$742,352
Total Expenses	\$ 3,251,031	\$ 3,419,200	\$3,009,723	\$3,454,671
Ratio	55	56	83	78
Meets Standard	Yes	No	Yes	Yes
Enrollment Variance				
Actual Enrollment	253	253	253	263
Budgeted Enrollment	250	255	255	255
Ratio	1.012	0.992156863	0.99215686	1.031372549
Total Margin				
Net Income	\$ 48,061	\$ (75,853)	\$ 284,849	\$ (30,744)
Total Revenue	\$ 3,299,092	\$ 3,343,347	\$ 3,294,572	\$ 3,423,927
Ratio	0.015	-0.023	0.086	-0.009
Meets Standard	Yes	Yes	Yes	Yes
Debt to Asset Ratio				
Total Liabilities	\$ 454,318	\$ 493,542	\$ 290,331	\$334,827
Total Assets	\$ 804,145	\$767,516	\$ 849,154	\$862,906
Ratio	0.56	0.64	0.34	0.39

Meets Standard	Yes	Yes	Yes	Yes
Cash Flow				
Cash flow	\$ 489,388	\$ 527,363	\$684,753	\$742,352
Meets Standard	Yes	Yes	Yes	Yes
Debt Service Coverage Ratio				
Net Income	\$48,061	\$(75,853)	\$ 284,849	\$ (30,744)
Depreciation	\$ 43,224	\$48,280	\$ 48,280	\$51,316
Interest Expense				
Principal & Interest Payments				
Kuumba does not have debt	N/A	N/A	N/A	N/A
Is the School in default of Loan Covenants?	NO	NO	NO	NO

- b) Provide a summary of findings from independent audits and, where applicable, how the school developed and implemented a corrective action plan in response to audit findings. (If necessary, evidence may be attached as clearly labeled documents in the Appendix.)

KACS has had an independent audit every year. In FY11, there was a finding related to Board minutes. The school was not able to provide a copy of all Board meeting minutes. Since this finding, the school has implemented procedures to ensure that summaries of the board minutes are kept on file at the school.

- c) As an appendix, provide a budget summary, narrative, and cash flow for fiscal year 2012-2013 and the approved budget for 2013- 2014 in the prescribed DDOE format. In addition, provide projected budgets through 2018-2019 in the prescribed DDOE projection format. Do not include any reliance on outside fundraising unless the school can document that funding has been secured.

These items can be found in Appendix H.

5. Five-Year Planning

5.1 Projected Enrollment

- a) Provide a five-year enrollment chart by grade level, in the prescribed format below. Ensure that the chart allows for the natural progression of students from year-to-year.

Projected Enrollment

Grade Level	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
K	42	63	72	72	72	72
1	53	63	71	71	71	71
2	44	63	71	71	71	71
3	45	63	71	71	71	71
4	35	53	71	71	71	71
5	44	53	71	71	71	71
6	34	53	71	71	71	71
7	0	34	71	71	71	71
8	0	0	71	71	71	71
Total Count	297	445	640	640	640	640

Chart

5.2 What are the school's plans for the next five years of the charter?

a) Describe what changes and improvements the school will undertake in the next five years based on the school's examination of results and student performance outcomes.

As indicated in our most recent charter renewal application, KACS intends to expand enrollment in our elementary grades and to add grades 7 and 8 over the next two years within the Community Education Building (CEB). Since our recent charter modification approval, KACS has spent considerable time reviewing financial models and the necessary fundraising goals to support our expansion plans. Based on the impact of the cost of maintaining two locations and the competitive environment for fundraising, the decision has been made to lease one floor of the CEB. This decision will result in a reduction of projected enrollment.

We feel that this financially sound and responsible decision that will ensure the on-going success of the Kuumba school model through grade 8 over the next five years. KACS's also intends to vacate our current location at 519 N. Market Street effective June 15, 2014 and relocate our entire school community to the Community Education Building.

This is discussed in more detail in question 5.2d below.

Based on our examination of student performance outcomes and evolving state regulations, KACS will implement the following changes:

- Expand the middle school one grade level at a time over the next two years and expand the elementary program to serve a total of 640 students (from 855).
- Adjust scheduling and staff to accommodate increases in student enrollment as approved in the recent charter modification
- Continue to implement the nationally recognized Expeditionary Learning (EL) model in grades K-8 as approved in the recent charter modification.
- Implement the Teaching Excellence Framework to evaluate all teaching staff as approved in the recent minor modification.
- Implement the Common Core standards, Next Generation Science Standards and the Smarter Balanced Assessment
- Expand extracurricular programming in light of student and family request as funding allows

b) Provide goals and performance outcomes, including assessment tools and measures to be used. Provide a rationale for the identified goals and assessment measures.

Performance goals in three major areas (Academic, Financial and Organizational) are defined in the Performance Agreement provided by DDOE and can be found in Appendix G. This agreement identifies performance goals in more than 40 measures. In addition to the goals outline by DOE, the board has identified the following performance goals,

outcomes and assessments:

Goal 1: Student Achievement Over Time (Growth)

1.1 Each year, all students at KACS will demonstrate continuous improvement in Science and Social Studies as measured by the DCAS assessment.

1.2 **By the end of the third year**, 80% of students in grade K-5 at KACS will meet annual benchmark standards on the Strategic Teaching and Evaluation of Progress (STEP) assessment in Reading.

1.3 **By the end of the third year**, 80% of students at KACS will meet annual benchmarks using the DDOE Universal Screening Tool for Number Sense.

Rationale: KACS places a high priority on student growth in all core content areas.

Goal 2: Arts Integration and Expeditionary Learning

2.1 Each year, all students at KACS will participate in at least two expedition showcases which highlight an integration of the arts and academics.

2.2 Each year, as at least one expedition showcase, all students at KACS will be able to identify the impact of using an art form to enhance learning and will be able to communicate with others the relevance of the arts on lifelong learning.

2.3 Each year teachers will use arts integration strategies on a weekly basis to enhance their classroom instruction.

2.4 Each year, teachers will co-teach a unit of instruction with an arts instructor at least four times

Rationale: Arts integrated instructional strategies are an essential component of our school model and have positively impacted student outcomes at KACS. Research indicates that the arts help students learn more effectively. The College Board Profile of SAT and Achievement Test takers bears this out with statistics demonstrating that students score higher on both the verbal and math testing if they have studied the visual and performing arts.

Goal 3: Parent Involvement and Satisfaction

3.1 After the first year, and for every year thereafter, 90% of students at KACS will have participation by a parent, guardian or adult family member in at least one student exhibition/demonstration each year.

3.2 Responses to the parent satisfaction survey will indicate that 80% of parents are satisfied with KACS.

3.3 Parents, guardians or adult family members will contribute volunteer hours throughout the year to KACS.

Rationale: KACS recognizes parents as key partners in the education process. Student performance outcomes as well as current research indicate that student performance is positively impacted by parent involvement.

Goal 4: School Culture

4.1 Each year, the number of suspensions from KACS will fall below the state average for suspensions for students within each grade level.

4.2 Each year, KACS will have fewer reportable incidents pursuant to Delaware Code, Title 14, Section 41123, than the average for public schools serving the same grade levels

Rationale: KACS is committed to providing a safe and orderly learning environment as well as teaching student the Kuumba core values to ensure a positive and productive school culture.

Goal 5: Market Accountability

5.1 After the second year of operating the fully expanded grade configuration, and for every year thereafter, KACS will achieve at least 90% of enrollment allowed by the charter.

5.2 After the second year of operating the fully expanded grade configuration, KACS will re-enroll at least 90% of students from the previous year who have not moved from the area.

Rationale: KACS is committed to meeting the needs of every student family. Success in this area is measured by re-enrollment rates and demand within the market.

c) In the format below, provide any mission-specific goals that you will include in your Performance Agreement. (Please note: mission-specific goals are optional)

KACS is not including mission specific goals at this time.

d) Provide detailed information on the school's plan for any changes or improvements to its facility for the five years of the next charter. The plan should include an adequate and detailed financial arrangement and timeline for the proposed facility improvements.

KACS has a history of responsible decision-making regarding the commitment to a high quality educational experience for the Kuumba school community. The Vision Leadership Group has spent considerable time reviewing financial models and the necessary fundraising goals. It is in consideration of that history, along with the increasing competition for elementary and middle school students, the competitive environment for fundraising and the impact of the cost of maintaining two locations and multiple floors at the CEB, that the decision has been made to reduce our enrollment projection and to lease one floor of the CEB.

We feel that this is a financially sound and responsible decision that will ensure the on-going success of the Kuumba school model. KACS's intends to vacate our current location at 519 N. Market Street effective June 15, 2014.

KACS has budgeted rent and other occupancy costs at \$868,500 annually for the first floor at the CEB which measures 47,000 sq. ft... Additionally, KACS will have access to 11,704 sq. ft of additional "shared spaces" for library, cafeteria, physical education, dance space, office and counseling space. The current lease rate for tenants of the CEB is \$15/sq. ft. Detailed floor plans are included in Appendix E.

The insurance information is based on estimates on the CEB facility from the school's current insurance provider.

The school will utilize operating funds provided by the Delaware Department of Education (DDOE) and annual local revenues, per formula calculations, to pay rent and maintain the facilities. In order to ensure continued fiscal viability, the school's Financial Oversight Committee will work with the board and Head of School to regularly analyze enrollment, expenditures, and financial management practices.

While it is anticipated that state and local funds will be adequate to maintain financial solvency beyond the start up years, the board intends to aggressively implement a fundraising plan to supplement available resources for school operations. To that end, the board has contracted with Danielle Sullivan to plan and coordinate the fundraising activities. The Fundraising Plan may be found on Appendix F.

The CEB lease agreement is anticipated to be fully executed no later than December 1, 2013. Renovations to the CEB-leased facilities will be completed no later than late spring of 2014 in order that Certificates of Occupancy (CO) can be obtained by the deadlines of June 15, 2014 in accordance with Delaware charter school law and will be in full compliance with all applicable codes and regulations prior to the opening of the 2014-15 school year.

The new site will be inspected prior to opening to ensure compliance with health and safety standards. The school will operate with exterior doors locked against entrance during school hours but will allow egress as needed for safety purposes. All persons entering the building during the day must be admitted through the main entrance; visitor identification will be worn in view by non-employees.

In the interest of safety for students, staff, and visitors, 'controlled access' to the school's facility will be maintained at all times. A security system will provide visual live feeds of all building entrance locations, as well as other key spaces inside and outside of the building. All outside doors will remain locked from the outside, except during student arrival and dismissal times. Visitor access will be limited to the main entrance until proper identification and 'guest pass' procedures have been completed.