

Renewal Application - September 30, 2023



1. Overview



1.1. School Profile

Review the following information for accuracy.

Q1. Name of School

- Kuumba Academy Charter School
- Other [Please Add Correct Info in the Comment]

Q2. Year School Opened

- 2001
- Other [Please Add Correct Info in the Comment]

Q3. Fill in the school's "Current Enrollment" at the time of application submission.

Q4. Approved Enrollment

- 700
- Other [Please Add Correct Info in the Comment]

Q5. School Address



- 1200 North French Street | Wilmington, DE 19801
- Other [Please Add Correct Info in the Comment]

Q6.District(s) of Residence

- Christina School District
- Other [Please Add Correct Info in the Comment]

Q7.Website Address

- <https://kuumbaacademy.org/>
- Other [Please Add Correct Info in the Comment]

Q8.Name of School Leader

- Sally Maldonado
- Other [Please Add Correct Info in the Comment]

Q9.School Leader Email

- smaldonado@kuumba.k12.de.us
- Other [Please Add Correct Info in the Comment]

Q10.School Leader Phone Number

- (302) 660-4750
- Other [Please Add Correct Info in the Comment]

Q11.Name of Board President

- Herb Broadwater
- Other [Please Add Correct Info in the Comment]

Q12.Board President Email

- herbertbroadwaterii@yahoo.com
- Other [Please Add Correct Info in the Comment]

Q13.Mission Statement: Kuumba Academy's mission is to provide an innovative learning environment focused on the whole child, in kindergarten through eighth grade. Kuumba Academy directors, staff, and parents share a core belief that parents are the primary educators of their children. Our parents, in partnership with teachers and administrators, believe that every child can maximize his or her learning potential given the opportunity to do so.

- Correct; this is our Mission Statement



Other [Please Add Correct Info in the Comment]

Q14. The table lists any approved minor and/or major modifications over the course of the school's current charter term.

Date	Modification Request	Outcome
	Not applicable	

Correct

Other [Please Add Correct Info in the Comment]



2. Student Demographics

Q15. Review the Student Demographics table (see Resources), complete the last column, and upload the revised document.

Upload Required File Type: pdf, image, excel, word, text Max File Size: 30 Total Files Count: 1

	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
Enrollment	668	644	637	643	606
% Male	45.81%	45.65	44.43%	45.00%	46.00%
% Female	54.19%	54.35	55.57%	55.00%	54.00%
American	90.87%	90.37	89.32%	89.74%	92.00%
Indian	1.65%	1.55	1.41%	1.40%	1.10%
% Asian	0.15%	0.16	0.16%	0.16%	0.00%
o	5.54%	5.59	5.18%	4.98%	4.67%
% White	0.90%	0.93	1.73%	0.93%	0.60%
% Multiracial	0.75%	1.24	2.04%	2.80%	1.00%
Education ³	14.97%	16.15	16.33%	14.31%	18.53%
Learners	1.20%	1.71	1.57%	1.09%	0.8
% Low-Income	60.78%	55.28	53.69%	54.74%	TBD



3. School Enrollment Trends

SCHOOL YEAR	AUTHORIZED ENROLLMENT	ACTUAL ENROLLMENT	PERCENT ACTUAL ENROLLMENT	GRADES SERVED
2019-20	700	668	95.43%	K-8
2020-21	700	644	92.00%	K-8
2021-22	700	637	91.00%	K-8
2022-23	700	643	91.86%	K-8

Q16. Explain successes or challenges of implementing the school's recruitment plan.



Over the course of the charter term, KACS has maintained steady enrollment as outlined in the chart below:

	18/19	19/20	20/21	21/22	22/23
K	89	96	72	81	92
Grade 1	100	94	93	62	66
Grade 2	78	88	81	91	66
Grade 3	70	66	79	78	88
Grade 4	82	66	69	73	72
Grade 5	55	76	66	63	75
Grade 6	72	55	71	67	65
Grade 7	62	65	55	70	54
Grade 8	53	62	58	52	65
Total	661	668	644	637	643

Please note, during the 20-21 school year Kuumba did experience a decline in KN enrollment. This was attributed to uncertainty in a post-COVID world. During the 20/21 school year, Kuumba was operating in a hybrid model. KN enrollment numbers for 21/22 and 22/23 school years showed a positive trend in KN enrollment.

Over the course of the charter term, KACS has experienced consistent interest from families in our program across all grade levels.

During the 23/24 school year, KACS did experience increased challenges related to new student enrollment due to the universal application process. Many families expressed concerns over the additional steps that were required this year that had not been in place in previous school years. KACS staff did our best to support families with the additional requirements related to the universal application process. We will continue to work to alleviate barriers for families.



4. School Reenrollment Trends

SCHOOL YEAR	NUMBER OF STUDENTS REENROLLED	PERCENT OF STUDENTS REENROLLED
2019-20	513	84.38%
2020-21	544	89.77%
2021-22	537	91.64%
2022-23	513	84.65%

Q17.Explain successes or challenges of implementing the school's retention plan.

Kuumba Academy is committed to ensuring that all families who enroll are satisfied with the academic and social/emotional supports that they receive. Kuumba Academy uses focus groups, town hall meetings and exit tickets to seek parent feedback and has facilitated focus groups with parents to learn more about areas where we may improve our programming to better meet their needs. The school leadership team works with the board of directors annually on this engagement with KACS families.

Kuumba Academy begins the re-enrollment process in November of each school year and continuously reaches out to families during the re-enrollment period in an effort to retain at least 80% of our student body. For the 2023-2024 school year, KACS has re-enrolled 91% of our students from the 2022-2023 school year. Over the course of the charter term, KACS has re-enrolled 92% on average, year after year. Looking ahead over the course of the next charter term, KACS seeks to reduce overall enrollment and class sizes in order to provide more personalized attention and support to our students and families. KACS is confident that through successful implementation of the strategies outlined throughout our renewal application and the additional student and family supports in place, we will continue to see high rates of student retention year after year.

We are very intentional about engaging parents throughout the school year to ensure that they are satisfied with the academic program. The entire team works to resolve any student or parent concerns that arise throughout the year in a timely and collaborative manner. Over recent years, Kuumba academy has intentionally increased our students and family supports through partnerships with the Community Education Building Family Resource Center. We currently have student and family advocates supporting students across all grade levels and have successfully engaged the Family Resource Center team to help families with financial literacy training, job placement support, student mentors, and various other resources to address housing and food insecurities.



5. Academic Performance

Delaware operates under the belief that all schools benefit from continuous improvement – including those that receive exceeds expectations ratings – to best support all students. The Delaware School Success Framework (DSSF) (https://doewbmaster.wpsenginepowered.com/wp-content/uploads/2020/02/dssf_one_pager_final.pdf) outlines the accountability standards by which all Delaware public schools are measured. This state- and school-level data helps identify each school's needs and determine how best to support students across the state.

DSSF measures the following areas to determine school success. This annual data is publicly available on the Delaware Report Card (<https://reportcard.doe.k12.de.us/>).

- Academic achievement – Proficiency for ELA and math (grades 3-8 and 11)
- Academic progress – Growth in ELA and math (grades 4-8); includes growth of the lowest and highest performing students in a school
- School quality/student success – On-track attendance (K-12), science proficiency (grades 5, 8 and biology), social studies proficiency (grades 4, 7 and 11), college/career preparedness (grades 9-12), and on-track in 9th grade
- Graduation rates – 4-year, 5-year and 6-year adjusted cohort graduation rates
- English language proficiency (ELP) – Progress toward English language proficiency (grades 1-12)

Due to COVID-19, all school year 2019-20 assessment and accountability requirements were waived by the U.S. Department of Education. Additionally, due to the impact of COVID-19 on learning and learning environments, accountability was waived for school years 2020-21 and 2021-22. The school's assessment data is available below (see also Charter School Report Card Link (<https://reportcard.doe.k12.de.us/detail.html#aboutpage?scope=school&district=9607&school=4055>)). Attached are the school's annual reports (see also Annual Reports (<https://www.doe.k12.de.us/Page/2654>)). **Note: Assessment data is provided in lieu of DSSF results for the years impacted by COVID-19. School year 2022-23 DSSF preliminary results will be provided to renewing charter schools by September 15, 2023.**

5.1. Delaware School Success Framework

2022-23 Preliminary DSSF Data

	2019-20			2020-21			2021-22		
	Percent of Students Meeting or Exceeding Expectations			Percent of Students Meeting or Exceeding Expectations			Percent of Students Meeting or Exceeding Expectations		
	Kuumba %	District ¹ %	State %	Kuumba %	District %	State %	Kuumba %	District %	State %
English Language Arts				20.00%	33.00%	42.00%	25.95%	35.31%	42.26%
Mathematics				*	22.00%	26.00%	12.20%	24.66%	29.48%
Science				*	14.00%	22.00%	*	13.00%	19.00%
Social Studies				*	18.00%	31.00%	*	16.00%	28.00%
Chronic Absenteeism ²				43.57%	20.76%	20.31%	27.79%	25.30%	24.77%

*This data has been suppressed for student privacy.

¹ Christina School District is Kuumba's district of residence.

² Chronically absent students are those students who are missing 10% or more of school days throughout the school year. Absences may be excused or unexcused, which are determined by local board policy.

Indicators	Weight	Metric Value	Points Possible	Points Earned
Academic Achievement	30%		150	27 Well Below Expectations
Proficiency ELA (grades 3-8)	15%	24.06%	75	18
Proficiency Math (grades 3-8)	15%	11.96%	75	9
Academic Progress	40%		200	101 Well Below Expectations
Growth in ELA (grades 4-8)	15%	53.03%	75	40
Growth in Math (grades 4-8)	15%	45.73%	75	34
Growth of lowest quartile ELA (grades 4-8)	2.50%	68.68%	12.5	9
Growth of highest quartile ELA (grades 4-8)	2.50%	46.44%	12.5	6
Growth of lowest quartile Math (grades 4-8)	2.50%	63.23%	12.5	8
Growth of highest quartile Math (grades 4-8)	2.50%	32.80%	12.5	4
School Quality/Student Success	20%		75	36 Well Below Expectations
On Track Attendance (grade K-12)	10%	70.74%	50	35
Proficiency Science (Grades 5 and 8)	5%	4.98%	25	1
Proficiency Social Studies (Grades 4 and 7)	5%	N/A	N/A	N/A
Progress toward English Language Proficiency	10%	N/A	N/A	N/A
Total	100%		425	164
Overall Percentage / Rating				39% Well Below Expectations



PERFORMANCE AGREEMENT

Kuumba Academy's 2017-18 overall academic is: Approaching Expectations

- Academic Achievement: Approaching Expectations
- Academic Progress: Meets Expectations
- School Quality/Student Success: Exceeds Expectations
- Progress toward English Language Proficiency: N/A

By September 2023, our expectation is to achieve overall ratings of "Meets" or "Exceeds" standard as measured by the Delaware School Success Framework. Each year, we will show growth within our overall rating putting us on track to achieve our academic performance expectations. This progress will be monitored through our annual performance review.

Q18. Reflect on your school's academic performance in relation to the goals set forth in the performance agreement. Please reference the specific Delaware School Success Framework (DSSF) measures listed below. Highlight successes, challenges, root causes, and describe how the school will address the challenges.

- Academic Achievement
- Academic Progress
- School Quality/Student Success
- Graduation Rate (if applicable)
- Progress toward English Language Proficiency



Kuumba Academy Charter School (KACS) was founded more than two decades ago to serve children and families with the greatest need and to advocate for all children receiving an ineffective education. KACS board and staff are closely bound together by a shared belief – that all students are capable of producing high-quality work that demonstrates academic, professional, and artistic excellence. 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.

With a current overall rating of well below expectations on the 2023 Delaware School Success Framework, our entire board and leadership team are laser focused on student success. Since March 2020, our entire school community has learned to adapt to meet the vast and growing challenges faced by our school and broader community as a result of the COVID-19 pandemic. We have worked to secure additional resources and expertise for our students and families. We have developed carefully set priorities through our annual work planning process and are deeply committed to and remain squarely focused on these priorities. Over the next several school years we will provide all students with the necessary support to address their academic, social-emotional and mental health needs. We expect through consistent implementation, monitoring and course correction, these supports will increase student academic growth and achievement to pre-pandemic levels.

Over the course of the charter term, Kuumba has celebrated several accomplishments that demonstrate our continued commitment to meeting the needs of the whole child. We have launched a school-based health center in partnership with Christiana Care that provides both acute and long-term care for physical and mental health on site for our students. Our out of school time programming has significantly expanded to ensure that as many Kuumba students as possible have access to high quality after school and summer learning opportunities.

Highlights of our academic performance include:

- During the 22/23 school year,
 - 62% of students met their maps growth goal in Reading; 61% in math (as measured for our Mission Specific Goal)
 - 7th Grade students outperformed state proficiency in ELA
 - 7th grade students outperformed state proficiency in Math
 - In KN, KACS students outperformed the national average on NWEA MAPS assessment in Math
 - 1st grade and 2nd grade students were within 1 point of the national average for RIT scores in Math as measured by NWEA MAPS assessment
 - 2nd grade students were within 1.5 points of the national average in Reading as measure as measured by NWEA
 - 7th grade students were 1.1 points of the national average in Reading as measured by NWEA
 - Growth of our of lowest quartile students in ELA, exceeded growth at the state level for LQ students
- During the 21/22 school year,
 - 67% of students overall grew 3 or more microphases (up from 40% at the end of the 20-21 school year)
 - 7th grade students outperformed state proficiency in ELA
 - 6th grade students outperformed state proficiency in Math;
 - 95% of 6th grade student met math growth targets on SBAC; 67% overall met growth targets
 - 91% of all 7th grade students met ELA growth targets on SBAC; 72% overall met growth targets
- During the 20/21 school year,
 - Offered in person learning through hybrid instruction and in person learning pods for targeted students
 - >80% of students across participated in SBAC testing in grades 3rd -8th
 - 6th grade Math and 8th grade ELA students performed on par with state performance levels on SBAC
- During the 19/20 school year,
 - Provided 100% of students with chromebooks for remote learning
 - Provided hot spots as needed to over 400 families to ensure all students had access to remote learning
- During the 18/19 school year,
 - Earned a rating of Exceeds Expectations on school quality/student success on DSSF
 - Earned a Meets Expectations for academic progress on DSSF
 - Demonstrated significant gains in growth on SBAC, especially in grades 8 ELA, and math in grades 8 and 8



Our data analysis prior to school closings due to COVID-19 highlighted some promising growth because of our intentional focus during the school year. In reading, grades K, 1, 3, 7 and 8 were on track to meet end of year growth targets as measured by MOY MAPs growth data. Grades K, 7 and 8 were growing ahead of the norm group. When compared to prior year, K students were making great gains. During the 18/19 school year, K students grew 13 total points from Fall to Spring in Reading. By winter of 2020, K students had already grown a total of 14 points from the Fall. This cohort was on track to more than double their growth from the prior school year.

Challenges/Root Causes:

Since March 2020, our students and families have been significantly impacted by increased violence in our community, job loss, multi-layered changes in home environments, heightened housing insecurity, and trauma due to isolation, family illnesses, and death as a result of the impact of COVID-19 and extended school closures. In order to overcome the challenges our students and families face on a daily basis, it is critical that our students have access to active and challenging learning, high-quality SEL support, targeted academic interventions to address academic learning gaps exacerbated by COVID-19 as well as extended academic and arts based enrichment activities to keep them engaged and connected to learning and in a safe and encouraging environment beyond the school day.

Despite these expanded resources and laser focus, Kuumba still has its challenges when working to eliminate the achievement gap that persists for many black, brown and low-income students in Wilmington and across the state. While KACS has been fortunate enough to secure additional grant funding to bring additional resources to support our students and families, the resources available are still not sufficient enough to meet the needs of the student population. In order to eliminate the achievement gap, KACS students and other black, brown and low-income students across the state must grow at a rate twice that of their white and middle to high income peers. This requires a concerted and coordinated effort of talent and resources - an effort which Kuumba is committed to making.

Accomplishments: Kuumba Academy Charter School is proud of its continued persistence and commitment towards excellence in overcoming the opportunity gap that exists for many of the students that we serve. At the end of the 21/22 school year, KACS earned credentialing within the EL network for our progress with character/habits of scholarship. KACS was one of only 8 schools nationwide who earned this status. Kuumba students have been featured nationally by EL for the past three years for their work during Better World Day where the meaningful work of students to change the world is celebrated.

<https://eleducation.org/news/eight-schools-earn-the-el-education-credential-for-excellent-equitable-outcomes-across-multiple-dimensions-of-student-achievement> (<https://eleducation.org/news/eight-schools-earn-the-el-education-credential-for-excellent-equitable-outcomes-across-multiple-dimensions-of-student-achievement>)

While Kuumba Academy Charter School's overall rating on the DSSF is Well Below Standard for the 22/23 school year, it is our expectation that we will earn a rating of "meets standards" by 2028 as measured by the Delaware School Success Framework. Each year, we will show growth within our overall rating to put us on track to achieve our academic performance expectations. This progress will be monitored through our annual performance review.

KACS remains committed to being the top performing charter school in the city of Wilmington. The increased needs of students and families and the impact of teacher shortages in a post pandemic world have created challenges for the organization that we remain committed to resolving. While we are proud of the increased support and services that we have been able to provide to students and families to address their social-emotional and mental health needs, we have a significant number of students who are performing below or well below grade level who despite progress, have not demonstrated adequate growth to achieve proficiency, particularly in our lower grades.

Beyond Kuumba's testing numbers, it is also important to consider its demographics. Kuumba Academy Charter School currently serves 606 students, all of whom are considered "at-risk" across grades K to 8. KACS serves a high needs student population, many of which are coming to school one to two grade levels below and are facing two or more adverse childhood experiences,



placing them at further risk for academic failure. Nearly 100% of students have experienced at least one adverse childhood experience

As our student population continues to work to recover from the COVID-19 school closures, our instructional leadership team has identified a need to continue to focus our efforts on foundational reading and math skills for students with disabilities and trauma informed practices as we work to help students continue to re-acclimate to the school environment following the COVID-19 school closures and continue to trajectory of growth that had been established prior to the pandemic.

5.2. Supplemental Academic Performance Data

Q19. Provide any academic performance-related evidence, supplemental data, or contextual information. In this section, you may provide graphs and/or charts to supplement your narrative as Appendix 1.

Upload Required File Type: pdf, image, excel, word, text Max File Size: 30 Total Files Count: 20

Applicant Evidence :


Appendix 1 (2).pdf

Uploaded on **10/2/2023** by
Sally Maldonado

Q20. Reflect on other aspects of the school's academic performance that may not be captured by the DSSF. Highlight successes, challenges, root causes, and describe how the school will address the challenges.



Following the COVID 19 school closures, and despite our best efforts to support all students with digital support, in-person pods, and home visits, we saw a significant drop in MAP math and ELA scores over the course of this charter term. At the beginning of the 20-21 school year, only 20% of Kuumba's students were performing at the 50th percentile or above in Math, and only 17% in ELA. By the end of the 2022-2023 school year, these same indicators were at 14% for Math and 23% in ELA.

However, at the end of the 2022-2023 school year, 61% of KACS students in Math and 62% in ELA were meeting or within one growth index of their growth targets as defined by NWEAs MAP assessment. When analyzing our academic progress with the context of the DSSF, we saw the greatest gains from our lowest lowest quartile students in ELA. Our growth within this lowest quartile, exceeded that of the state's overall. This is attributed to consistent implementation of targeted interventions for students.

Additionally, 82% of students who participated in Out of School Time (OST) programming demonstrated growth over the course of the 2021-2022 school year. From this, we know that OST programs are effective in helping with academic growth for students.

Our most recent data suggests students in the elementary grades were most significantly impacted by extended school closures. The school and students are still recovering from the now over 2 year pandemic and its adverse impacts.

Over the past three school years, the Student Support Team has also experienced a 30% increase in the number of students being referred for academic and/or social emotional behavior support from 122 in the 2018-2019 to 158 during the 20-21 school year.

To address these challenges KACS will implement the following strategies over the course of the charter term:

Kuumba's Strategies for Academic Achievement Success

Kuumba is built on the strong belief that *academic success cannot be achieved without looking at the whole child*. In addition to a focus on academics, Kuumba plans to reach its proficiency goals through a focus on family involvement, staff development, school culture, and trauma & social emotional support.

- **Academic:** In the upcoming school years, Kuumba will specifically focus on growth within performance levels. By focusing on student growth, Kuumba can maximize opportunity for school-wide achievement and accomplish our goal of closing the achievement gap.
- **Family Involvement:** A focus on family involvement through building strong relationships with students and parents will allow Kuumba to stay true to its founding mission statement, which includes the following statements: "Our directors, staff, and families share the core belief that parents are children's primary educators. KACS parents, in partnership with teachers and administrators, believe that every child can maximize his or her learning potential given the opportunity to do so".
 - This will be accomplished through home visits for 100% of our families, as well as frequent and ongoing communication between families and school.
 - We will continue to create intentional opportunities for family engagement.
 - We anticipate that a higher level of family engagement will result in retaining a higher percentage of students year over year, thus having a positive impact on academic outcomes.
- **Staff Development:** We will continue to building teacher efficacy around data-driven instruction, including implementing effective lessons and differentiated instruction by
 - continuing to implement our current curriculum which provides all students access to challenging content and engaging lessons that prepare them to be successful in college and careers
 - Increasing teacher efficacy and efficiency in developing data driven MTSS plans in order to reverse the achievement gap
 - using assessments to boost student achievement
 - focusing attention on recruiting, retaining, and training high-quality teachers through ongoing coaching and our teacher evaluation process.
- **School Culture:** Kuumba will address the advancement of a positive and supportive school culture through an EL practice called Crew and by explicitly teaching our Habits of Scholarship (respect, responsibility, creativity, and persistence).
 - The structure of Crew - daily meetings to support students' learning and growth - makes time for students to build meaningful relationships with peers and the crew leader, to reflect on and monitor academic progress, and to focus on character



development. Research shows that students who feel positive and supported at school and feel a sense of belonging are more likely to succeed in school and develop the academic mindsets necessary to persevere through challenges.

- Kuumba Academy embraces the 7 principles of the Nguzo Saba, reinforcing them daily in the Kuumba pledge. Kuumba, the Swahili word for “Creativity”, represents the idea that we must “always do as much as we can, in the way we can, in order to leave our community more beautiful and beneficial than we inherited it.” Kuumba Academy also embraces the other six principles of the Nguzo Saba: Umoja (unity), Kujichagulia (self-determination), Ujima (collective work and responsibility), Ujamaa (cooperative economics), Nia (purpose), and Imani (faith). KACS uses crew, community meetings and other schoolwide events to explicitly teach and lift up these seven principles which will promote a positive and respectful school culture.
- Trauma & Social Emotional Supports: Many, if not most, of our students have experienced some sort of trauma, which interferes with their ability to focus on academics and self growth. Students returning to school following the COVID-19 pandemic were experiencing higher levels of truancy, social emotional and mental health challenges than we have experienced in previous years. It is a significant priority for Kuumba to continue to expand our capacity to provide quality trauma and social emotional support for our students.
 - We aim to focus on our students who are chronically exposed to stress and trauma, through our expanded school based health center and counseling services to provide a safe space for students to communicate feelings via group counseling, solutions-focused family consultations, and community resource referrals. We have focused on adding restorative practices and ABA therapy.
 - Kuumba’s school based health center facilitates connections between students, families, and specialists, ensuring students can receive professional support both within and outside of school.
 - 6-week summer programming which integrates academic learning for our students with weekly parent workshops, and embedded teacher professional development.
 - Kuumba promotes a safe, supportive, and healthy climate and culture within the school through the help of its culture team. This team works to ensure discipline policies are both restorative and effective, aim to keep children in the classrooms, and weave thoughtful strategies into school improvement planning.
 - Kuumba staff will participate in professional development around trauma and self-care with a focus on restorative practices. The goal is to support staff to develop a strengths-based approach to working with students.
 - Kuumba staff will closely monitor MTSS for students in grades to ensure all students are receiving quality interventions, based on their needs, creating flexible accommodations for diverse learners.
 - Kuumba will use data to identify vulnerable students and determine outcomes and strategies for continuous quality improvement - academically through EL Benchmark, NWEA’s MAP, Smarter Balanced, and progress monitoring data
 - Kuumba will promote academic success through after-school and summer out of school time programming
 - Kuumba will provide access to the Parent Resource Center, located on site, which has a food pantry, parent peer groups for support, credit card counseling, grief groups, and monthly topical discussions around finances, job placements, mental health, substance abuse, grief, and raising young men. Additionally, Kuumba has a community partnership to address some areas of trauma and mental health in general for middle school girls.

Q21. Provide and reflect on additional information regarding academic-related indicators your school would like the Accountability Committee to consider. (This could include social and emotional development, attendance and retention, student engagement, student discipline, and others as appropriate.) Highlight successes, challenges, root causes, and describe how the school will address the challenges.



Kuumba currently serves 606 students, all of whom are considered “at-risk” across grades K to 8. Kuumba serves a high needs student population, many of whom are coming to school one to two grade levels behind and are facing two or more adverse childhood experiences, placing them at further risk for academic failure. Sixteen percent (16%) of our student population reside in the Census Tracts 29 and 9, where 40% of the population live well below poverty level, nearly 20% of the population lacks transportation, and only 8% of the reported households are two parent households (source East Side Analysis Area/Census Tracts 9 and 29).

Over the course of this charter term, Kuumba has worked hard to build and maintain relationships and expanded support for students who are identified as at-risk during the period of distance learning and in the years post-COVID. However, many students have experienced even greater trauma in recent months as they work to navigate insecurities (food, housing, income, family dynamic). Increased youth violence in the surrounding community has only compounded already critical circumstances.

Citywide shootings increased 88% in two years. Juvenile shooting incidents rose a staggering 288% during the 2020-2021 school year. Forty-two percent (42%) of the juvenile victims were victimized in the two census tracts where the CEB is located. The devastating impact on youth who experience violence as a victim, offender, or witness is well documented. Similarly, it is well established that youth violence (in and out of school) disproportionately impacts African American youth living in underserved, low-income neighborhoods.

Poverty, increased violence in the community, and lack of access to local, affordable and quality Out of School Time programming, have all been exacerbated exponentially by the COVID 19 pandemic. These contribute to the social determinants behind the academic and readiness gaps we are working to close.

Since May 2022, ChristianaCare has provided the staffing, resources, and expertise needed to staff a SBHC to provide acute and preventative physical and mental health care services as needed to Kuumba students in Grades K-8.

Kuumba has far exceeded enrollment targets and participation in the SBHC since opening our doors in May 2022. Currently, 40% of our student population is enrolled and actively participating. We anticipate that this number will reach 80% or more over the course of this charter term.

Over the next several year, the following services will continue to be offered daily as needed to all enrolled students when school is in session:

- Comprehensive health exams
- Diagnosis and treatment of medical conditions
- Supporting families of students with chronic health conditions
- Immunizations and laboratory testing
- Preventative services
- Vaccinations
- School Physicals
- Sports Physicals
- Mental health services
- Family Outreach/Navigation
- Nutrition services
- Referrals and coordination of outside services such as x-rays, dental work, chronic conditions, and other services not available at the SBHC.
- Telehealth services

African American Studies Curriculum (<https://docs.google.com/document/d/1-A3flvONqKFv8nhKk6VxLStO74tZ9f-0WsUfHNUsvIM/edit?usp=sharing>) - Kuumba Academy is proud of our cultural heritage and instructing students about our history has been at our core since our opening. Through the art displayed throughout our halls to the stories told by our Griots, we show students their deep and rich heritage so that they can learn from the past and contribute to the present and future. Sankofa.



- **Becoming My Best Self: Self-Improvement as an Act of Black Resistance (<https://eleducation.org/news-and-events/blog/becoming-my-best-self-self-improvement-as-an-act-of-black-resistance/>)**

- Link: <https://eleducation.org/news-and-events/blog/becoming-my-best-self-self-improvement-as-an-act-of-black-resistance/>

- **A Good Kind of Trouble: Black Resistance (<https://eleducation.org/news-and-events/blog/a-good-kind-of-trouble-black-resistance/>)**

- Link: <https://eleducation.org/news-and-events/blog/a-good-kind-of-trouble-black-resistance/>

Kuumba Academy Earns EL Character Credential (from news release)

Five schools have earned the EL Education Credential in one or two dimensions of student achievement, honoring significant impact and progress on their pathway to excellent and equitable impact for students across all three dimensions:

- Elgin Math and Science Academy (Elgin, IL)
- Explorer Academy (Huntington, WV)
- Glenwood Springs Elementary School (Glenwood Springs, CO)
- Kuumba Academy Charter School (Wilmington, DE)
- Launch Expeditionary Learning Charter School (Brooklyn, NY)

"We are honored to work alongside educators in these communities to ensure all students have opportunities to master their academic goals, develop character, and contribute high quality student work to the world. These Credentialed schools have built remarkable bodies of evidence showing student mastery across these dimensions, serving as models for what public schools have the power to do."

- Peter Sherman | Senior Director Quality and Impact at EL Education


- Crew Lessons (https://docs.google.com/presentation/d/1TFo_DYyX2ksmDqM3uTiN0cOg5Q8ZOelaIH_-Wps7g4l/edit#slide=id.g2759c13b833_0_22)

Staff PD start of the year


- New Hire Institute 2023 (<https://docs.google.com/document/d/1CPdB-usVW9flxizw33rf23hy7O3EiteRATZPWuKLNVE/edit?usp=sharing>)
- Staff Orientation 2023 (<https://docs.google.com/document/d/1utjRRjUq0fByjZEMgUW8bSXbVeKCsQp1QpsybURiKyM/edit?usp=sharing>)
- Data Dialogue Day Agenda (https://docs.google.com/document/d/18LOQf12yD7v7GUQNk2KJSV_KX6gQ25R4p-AeQ_dabPo/edit?usp=sharing)




Applicant Evidence :


Crew Lesson Overview 23-2...


Uploaded on **10/2/2023** by
Sally Maldonado


KACS Credential Site Visit Fe...

Uploaded on **10/2/2023** by
Sally Maldonado


Data Dialogue Day 9_29_202...

Uploaded on **10/2/2023** by
Sally Maldonado


African American Studies C...

Uploaded on **10/2/2023** by
Sally Maldonado



6. Organizational Performance

The Organizational Performance Framework reflects expectations the charter school is required to meet through state and federal law and the charter performance agreement, and seeks to provide information regarding these key questions:

- Is the school organizationally sound and well operated?
- Is the school fulfilling its legal obligations and sound public stewardship?
- Is the school meeting its obligations and expectations for appropriate access, education, support services, and outcomes for students with disabilities?

6.1. Organizational Performance Framework

SUMMARY AND OVERALL RATINGS

YEAR	Education Program				Governance & Reporting			Students & Staff			OVERALL RATING
	Mission Fidelity	Applicable State & Federal Requirements	Students with Disabilities	English Learners	Governance & Public Stewardship	Oversight & School Management	Reporting & Requirements	Student Rights	Teacher Certification and Hiring Requirements	Facilities, Transportation, Health, & Safety	
	1a	1b	1c	1d	2a	2b	2c	3a	3b	4a	
2019-20	M	M	AS	M	AS	M	M	M	M	M	Meets Standard
2020-21	M	M	M	M	M	M	M	M	M	M	Meets Standard
2021-22	AS	M	AS	M	M	M	M	M	M	M	Approaching Standard

M: Meets Standard
AS: Approaching Standard
F: Far Below Standard

PERFORMANCE AGREEMENT

By September 2023, our expectation is to achieve an overall rating of "Meets," as measured by the Organizational Performance Framework. Each year, we will be on track to demonstrate performance aligned with those organizational performance expectations. This progress will be monitored through our annual performance review.

Q22. Describe the school's organizational performance over the current charter term. (This section is for the school to address any overall rating where the school has not met standards. The school will be able to address individual metrics in the sections below.)



Over the course of the charter term, KACS has met standards for the organizational framework each year. Kuumba has always strived to be in compliance with all DOE requirements. We plan to continue this practice. We have strong internal capacity to continue to meet all organization expectations. Our leadership team, school board and staff strive to ensure that we are considered an exceptional organization.

Key Indicator	Sub-Indicator	Points Awarded	Possible Points	% Achieved	Indicator Weight	Sub Indicator %	Overall Rating
Education Program	1.a Mission Fidelity	2	2	100%	40%	98%	94%
	1.b Applicable State and Federal Requirements	10	10	100%			
	1.c Students with Disabilities	13	14	93%			
	1.d English Learners	16	16	100%			
Governance and Reporting	2.a Governance and Public Stewardship	10	10	100%	30%	100%	
	2.b Oversight of School Management	4	4	100%			
	2.c Reporting Requirements	3	3	100%			
Students and Staff	3.a Students Rights	7	7	100%	20%	75%	
	3.b Requirements on Teacher Certification and Hiring Staff	1	2	50%			
Facilities, Transportation, Health and Safety	Facilities	17	17	100%	10%	100%	
	Transportation						
	Health						

Q23. Discuss management and operations successes and challenges during the current contract term. Areas you may want to consider as appropriate:

- School leadership
- Day-to-day operations including: transportation; facilities; food service; staffing (hiring, retention, professional development, evaluation); health and safety; community engagement

As a result of intentional data analysis and strategic planning, KACS implemented changes to our organizational and leadership structures to better meet the needs of a constantly changing student body. Over the course of the last charter term and in response to student needs in a post-COVID learning environment, we have added several new positions including full time instructional coaches, a restorative practices coordinator, and an ABA therapist.

All of these positions share a focus on ensuring a positive school climate, on insisting on and monitoring strong academics and creating parent and community partnerships to better serve our students. By adding these positions, the head of school and principal will be better able to provide strategic oversight of the entire organization ensuring consistency and unity across the lower and upper schools.

Q24. Address any measure(s) where the school did not meet standard or is approaching standard.



Kuumba is far below standard for staff certification and hiring. KACS seeks to recruit and select highly qualified teachers who are certified in their content area through a variety of local resources. Securing and retaining strong teachers is a critical area of focus for the school in order to meet our achievement goals and eliminate the achievement gap. To identify top talent for our school, KACS utilizes a thorough interviewing process for teachers that includes a phone screening, written response screening, sample teaching lesson, coaching feedback session and a face to face interview. KACS seeks to employ teachers who intend to stay with the organization for many years and utilizes this approach to ensure that we are bringing on teachers who are committed to our mission and vision. KACS has established a relationship with Delaware State University through the Yearlong Teacher Residency grant (YLTR) to secure DSU residents who are passionate about working in a high needs environment and committed to staying with the organization for 3 or more years. KACS has also recently partnered with Wilmington University for the Grow Your Own teacher preparation program.

In recent years, KACS has experienced increased challenges in hiring hard to fill positions: middle school math/science and special education. The challenges faced by KACS mirror those experienced nationwide as a result of the current teacher shortage. In these instances, KACS has hired staff who are working towards certification who have been vetted through our hiring process and determined to be a good fit for the organization. KACS is committed to helping non-certified staff members who are effective achieve their certification through Praxis support, coaching and mentoring.

KACS received a rating of approaching standard for students with disabilities. Our directors of special education have worked closely with DOE to implement all feedback and corrective action in order to meet standards in 1c moving forward.

6.2. Educational Program

Q25. Mission-Specific Goal(s): As Appendix 2, provide the results (data source) of the school’s mission specific goal(s). Remember not to include any personally identifiable information (PII).

Upload Required File Type: pdf, image, excel, word, text Max File Size: 30 Total Files Count: 20

Applicant Evidence :

_Kuumba's Mission Specific ...

Uploaded on **9/13/2023** by
Sally Maldonado

Q26. Curriculum, Instruction, and Professional Development As Appendix 3, provide the following documents as evidence of curriculum alignment to Delaware Content Standards: Provide an electronic copy of curricula including scope and sequence documents, units, assessments and content covered per core content area (Mathematics, English Language Arts, Social Studies, Science, Visual/Performing Arts, World Languages, Health and Physical Education) for each grade level the school serves. The documents should demonstrate clear alignment with the Delaware Content Standards (including Common Core State Standards in English Language Arts and Mathematics, and Next Generation Science Standards) in all content areas. Evidence to establish adherence to the state’s expectations regarding ELA standards and instruction through the grade bands should include the following:

- Evidence of the adoption of a high quality instructional resources as defined by EdReports.org., which includes the scope and sequence documents showing units of study with their corresponding anchor texts and culminating tasks with the intended pacing for each grade/course; **OR** curricular resources/documents that meet the criteria of the appropriate IMET from achievethecore.org, including additional resources selected to support



areas where the curriculum materials were weak per EdReports.org (yellow or red). Scope and sequence documents must include:

- featured anchor texts of knowledge building units around topics of inquiry/exploration and intended pacing for each grade/course. These should reflect the distribution of text types and genres required by the standards as outlined in Appendix B.
- a set of targeted grade-level CCSS ELA/Literacy standards for each unit.
- alignment to the foundational reading skills and intended pacing for each grade must be included for grades K-5.
- Sample learning experiences (lesson/unit) and assessments with their corresponding rubrics.
- Opportunities provided and embedded within curriculum for professional learning and strategic use of curricular resources.
- In addition, there needs to be a well-articulated academic MTSS process for reading that includes screening, diagnostics, evidence-based interventions, and progress monitoring.
- For grades 9-12, English course sequences/programs of study should be provided. No curricular documents are required for Advanced Placement, International Baccalaureate SL or HL, or dual enrollment courses.
- Description of the professional learning structures for the ELA teachers and how the vision for professional learning adheres to the state's standards for professional learning. Please provide sample professional learning goals for the ELA department since the last renewal.

Evidence to establish adherence to the state's expectations regarding **Math standards and instruction** through the grade bands should include the following:

- Evidence of the adoption of a high quality, standards aligned instructional resource as defined by EdReports.org. This includes the scope and sequence documents showing alignment to standards and intended pacing for each grade/course; **OR** curricular resources/documents that meet the criteria of the appropriate IMET from achievethecore.org including additional resources selected to support areas where the curriculum materials were weak per EdReports.org (yellow or red). Scope and sequence documents showing alignment to standards and intended pacing for each grade/course must be included in this documentation.
- Sample learning experiences (lesson/unit) and assessments
- Opportunities provided and embedded within the curriculum for professional learning and strategic use of curricular resources.
- Description of the professional learning structures the mathematics teachers engage in and how the vision for professional learning adheres to the state's standards for professional learning. Please provide sample professional learning goals for the mathematics department since the last renewal.
- In addition, there needs to be a well-articulated academic MTSS process for mathematics that includes screening, diagnostics, evidence-based interventions, and progress monitoring.
- Additionally, for grades 9-12, Mathematics course sequences/programs of study should be provided. No curricular documents are required for Advanced Placement, International Baccalaureate SL or HL, or dual enrollment courses.

Evidence to establish adherence to the state's expectations regarding **Social Studies standards and instruction** through the grade bands should include the following:

- Scope and sequence showing standards targeted and major topics for each grade/course in the school.
- One sample assessment aligned to state standards – intended to provide evidence of student achievement of standards - for each grade/course in the school.
- No curricular documents are required for AP, IB, or dual enrollment courses.
- Schedule of time allotted for social studies instruction in each grade



Evidence to establish adherence to the state's expectations regarding **Science standards and instruction** through the grade bands should include the following:

- Evidence of the adoption of a high-quality instructional resource as defined by EdReports.org or curricular resources that meet the criteria of the EQulP rubric from nextgenscience.org, reviewed by an external evaluator that is not the materials publisher.
- The LEA must provide a scope and sequence for each grade level that includes the unit topic, the unit phenomenon, standards that are covered in that unit, what the students do and figuring out in the unit, and include a lesson and sample assessment from K-2, 3-5, 6-8, 9-12, depending on the structure of the school.
- Schedule of time allotted for science instruction in each grade
- A Response to the following questions:
 - What is the professional development plan to support continuous three-dimensional learning along with your instructional resources?
 - Describe how you ensure accessibility for all students in science.
 - Describe how your administrators are monitoring science instruction to ensure the shifts in science are occurring.

Evidence to establish adherence to the state's expectations regarding **Visual/ Performing Arts standards and instruction** through the grade bands should include the following:

- Scope and sequence showing National Core Arts Standards/Delaware State Standards targeted and major topics for each grade/course in the school.
- One sample assessment and rubrics aligned to state (NCAS) standards – intended to provide evidence of student achievement of standards - for each grade/course in the school.
- Schedule of time allotted for arts instruction in each grade band.
- No curricular documents are required for AP, IB.

Evidence to establish adherence to the state's expectations regarding **World Languages standards and instruction** in grades 9-12 should include the following:

- Curriculum map or scope and sequence showing the targeted Delaware World-Ready Standards for Learning Languages, state proficiency targets and major learning contexts (themes) for each level of language instruction.
- One sample assessment and accompanying scoring rubric from one learning context--intended to provide evidence of student growth in proficiency--for each level of language instruction.
- No curricular documents are required for AP, IB.

Evidence to establish adherence to the state's expectations regarding **Health Education standards and instruction** in grades K-8 and 1/2 credit in high school (grades 9-12) should include the following:

- Curriculum map or scope and sequence showing the National Health Education Standards/Delaware State Standards targeted and attention to the specific learning concepts for each grade.
- One sample document outlining adherence to the hours requirements for specific health concepts in Regulation 551.
- One sample assessment and accompanying scoring rubric aligned to state standards – intended to provide evidence of student achievement of standards – for each grade level in the school.

Evidence to establish adherence to the state's expectations regarding **Physical Education standards and instruction** in grades K-8 and 1 credit in high school (grades 9-12) should include the following:

- Curriculum map or scope and sequence showing alignment to the Delaware physical education standards and grade level expectations.



- One sample assessment and accompanying scoring rubric aligned to state standards – intended to provide evidence of student achievement of standards – for each grade level in the school (example: state physical fitness assessment data and programming provided by the Delaware Department of Education)
- No curricular documents are required for elective Physical Education courses, which should not exceed 1 credit to fulfill graduation requirements.

Upload Required File Type: pdf, image, excel, word, text Max File Size: 30 Total Files Count: 100

Applicant Comments :

Kuumba AAIT Curriculum (https://drive.google.com/drive/folders/1VI5dk-TCE0uK5HVXh6OheNq_CyfN7z0x?usp=sharing)

- https://drive.google.com/drive/folders/1VI5dk-TCE0uK5HVXh6OheNq_CyfN7z0x?usp=sharing
(https://drive.google.com/drive/folders/1VI5dk-TCE0uK5HVXh6OheNq_CyfN7z0x?usp=sharing)

Social Studies Curriculum Files (https://drive.google.com/file/d/1AMa3nus-dZ5LRZ6rerlC5WJKIUq2xQbX/view?usp=drive_link)

- https://drive.google.com/file/d/1AMa3nus-dZ5LRZ6rerlC5WJKIUq2xQbX/view?usp=drive_link
(https://drive.google.com/file/d/1AMa3nus-dZ5LRZ6rerlC5WJKIUq2xQbX/view?usp=drive_link)

Science Curriculum files (https://drive.google.com/file/d/19ejmB90a8Wa3oMEjHU3VxuQ6SHDAOGEv/view?usp=drive_link)

- https://drive.google.com/file/d/19ejmB90a8Wa3oMEjHU3VxuQ6SHDAOGEv/view?usp=drive_link
(https://drive.google.com/file/d/19ejmB90a8Wa3oMEjHU3VxuQ6SHDAOGEv/view?usp=drive_link)

Math curriculum files (https://drive.google.com/file/d/1E11DnjjPLPaBbrWzTLRw6gxOwxUbMDB6/view?usp=drive_link)

- https://drive.google.com/file/d/1E11DnjjPLPaBbrWzTLRw6gxOwxUbMDB6/view?usp=drive_link
(https://drive.google.com/file/d/1E11DnjjPLPaBbrWzTLRw6gxOwxUbMDB6/view?usp=drive_link)

ELA Curriculum files (https://drive.google.com/file/d/15RiVzycAdx4F9z7dAB7swJuwIfl_BnRx/view?usp=drive_link)

- https://drive.google.com/file/d/15RiVzycAdx4F9z7dAB7swJuwIfl_BnRx/view?usp=drive_link
(https://drive.google.com/file/d/15RiVzycAdx4F9z7dAB7swJuwIfl_BnRx/view?usp=drive_link)

6.3. At-Risk Students, Students with Disabilities, and English Language Learners

Q27.If applicable, describe any changes or enhancements the school has made based on findings from audits, investigations, or other administrative proceedings related to at-risk students, students with disabilities, gifted and talented students, or Multilingual Learners.



KACS works closely with all DOE staff to ensure that we implementing best practices and meeting all regulatory requirements for our at-risk students, English Language Learners, or those with disabilities. Given the large percentage of at-risk students that we serve, KACS is continually seeking ways to better meet the needs of our students. This includes:

- Bi-weekly Student Support Team meetings to discuss and evaluate data to determine if at-risk students and those with disabilities, are making sufficient progress or need additional supports
- Weekly, Special Education Directors meet individually with the special education teachers. During this meeting, the director and teacher collaborate to review and discuss highly effective strategies in the special education classroom. review lessons to address individual student goals for the upcoming week.

In addition the pair meets to discuss and analyze data used to develop effective long term and short goals for the classroom and Individualized Education Program (IEP).

- Consistent implementation of MTSS including progress monitoring across all grade levels.
 - Tier 1: Core
 - Tier 2: Supplemental
 - Tier 3. Intense
- Direct academic intervention instruction for Tier 1, Tier 2, Tier 3 students for MTSS.
- Direction MTSS in behavioral, and social and emotional instruction and strategy implementation for Tier 1, Tier 2, and Tier 3 students.
- Consistent screening and instruction of ELL students. The ELL students are supported in the classroom by the classroom teacher(s) and contracted specialists. All ELL students had access to additional resources for use inside of the classroom.
- Weekly opportunities for general education and special education teachers to collaborate to ensure lessons include appropriate accommodations for Special Education students
- Expanded Special Education department to include lower and upper school special education directors and 8 special education teachers, 2 emotional support teachers, 1 full time speech therapist, 1 one on one paraprofessionals and additional outside partner agencies to address behavioral and social emotional goals as needed
- Our ABA Therapist conducts observations and creates plans for students which are shared with teachers. With the support of BCBA staff, teachers are trained in how to implement strategies that will be successful with our high needs and Autistic student population.

Q28. Describe any changes or enhancements to the process by which at-risk students, students with disabilities and gifted and talented students are identified and the evidence that the school was able to provide the right resources and services for these students.

KACS has not made any significant changes or enhancements to the process by which at-risk students are identified. KACS is committed to serving all students including those considered at-risk. KACS continues to use baseline assessment data and implements the MTSS process with fidelity in order to properly identify at-risk students. KACS has an instructional leadership team (ILT) in place to analyze school wide baseline data as well as Student Support Team, (SST) in place to review individual student level data to determine if additional supports and or testing may be necessary. KACS uses experienced and highly qualified school psychologists to evaluate our students recommended to receive special education services

Q29. Describe any changes or enhancements to the process by which Multilingual Learners are identified and the evidence that the school was able to provide the right resources and services for these students.



There have not been any changes or enhancements to the process by which English Language Learners are identified. KACS uses the application process, the Home Language Survey and information available through DELSIS to identify incoming students as potential or identified English language learners. Newly enrolled students are evaluated through WIDA Testing and 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.

6.4. Governance and Reporting Requirements

Q30. Describe how the board has provided oversight in the areas of academics, finance, and operations, including legal compliance.

The board provides constant feedback throughout the school year by regularly tracking student academic progress, financial health, human resources and other metrics via monthly board meetings. At the end of each academic year, the board, led by the human resources committee, conducts a formal appraisal of the head of school and principal as stated in the schools personnel policies manual.

Each year, Kuumba Academy's board of trustees works in partnership with the head of school and principal to generate a comprehensive school wide work plan to achieve academic goals driven by growth and proficiency targets, school culture metrics, and shared leadership priorities determined by all stakeholders (school board members, administrators, teachers, parents, and students.)

We track progress towards meeting school-wide goals and adherence to charter school performance standards monthly.

Q31. Discuss board-related successes and challenges during the current charter term. Areas you may want to consider as appropriate include:

- Membership and recruitment
- New member induction and ongoing governance training
- Meeting attendance
- Board self-evaluation
- Progress on particular board-level projects

The KACS board is committed to annually evaluating its own internal operations, effectiveness and practices to ensure the school is meeting its mission specific goals and educational objectives. Using the frameworks from the Charter School Office the school examines its performance in several areas including: enrollment, student achievement, health monitoring/records management, student retention, teacher retention, fiscal accountability, and parent satisfaction.

We track this information via monthly board meetings. We also identify and track areas for improvement monthly. The board addresses topics such as school operations, finances and academic performance. The head of school reports monthly on areas such as attendance, academic achievement, and family engagement. The treasurer presents financial reports for board information and approval. We post board minutes and recordings of monthly meetings on the school's website in addition to sharing them with staff and parents.

Although not a formal corrective action, the board also recently discussed a commitment to bolster our efficacy in fundraising. The board intends to seek additional training on how to better engage the community to meet the needs of students living in trauma, to support our at risk population and their families and to generally support the school's educational program.

Q32. Describe the process used by the board to evaluate school leadership.



Assessing the performance of our school leader(s) and providing feedback is a critical aspect of effectively fulfilling KACS's mission. The board hires and supports the head of school and principal and both work seamlessly to ensure the success of the school and the best possible outcomes for our students. The KACS leadership is directly accountable to the Board of Directors. The Board oversees and holds school leadership accountable for academic achievement, school operations and fiscal management. Monthly, each school leader reports on these key areas- academics, operations and finance- and provides detailed reports for board review. Annually, the board conducts a formal school leader evaluation based on goals and performance targets outlined in the work plan. All executive board members contribute to the evaluation process.

Q33. Describe the school's process for succession planning including identification, development and retention of school leaders.

KACS has an established and consistent Head of School in place for more than a decade. Over the course of the last charter term, the school recently underwent an administrative staffing reorganization to better position the school for successive leadership. We hired a principal with urban education and arts integration experience to better support the head of school in the execution of our mission. The head of school/principal co-leadership model has been in place since July 2021. In the event of a potential vacancy, we would first consider qualified internal candidates; the board emphasizes the importance of distributed leadership and the need to build a pipeline of future leaders. There are currently a number of potential members of our broader leadership team who are positioned to assume larger leadership roles. The board has taken an active role in supporting the development of internal leadership. Should the need arise, the board is prepared to conduct a national search to source leadership talent that will ensure the strong leaders are in place to lead the school forward over the course of this charter term and beyond.

Additionally, we have recently contracted with a Human Resources expert to lead the development of Human Resources strategic plan for the board including training and professional development over the course of the 23/24 school year. We are concurrently developing a board leadership succession plan which we plan to complete prior to the close of the 2023-2024 school year.

KACS High level priorities focus areas for 23/24:

- Lead and collaborate in the development of staff recruitment, retention policies and onboarding
- Risk Management Assessment
- Recommend infrastructure upgrades

Professional development Focus Areas

- Facilitate training around Human Resources policies
- Workforce development
- Ongoing Board training

Q34. Share how the Board supports the school. Speak to the Board's involvement in events, operations, and fundraising activities.



KACS’s board of directors is very actively involved in all aspects of the life of the school. In addition to attending regular monthly board meetings, board members are routinely involved in schoolwide functions including Parent meetings, school wide “Celebrations of Learning” and student performances. Board members participate through volunteering at events and recruiting community partners. Examples of board recruited partnerships to support our student arts and academic programming include Wilmington Drama League and the Delaware Art Museum. Board members participate in an annual appeal and facilitate fall and spring retreats to advance the strategic planning process and to set annual fundraising targets.


Individual board members provide professional expertise in the areas of health, finance, governance, human resources, fundraising and community relations. Each director acts as an ambassador for the charter school in the internal and external landscape. In addition to the engagement listed above, the board regularly engages in listening tours/focus groups with teachers, parents, and students. The board attends conferences, community meetings and works closely with the leadership of the Community Education Building (CEB) to ensure the best possible resources and outcomes for our students.

In the coming year, the board will convene a development committee to sustain these efforts over the course of the charter term.

Q35. Appendix 4: Current Organizational Chart

Upload Required File Type: pdf, image, excel, word Max File Size: 30 Total Files Count: 10

Applicant Evidence :


KACS Hierarchy (2).docx.pdf

Uploaded on **9/30/2023** by
Sally Maldonado

Q36. Appendix 5: Board member and school leader succession plans

Upload Required File Type: pdf, image, excel, word, text Max File Size: 30 Total Files Count: 10

Applicant Evidence :


Appendix 5_ Board member...

Uploaded on **10/2/2023** by
Sally Maldonado

6.5. Students and School Environment

Q37. Describe how the school solicits feedback from parents and students regarding satisfaction with the school. Provide summary data and reflect on the feedback. How does the school use this information to inform ongoing school improvement?







Kuumba Academy Charter School's mission is to provide an innovative learning environment for the whole child from kindergarten through eighth grade. Our directors, staff, and families share the core belief that parents are children's primary educators. KACS parents, in partnership with teachers and administrators, believe that every child can maximize his or her learning potential given the opportunity to do so. KACS employs a combination of efforts to ensure we communicate with and engage our families including family engagement events, ParentCamp session 3 times per year, Family Town Hall Meetings, parent volunteer hours, and regular communications through newsletters and social media.

The CEB's Student Advocacy System allows for an additional layer of family engagement and participation through the Advisory Committee which meets bi-monthly. The Advisory Committee is comprised of staff, students, and parents. The Advisory Committee created the name, mission, and provided input to the structure of the Advocacy program and participated as the selection committee for hiring the CEB Student Advocates.

KACS and CEB's unique approach to student academic success includes not only *student* direct programs, services, and opportunities, but also includes initiatives that provide direct *family* programs, services, and opportunities through FAM. By providing programs and support to students' caregivers, we put caregivers in the best situation possible to support and uplift their children. Critically, the CEB Family Resource Center's Family Advocate serves to connect families to students, teachers, the School, and all resources each family may need. The Family advocate serves as a mirror to our Student Advocates, and works with families to navigate their needs and state resources.


Applicant Evidence :

			
Focus Group Response Sum...	Competency Focus for Stud...	SY 22-23 Parent OST Interes...	Home Visit Parent Feedback...
Uploaded on 10/2/2023 by Sally Maldonado	Uploaded on 10/2/2023 by Sally Maldonado	Uploaded on 10/2/2023 by Sally Maldonado	Uploaded on 10/2/2023 by Sally Maldonado

Q38. Appendix 6: Please upload an up-to-date Fire Inspection Certificate

Upload Required File Type: pdf, image, excel, word, text Max File Size: 30 Total Files Count: 10

Applicant Evidence :






Fire permit.pdf

Uploaded on **9/30/2023** by **Sally Maldonado**

Q39. Appendix 7: Please upload an up-to-date Insurance Certificate(s)

Upload Required File Type: pdf, image, excel, word, text Max File Size: 30 Total Files Count: 10

Applicant Evidence :

			
Kuumba_Binder.pdf	BINDER-GL (002).pdf	BINDER-PROP.pdf	BINDER-UMB-ANI.pdf
Uploaded on 9/30/2023 by Sally Maldonado	Uploaded on 9/30/2023 by Sally Maldonado	Uploaded on 9/30/2023 by Sally Maldonado	Uploaded on 9/30/2023 by Sally Maldonado



Q40. Appendix 8: Please upload Navigate report for SY21/22 and SY22/23.

Upload Required File Type: pdf, image, excel, word, text Max File Size: 30 Total Files Count: 10

Applicant Evidence :

Navigate Report 2021-2023....

Uploaded on **9/30/2023** by
Sally Maldonado

6.6. Teacher Retention

Is the school monitoring and minimizing teacher attrition rates and maintaining a stable teacher staff?

SCHOOL YEAR	% TEACHERS RETAINED	# OF TEACHERS RETAINED	# OF TEACHERS ELIGIBLE
2019-20	78.80%	41	52
2020-21	88.20%	45	51
2021-22	84.00%	43	51

Q41. Enter 2022-2023 PERCENT of Teachers RETAINED

2022-2023			
% of Teachers RETAINED	# of Teachers RETAINED	# of Teachers ELIGIBLE	
86%	42	49	

Q42. Enter 2022-2023 NUMBER of Teachers RETAINED

2022-2023			
% of Teachers RETAINED	# of Teachers RETAINED	# of Teachers ELIGIBLE	
86%	42	49	

Q43. Enter 2022-2023 NUMBER of Teachers ELIGIBLE



2022-2023		
% of Teachers RETAINED	# of Teachers RETAINED	# of Teachers ELIGIBLE
86%	42	49

Q44. Explain successes or challenges of implementing the school's teacher retention plan.

The impact of COVID-19 impacted educators in a profound way. Educators nationwide have experienced extreme stress and myriad mental health challenges while trying to help students recover from the impact of extended school closures and subsequent loss. Despite these challenges, KACS was able to retain a high percentage of teachers over the course of the charter term and during the most critical years of the pandemic. Kuumba Academy works to ensure that our teachers are provided with ongoing support and professional development through coaching and weekly data meetings. We work to build a school culture where teachers are viewed as leaders and champions of the school's mission and goals.

Kuumba school leaders believe, if we foster an environment where all members of our Village are "all in" and have an asset based mindset towards all members of the school community, then staff will be able to implement evidence based practices that lead to increased student achievement, have courageous conversations, and thrive in a loving environment that challenges them to do more than they think possible. This enables us to effectively unite staff, students, and the broader community around our inspirational vision thus increasing the likelihood that teachers will remain invested in remaining at the school to see the vision become a reality.

We regularly collect teacher feedback through surveys and have created safe spaces for staff to share concerns for leadership to address. School leaders work to intentionally build trust so that educators can take risks, show vulnerability, and explore new practices that lead to increased student achievement. School leaders support this growth-oriented and impact-focused professional collaboration by creating professional communities where adults bring their whole selves to work and where they continually improve their ability to work productively with each other. School leaders prioritize growth for educators and implement an asset-based orientation toward all members of the school community. School leaders work intentionally to foster an environment where all staff members feel safe, valued, and productive in a culture that respectfully challenges them to do more than they think possible.

Over the past several years, our board of directors continues to work hard to ensure that teacher salaries are on par with local school districts. We believe that equitable pay, meaningful professional development and a supportive school culture lead to higher rates of teacher retention. Please note, our retention data also includes staff members who moved out of state or who were not offered a position to return for the 23-24 school year. Board leadership is currently in the process of reviewing our salary scale to ensure that we remain competitive with local charters/districts.

Q45. Describe how the school's professional development plans have evolved over the course of the charter term to support teachers and leadership.



Kuumba Academy employs a comprehensive coaching model to develop and support our teachers. This coaching model is focused on ensuring that our coaching cycles and professional development sessions are explicitly aligned to and build capacity of teachers in order to meet the school-wide goals established within our EL Work plan. KACS requires a summer institute for all staff members. New hires attend 3 weeks of intense professional development, while returning staff commit to two weeks of professional development prior to the start of the school year. Our primary driver(s) for ongoing professional development over the course of the charter term is the use of our internal, non-evaluative, coaching model and our implementation of the EL work plan including our Learning Walks, weekly data meetings and regular school wide data analysis days, and implementation of the DTGSS.

Having high quality, effective teachers is one of Kuumba's top priorities, as is reflected in its robust professional development plan. This includes 20 days of professional development before the start of the school year in our summer teacher institute followed by regular instructional coaching and planning alongside an instructional coach.

Kuumba has a well established "Instructional Coach" program in which instructional coaches, who are experts in their content areas, regularly meet with teachers in order to provide them with a unique one-on-one professional development experience, which includes teacher observations, and then a debrief session, in which they can address priority areas and work together on creating plans of action for improvement. During the 23/24 school year, Kuumba's instructional coach model includes a dedicated K-2 instructional coach, a 3rd-8th grade Math/Science coach, a 3rd- 8th grade ELA/SS coach, and an Arts Integration Instructional coach. Each of these content experts are supported by our Principal who serves as the Instructional Leader for the organization and went through a book study on *The Art of Coaching Teams* by Elena Aguilar. Through an initiative led by the Redding Consortium, KACS has also added the expertise of the Leading for School Improvement to coach and support our new full time instructional coaches.

Our instructional coaches also receive additional coaching and leadership support from our EL School Coach. This support includes learning walks, content and coaching expertise development. Our coaches have, and continue to attend EL's Regional Leadership Cohort. During these meetings, coaches work on cultivating the mindsets and equitable conditions for Continuous Improvement so that all students achieve consistently positive outcomes across all three dimensions: mastery of knowledge and skills, character, and high-quality work. Regional Leadership Cohorts are an opportunity to strengthen and support the capacity of our coaches by learning from other EL leaders' experiences and best practices, collaborating around common problems of practice, and deepening learning of effective strategies that sustain school improvement.

Q46. Describe how the school's completion of educator evaluations has evolved over the course of the charter term.

Since 2012, Kuumba Academy Charter School has implemented the Teaching Excellence Framework to evaluate teacher performance. Kuumba Academy will implement the DTGSS evaluation system for the 23/24 school year. The DTGSS was designed to use ongoing observation, feedback and support to drive teacher growth. Much like the Teaching Excellence Framework, teachers will consistently have opportunities to reflect on their current practice as well as set new goals in a system of continuous improvement that will ultimately benefit students.

6.7. Closure Requirements

Q47. Describe the school's plan for procedures it will follow in the event of the closure or dissolution of the school. The plan should, at a minimum, address each of the following areas:

- **Current balance of contingency reserve funds to be used to cover accrued expenses including summer pay obligations (identify estimated amount for the 2023-24 school year), final audit (identify estimated cost), and other expenses typically incurred by June but paid in July or thereafter.**



- If the current contingency reserve balance is insufficient to cover the estimated costs identified above, discuss the school's plan for ensuring the required funds are set aside, including the timeframe for meeting this requirement.
- Identification of the individuals responsible for handling the school's final closeout activities after closure or dissolution (i.e., who will process any final payments, coordinate the final audit, etc.).

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 school. The Board annually reviews its fund balance and financial projections to ensure that the reserve balance will cover such a contingency. The anticipated cash balance as of June 30, 2024 is \$2,192,325. KACS will reserve \$1,148,834 for FY24 Summer Pay obligation of \$1,127,034 and an audit fee of \$21,800. This will leave a remaining unobligated cash balance of \$1,043,491. It is anticipated that all other expense obligations will be satisfied by June 30, 2024. In the event of school closure, Sally Maldonado (Head of Schools), Bernard Fisher (Board Treasurer) and Michelle Lambert (Fiscal Consultant) will handle the School's final close out activities.



7. Financial Performance

The Financial Performance Framework is a reporting tool that provides the Department of Education with the necessary data to assess the financial health and viability of charter schools in its portfolio for the purposes of an annual review. The framework summarizes a charter school's financial health while taking into account the school's financial trends over a period of three years. Please utilize the hyperlink in this sentence for more information about the Financial Performance Framework (<https://www.doe.k12.de.us/Page/2626>).

7.1 Financial Performance Framework

SUMMARY AND OVERALL RATINGS

YEAR	Current Ratio (Working Capital Ratio)	Debt to Asset Ratio	Days Cash	Debt Service Payments / Loan Covenants	Aggregated Three-Year Total Margin	Cash Flow	Debt Service Coverage Ratio	Enrollment Variance	Student Retention	Financial Management & Oversight	OVERALL RATING
	1a	1b	1c	1d	2a	2b	2c	2d	3	4	
2021-22	AS	AS	AS	M	AS	M	F	AS	Not Rated	M	Approaching Standard

M: Meets Standard
AS: Approaching Standard
F: Far Below Standard

Note: On June 18, 2020, the State Board of Education approved the updated Financial Performance Framework. Below is the school's historical data.

Historical Financial Framework Data

YEAR	Near Term Indicators				Sustainability Indicators				OVERALL RATING	
	Current Ratio	Days Cash	Enrollment Variance	Default, Loan Covenants, & Debt Service Payments	Total Margin	Debt to Asset Ratio	Cash Flow	Debt Service Coverage Ratio		Financial Management & Oversight
	1a	1b	1c	1d	2a	2b	2c	2d	3	
2019-20	M	M	M	M	AS	M	F	Not Rated	M	Meets Standard
2020-21	M	M	AS	M	F	M	M	Not Rated	M	Meets Standard

School Comments: The Citizens Budget Oversight Committee continues to meet on a monthly basis to review our finances. Our policies are reviewed annually to determine any areas of risks that may need to be strengthened through implementation of new policies and procedures. Please find our responses for individual metrics in the following pages.

Current Ratio- KACS is approaching standards as a result of the new lease standard that requires a liability be reported on the balance sheet. For KACS this includes the copier and building lease(s). The ratio will improve as the cash balances increase and we are operating at a surplus. We anticipate that this will be the case for 22-23.

Debt to Asset Ratio-KACS is equal to .90. This score is nearly within the "meets standard" range. New leasing standard have resulted in a decline from the prior year ratio. See response for Current Ratio.

Days Cash-KACS is approaching standards as a result of temporarily increased expenses as a result of federal grant expenditures associated with our ESSER grant funding. These expenses are reimbursed immediately and do not require cash reserves to meet expenses. A Days Cash calculation without federal grant expenditures, would result in a "meets standard" rating.

Aggregated Three-Year Total Margin-KACS is approaching standards as a result of the last 2 of 3 years operated at a surplus. Kuumba will operate a surplus for FY23 which will bring the 3 year total margin to a meets standard in FY23

Debt Service Coverage Ratio-KACS is rated as Far Below Standard. However, amortization of the lease liability is not included in the ratio as it should be. Once this is added into the calculation, Kuumba would meet standard for the ratio

Enrollment Variance-KACS is approaching standard. KACS continues to closely monitor student enrollment. While we did not meet the 95% preferred threshold in 21-22, we anticipate that we will be able to meet this indicator in future years.



PERFORMANCE AGREEMENT

By September 2023, our expectation is to achieve an overall rating of "Meets" or "Exceeds on the Delaware School Success Framework (DSSF). Each year, we will show growth within each metric area, putting us on track to achieve our academic performance expectations. This progress will be monitored through our annual performance review.

Q48. Using the results contained in the Financial Performance Framework, describe the school's financial performance over the current charter term. (This section is for the school to address any overall rating where the school has not met standards. The school will be able to address individual metrics in the sections below.)

While Kuumba Academy received an overall rating of approaching standard for 21-22, we have a history of strong performance in this area and anticipate that our overall rating will return to meets standard over the course of this charter term.

Q49. Identify changes to financial practices that the school has implemented to improve the school's financial outcomes.

The Citizens Budget Oversight Committee continues to meet on a monthly basis to review our finances. Our policies are reviewed annually to determine any areas of risks that may need to be strengthened through implementation of new policies and procedures. Please find our responses for individual metrics outlined above.

Q50. Address any measure(s) where the school did not meet the standard.



Current Ratio- KACS is approaching standards as a result of the new lease standard that requires a liability be reported on the balance sheet. For KACS this includes the copier and building lease(s). The ratio will improve as the cash balances increases and we are operating at a surplus. We anticipate that this will be the case for 22-23.

Debt to Asset Ratio-KACS is equal to .90. This score is nearly within the "meets standard" range. New leasing standard have resulted in a decline from the prior year ratio. See response for Current Ratio.

Days Cash-KACS is approaching standards as result of temporarily increased expenses as a result of federal grant expenditures associated with our ESSER grant funding. These expenses are reimbursed immediately and do not require cash reserves to meet expenses. A Days Cash calculation without federal grant expenditures, would result in a "meets standard" rating.

Aggregated Three-Year Total Margin-KACS is approaching standards as a result of the last 2 of 3 years operated at a surplus. Kuumba will operate a surplus for FY23 which will bring the 3 year total margin to a meets standard in FY23

Debt Service Coverage Ratio-KACS is rated as Far Below Standard. However, amortization of the lease liability is not included in the ratio as it should be. Once this is added into the calculation, Kuumba would meet standard for the ratio

Enrollment Variance -KACS is approaching standard. KACS continues to closely monitor student enrollment. While we did not meet the 95% preferred threshold in 21-22, we are submitting a charter modification with this application to adjust enrollment to 610 students across grades K-8. We anticipate that we will be able to meet this indicator in future years.

Q51. Describe how the school developed and implemented a corrective action plan in response to audit findings (if applicable).

Kuumba Academy did not have any audit findings over the course of the charter term.

Q52. Appendix 9: Upload a Summary of Findings from Independent Audits (if applicable).

Upload Required File Type: pdf, image, excel, word, text Max File Size: 30 Total Files Count: 10

Applicant Comments :

Not Applicable

Q53. Appendix 10: Upload a Final Fiscal Year 2023 Revenue & Expenditure Budget Report in the prescribed Department format

Upload Required File Type: pdf, image, excel, word, text Max File Size: 30 Total Files Count: 10

Applicant Evidence :


Kuumba Web Report 6.30.2...

Uploaded on **9/25/2023** by
Michelle Lambert

Q54. Appendix 11: Upload an Approved Preliminary Fiscal Year 2024 Budget in the prescribed Department format. The budget narrative should make clear the assumptions on which the school bases its key revenue and expenditure projections. In addition, the budget and narrative should describe any anticipated changes to the school's financial position and clearly articulate the financial impact of any proposed modifications on other



aspects of the school's education program and operations (e.g., new curriculum or instructional materials, modified staffing structure, decreased or increased enrollment, etc.).

Upload Required File Type: pdf, image, excel, word, text Max File Size: 30 Total Files Count: 10

Applicant Comments :

FY24 budget is based on a student enrollment of 610 students. Kuumba will submit a minor modification application to reduce authorized enrollment over the course of this charter term to 610 students.

Applicant Evidence :



Kuumba FY24 amended bud...

Uploaded on **9/27/2023** by
Sally Maldonado

Q55. Appendix 12: Upload a Fiscal Year 2023 Audited Financial Statements (if final report is not available, a draft version is acceptable until final version is completed).

Upload Required File Type: pdf, image, excel, word, text Max File Size: 30 Total Files Count: 10

Applicant Evidence :


2022 FS 0623.pdf

Uploaded on **9/29/2023** by
Michelle Lambert



8. Innovative Practices

Q56.

Describe effective systems, structures, and/or processes that have led to significant school improvement that could be replicated at other schools. Please include the data that supports the success of these practices. Areas you may want to consider, as appropriate:

- Leadership
- Professional Learning
- Instructional Transformation
- Equity
- Culture and Climate Shift
- Collaboration/Partnerships



Innovative Educational Program

In 2013, KACS began integrating into our arts-integrated academic program, the nationally recognized, research-based, innovative EL model, formerly known as Expeditionary Learning, which organizes student learning around an experiential project-based approach. EL instructional practices emphasize student inquiry, critical thinking and craftsmanship, which directly align with KACS's core instructional philosophy. In the EL 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 create integrated and deeper learning experiences for students. Our 1st grade classrooms were recognized as exemplary with EL schools over the 2017-2018 school year and one of our first grade classrooms has been featured for their use of Literacy Labs to address foundational literacy skills with first grade students: See the following links for more info on this recognition.

Implementing Labs Video: <https://eeducation.org/resources/implementing-the-k-2-labs>
(<https://eeducation.org/resources/implementing-the-k-2-labs>)

Behind the Practice for Labs Video:

<https://eeducation.org/resources/behind-the-practice-planning-the-k-2-labs-with-kady-taylor>
(<https://eeducation.org/resources/behind-the-practice-planning-the-k-2-labs-with-kady-taylor>)

The EL model grew out 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 challenging adventure experiences within a supportive environment. These non-traditional approaches to learning are notably different from traditional practices and are in alignment with 14 Del. C., §501.

KACS began implementing a formal non-evaluative coaching model during the 2018-2019 school year. This coaching model is designed to ensure that all teachers receive ongoing supports outside of evaluation. KACS coaching focuses on the following key areas as outlined in our school wide work plan:

Cycle	Description
	Coaching Cycle #1 -
Cycle I. Character	Classroom management cycle for teachers who are new to Kuumba or ended the year developing or below in component 2/classroom culture Teacher developed goals for teachers with KACS experience & effective or highly effective in component 2/classroom culture
	Coaching Cycle #2-
Cycle 2. Mastery of Knowledge and Skills	Instructional cycle: Tier 1 instruction; data-driven instruction; differentiation; no opt out, right is right, aggressive circulation, using exit tickets, student self-assessment, effective lesson design (includes workshop 1.0/workshop 2.0/ 5Es), using learning targets



Coaching Cycle #3-

Cycle 3. High Quality Work

High Quality Work cycle: Arts integration, creating opportunities for extended learning through projects, labs, service learning and field work; use of rubrics, models in writing and projects; building in opportunities for student-led instruction

Kuumba in partnership w/ CEB, & ChristianaCare were awarded \$1.4 million in November 2021 for holistic services both during and outside of the school day.

- Launch SBHC with ChristianaCare- currently 40% of our student population participates in the SBHC
- Out of school time expansion doubled the number of students participating in afterschool and summer programming and tutoring- currently 50% of our student population participates in out of school time programming
- Student Advocacy Programming supports targeted K -8 students to help them become confident directors of their own lives.
 - With our student advocacy system, a student has the benefit of a 1-on-1 advocate who works with the student both during and after the school day to help the student set goals, develop individualized action plans, provide life skills workshops, and offer connections and resources to support students as they work towards their goals. Student Advocates are full-time staff; local youth development professionals who provide dedicated support to a cohort of 15-20 students each.
 - Modeled after the successful Harlem Children's Zone Academic Case Management System in NY.

Family Services

- Kuumba Parent Camp
- Families Achieving More: began pilot in SY 2021-2022
- Provide adult literacy, counseling, financial literacy, and parent support programming through CEB's Family Resource Center
 - We provide programs and services designed to holistically support the whole family. While this looks different for every family, what isn't different is the importance of supporting thriving families.
 - In response to feedback from parents regarding the supports that would be most helpful, this version of Families Achieving More will include parent support groups led by behavioral health counselor. This group will provide an opportunity for parents to connect and discuss issues and challenges of parenting that are most important to them, and to learn how better to support their children in school through intentional parenting.
- Families will also be offered customized support based on family circumstances, needs, and desires:
 - Life Coaching focused on setting and achieving life goals
 - Skill building and career counseling
 - Connection to resources, programs, and opportunities
 - Financial, digital, and tenant literacy
 - Parent education

Better World Day

Each year, Kuumba Academy students participate in Better World Day. Better World Day is an annual, national event showcasing student learning that contributes to a better world. Students work in partnership with each other and their local communities on this day to engage in and celebrate meaningful student work that positively impacts the world around them. Students present learning projects and engage in acts of service that demonstrate the power of EL Education's vision for public school: a place where children become great scholars and active citizens with the capacity to make a positive impact.

Kuumba students have been featured nationally for the past 3 years for the projects they have developed and worked on. Our projects focus on student leadership, equity and collaboration.



Links to articles and videos highlighting our Better World Day Contributions

2023 (<https://www.youtube.com/watch?v=4b6M94Nm4Uo>)

<https://www.youtube.com/watch?v=4b6M94Nm4Uo> (<https://www.youtube.com/watch?v=4b6M94Nm4Uo>)

Our very own Saniya Cunningham was one of the national hosts for BetterWorld Day in 2023.


2022 (<https://www.youtube.com/watch?v=n5ir52-vWjY>)- Kuumba Launches the School Based Health Center

<https://www.youtube.com/watch?v=n5ir52-vWjY> (<https://www.youtube.com/watch?v=n5ir52-vWjY>)

2021 (<https://www.witn22.org/2021/05/07/kuumba-academy-students-peacefully-marched-to-the-louis-l-redding-city-county-building/>)- Kuumba in the news: Kuumba Academy students peacefully marched to the Louis L Redding City County Building

<https://www.witn22.org/2021/05/07/kuumba-academy-students-peacefully-marched-to-the-louis-l-redding-city-county-building/>
(<https://www.witn22.org/2021/05/07/kuumba-academy-students-peacefully-marched-to-the-louis-l-redding-city-county-building/>)

Applicant Evidence :


Innovative Practives Images...

Uploaded on **10/2/2023** by
Sally Maldonado



9. Looking Forward: Plans for the Next Charter Term

This section provides the school with an opportunity to discuss plans for the next charter term. Schools should identify any anticipated changes to the school's educational program, governance model, and financial outlook and must identify any proposed changes that would require modification of a material provision in the school's charter contract or that are likely to impact the school's academic or organizational success or its financial sustainability. As a general rule, the school should identify any changes that are relevant or significant with respect to the performance outcomes that the school has agreed to meet or are otherwise relevant to the school's renewal and continued authorization and operation as a public charter school. The authorizer reserves the right to request additional information so that it may sufficiently assess the impact and planning for such changes. Even if proposed changes would occur several years into the next charter term, the authorizer strongly encourages applicants to outline them here.

Q57. Describe any significant changes to the essential terms of the school's educational program, including but not limited to the school's mission, course of study, instructional program, grade levels served.

Kuumba does not have any plans to make changes to the essential terms of the school's educational program over the course of this charter term.

Q58. Describe any anticipated changes to the governance of the school, including but not limited to board composition, committee structure, and/or amendments to by-laws.

Kuumba does not have any plans to make changes to the essential terms of the school's educational program over the course of this charter term.

Q59. Provide detailed information on the board's plan to assess its performance annually and hold itself accountable for achieving its goals and govern effectively.

Kuumba Academy's board of trustees works in partnership with the head of school and principal to generate a comprehensive school wide work plan to achieve academic goals driven by growth and proficiency targets, school culture metrics, and shared leadership priorities determined by all stakeholders (school board members, administrators, teachers, parents, and students.)

We track progress towards meeting school-wide goals and adherence to charter school performance standards monthly.

Q60. Describe any anticipated changes to the school leadership or staffing model and any proposed changes to the management of the school, including any changes to the school's relationship with a third-party education service provider, if one exists. If the school does not currently contract with a Charter Management Company but intends to do so during the next charter term, if the school currently contracts with a Charter Management Company but does not intend to continue to do so during the next term, or if the school intends to make material modifications to its existing management agreement, the school must contact the authorizer for additional information prior to the submission of this application.

Kuumba does not have any plans to make changes to school leadership or staffing model over the course of this charter term. KACS does not engage a charter management company and does not intend to do so over the course of the charter term.

Q61. Describe how state data systems will be used and monitored to support informed decision-making in the areas of academic performance, organizational management, and financial viability. Include any coordinated professional development intended to sustain these processes.



The leadership team, including the administrative members, teacher leaders and board members routinely use the state academic, organizational and financial frameworks as guideposts for informed, data driven decision making. As needed, KACS will utilize professional development opportunities and workshops as offered by the state to ensure that we are maximizing our use of the state data systems.

Q62. Describe the current status of the school facility and discuss any anticipated changes in facilities needs or location. Ensure that the budget narrative (Appendix 11) explains how the school's facilities plans are reflected in the budget.

Kuumba Academy is a tenant within the Community Education Building. The budget narrative outlines the term of the lease for the term of this charter renewal.

9.7. Projected Enrollment

Q63. Fill out the five-year enrollment chart by grade level (see Resources). Ensure that the chart allows for the natural progression of students from year to year.

- **Note:** This will become the school's authorized enrollment for the new charter term.
- **Note:** An increase or decrease in enrollment exceeding 5%, but less than 15%, is considered a minor modification of the school's charter. 14 Del. Admin. C. § 275.9.9.1.4. An increase or decrease in enrollment exceeding 15% is considered a major modification of the school's charter, which requires a review by the Charter School Accountability Committee and the assent of the State Board of Education. See 14 Del. C. § 511(b)(2); 14 Del. Admin. C. § 275.9.8.1.3. As such, **if the projected enrollment is increasing or decreasing by 5% or more over the term of the charter, the school is required to submit a Charter Modification Application (<https://www.doe.k12.de.us/Page/4361>) including budget sheets, and a budget narrative reflecting the new enrollment figures.**

Upload Required File Type: excel Max File Size: 30 Total Files Count: 20

Projected Enrollment						
	2023-2024	2024-2025	2025-2026	2026-2027	2027-2028	2028-2029
K	73	80	80	80	80	80
Grade 1	83	80	80	80	80	80
Grade 2	72	78	76	76	76	78
Grade 3	57	68	74	73	73	74
Grade 4	82	52	66	72	71	71
Grade 5	66	75	49	64	66	69
Grade 6	66	61	70	46	59	64
Grade 7	56	61	56	64	42	57
Grade 8	51	54	59	54	62	40
Grade 9						
Grade 10						
Grade 11						
Grade 12						
Total	606	610	610	610	610	613

9.8. Measuring Academic Progress

The school's responses to the next 4 questions in this section will be used to populate the Academic Performance section of



the school's new Performance Agreement.

Q64. Explain how the school's Board and School Leadership Team will measure and evaluate the academic progress of individual students, student cohorts, and the school as a whole throughout the school year, at the end of each academic year, and for the term of the charter.

Over the course of the charter term, academic progress will be measured and evaluated using the following:

- Ongoing analysis of MAPs, STEP and interim assessment data including ICA and IAB
- Monthly learning walks to observe instruction and identify patterns of strength and areas of growth K-8 followed up with specific supports for teachers whose students are struggling to meet their growth targets.
- Ongoing analysis of RTI data cycles every 6-weeks
- Weekly data meetings with teachers
- Regular review of progress towards all performance benchmarks as outlined in our EL workplan.

As outlined above, KACS will analyze interim assessment data (MAPs, EL Benchmark and SBAC) to monitor student performance and determine our progress towards our established work plan goals and performance benchmarks under Mastery of Knowledge and Skill, Character and High-Quality Work. As an EL school, we will also engage in the EL implementation review process which includes a mid-year and end-of-year formal review of progress using the implementation review rubric to look at overall performance against Master of Knowledge & Skills, Character, and High-quality work. This process engages the Instructional leadership team, the board of directors as well as input from all stakeholders including teachers, students and parents.

The Instructional Leadership Team (ILT) meets throughout the school year and over the summer and serves as the decision making body for evaluating the school's annual performance toward Kuumba's learning targets and other school-wide goals. The ILT also works to develop the work plan goals for the year, and systematically uses "learning walks" to collect data throughout the year. The ILT is charged with identifying any course correction that is needed through the year.

Each year KACS leadership and board evaluates the school's progress against our annual work plan goals and identifies high priority areas to target. We also review on an annual basis our progress towards our annual work plan as developed in partnership with the ILT, EL school designer and board.

Throughout the school year, the entire staff participates in data dialogue days to analyze MAPs, EL benchmark and Mob MAX data to determine focus areas and strategically groups students.

Additionally, members of the instructional leadership team participate in MTSS learning walks on a monthly basis to monitor the implementation and effectiveness of MTSS. Teachers receive targeted feedback to improve implementation and student outcomes.

Parents and students are engaged in the process through annual goal setting conferences, student led conferences and trimester grading periods.

See Appendix for 23/24 Work plan

Q65. Outline the clearly measurable annual performance status and growth goals that the school will set over the course of the next charter term in order to monitor and evaluate its progress accelerating student achievement. Include information about proposed school's student performance goals and the DSSF.



Kuumba Academy Charter School (KACS) was founded more than two decades ago to serve children and families with the greatest need and to advocate for all children receiving an ineffective education. KACS board and staff are closely bound together by a shared belief – that all students are capable of producing high-quality work that demonstrates academic, professional, and artistic excellence. 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 committed to ensuring that we demonstrate consistent improvement over the course of the charter term on all metrics as measured by the DSSF Framework including academic progress, school quality/student success in order to improve student proficiency outcomes.

Proficiency over the charter term:

Kuumba students will increase their overall Smarter Balanced proficiency to at least 50% in ELA and at least 40% in Math. Over the course of the charter term we will reduce by half the percentage of students scoring *Below* or *Well Below* on the SBAC. Thus reducing the achievement gap.

Growth over the charter term:

At least 70% of students will meet their projected growth target in reading and math as measured by NWEA MAP test. At least 70% of students will make 3 or more microphases of growth as measured by EL Skills Benchmark Assessments.

Annual Growth Goals:

70% of all students will demonstrate growth in Reading and math as measured by SBAC.

Q66. In addition to the State’s mandatory assessments, identify the primary interim assessments that the school will use to assess student learning needs and demonstrate academic progress throughout the year. Explain how these interim assessments align with the school’s curriculum, performance goals, and Delaware Content Standards (Common Core State Standards in English Language Arts, Mathematics, and Next Generation Science Standards).

KACS utilizes EL Benchmark assessments to monitor reading proficiency and growth for our K – 3 students. We use NWEA’s MAP assessment in all grades (K-8) in reading and math as our benchmark screening tool for MTSS. Additionally, this assessment is used to track student growth. This norm referenced tests allows us to compare our students’ performance to their peers nationwide and provides valuable information for parents. This data has proven useful in planning ways to support students in small group settings and to identify priority standards for reteaching when necessary. In Science, KACS will use curriculum based assessments to monitor student progress towards Next Generation Science Standards. (Amplify K-5 and OpenSciEd 6-8).

Q67. Explain how the school will collect and analyze student academic achievement data, use the data to refine and improve instruction, and report the data to the school community. Identify the person(s), position(s), and/or entities that will be responsible and involved in the collection and analysis of assessment data.



KACS implements a shared leadership approach to drive student achievement including using data to refine and improve instruction. The instructional leadership team, comprised of the head of school, principal, reading specialist, instructional coaches and team leads meets bi-weekly to analyze relevant assessment data. This includes a school level, grade level and individual student level analysis at the end of each interim assessment cycle. Instructional coaches/team leads meet with their grade level partners weekly during weekly data meetings to analyze exit tickets, curriculum assessment data, and other student work samples to ensure that students are making progress towards established standards and learning targets. These teams are charged with identifying action plans to address any identified gaps in student mastery of knowledge and skills. The principal works closely with the instructional coaches to monitor the effectiveness of action plans to address any identified learning gaps. This happens formally during bi-weekly Instructional leadership team meetings and as needed if any concerns arise. The school board reviews relevant data monthly as it relates to mastery of knowledge and skills and works closely with the head of school and principal to address any barriers that may be impeding student growth and proficiency as outlined in our data.

Parents have an opportunity to review relevant data during open house events and goal setting conferences each fall and during student-led conferences throughout the school year. Students have an opportunity to review relevant data during goal setting community meetings, SBAC pep rallies and through goal setting and student led conferences. Annually, the school reports this information to the Department of Education and the public at large through the annual reporting process.

Instructional Leadership Team & Advisory Committee Members for 2023-2024

Ayanna Johnson, Principal

Stephanie Morton, *Art Teacher*

Blair Borish, *EIA/SS Instructional Coach*

Tara Robbins, *Math/Science Instructional Coach*

Tykisha Bratcher, *K-2 Instructional Coach/Gifted & Talented Teacher/Team Lead*

Angelina Peterson, *Reading Specialist*

Ralandre Lacy, *Kindergarten Team Lead*

Teresa Stone, *First Grade Team Lead*

Emma Salisbury, *Third Grade Team Lead*

Judith Pratts, *Fourth Grade Team Lead*

Nicole Gicker, *Fifth Grade Team Lead*

Lauren Robinson, *Sixth Grade Team Lead*

Eric King, *Seventh Grade Team Lead*

Danielle Harris, *Eighth Grade Team Lead*

Noelle Picara, *Arts Integration Team Lead*

Eula Hooten, *Special Education Coordinator Lower School*

Dr. Varneka Baynard, *Special Education Coordinator Upper School*

Sally Maldonado, *Head of School*



Q68. Describe the corrective actions the school will take, pursuant to 14 Del. C. § 512(5), if it falls short of student academic achievement expectations or goals at the school-wide, classroom, or individual student level. Explain what would trigger such corrective actions and who would be responsible for implementing them.

KACS consistently monitors student achievement data as outlined in the previous section(s). The instructional leadership team is charged with actively reviewing this data during the school year in order to address any deficits that are noted through data monitoring. Triggers for corrective action would include a significant decrease in overall proficiency or lack of student progress towards established growth targets. Corrective actions could include more hands-on teacher coaching and modeling in the classroom, assigning specialists to support targeted sub-groups of students, the creation of a 6-week corrective action plan to address identified deficiencies coupled with ongoing progress monitoring. Additionally, KACS has established extra instructional time for students who are below grade level. Extra instructional time opportunities include: after school tutoring, Saturday Academy, and a 6-week summer program. The principal is responsible for direct oversight of any corrective action on a daily basis. The principal reports to the board of directors who is ultimately responsible for the overall success of the school.



10. Compliance Certification Statement


Q69. The Board of Directors of this charter school certifies that it will materially comply with all applicable laws, rules, regulations, and provisions of the charter relating to the education of all students enrolled at the school. We have reviewed the Delaware Charter Law (14 Del. C. Ch. 5) and 14 DE Admin. Code § 275 in Department of Education regulations (Regulation 275), and have based the responses in this renewal application on the review of these documents. Signature of the Chairperson of the Board of Directors (or designated signatory authority)
Signature

Q70. Name of the Chairperson of the Board of Directors (or designated signatory authority)

Herbert Broadwater

Q71. Title (if designated)

Q72. Date of Signature

Mon Oct 02 2023 (Eastern Daylight 




11. Renewal Application Certification Statement

Q73. I hereby certify that the information submitted in this application for renewal of a charter school is true to the best of my knowledge and belief; that this application has been approved by the school's Board of Directors; and that, if awarded a renewed charter, the school shall continue to be open to all students on a space available basis, and shall not discriminate on the basis of race, color, national origin, creed, sex, gender identity, ethnicity, sexual orientation, mental or physical disability, age, ancestry, athletic performance, special need, proficiency in the English language or a foreign language, or prior academic achievement. This is a true statement, made under the penalties of perjury. Signature: Chairperson of Board of Directors (or designated signatory authority)

Signature

Q74. Date of signature


Mon Oct 02 2023 (Eastern Daylight 

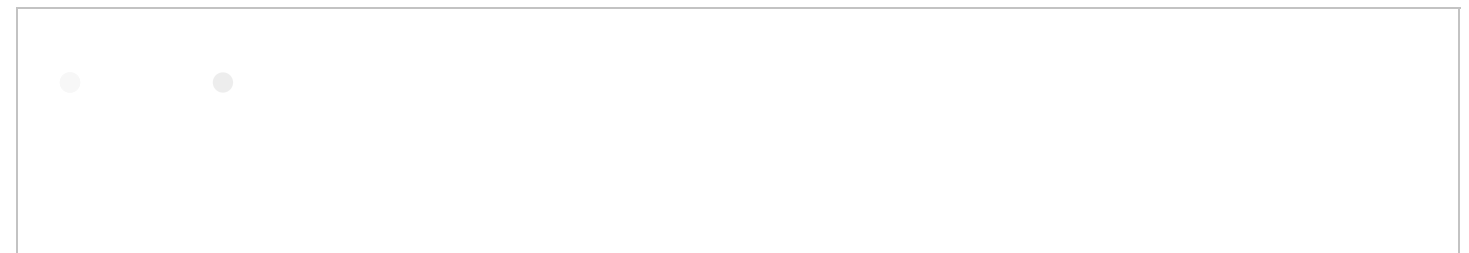
Q75. Name of Chairperson of Board of Directors (or designated signatory authority)

Herbert Broadwater, Board President

Q76. Title (if designated)

Q77. Date of approval by board of directors

Mon Oct 02 2023 (Eastern Daylight 





Enrollment and Demographic Info Table

Appendix 1 - Supplemental Academic Performance Data

Table 1a: Math Map growth 2022 vs 2023

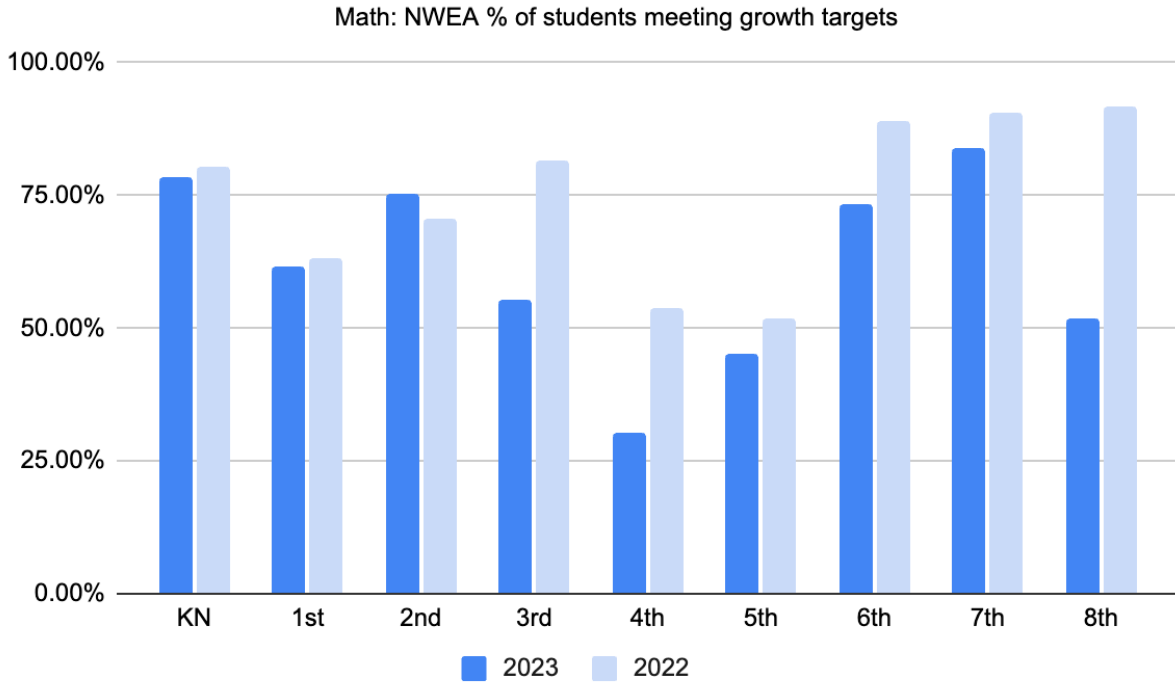


Table 1b: Math KACS Growth vs Norm Growth

Student Growth Summary Report
Aggregate by School

Term: Spring 2022-2023
District: Kuumba Academy

Norms Reference Data: 2020 Norms
Growth Comparison Period: Fall 2022 - Spring 2023
Weeks of Instruction: Start - 4 (Fall 2022)
End - 32 (Spring 2023)
Grouping: None
Small Group Display: No

Kuumba Academy
Math: Math K-12

Grade (Spring 2023)	Total Number of Growth Events†	Comparison Periods						Growth		Growth Evaluated Against						
		Fall 2022			Spring 2023			Observed Growth	Observed Growth SE	Grade-Level Norms			Student Norms			
		Mean RIT Score	Standard Deviation	Achievement Percentile	Mean RIT Score	Standard Deviation	Achievement Percentile			Projected School Growth	School Conditional Growth Index	School Conditional Growth Percentile	Number of Students With Growth Projections	Number of Students Who Met Their Growth Projection	Percentage of Students Who Met Growth Projection	Student Median Conditional Growth Percentile
K	88	139.1	9.8	47	158.6	11.7	61	20	1.0	17.6	0.84	80	88	58	66	66
1	65	159.5	10.3	46	175.9	11.0	47	16	0.7	16.4	0.01	51	65	32	49	44
2	61	172.8	13.3	35	188.0	15.0	41	15	0.9	14.4	0.37	64	61	35	57	52
3	85	182.0	12.0	14	191.7	13.6	8	10	0.7	12.3	-1.24	11	85	29	34	34
4	66	188.3	10.9	5	193.1	11.1	1	5	0.8	10.3	-2.75	1	66	10	15	14
5	71	194.1	13.2	2	199.4	13.5	1	5	0.7	8.2	-1.25	11	71	18	25	25
6	60	197.9	10.2	2	205.7	11.1	2	8	0.8	7.2	0.28	61	60	33	55	55
7	50	210.5	11.7	13	218.4	14.9	18	8	1.1	6.1	0.88	81	50	29	58	60
8	58	218.2	12.4	24	220.5	13.5	17	2	1.0	5.3	-1.23	11	58	23	40	27

Math: Math K-12

Grade	Observed Growth	Grade-Level Norms Projected Growth
K	18	18
1	16	16
2	14	14
3	10	10
4	6	10
5	6	8
6	7	7
7	6	6
8	3	5

Table 1c: ELA Progress Toward Mission Specific Goals



Table 1d: ELA KACS Growth vs Norm Growth

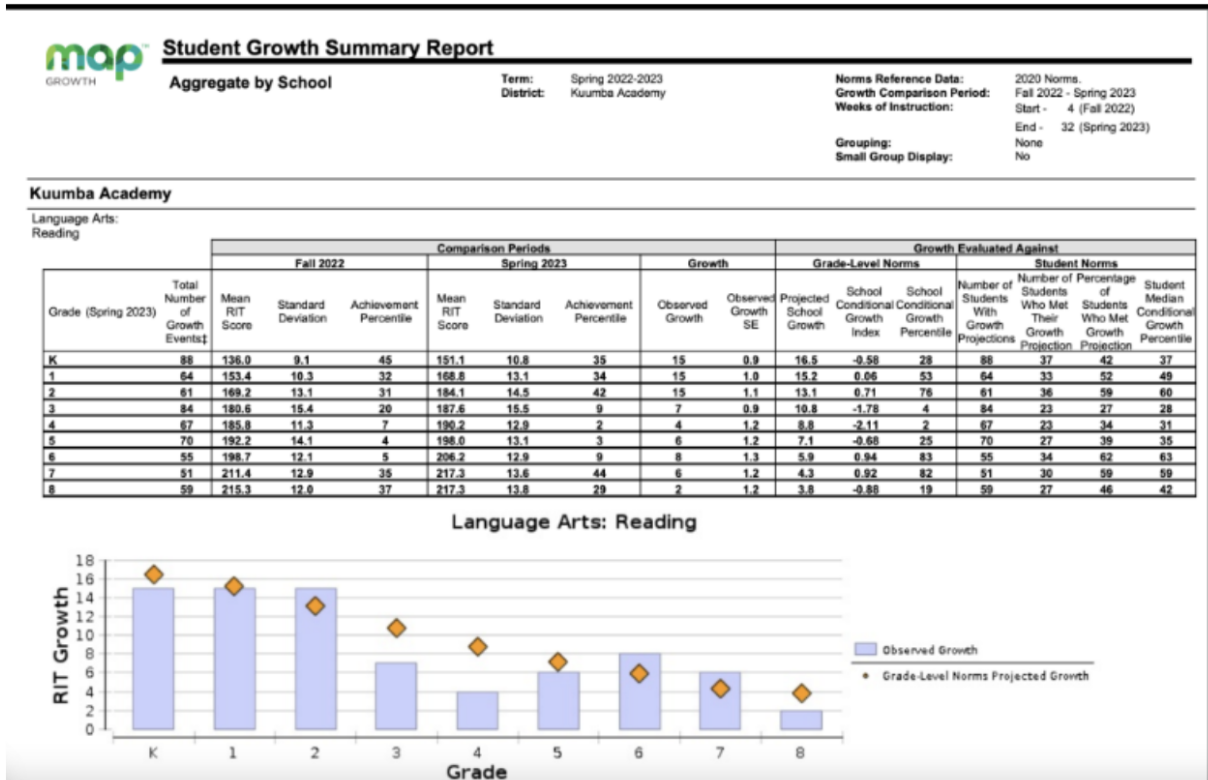


Table 1e: EL Benchmark Growth Data 2022 vs 2023

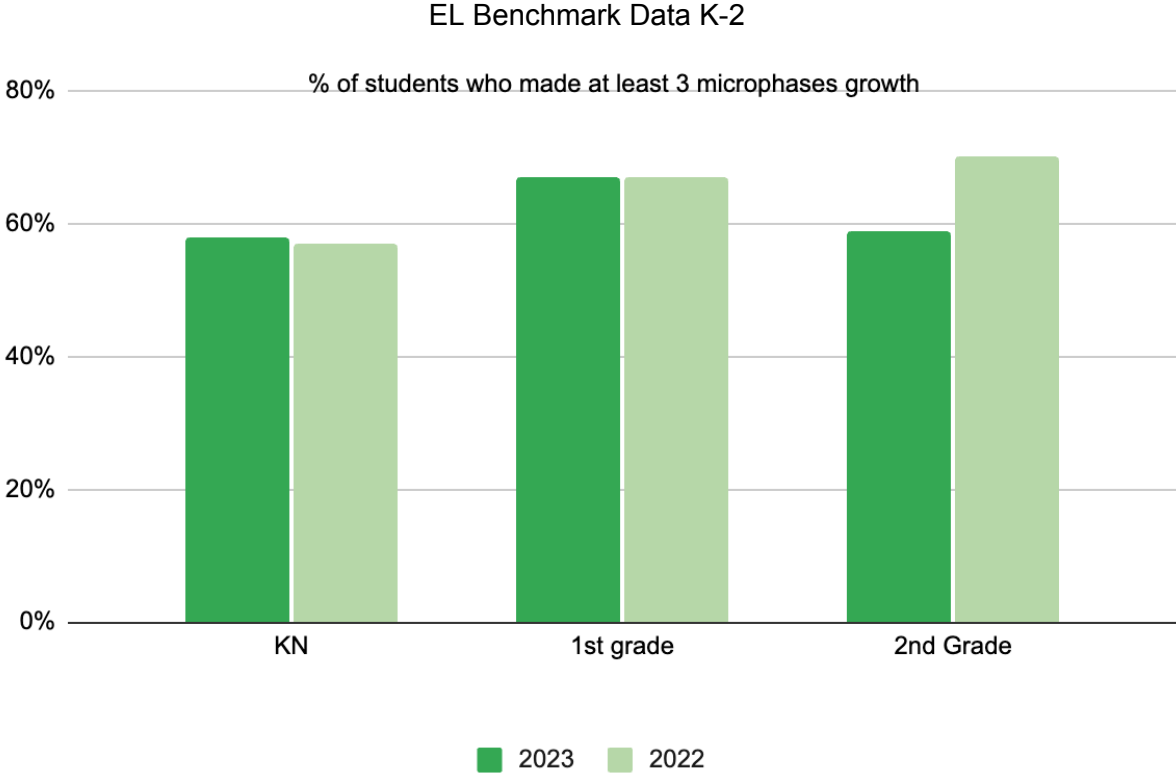


Table 1f: ELA SBAC Growth Data by PL

SBAC ELA: % meeting growth target by Performance Level 2022

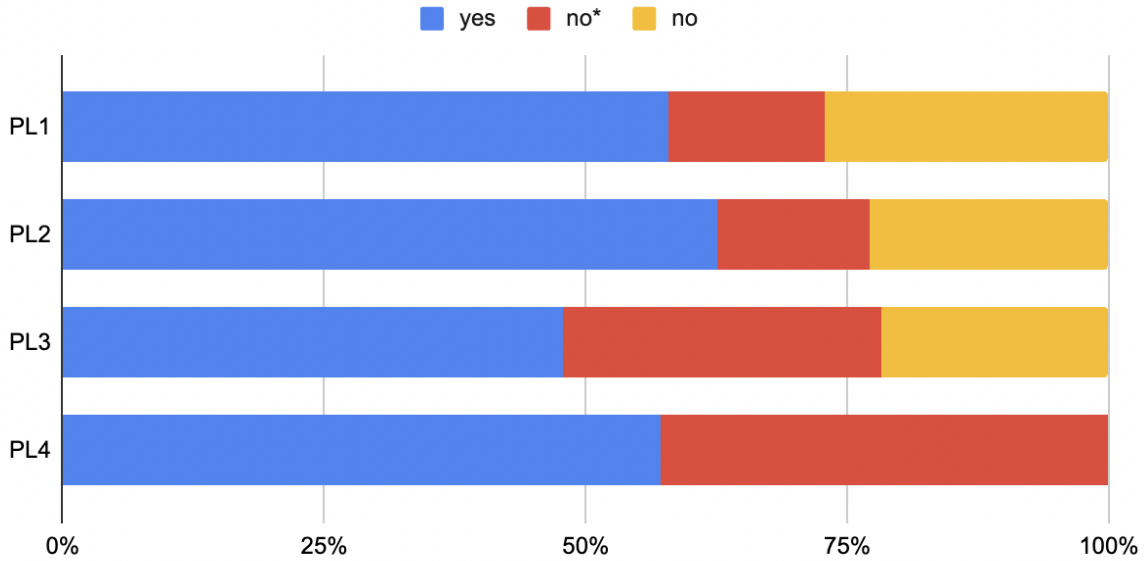


Table 1g: ELA Performance Level Comparison

ELA Comparison: 8th Grade Overall vs Students Attending Since KN

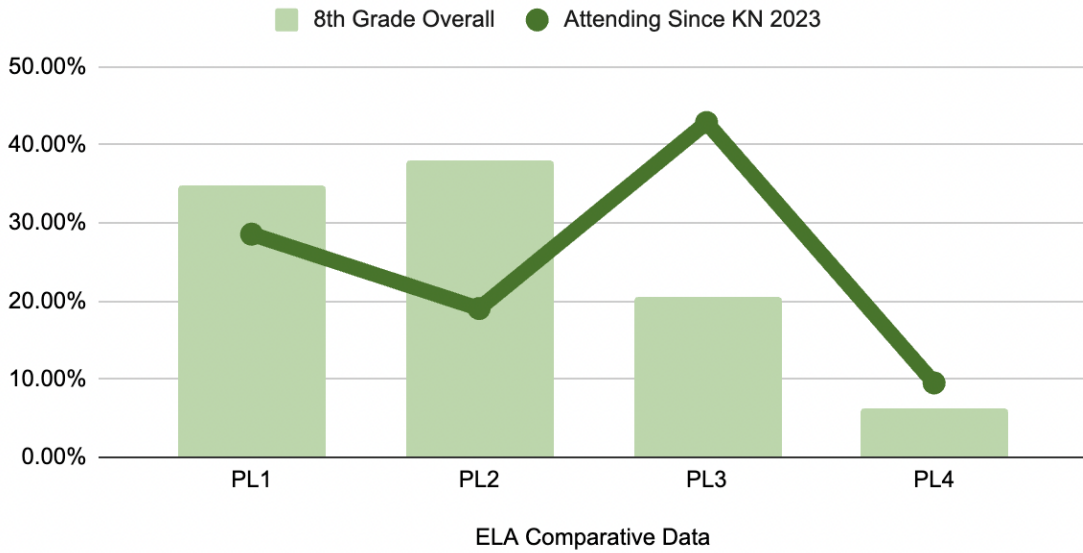


Table 1h: Math SBAC Growth Data by PL

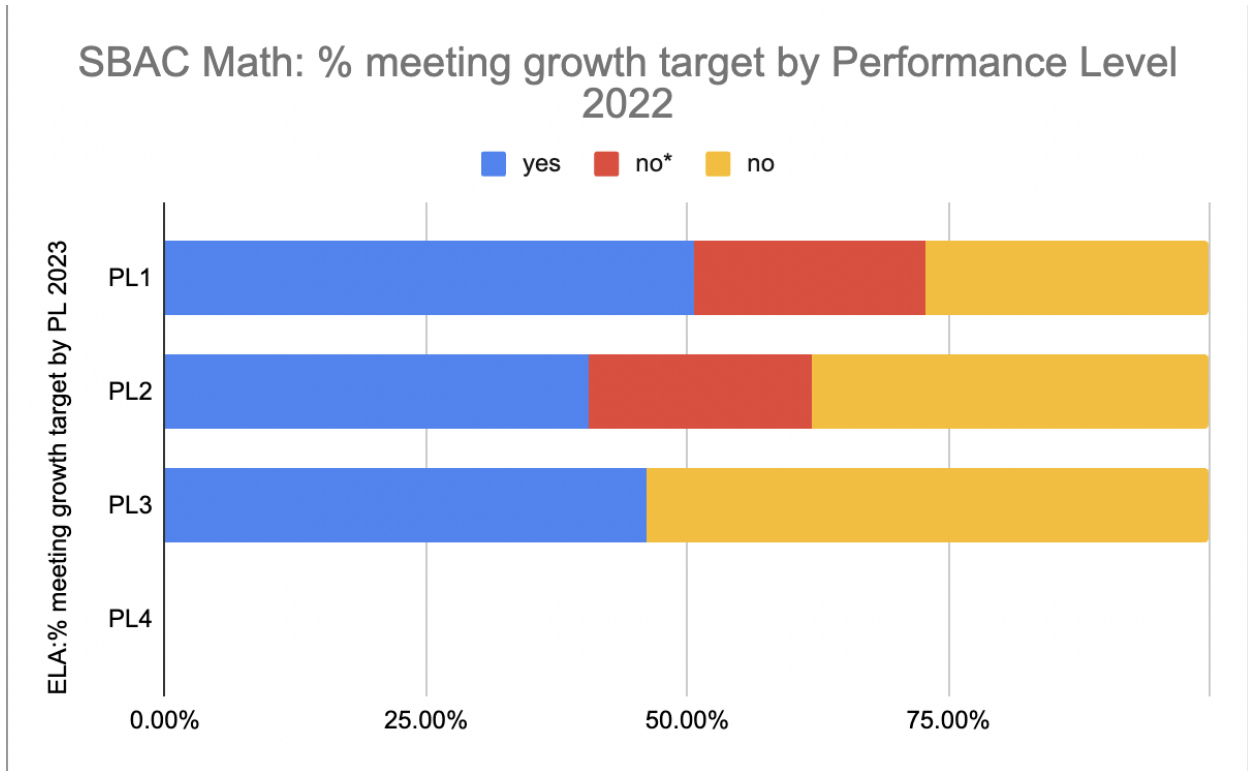


Table 1i: Math Performance Level Comparison

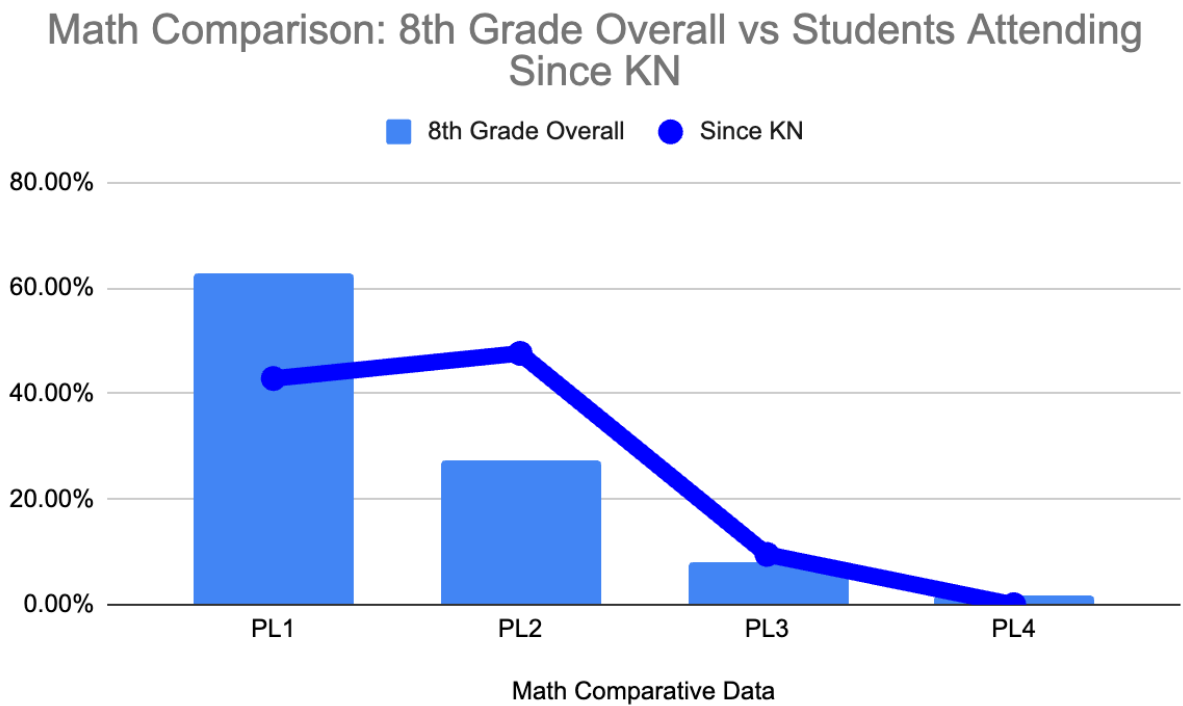


Table 1j: Beginning of year MAP Data

	2021 Fall Baseline	2022 Fall Baseline	2023 Fall Baseline			2021 Fall Baseline	2022 Fall Baseline	2023 Fall Baseline
Math MAP	Overall above 50th %tile	Overall above 50th %tile	Overall above 50th %tile		Reading MAP	Overall above 50th %tile	Overall above 50th %tile	Overall above 50th %tile
KACS OVERALL	118/609 19%	171/622 27%	171/622 27%		KACS OVERALL	183/607 30%	208/618 34%	208/618 34%
Kinder Overall	41/76 54%	37/88 42%	37/70 53%		Kinder Overall	40/76 53%	43/87 49%	30/72 42%
1st Grade Overall	22/60 37%	33/63 52%	38/82 46%		1st Grade Overall	17/60 28%	25/63 40%	26/80 33%
2nd Grade Overall	17/85 20%	32/63 51%	25/70 36%		2nd Grade Overall	21/85 25%	27/62 44%	26/70 37%
3rd Grade Overall	6/74 8%	25/87 29%	23/57 40%		3rd Grade Overall	9/76 12%	29/86 34%	31/57 54%
4th Grade Overall	4/71 6%	10/68 15%	27/81 33%		4th Grade Overall	22/72 31%	11/68 16%	34/81 42%
5th Grade	5/59 8%	7/74 9%	6/64 9%		5th Grade	15/59 25%	16/73 22%	11/64 17%
6th Grade	5/65 8%	3/63 5%	1/65 2%		6th Grade	18/60 30%	13/64 20%	16/65 25%
7th Grade	5/65 8%	3/63 5%	5/56 9%		7th Grade	20/67 30%	22/53 42%	9/56 16%
8th Grade	9/52 17%	16/63 25%	12/48 25%		8th Grade	21/52 40%	22/62 35%	17/48 35%

Table 2a: EL Work Plan 2023-2024

	Mastery of Knowledge and Skills	Character	High Quality Work
Multi Year Impact Goals	KACS will reduce by half the percentage of students scoring below or well below on the Smarter Balanced assessment in four years, thus closing the achievement gap.	100% of students will feel a sense of belonging, joy, and support and will use the Nguzo Saba principles throughout the day to become self-directed learners.	KACS students will create high-quality work that reflects self-pride, diverse perspectives, connections across disciplines and is meaningful to the student and the broader community.
Performance Benchmarks	MKS Performance Benchmarks: Kuumba students will increase their overall Smarter Balanced proficiency to at least 50% in ELA and at least 40% in Math. At least 70% of students will meet their projected growth target in reading and math as measured by NWEA MAP test. At least 70% of students will meet their growth target in ELA and math as defined and measured by Smarter Balanced assessments. At least 70% of students will make 3 or more microphases of growth as measured by EL Skills Benchmark Assessments.	Character Performance Benchmarks: No more than 10% of the student population will be suspended. At least 85% of students will agree or strongly agree via survey that their teacher knows their strengths, weaknesses and interests. At least 75% of students will be proficient on Nguzo Saba Principles as measured by report card competencies. No less than 80% of families will re-enroll each school year.	High Quality Work Performance Benchmarks: Students are increasing in their ability to create complex work where they apply, analyze, synthesize or create: At least 75% of Celebrations of Learning included student discussion of the process of creation, application, analysis, synthesis and self-reflection. 100% of students have a portfolio showcasing progress in their learning and high-quality work over time.
School Year 22-23 Lever	75% of teachers intentionally build a culture of challenge, collaboration, trust, and growth in which students feel that they belong and are respected. (CP11, D1)	Phase 1 Goal: 85% Kuumba scholars will report a strong sense of belonging and connections with peers and teachers.	80% of teachers create a culture of meaningful reflection and self assessment by regularly engaging students in critiquing models or exemplars (either professional or student created) and giving and receiving feedback on their own and peers' work using rubrics. They establish norms that keep both formal and informal feedback emotionally safe, respectful, and always kind, specific and helpful.
Above All Else:	Kuumba is a loving village that seeks to empower students with the skills and strategies to own their learning and growth, to be persistent in the face of challenges and to advocate for the needs of themselves and their community.		
Theory of Action: MKS	If leaders provide quality and focused professional development and aligned on-going coaching, then teachers will develop a deep understanding of content standards and effective teaching strategies, structures and protocols so that all students have a challenging, rich and engaging learning experience.		
Long Term Faculty Learning Target	Teachers intentionally build a culture of challenge, collaboration, trust, and growth in which students feel that they belong and are respected. (CP11, D1)		
Theory of Action: Character	If leaders provide targeted training around culturally responsive practices AND leaders and teachers use the Nguzo Saba principles as the foundation of a positive approach to discipline and restorative justice, then teachers will select Nguzo Saba learning targets that are explicitly taught in Crew, practiced and reflected upon throughout the day so that all students will feel a strong sense of belonging and connection while building the character skills to be successful in school and life.		
Long Term Faculty Learning Target	Teachers can select Nguzo Saba learning targets for Crew that are intentionally taught in Crew, practiced and reflected on throughout the school day.		
Theory of Action: HQW	If leaders create structures for student reflection and provide quality and focused professional development, then teachers will have an understanding of how to effectively utilize rubrics, revision, conferences and portfolios so that students demonstrate pride and are better able to articulate their progress and growth.		
Long Term Faculty Learning Target	Teachers can use conferencing, exemplars, models and rubrics in order to create a clear vision for high quality work for students.		

[Appendix 2b: EL Website \(interactive link\)](#)

[Appendix 2c: Credentialing Feedback \(interactive link\)](#)



African American Studies Curriculum

On June 17, 2021, Governor John Carney signed House Bill 198, legislation that requires every Delaware school district and charter school serving K-12 students to provide instruction on Black history as part of all educational programming beginning in the 2022-23 academic year.

African American Studies Structure:

1. All scholars from Kindergarten through 8th grade will receive African American Studies biweekly throughout the entire year.
2. African American Studies will be a 60 minute instructional period, homeroom teachers will use this time as an additional prep period.(see example below)

September						
Su	Mo	Tu	We	Th	Fr	Sa
3	4	5	6	7	8	9
	KA 2C 5C	KC 3A 6A 7A	1A	1C 4C 8A 4A	2A 5A 8C	
10	11	12	13	14	15	16
	KB 3B 6B	KD 3C 7B 4B	1B	1D 4D 7C 8B	2B 5B 8C	
17	18	19	20	21	22	23
	KA 2C 5C	KC 3A 6A 7A	1A	1C 4C 8A 4A	2A 5A 8C	
24	25	26	27	28	29	30
	KB 3B 6B	KD 3C 7B 4B	1B	1D 4D 7C 8B	2B 5B 8C	
31						

Each grade will focus on a thematic unit with a guiding essential question and corresponding book study.

KN - 1st Grade

“Where It All Began”

Essential Question:

- How has the geography of Africa shaped the culture of Africa?
- How has the history of Africa shaped you as an individual?
- Book Study - *Jambo Means Hello: Swahili Alphabet Book*
- Book Study - *Ashanti to Zulu: African Traditions.*

2nd - 3rd Grades

“Africa to America - Brave and Black”

Essential Question:

- How have notable figures in history impacted our social and political culture shift from Africa to America?
- Recall foundational knowledge necessary to evaluate domination, oppression, social welfare, and justice.

- 2nd Grade Book Study - Show the Way - Jaqueline Woodson
- 3rd Grade Book Study - This is a Rope - Jaqueline Woodson

4th grade

“Let’s Talk About Race”

Essential Questions:

- How will you locate yourself in the work of antiracism as you read and discuss this book?
- How might learning about the source of racist ideas help you to know the present and yourself.
- Book Study - “Stamped”

5th grade

“Be the Change You Want To See”

Essential Questions:

- How will you overcome social injustice and become the change you want to see in the world?
- How will you explain the links between well-being, social justice, and diverse worldviews?
- Book Study - Harbor Me - Jaqueline Woodson

6th grade

“The New Millennium Change Agent”

Essential Questions:

- How will you employ ethical reasoning to critique historical and contemporary social systems?
- Book Study - Just Mercy
- Book Study Remarkable - Hidden Figures

7th grade

“The New Millennium Change Agent”

Essential Questions:

- How will you advocate for awareness, engagement, or change with respect to social justice?
- Book Study - Stamped

8th Grade

“Defining Your Destiny”

Essential Questions:

- How will you articulate insights into your own cultural rules and biases and how one’s culture shapes one’s worldviews?
- How will you define your future based on your culture and personal past?
- Book Study - Letters to Young Sister
- Book Study - Letter to Young Brother

Kuumba Academy’s African American Studies curriculum will include all of the following:

- a. The history and culture of Black people prior to the African and Black Diaspora, including contributions to science, art, and literature.
- b. The significance of enslavement in the development of the American economy.
- c. The relationship between white supremacy, racism, and American slavery .
- d. The central role racism played in the Civil War.
- e. How the tragedy of enslavement was perpetuated through segregation and federal, state, and local laws.
- f. The contributions of Black people to American life, history, literature, economy, politics, and culture.
- g. The socio-economic struggle Black people endured, and continue to endure, in working to achieve fair treatment in the United States; as well as the agency they employ in this work for equal treatment.
- h. Black figures in national history and in Delaware history.

**Appendix 1 - Supplemental Academic Performance Data :: African
American Studies Curriculum**

**Appendix 1 - Supplemental Academic Performance Data :: Becoming
My Best Self: Self-Improvement as an Act of Black Resistance
[https://eleducation.org/news-and-events/blog/becoming-my-best-self-
self-improvement-as-an-act-of-black-resistance/](https://eleducation.org/news-and-events/blog/becoming-my-best-self-self-improvement-as-an-act-of-black-resistance/)**

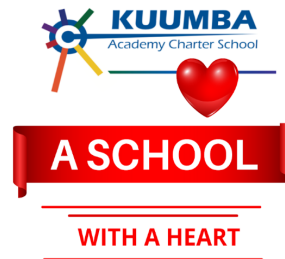
**Appendix 1 - Supplemental Academic Performance Data :: A Good
Kind of Trouble: Black Resistance**
**[https://eleducation.org/news-and-events/blog/a-good-kind-of-trouble-
black-resistance/](https://eleducation.org/news-and-events/blog/a-good-kind-of-trouble-black-resistance/)**

**Appendix 1 - Supplemental Academic Performance Data ::
Expeditionary Learning Character Credential**

**Appendix 1 - Supplemental Academic Performance Data ::
Expeditionary Learning Character Credential :: Staff PD start of the
year**



CREW Book



We are so excited to have you as part of our Village!

#kuumbastrong #kuumbaforever

If you need anything this week, do not hesitate to ask.

Your Facilitators for this week:



Name: Sally Maldonado
Position: Head of School

Education: Bachelors' degree in Elementary and Special Education from University of Delaware; Masters degree in School Leadership from Wilmington University

Experience: Started my professional career in education right here at Kuumba Academy in 2002. Has taught 4th-6th and served as the Academic Dean before becoming the Head of School for Kuumba.

Fun Facts: Recently celebrated my first wedding anniversary and am the proud parent of 2 boys, 3 girls ages 10, 12, 12, 14 and 22!



Name: Ayanna Johnson
Position: Principal

Education: Bachelors' degree with a concentration in Afro-American Studies from Harvard University; Masters degree in Multicultural Education from Eastern University

Experience: Has taught PreK - 10th grade and served as a Math Specialist and Director of Curriculum and Instruction before becoming a Principal. Named Teacher of the Year and founded a private school in New Jersey in 1995. Has served as a Principal for 13 years in New Jersey, Pennsylvania, and now Delaware.

Fun Fact: In college, my favorite professors were Spike Lee and Julian Bond. I also started a sit in (ask me about it later).



Name: Genelle Freeman-Saul
Position: Dean of Students K-4

Education: Bachelor's Degree in Elementary Education from Shaw University. Master's Degree in Reading from Wilmington University.

Experience: While at Kuumba, I taught first grade for three years and served as the Reading Specialist for seven years. This is my sixth year serving as the Dean of Students.

Fun Fact: I really enjoy horror movies and fall is my favorite season.



Name: Taron D. Williams
Title: Restorative Practices Coordinator

Education: Masters in Social Work from Case Western Reserve University (MSASS); M.Ed - Higher Education Administration - Baruch College; Bachelors' degree in Sociology - Fisk University (Morris Brown College).

Experience: This is my second year at Kuumba. I worked as the Restorative Practice Coordinator at Brooklyn Collaborative Studies. I worked in Youth Development for organizations like, The Door and Partnership with Children.

Fun Fact: I love to sing and dance. My favorite hobbies are sleeping, driving, cooking, and running. Laughter is good for the soul. I collect Starbucks mugs. I am a proud member of Phi Beta Sigma fraternity, Inc. (Spring '02).

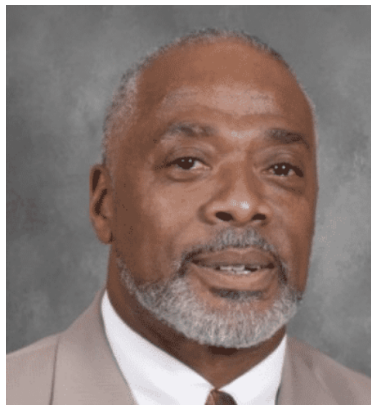


Name: Teri Riggs-Lyle
Position: ABA Therapist

Education: Bachelors in Criminal Justice and Sociology with a Minor in Dance from Temple University. Masters in Criminology with a concentration in Business Administration and a certification in Behavior Analysis from Saint Joseph's University. Currently pursuing my Board Certified Behavior Analyst licensure.

Experience: This will be my 6th year at Kuumba Academy. I started my professional career in 2005 as a Family Therapist for adjudicated youth in Philadelphia and then transitioned into Philadelphia public schools as a Clinical Supervisor, Clinical Coordinator and a Dean of Students. I have been working in the Behavioral/Mental Health field for approximately 18 years.

Fun Fact: I am the Head of Administration of a production company in Philly called John Graves Production, Inc. I am also a Wellness Coach and Founder of ForeverSHE, Inc. Everything I do is ARTS integrated, I have a black belt in Tang Soo Do (Korean Karate). I ride motorcycles and I am a member of Zeta Phi Beta Sorority, Incorporated- Spring 2008.



Name: Ken Brown
Position: Director of Family Engagement

Education: BA in Political Science, North Carolina A&T State University, M.Ed in Elementary Education, Cabrini University

Experience: Founder, Board Member Kuumba Academy Charter School
30+ years in Elementary Education, specializing in Early Childhood Arts and Education (Creative movement and Dance), Past eight years School Cultural, Climate, Family Engagement, Homeless, Migration & Foster Care liaison

Fun Fact: Love to Dance, Detail Cars and Gardening.



Name: Salimata Linguier

Position: Theater Teaching Artist & Passages/CAST Co-Facilitator

Education: BS in Human Services, Springfield College

Experience: As a product of Christina Cultural Arts Center from childhood, I've taught drama and African dance for over 25 years at various schools, community centers and social service agencies in DE. I have been a part of Kummba's Village in some capacity since its conception. In addition to arts integration, my background is in teaching financial literacy and working with at-risk populations. I'm a therapeutic treatment foster parent, certified massage technician, professional clown, and proud mother of a Kuumba Alum.

Fun Fact: I have flown a plane, been bitten by a shark, starred in a national PSA about proper prenatal care for healthy mothers, and known by many as the "Board Game Collector."



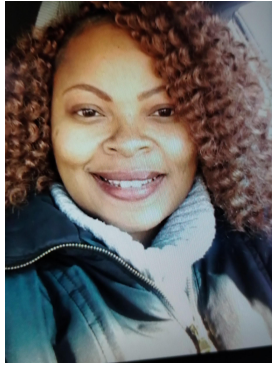
Name: Noelle Picara

Position: Show Choir Teacher, AAIT Team Lead and Arts Integration Specialist

Education: BA University of Delaware English Literature, MFA Naropa University Creative Writing, M.Ed University of Phoenix

Experience: I am about to start my 20th year teaching! During my career, I have taught musical theater, choir, piano, dance, and high school ELA in public, private and international schools. This is my 5th year at Kuumba in the role of Arts Integration Specialist. Because of my experience teaching both performing arts and academics, I work to be a bridge at Kuumba between the AAIT (integrated arts team) and the academic teachers.

Fun Fact: Last year I married my best friend and had my first child at the age of 43.



Name: Shysheen Nelson
Position: 2nd Grade Teacher and Team Lead

Education: Graduated from Wilmington University in New Castle, DE - Masters in Education

Experience: I have 13 years of experience in the education field. This is my 6th year teaching at Kuumba. I am a Second grade teacher.

Fun Fact: I enjoy watching movies and spending time with my family! I do not like driving over big bridges.



Name: Dr. Maureen Masters
Position: Out of School Time Coordinator (OST)

Education: Bachelor's of Fine Art from Moore College of Art and Design, Master's Degree in Education from Neumann University, and Doctorate in Educational Leadership from Wilmington University.

Experience: I have achieved two of my lifelong dreams. I worked in the Fashion industry as a Fashion Designer for 10 years and traveled the world. When I left Fashion I followed my passion to work in education. I have been teaching for 15 years in New Castle County and this is my 8th year at Kuumba Academy. This year I will be serving our community as our Out of School Time Coordinator (OST).



Fun Fact: I love archery, knitting, and tacos!!!



Name: Tykisha Goldsberry
Position: K-2 Instructional Coach

Education: I attended the University of Delaware and received a bachelor's degree in elementary education. I completed my graduate work at the Relay School of Education and received a masters degree in Teaching Practices.

Experience: After graduating from U of D. I taught in the Baltimore Public School System for 4 years. I was hired at Kuumba in 2008 and have taught kindergarten and first grades.

	<p>Fun Fact: I love all kinds of dolls. I collect African American dolls.</p>
	<p>Name: Angelina Peterson Position: Reading Specialist/Instructional Coach</p> <p>Education: Bachelor's Degree in Early Childhood and Elementary Education from Lincoln University, Masters Degree in Reading Literacy from Cambridge College</p> <p>Experience: I started my career in 2000 as a 3rd grade teacher. The following year, I taught Kindergarten and taught Kindergarten for 10 years. I taught 1st grade for 3 years and 4th grade for 1 year. In the remaining six years of my career, I have worked as a Literacy Coach, Instructional Coach and Reading Interventionist. I also work as an Adjunct Professor at Harcum College. This is my 5th year at Kuumba Academy.</p> <p>Fun Fact: I love to travel! I love all things Seafood. I love Music, dancing, Art and Laughter! I love and value Growth, literally Anything that Grows... it's no wonder I love flowers, butterflies and I'm an Educator. :).</p>
	<p>Name: Blair Borish Position: 3-8 Instructional Coach (ELA and Social Studies)</p> <p>Education: B.A. from University of Pennsylvania in English and Women's Studies; M.Ed from Temple University in Secondary English Education; just started Ed.D at Wilmington University in Educational Leadership and Innovation</p> <p>Experience: I have experience teaching sixth, seventh, and eighth grades in both Philadelphia (where I'm from) and Delaware (where I live now). This is my tenth year in education and my fifth year at Kuumba! My areas of strength are fostering reading stamina and a love for reading, text-dependent analysis, writing organization and instruction, creating a culture of high expectations, and CREW.</p> <p>Fun Fact: I do the NYT Crossword Puzzle every day. I also love practicing yoga.</p>



Name: Tara Madsen Robbins

Position: Instructional Coach Grades 3-8 (Math & Science)

Education: Bachelor's Degree in Dance from Slippery Rock University; Master's of Fine Arts Degree in Performance & Choreography from Smith College; Teaching Certification from the University of Delaware; Master's Degree in Educational Leadership with K-12 Principal Certification, and Social Emotional and Behavioral Wellness Endorsement from Immaculata University

;
Experience: I taught in the dance program at Cab Calloway School of the Arts for seven years and focused on cross-curricular artistic collaborations. I was honored to participate in the Teacher Leader Network Cohort for the Visual and Performing Arts with the Delaware Department of Education. Recently, I was named the 2023 SHAPE Delaware Dance Education Teacher of the Year. I was an adjunct professor for ten years in the Dance program at DeSales University, performed/toured nationally with a professional company, and internationally as a freelance choreographer. As a passionate arts advocate, I serve on the Board of Directors for two organizations and understand that the transferable skills gained in the arts will be a powerful asset in teacher leadership. I am so thrilled to join the Kuumba family!

Fun Fact: I'm obsessed with houseplants and love the good energy!

New Hire Institute 2023-24

Location - Library, 3rd Floor

<p>Monday, August 14 We ❤️ Crew</p>	<p>Tuesday, August 15 We ❤️ Relationships</p>	<p>Wednesday, August 16 We ❤️ EL</p>	<p>Thursday, August 17 We ❤️ Learning</p>	<p>Friday, August 18 We ❤️ Kuumba</p>
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<p>8:00- 8:30 Meet your new colleagues! Continental Breakfast</p> <p>8:30-9:30 Adult Crew <u>Kuumba Academy: Who We Are</u> <u>Led by:</u> Sally Maldonado <u>Participants:</u> All new staff</p> <p>9:30-9:40 BREAK</p> <p>9:40-10:40 What is Crew? <u>Led by:</u> Genelle Freeman-Saul, Deon Booker, and Taron Williams <u>Participants:</u> All new staff</p> <p>10:40-10:50 BREAK</p> <p>10:50- 12:00 Intro to Nguzo Saba <u>Led by:</u> Genelle Freeman-Saul, Deon Booker, Salimata Linger <u>Bring:</u> 1 item/artifact that symbolizes a spiritual/cultural family tradition <u>Participants:</u> All new staff</p> <p>12:00 - 1:00 LUNCH On Your Own</p> <p>1:00 - 3:00 Crew Planning Time <u>Led by:</u> Genelle Freeman-Saul, Deon Booker, and Taron Williams <u>Participants:</u> Homeroom teachers only</p> <p>3:00- 3:30 Closing Circle <u>Led by:</u> Ayanna Johnson <u>Participants:</u> All new staff</p>	<p>8:30-9:30 Adult Crew <u>Led by:</u> Ayanna Johnson <u>Participants:</u> All new staff</p> <p>9:30 -9:40 BREAK</p> <p>9:40- 11:00 Let's Talk: Fostering Positive Parent Relationships <u>Led by:</u> Ken Brown and Genelle Freeman-Saul <u>Participants:</u> All staff</p> <p>11:00 -11:05 BREAK</p> <p>11:05-12:00 Culturally Responsive Teaching and the Brain <u>Led by:</u> Ayanna Johnson <u>Participants:</u> All new staff</p> <p>12:00- 1:00 LUNCH On Your Own</p> <p>1:00 - 2:00 Class Dojo <u>Led by:</u> Genelle Freeman-Saul <u>Participants:</u> All K-4 staff</p> <p>2:00- 3:30 Discussion Protocols <u>Led by:</u> Ayanna Johnson <u>Participants:</u> All new staff</p> <p>3:30- 3:50 Closing Circle <u>Led by:</u> Ayanna Johnson <u>Participants:</u> All new staff</p> <p>Exit Ticket</p>	<p>8:30-9:30 Adult Crew <u>Led by:</u> Ayanna Johnson <u>Participants:</u> All new staff</p> <p>9:30- 11:00 Introduction to Kuumba's EL Education Model: Deeper Instruction & Arts Integration <u>Led by:</u> Noelle Picara <u>Participants:</u> All staff</p> <p>11:00- 12:00 LUNCH On Your Own</p> <p>12:00- 1:20 Intro to EL ELA Skills Curriculum K-2 <u>Led by:</u> Angelina Peterson <u>Room:</u> Library <u>Participants:</u> All teachers who will be teaching grades K-2 You need your Computer.</p> <p>12:00- 1:20 Intro to EL ELA Curriculum 3-8 <u>Led by:</u> Blair Borish <u>Room:</u> 411 <u>Participants:</u> All teachers who will be teaching ELA grades 3-8 If you have a computer, please bring it to this session.</p> <p>1:20-1:30 BREAK</p> <p>1:30-2:30 Human Resources <u>Led by:</u> Michelle Lambert <u>Participants:</u> All new staff</p>	<p>8:30-9:00 Adult Crew <u>Led by:</u> Ayanna Johnson <u>Participants:</u> All new staff</p> <p>9:00- 10:15- Unpacking Learning Targets <u>Led by:</u> Tykisha Goldsberry <u>Participants:</u> All new staff</p> <p>10:15- 10:25- BREAK</p> <p>10:25- 11:30 Intro to Eureka² <u>Led by:</u> Tykisha Goldsberry <u>Room:</u> Library <u>Participants:</u> All teachers K-2</p> <p>10:25- 11:30 Intro to Eureka² <u>Led by:</u> Ayanna Johnson and Tara Robbins <u>Room:</u> Library <u>Participants:</u> All 3-8 teachers who will teach or support Math or Science</p> <p>11:30- 12:30 LUNCH On Your Own</p> <p>12:30-1:30 - Celebrations of Learning and Documentation Panels and Classroom Set Up <u>Led by:</u> Shysheen Nelson and Ayanna Johnson <u>Room:</u> Library <u>Participants:</u> All new teachers</p> <p>1:30- 2:00- Closing Circle <u>Led by:</u> Ayanna Johnson <u>Participants:</u> All new staff</p>	<p>8:30- 8:45- Adult Crew <u>Led by:</u> Ayanna Johnson <u>Participants:</u> All new staff</p> <p>8:45 - 10:30 Fostering Resilient Learners <u>Led by:</u> Teri Riggs-Lyle and Ariele Castro <u>Participants:</u> All new staff</p> <p>10:30- 10:40- BREAK</p> <p>10:40 - 11:45 Classroom Management Protocols <u>Led by:</u> Genelle Freeman-Saul <u>Participants:</u> All new teachers</p> <p>11:45- 12:45- LUNCH On Your Own</p> <p>12:45- 2:30 Kuumba ❤️Tech <u>Led by:</u> Maureen Masters <u>Participants:</u> All new staff</p> <p>2:30-2:45 Closing Circle <u>Led by:</u> Ayanna Johnson <u>Participants:</u> All new staff</p> <p>Exit Ticket</p>
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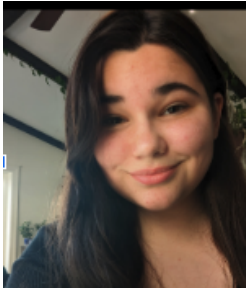
<p>Optional 3:30 Building Tour</p> <p>Exit Ticket</p>		<p>2:30- 3:00 Intro to EL Education's ELA Module & Lit Labs Curriculum K-2 <u>Led by:</u> Angelina Peterson and Tykisha Goldsberry <u>Room:</u> Library <u>Participants:</u> All teachers K-2</p> <p>2:30- 3:00 Intro to Social Studies Curriculum 3-8 <u>Led by:</u> Blair Borish <u>Room:</u> 411 <u>Participants:</u> All teachers who will be teaching Social Studies grades 3-8</p> <p>3:00- 3:30 Closing Circle <u>Led by:</u> Ayanna Johnson <u>Participants:</u> All new staff Pick up your badge on the 2nd floor - See Ms. Karen Deans</p> <p>Exit Ticket</p>	<p>Exit Ticket</p>	
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**Appendix 1 - Supplemental Academic Performance Data ::
Expeditionary Learning Character Credential :: Staff PD start of the
year :: New Hire Institute 2023**



CREW Book

Meet Our New Team Members:



Name: Cevia Blevins

Position: 5th grade ELA teacher

Fun Fact: I crochet and make other crafty projects.



Name: Tara Madsen Robbins

Position: Instructional Coach Grades 3-8 Math & Science

Fun Fact: I am obsessed with houseplants. I love the good energy!



Name: Michnari Robinson

Position: Band Teacher

Fun Fact: I love humming while I whistle.



Name: Joel Coppadge

Position: 6th grade Math Teacher

Fun Fact: I have been studying karate since I was 6 years old and will be pretesting for 3rd degree black belt.



Name: Jackie Torkelson

Position: 7th/8th grade Social Studies

Fun Fact: I have presented my historical work at many conferences, including one in Istanbul.



Name: Imanuel Rufus

Position: PE Resident Teacher

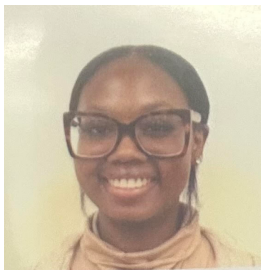
Fun Fact: I am a huge Carolina Panthers fan.



Name: Kaliyna Williams

Position: 4th grade

Fun Fact:



Name: Taniah Berry

Position: One-on-One (USSS)

Fun Fact: I made top 10 in Miss Delaware Teen USA in 2016.

Name: Quira Parker

Position: 7th grade ELA teacher



Fun Fact: I am the 2nd oldest of 8 children and I make cold pressed juice for breakfast everyday.



Name: Tima Chambers
Position: One-on-One (USSS)

Fun Fact: I love to dance!



Name: Alice Robinson

Position: Middle School SPED (USSS)

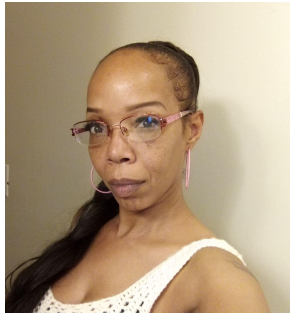
Fun Fact: I jumped out of a helicopter at the age of 20 years old.



Name: Tamyra Williams

Position: LTS 7th grade Math (USSS)

Fun Fact: I hum Justin Bieber while I cook.



Name: Tamiko Boyd
Position: 5th/6th SPED Math LTS (USSS)

Fun Fact: I love to crochet.



Name: Cooper
Position: USSS Lead and 8th grade Math LTS

Fun Fact: I love comedy.



Kuumba Superheroes - #KuumbaStrong

Monday August 21	Tuesday August 22 Character	Wednesday August 23 MKS	Thursday August 24 HQW	Friday August 25
<p>8:00-9:00- Welcome Back Breakfast in Room 300</p> <p>9:00 - 10:00 Adult Crew Led by: AAIT Location: Room 300 Participants: All staff</p> <p>10:00- 10:10- BREAK</p> <p>10:10- 11:30 Mission Accepted Led by: Ayanna Johnson and Sally Maldonado` Location: Room 300 Participants: All staff</p> <p>11:30- 12:30 LUNCH on your own</p> <p>12:30-1:30 The Power of CREW Led by: Culture Team Participants: All staff</p>	<p>8:30- 9:00- Adult Crew Led by: Culture Team Location: 300 Participants: All staff</p> <p>9:00- 9:15- BREAK</p> <p>9:15 - 12:00 Essential Tools for Creating Behavior Change Led by: Matt Ingemi with DiNovi Associates Location: 300 Participants: All staff</p> <p>12:00- 1:00- LUNCH on your own and Prep</p> <p>1:00- 2:00- Support Team Meeting Led by: Doris Kirkland Location: TBD Participants: Counselors</p>	<p>8:30- 9:00- Adult Crew Led by: Ken Brown Location: Room 300 Participants: All staff</p> <p>9:00-10:30 - CP 29: Checking for Understanding in Daily Instruction (Differentiated Sessions) Led by: The Instructional Coaching Team</p> <ul style="list-style-type: none"> Learning Targets, Protocols, and Engagement Strategies Led by: Goldsberry and Hooten Room 300 Listening and Observing Strategically with Quick Check Techniques Led by: Borish Room 411 	<p>8:30- 9:00- Adult Crew Led by: CAST Team Participants: All staff</p> <p>9:00- 9:15- BREAK</p> <p>9:15 - 10:30 - CP 12E: Using Models, Critique, and Descriptive Feedback to Produce High Quality Work Led by: The Instructional Coaching Team Location: 300 Participants: All staff</p> <p>10:30- 10:45- BREAK</p> <p>10:45 - 11:15 - T Sheets Led by: Amy Cannavo and Linnie Ogumerem Location: 300 Participants: All staff</p>	<p>8:30- 8:45- Adult Crew Led by: Teri Riggs Participants: All staff</p> <p>9:00 - 10:15 - Superhero Profiles: Seesaw and Portfolios Led by: Maureen Masters Location: 300 Participants: All staff</p> <p>10:15- 10:30- BREAK</p> <p>10:30 Choose Your Own Adventure</p> <ul style="list-style-type: none"> MobyMax Zearn PDMS Canva Google Flocabulary



<p>1:30-2:00 Closing Circle <u>Led by:</u> Ayanna Johnson <u>Participants:</u> All staff</p> <p>2:00 Room Prep</p> <p>2:00 - 3:30 - IEPs at a Glance <u>Led by:</u> Eula Hooten and Varneka Baynard <u>Location:</u> TBD <u>Participants:</u> SPED Team</p> <p>Exit Ticket</p>	<p>1:00 - 2:00 - Coaches <u>Led by:</u> Kady Taylor <u>Location:</u> Johnson's Office <u>Participants:</u> All Coaches</p> <p>1:00 - 2:00 - The Heroes Sidekicks: The Role of the One-on-One <u>Led by:</u> Teri Riggs-Lyle <u>Location:</u> Room 426 <u>Participants:</u> All One-on-Ones</p> <p>2:00 - 2:30 Closing Circle <u>Led by:</u> Ayanna Johnson <u>Participants:</u> All staff</p> <p>2:30 - 3:30 - Amazing ILT <u>Led by:</u> Ayanna Johnson <u>Location:</u> Room 110 <u>Participants:</u> All ILT Members</p> <p>Exit Ticket</p>	<ul style="list-style-type: none"> • Self-Assessing, Reflecting on Progress and Setting Goals <u>Led by:</u> Robbins Room 110 • AAIT in 150 - Standards Based Learning Targets, Exemplars and Criteria for Students Success <u>Participants:</u> All staff <p>10:30- 10:45- BREAK</p> <p>10:45 - 12:00 - Content Planning Time <u>Led by:</u> The Instructional Team</p> <ul style="list-style-type: none"> • ELA and Social Studies <u>Led by:</u> Blair Borish and Ayanna Johnson, Room 411 • K-2 instruction <u>Led by:</u> Tykisha Goldsberry • Instructional Support and Productive Struggle 	<p>11:15 - 12:30 - Expeditions <u>Led by:</u> Emma Salisbury and Lauren Robinson <u>Location:</u> Room 300</p> <p>12:30 - 1:00 Closing Circle <u>Led by:</u> Ayanna Johnson <u>Participants:</u> All staff</p> <p>1:00 - 2:00 LUNCH on your own</p> <p>2:00 - 3:00 - Math and Science <u>Led by:</u> Ayanna Johnson and Tara Robbins <u>Location:</u> Room 300 <u>Participants:</u> 3rd - 8th grade math and science teachers</p> <p>3:00 - 3:45 ILT <u>Led by:</u> Ayanna Johnson <u>Location:</u> Room 300 <u>Participants:</u> ILT</p> <p>Room Prep</p>	<p>LUNCH on your own</p> <p>3:00 Closing Circle <u>Led by:</u> Ayanna Johnson <u>Participants:</u> All staff</p> <p>TBD by Team Lead Team Planning Time (Common expectations, transitions, etc.) <u>Led by:</u> Team Leads <u>Location:</u> Various <u>Participants:</u> All teachers</p> <p>Exit Ticket</p>
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		<p><u>Led by:</u> Angelina Peterson Rm. 117 <u>Participants:</u> Paras and One on Ones</p> <p>12:00 - 1:00 LUNCH on your own</p> <p>1:00 -2:00 Instruction Team Meeting <u>Led by:</u> Ayanna Johnson <u>Location:</u> Johnson's Office <u>Participants:</u> Goldsberry, Peterson, Picara, Borish, Robbins, Hooten, Baynard, Harris</p> <p>1:00- 3:00- Room Setup</p> <p>3:00-3:30 <u>Closing Circle</u> <u>Led by:</u> Ayanna Johnson <u>Location:</u> Room 300 <u>Participants:</u> All staff <u>Classroom Non-Negotiables</u></p>	<p>TBD by Team Lead Team Planning Time (Common expectations, transitions, etc.) <u>Led by:</u> Team Leads <u>Location:</u> Various <u>Participants:</u> All teachers</p> <p><u>Exit Ticket</u></p>	
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Monday August 28	Tuesday August 29	Wednesday August 30	Thursday August 31	Friday September 1
<p>8:30- 9:30- Adult Crew: Impact <u>Led by:</u> Alexandria Clay <u>Location:</u> Room 300 <u>Participants:</u> All staff</p> <p>9:30- 11:00 Health Services, SBHC and Counseling Support <u>Led by:</u> Nurse Moore and Doris Kirkland <u>Location:</u> Room 300 <u>Participants:</u> All staff</p>	<p>8:30- 10:00- Adult Crew and Closing Circle <u>Led by:</u> Teri Riggs <u>Location:</u> Room 300 <u>Participants:</u> All staff</p> <p>10:00- 10:15- BREAK</p> <p>10:15- 11:00 Imagine Learning <u>Led by:</u> Blair Borish and Maureen Masters <u>Location:</u> Room 300 <u>Participants:</u> All ELA Teachers</p>	<p>8:30- 9:00- Adult Crew: DEAR and Closing Circle <u>Led by:</u> Blair Borish <u>Location:</u> Room 300 <u>Participants:</u> All staff</p> <p>9:00-10:30 - AAIT planning meeting, student leadership <u>Led by:</u> Noelle Picara <u>Location:</u> 150 <u>Participants:</u> AAIT</p> <p>9:00-9:45 Human Resources: What I need to know for 23/24!</p>	<p>8:30-9:00- Affinity Crews and Closing Circle <u>Led by:</u> Various <u>Location:</u> Starting and ending in 300 <u>Participants:</u> All staff</p> <p>9:00 - 3:00 - Home Visits, Team Meetings and Room Set Up</p> <p>12-2 Staff Cookout (see Evite)</p>	<p style="text-align: center;">Labor Day Holiday</p> <p style="text-align: center;">Building is open regular hours for those who wish to work on their classrooms</p>



<p>11:00 Home Visits, Team Meetings and Room Set Up</p> <p>11:00-12:30 - Arts Requirements for Charter Renewal <u>Led by:</u> Dr. Lauren Conrad (DOE) <u>Location:</u> 150 Art Room <u>Participants:</u> AAIT</p> <p>3:00-3:30 Closing Circle <u>Led by:</u> Ayanna Johnson <u>Participants:</u> All staff</p> <p><u>Exit Ticket</u></p>	<p>10:30-12:00 Professional Learning with Zearn Math <u>Led by:</u> Dylan Holck <u>Location:</u> Zoom https://us02web.zoom.us/j/87048423970 <u>Participants:</u> Math teachers</p> <p>12:00 Home Visits, Team Meetings and Room Set Up</p> <p>12:00-1:00PM - (Optional) Cupcakes and Coffee with Coaches - Enjoy a snack and chat with your instructional coaches for the school year! <u>Led by:</u> Instructional Coaching Team <u>Location:</u> Room 125</p> <p>1:00-2:30 - AAIT Content-Specific PDs and team building</p>	<p><u>Led by:</u> Sally Maldonado <u>Location:</u> Teacher Workroom (2nd Floor) <u>Participants:</u> All staff will receive an email with their assigned session</p> <p>9:45-10:30 Human Resources: What I need to know for 23/24! <u>Led by:</u> Sally Maldonado <u>Location:</u> Teacher Workroom (2nd Floor) <u>Participants:</u> All staff will receive an email with their assigned session</p> <p>10:30-11:15 Human Resources: What I need to know for 23/24! <u>Led by:</u> Sally Maldonado <u>Location:</u> Teacher Workroom (2nd Floor) <u>Participants:</u> All staff will receive an email with their assigned session</p>	<p><u>Exit Ticket</u></p>	
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[Exit Ticket](#)

9:00 - 3:00 - Home Visits,
Team Meetings and
Room Set Up

[Exit Ticket](#)

**Appendix 1 - Supplemental Academic Performance Data ::
Expeditionary Learning Character Credential :: Staff PD start of the
year :: Staff Orientation 2023**



Data Dialogue Day: September 29th, 2023

Please note: All staff must complete PDMS Course Test Security and Homeless Education by the end of the day today. Once completed, Ms. Borish will bring around the test security acknowledgement forms.

Time	Session Topic & Facilitator	Participants	Location
8:00- 8:30	<u>Crew</u> Facilitated by: Johnson	All Staff	Room 300
8:30- 9:30	<u>MTSS</u> <u>Benchmark Data and Expectations</u> Facilitated by: Instructional Coaching Team	All Staff	Room 300
8:30 - 3:00	Charter Renewal Review/Final Draft Facilitated by: Picara and Dr. Conrad	All AAIT and Robbins	Room 150
9:30- 10:00	Special Education Breakout Facilitated by: Hooten and Baynard	All SPED staff	Room 425
9:30 - 10:30	<u>How to Create Groups and Reviewing Center Plans, Bins and Binders</u> Facilitated by: Peterson and Goldsberry	K-2 Staff All Paras	Room 110
9:30- 10:20	<u>SBAC Tools - Writing Samples</u> Facilitated by: Borish	3rd - 8th ELA Teachers	Room 300
<p>Work Time (until Closing Circle):</p> <p><u>PDMS</u> MTSS Student Led Conferences Data Dialogue Interims</p> <p><u>Coaching Office Hours</u> Borish Office Hours - 12:30-2:30PM (Room 125) Goldsberry Office Hours - 12:30-2:30PM (Room 125) Robbins Office Hours - 12:30-2:30PM (call/text for location)</p>			



10:30-12:30	Human Resources Training with Ralph Bradley	Group 1 <u>See Calendar Invite</u>	Room 300
12:30-2:30	Human Resources Training with Ralph Bradley	Group 2 <u>See Calendar Invite</u>	Room 300
2:30- 3:00	Closing Circle <u>Facilitated by:</u> Johnson	All Staff	Room 300

Please Note: Human Resources Training with Ralph Bradley for Groups 3 and 4 will take place on 10/2 between 10:00-12:00 and 1:30-3:30. See Calendar Invites for your schedule.

**Appendix 1 - Supplemental Academic Performance Data ::
Expeditionary Learning Character Credential :: Staff PD start of the
year :: Data Dialogue Day Agenda**

**Appendix 1 - Supplemental Academic Performance Data ::
Expeditionary Learning Character Credential :: Crew Lessons**



CREW

Once there were six of us. Once we circled around each other, and listened. Or maybe what matters most is that we were heard."

excerpt taken from "*Harbor Me*" - Jacqueline Woodson

LEARNING TARGETS

- **Long-term Learning Target:** I can describe the leadership strengths and challenges of my Crew.
- **Daily Target:** I can reflect on how we communicate with one another.

BANK AT SCHOOL UPDATE

- WSFS is short staffed and is unable to visit our school to collect student deposits.
- The accounts are still valid and I will provide the verbage to advise your families of the details surrounding this change.

PLEASE REMEMBER TO USE INTERVENTIONS

When students are struggling in the classroom, it's important to implement the tier I behavior strategies before calling for support.

If you need assistance selecting the appropriate intervention, please reach out to a member of the culture team.

All Step 1 interventions and responses should be documented in Kickboard/Dojo.

Verbal correction	Seat change	Establish buddy teacher system
Establish positive relationships and rapport with students	Pair or group students in positive peer groups	Involve students in an alternate activity
Conflict resolution/mediation	Parent/Teacher conference	Mentoring
Document Parent/guardian contact and notification	Teacher/student conference outside of class time	Parent/guardian brings student to school/ class for informal pre-class refocusing
Logical Consequences (Conducted in Classroom): -Loss of privilege -Break it fix it - Space and Time -VOMP -WOW	Daily progress sheet on behavior (for student and/or parent)	Teach the following through Crew lessons: -coping strategies -organizational skills -relaxation techniques
Reflection sheets	Take away unstructured or free time	Acknowledging positive behavior
Rewards, simple reward systems & Incentives	Call or send notes to the parent with positive updates	Alternatives modes of completing assignments
Assign a classroom job	Break down the assignment	Break down directions
Call on student frequently	Clear and concise directions	Count to 10
Deep breathing	Give choices	Have students repeat directions back
Headphones	Help student start assignments	Ignore
Individual work space	Listen to music	Model appropriate language
More structured routine	Non verbal cues	Organize materials daily
Pause before giving a direction	Provide a container for student belongings	Reassurance
Reduce assignments	Reflective Listening	Review PBIS expectations and rules
Speak with the student one on one in the hallway	Allow them to stand while working	Create start commands
Stop, walk then talk	Stress ball or fidget	Teach substitute words
Touch base with student	Touch student on shoulder	Turn desk around
Use seating disk	Use timer	Visual schedule

OLD INCIDENT REPORTS



Incident Report

1. Please make a copy
2. Rename this document by including your name
3. Enter incident details
4. Share it with Mrs. Freeman and Mrs. Johnson

Name: _____ Date and time of incident: _____

Location of Incident: _____

Type of Incident: _____

Description of Incident:

Witnesses:

Reported to (Staff): Mrs. Freeman & Mrs. Johnson

Record of Parent Contact: (Mrs. Freeman will update within 24 hours of receipt.)

Student Signature

Staff Signature

NEW INCIDENT REPORTS

Physical Incident Report 23/24

Name of person completing the form

First Name

Last Name

Date

Date

Time

Hour Minutes:

Location

Type of incident

Description of the incident:

Witnesses:

Reported to:

Signature

Sign Here 

Clear

Submit

Powered by Jotform

ACCESS TO THE PHYSICAL INCIDENT JOTFORM

Physical Incident Report Jotform

This barcode takes you straight to the form and can be found:

- Posted outside my office
- In my weekly Sunday Scoop
- Hanging around my neck in my badge holder



NEW NGUZO SABA JOURNALS FOR GRADES 1-8



Date: 5/2

Morning Plan:
Right now, I'm feeling...



Today I am going to work on _____

because _____

_____.

Afternoon Reflection:
Right now, I'm feeling...



Today I did/did not show _____ by _____

_____. I can continue

to show this by _____

_____.

STAFF CIRCLES

Staff circles is the way that we model what we expect crew leaders to be doing in crew with students. These specific convos are related to the work we do as educators everyday and in the work we do with students on community building, developing trust, and restorative practices.

REQUEST FOR A RESTORATIVE FOLLOW UP!

This barcode takes you straight to the form and can be found:

- Posted outside my office (423)
- Shared in Sunday Scoop & Weekly Updates
- Send me an email if I do not respond within 48 hours (school hours).



GETTING TO KNOW SOMEONE NEW ACTIVITY

- **READ THE DIRECTIONS BEFORE READING THE QUOTE.**
- Everyone stand around the tables.
- Sit at a table you were not originally sitting at.
- Try to sit at a table with people who you normally don't sit near.
- Introduce yourself (not your title).
- For 2-3 minutes discuss with your table this quote.
- Designate 1 member to share out what was discussed.

"If you want
to go fast
go alone.
If you want
to go far
go together."
-African Proverb

5th Grade			6th Grade			7th Grade		
Crew 1	Crew 3	Crew 5	Crew 1	Crew 2	Crew 5	Crew 1	Crew 2	Crew 3
Awonbi, Zo	Clark, Kaiden	Grant, Hakim	Person, Shane	Sanders, Willie	Reeves, Jaquan	Church Miller, Je'sai	Jones, Cameryn	Jordan, Kasya
Howard, Jhena (Starting 11 @ Positive Change)	Murphy, Carter-Rae	Griffin-Peters, J. J. Sh	Rider, Amari	Biles, Skyy	Jordan, Keymari	Smith, Saffiah	Phillips, Alessia Jovi-Aiden*	Stewart, Mala
Showell, Isaiah	Vaughn, Lola	Neal, JaHion	Bond, Julian	Barber, Elijah	Sharper, Jordan	Gross, Tayovien	Collins, Phenix	Berry, Jamar
Miller, Nehemiah	Copening, Ta'Trin	Wilmore, Wayden	Terry, Kyan	Dorsey, John	Ramos, Cameron	Williams, Omar'a	Smith, Sincere	Holden, Kadyr
Porter Jr., Michael Roy	Stowall, Jara	Dudley, Jaiden	Kelly, Tristan	Jabali-Skinner, Safyr	Rivera-Cosme, Brenden	Scott, Darrett	Fox, Jyaire**	Davis, Maxw
Lamb, Nasir	Limberry, Zyonna	Beckford, Serenity	Deburnure, Trashaon	Rogers, LaVarr	Zafir, Abdul (Halim)	Washington, Kamoni	Watts, Samaad	Lewis, Janiy
James, Zionna	Walker, Nazhai	Williams, Dakota	Gardner, Ariyonna	Jackson, Brahmin	Iwara, Angelice	Deburnure, Ranna	Emory, Zah'meria	Rinehart, Aesha
Brittingham, Harmony	Dubose, Peyton	Lacy, Paradise	Person, Zakiya	Taylor, Markyah	Dale, Jayden	Kemp, Jah'Meir	Emory, Gia	Brice, Da'sey
Gorham, Angel (Speech Only) (Parent Requested Gicker)	Church - Bright, Jamar	Gill, Jyeaira	Hearne-Collins, Jayla	Saddler, Mariyah	Collins, Zi'Nae	Crippen, Jasai	Chandler, Sa'rye	Wilson-Aaron, K
Watts, Taymiyyah	Guichard, Elle	Turner - Jones, Journee	Lloyd, Amiyah	Washington, Nasirah	Elliot, Paiton			Jackson, Hayd
Higgins, Nicayla Hazel	Murray, Jonni	Crew 6	Cosme, Remedy	Bryant, Aubrey	Redman, Kamoya	Crew 4	Crew 5	Crew 6

Why looping?

- Looping is about developing relationships and consistency for kids, especially when there are lots of other changes going on.
- Crew allows students to build positive connections with their peers and with their crew leader.
- Multi-year relationships are also forged in other school structures to ensure that students' needs are met and individual strengths are discovered.
- 1 on 1 relationship is essential.
- You become the contact person.
- When crew leaders have more time with students, they get to know them better and can teach them more effectively.
- Deepen teachers focus on all students but particularly those need most support.

EXIT TICKET - RED, YELLOW, GREEN

- I can describe the leadership strengths and challenges of my Crew.
- I can reflect on how we communicate with one another.

Red: I need a lot more clarity about...

Yellow: I'm a little hesitant or feel unsure about...

Green: I'm 100% onboard with...

**Appendix 1 - Supplemental Academic Performance Data ::
Expeditionary Learning Character Credential :: Credential Site Visit
Feedback**



Dear Kuumba Family,

It is with deep respect and appreciation that we thank you for opening your school to our EL Education Credentialing Site Visit Team this past week. The purpose of the Credential Site Visit was to gather more information about the history of Kuumba Academy, experience the culture within the building, and collect evidence around how the three dimensions of student achievement present themselves throughout the building. In the pages that follow, we share detailed feedback around areas of strength, areas for growth and improvement, and tangible next steps to consider as you begin to prepare for strategic planning to support the 2022-2023 school year.

As your School Designer, I am honored to support the incredibly challenging yet important work you are continuing to do at Kuumba Academy. We hope that as you read this feedback, you will take the time to pause and celebrate the results of your hard work during one of the toughest times in education. We are incredibly proud of all you've accomplished in service of students, families, and the broader community. The entire EL Education visitation team left your school inspired by the powerful and important work you are doing to provide a positive and holistic resource in your community and to affirm the identities of your students and their families. We are also optimistic that we can work together to address any areas where barriers to progress have been identified. Our goal is to provide kind, helpful, and specific feedback to help us advance our work together. We invite your candid feedback as well.

Thank you again for opening up your school and classrooms, and for your deep passion and commitment to continuous improvement for high quality, transformational education for all students.

Yours in Crew,

Kady Taylor and the Credential Pilot Site Visit Team (Ron Berger, Cheryl Twyman, and Paula Herrema), EL Education

Mastery of Knowledge and Skills

Multi Year Impact Goal: KACS will reduce by half the percentage of students scoring below or well below on the Smarter Balanced Assessment in four years, thus closing the achievement gap.

- **2021-2022 Goal:** 85% of scholars will demonstrate evidence of critical thinking, such as synthesizing complex ideas and considering multiple perspectives.

Areas of Strength	Areas for Growth and Improvement	Suggested Next Steps and Implementation Priorities:
<ol style="list-style-type: none"> 1. Across all classrooms, consistent schoolwide practices were posted in the classrooms such as nonverbal communication signals, learning targets, and student voice levels. 2. Across almost all classrooms, supportive and relative anchor charts were posted on walls in service of student learning. 3. Across all classrooms, students were engaged in the learning and academic task at hand. 	<ol style="list-style-type: none"> 1. Across most classrooms, learning targets were posted, but not always used during our observations as an effective tool to build student understanding and student-engaged assessment practices. The EL Credentialing team grappled with the following: <p style="text-align: center;"><i>How can teachers use the learning targets throughout instruction to help students build a deep understanding of the “what” and “why” for daily instruction?</i></p> <p style="text-align: center;"><i>What role do learning targets play in the reflection and debrief process for students, and how does that help to build a strong sense of ownership over learning?</i></p> 2. Across most classrooms, there was a lack of student voice throughout instruction during our observations. The EL Credentialing team grappled with the following questions: <p style="text-align: center;"><i>How can protocol-based lessons be used in order to help</i></p> 	<p>To strengthen the instructional facilitation happening in classrooms with the hopes of more impact on student mastery of knowledge and skills, the following Core Practices should be considered for SY22-23 implementation priorities:</p> <p>★ Core Practice 28: Crafting and Using Learning Targets <i>Focus: Section B, Indicator 4 A-D</i></p> <p>★ Core Practice 29: Checking for Understanding in Daily Instruction <i>Focus: Section B, Section E, Section F</i></p> <p><i>**Consider conducting an environmental classroom walkthrough of consistent</i></p>

<p>4. Across all classrooms, teachers showed respect for students as scholars by framing learning in asset-based and positive ways.</p> <p>5. Across all classrooms, student data was displayed for Skills Block MAP, and Smarter Balanced.</p>	<p><i>students discuss, collaborate, consult, share, and present more productively and effectively?</i></p> <p><i>What role does rigorous questioning play in creating opportunities for students to synthesize complex ideas and consider multiple perspectives?</i></p> <p>3. Across most classrooms, checks for understanding were limited in variety and depth during our observations, which allowed for misconceptions and misunderstanding to go unaddressed. The EL Credentialing team grappled with the following questions:</p> <p><i>How can the use of quick check techniques, rigorous questions, and self-assessment create intentional opportunities for teachers and students to monitor confusion and probe for deeper understanding?</i></p>	<p><i>schoolwide practices. What is posted on the walls and how it encourages students to be leaders of their own learning?***</i></p>
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Culture and Character

Multi Year Impact Goal: 100% of students will feel a sense of belonging, joy, and support and will use the Nguzo Saba principles throughout the day to become self-directed learners.

- **2021-2022 Goal:** 80% of Kuumba scholars will report a strong sense of belonging and connection to their peers and teachers.

Areas of Strength	Areas for Growth and Improvement	Suggested Next Steps and Implementation Priorities:
<p>1. Across all classrooms, there was strong evidence of genuine community between students. Students were supportive of one another, celebrated risk taking in the answering of questions, and spoke highly of their classroom communities.</p> <p>2. We saw unusual and powerful examples throughout the school of students taking pride in and celebrating each other's successes.</p>	<p>1. At this time, because of the limited student crews that were observed, there is not enough evidence to name specific areas for improvement as it relates to character and culture. However, the EL Credentialing team grappled with the following:</p> <p><i>How could Staff Crew be strengthened as a structure, and not just a culture?</i></p> <p><i>What do the principles of Nguzo Saba look like, sound like, and feel like within the classroom, and what opportunities exist for students to have practical application?</i></p> <p><i>How does Crew address strategies for relationship building, conflict resolution, and courageous conversations?</i></p>	<p>To reground in the characteristics of high quality crew structure, the following Core Practices should be considered for SY22-23 implementation priorities:</p> <p>★ Core Practice 23: Building the Culture and Structure of Crew Focus: Section C, Section D</p> <p><i>*consider conducting a crosswalk between the crew plans that were designed this year with the Core Practice sections listed above. What do you notice and wonder about the planning for Crew, and what adjustments could be made?*</i></p> <p>Suggested Resource for the Crew</p>

3. Throughout the school we observed the celebration of African-American culture in a wide range of ways that can support positive self-image for Black students. We observed many expressions of pride in personal identity from students, and a lack of expression of negative identity stereotypes through colorism, sexism, and marginalization.
4. The principles of Nguzo Saba seemed to be a strong and growing positive presence throughout the school.
5. Across all classrooms, strong management practices were evident. Transitions

Committee:

Text: *We are Crew; Chapters 4 - 6 focusing on how students can become effective learners, ethical people and contribute to a better world through crew.*

were tight, teacher presence was kind and respectful, and routines and procedures were strong. No instructional time was lost due to behavior/behavior management.

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High Quality Work

Multi Year Impact Goal: KACS students will create high-quality work that reflects self-pride, diverse perspectives, connections across disciplines and is meaningful to the student and the broader community.

- **2021-2022 Goal:** 100% of students have a portfolio (4th & 8th) showcasing progress in their learning and high-quality work over time.

Areas of Strength	Areas for Growth and Improvement	Suggested Next Steps and Implementation Priorities:
<ol style="list-style-type: none"> 1. Across the school, there was evidence of student work displayed in the hallways through document panels or student artwork. 2. We applaud the strong community partnerships the school has created in order to showcase student work (ie: the display at the Delaware Art Museum) 3. There was an explicit celebration of student artwork throughout 	<ol style="list-style-type: none"> 1. Across all classrooms, there was little student work displayed on the walls of the classroom. Student work within classrooms can help students to create a sense of ownership and responsibility over their own learning. The EL Credentialing team grappled with the following: <p style="text-align: center;"><i>How can anchor charts be used as an instructional tool to capture student thinking or theories?</i></p> <p style="text-align: center;"><i>What are the benefits of showcasing student learning over time, and how could that enhance the self-assessment and reflection process for students?</i></p> 2. In some hallways and classrooms, the quality of student work did not appear to be at grade level quality, or as strong as we felt student potential would suggest. Across almost all classrooms, there was little evidence of models, critique and feedback occurring in order to elevate the quality of student work. The EL Credentialing team grappled with the following: 	<p>To strengthen the overall quality of student work, the following Core Practices should be considered for SY22-23 implementation priorities:</p> <p style="text-align: center;">★ Core Practice 12: Planning For and Supporting High Quality Work <i>Focus: Section D, Section E</i></p>

the school, including some very strong pieces. The school supports visual arts and performance arts and students and parents were both appreciative and inspired by this. The arts often connected to African-American heritage (e.g., drumming, African visual motifs)

4. In some hallways and classrooms, the quality of academic student work was strong for that grade level.

5. Across the school, there was a high variance in the formats of student work displayed (e.g.; student writing, artwork, photographs, QR codes and videos of student

How can KACS staff build a strong culture of excellence between teachers and students?

How are models of student work or professional work used in order to name what quality looks like?

What are the current structures that support the giving and receiving of feedback across teachers and students?

presentations).

6. In some classrooms, there was evidence of clear use of rubrics in order to enhance the quality of student work.

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**Appendix 1 - Supplemental Academic Performance Data ::
Expeditionary Learning Character Credential :: Data Dialogue Day
9/29/23**

Data Dialogue Day

9/29/2023





DO NOW

Data Survey



Learning Targets

- In the spirit of Kujichagulia, I can learn our Work Plan norms which will help us meet this year's targets in. Character, MKS and HQW
- I can use Nia to review school data and plan for an effective MTSS Cycle 1.



Agenda

- **Work Plan Norms and Data Wall** (Principal Johnson)
- **What is MTSS? What are MTSS Tiers?** (SPED Directors)
- **MTSS Hubs/Resources** (Ms. Peterson/Mr. Sink)
- **MTSS Best Practices** (Ms. Borish/Ms. Goldsberry)
- **Action Items** (Principal Johnson)

Work Plan Norms

“We will...” Statements

CREDITS: This presentation template was created by **Slidesgo**, including icons by **Flaticon** and infographics & images by **Freepik**











Character

We will incorporate the **Nguzo Saba Principles** in our communication and have students practice and reflect on them daily.



MKS

Checks for Understanding

- We will use **Kuumba** to assess student learning by prioritizing arts integration across all content areas.
 - We will use **Imani** to follow through with our daily mission and vision.
 - We will use our **Kujichagulia** and knowledge of student understanding and misunderstanding to drive instruction in real time and teach our students to be data-literate.
 - We will use **Umoja** to unpack learning targets multiple times throughout the lesson.
 - We will empower students to use **Nia** to contribute their ideas to daily instruction and culminating events.
- 
- 
- 
- 
- 
- 

High Quality Work

Criteria for Success

- We will use **Kujichagulia** to create exemplars, models, and rubrics to promote student success.
- We will embody **Ujima** using a variety of conferences, peer critique, and self-reflection to empower students to achieve their highest quality of work.
- We will use **Kuumba** and authenticity in student learning through the use of experts, fieldwork, experiences, and research to promote **Ujamaa** through real-world connections.
- We will track our progress toward high quality work through the use of portfolio, student-led conferences, doc panels, and data walls to encourage the **Nia** for scholars to be leaders of their own learning.

Data Wall



Data Wall 2022-2023
Data Wall 2023-2024

RIT - Rausch Unit: Measures where students are ready to learn as they are answering questions correctly 50% of the time.

Log into MAP
Go to Growth Reports
Go to Class Report

Exit
Ticket

Complete and share with
Ms. Johnson

What is MTSS?

Multi-Tiered Support Systems

DE-MTSS Vision

DE-MTSS provides a whole-child framework for all students to reach their full potential in a positive, inclusive, and equitable learning environment. Through high-quality instruction and intervention—and a culture of collaboration, communication, and flexibility—parents, educators, and leaders work together to develop a responsive system of support that addresses the academic and nonacademic needs of all learners and boosts student performance

What is MTSS?



What is MTSS?



DE-MTSS includes the following five essential components:

- [Data-based decision making](#) – Uses data to make decisions about academic and non-academic supports delivered to every student.
- [Team-based leadership](#) – Includes educators, families and community members who share in the decision-making process for all students.
- [A tiered system of support](#) – Provides layers of support to address student needs.
- [Comprehensive assessment system](#) – Uses various types of assessments to help educators and families make informed decisions about each child's strengths and needs.
- [Selection of academic and non-academic resources, support and intervention](#) – Establishes a process that makes certain all students receive resources and support that are evidence-based and align with existing programs and initiatives.

MTSS in the Classroom ?

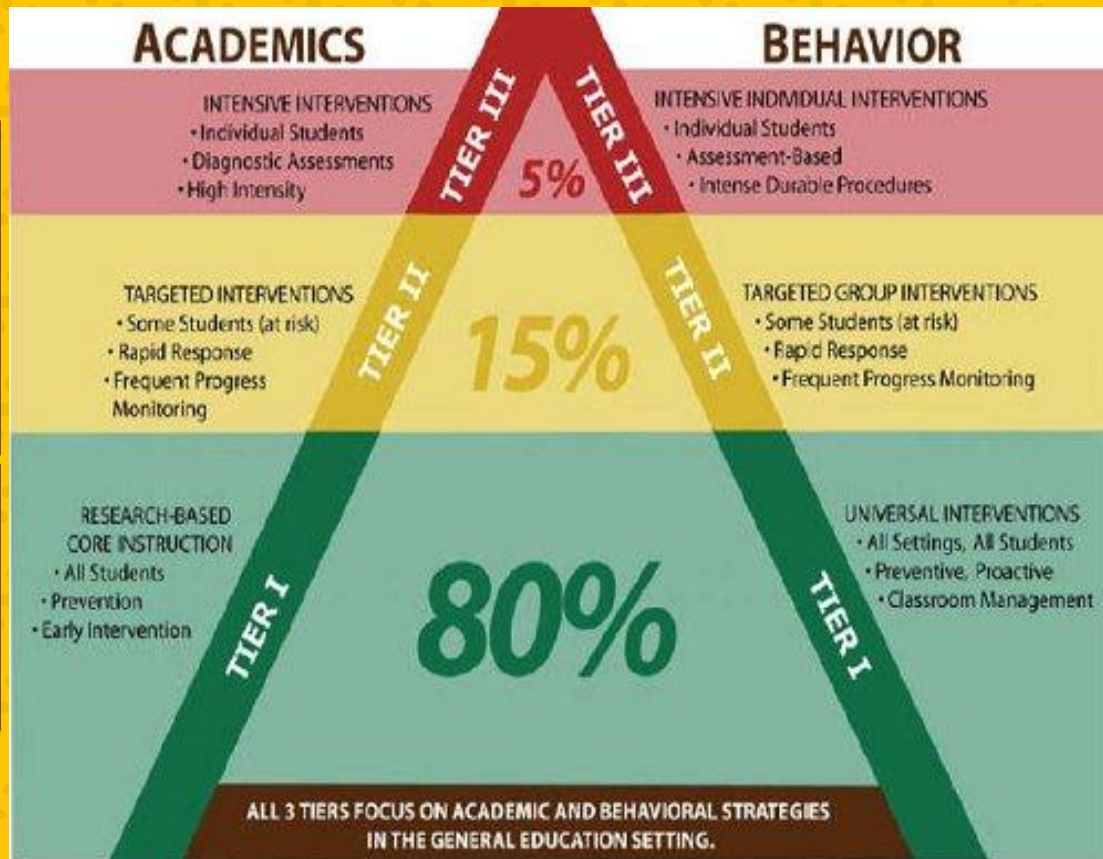
MTSS stands for multi-tiered system of support. As the name implies, this framework has a tiered infrastructure that uses data to help match academic and social-emotional behavior assessment and instructional resources to each student's needs.

Jan 16, 2020

What are MTSS Tiers?

Only if identified by SST - Orange in class list; prioritized for interventionist in K-5 reading; 150 minutes per week of intervention & progress monitor weekly

90 minutes per week of intervention (120 total if both subjects) & **at least bi-weekly progress monitoring**



What is MTSS? What are MTSS Tiers?

- 25th%tile & below → Tier 3: 90 minutes a week or 120 minutes a week for both subjects
- at least bi-weekly progress monitoring
- 26th% - 49th%tile → Tier 2 @ risk: No minutes requirement, 26th- 39th percentile should be prioritized for MTSS minutes, 40-49th whenever possible
- 50th - 79th%tile → Tier 1 Meeting
- 80%tile and above → Tier 1 Exceeding

MTSS Hubs and Resources

I. **MTSS Plans** = 1st/2nd Slide...Shared Grade Team Slide, you can print or make copies if needed

→ 1. MTSS **Lesson Plans** by Phases (K-2).... 3-8th (MTSS plans)

→ 2. Reading **Center Activities** (K-2). 3-5 grade use EL All Block in EL book

→ 3. Maybe the **Schoolwide Data Wall**

II. **MTSS Data Trackers(Rdg/Math)** = Individual Slides you have Editing Access

→ 1. **Reading/Math Trackers** by Cycle = (Track Data such as: Attendance and Progress Monitoring)
Legal Tracker that MUST be completed Daily.

→ 2. **Benchmark Skills Tracker K-4** = (Tracks Reading Skills Data, this goes on our Schoolwide Data Wall, informs our groups)



Explore your Hub

→ [MTSS HUBS](#)
[2023-2024](#)

MTSS Best Practices

Before MTSS:

- ★ Plan and prepare.
- ★ Be intentional with groupings.

During MTSS:

- ★ Create and post learning targets and Nguzo Saba norms for MTSS.
- ★ Take attendance daily.
- ★ Monitor your students while working.
 - Ex: Moby Real Time

After MTSS:

- ★ Debrief learning targets and Nguzo Saba norms.
- ★ Assess student work and enter progress monitor data, when relevant (at least once every 2 weeks).

If this was your class, what could you do?

Reading Ideas:

Math Ideas:

These students need 90 minutes per week with the teacher.	3rd
	3rd
	4th
	8th
	10th
	12th
	12th
	15th
	20th
	20th
These students should also be seen as often as possible as well.	21st
	23rd
	27th
	29th
	29th
These students need enrichment but can work mostly independently.	31st
	33rd
	54th
	62nd
	64th
	64th
66th	
68th	

What can I use for MTSS?

ELA

- ★ **K-2:** Pre-Written Center Activities in your Hub; PreMade Activity Bins and Center Binders in your classroom

- ★ **3-5:** ALL Block Materials (paper manuals and available online through EL website and/or Imagine Learning)

- ★ **All Grades:**
 - Pre-written lesson plans in your hub
 - MobyMax Language, Reading Literature, and Reading Informational
 - NewsELA
 - SBAC Tools for Teachers
 - Reteaching and revising Standards-aligned supplementary materials

Math (All Grades)

- ★ Pre-written lesson plans in your hub
- ★ MobyMax
- ★ Zearn
- ★ SBAC Tools for Teachers
- ★ Standards-aligned supplementary materials
- ★ Reteaching and revising
- ★ Flocabulary

Tasks/Next Steps



PDMS

**Goal Setting
Conferences prep**

Exit Ticket



**Appendix 1 - Supplemental Academic Performance Data ::
Expeditionary Learning Character Credential :: African American
Studies Curriculum 2023-24**



African American Studies Curriculum

On June 17, 2021, Governor John Carney signed House Bill 198, legislation that requires every Delaware school district and charter school serving K-12 students to provide instruction on Black history as part of all educational programming beginning in the 2022-23 academic year.

African American Studies Structure:

1. All scholars from Kindergarten through 8th grade will receive African American Studies biweekly throughout the entire year.
2. African American Studies will be a 60 minute instructional period, homeroom teachers will use this time as an additional prep period.(see example below)

September						
Su	Mo	Tu	We	Th	Fr	Sa
3	4	5	6	7	8	9
	KA 2C 5C	KC 3A 6A 7A	1A	1C 4C 8A 4A	2A 5A 8C	
10	11	12	13	14	15	16
	KB 3B 6B	KD 3C 7B 4B	1B	1D 4D 7C 8B	2B 5B 8C	
17	18	19	20	21	22	23
	KA 2C 5C	KC 3A 6A 7A	1A	1C 4C 8A 4A	2A 5A 8C	
24	25	26	27	28	29	30
	KB 3B 6B	KD 3C 7B 4B	1B	1D 4D 7C 8B	2B 5B 8C	
31						

Each grade will focus on a thematic unit with a guiding essential question and corresponding book study.

KN - 1st Grade

“Where It All Began”

Essential Question:

- How has the geography of Africa shaped the culture of Africa?
- How has the history of Africa shaped you as an individual?
- Book Study - *Jambo Means Hello: Swahili Alphabet Book*
- Book Study - *Ashanti to Zulu: African Traditions.*

2nd - 3rd Grades

“Africa to America - Brave and Black”

Essential Question:

- How have notable figures in history impacted our social and political culture shift from Africa to America?
- Recall foundational knowledge necessary to evaluate domination, oppression, social welfare, and justice.

- 2nd Grade Book Study - Show the Way - Jaqueline Woodson
- 3rd Grade Book Study - This is a Rope - Jaqueline Woodson

4th grade

“Let’s Talk About Race”

Essential Questions:

- How will you locate yourself in the work of antiracism as you read and discuss this book?
- How might learning about the source of racist ideas help you to know the present and yourself.
- Book Study - “Stamped”

5th grade

“Be the Change You Want To See”

Essential Questions:

- How will you overcome social injustice and become the change you want to see in the world?
- How will you explain the links between well-being, social justice, and diverse worldviews?
- Book Study - Harbor Me - Jaqueline Woodson

6th grade

“The New Millennium Change Agent”

Essential Questions:

- How will you employ ethical reasoning to critique historical and contemporary social systems?
- Book Study - Just Mercy

7th grade

“The New Millennium Change Agent”

Essential Questions:

- How will you advocate for awareness, engagement, or change with respect to social justice?
- Book Study - Stamped

8th Grade

“Defining Your Destiny”

Essential Questions:

- How will you articulate insights into your own cultural rules and biases and how one’s culture shapes one’s worldviews?
- How will you define your future based on your culture and personal past?
- Book Study - Letters to Young Sister
- Book Study - Letter to Young Brother

Kuumba Academy’s African American Studies curriculum will include all of the following:

- a. The history and culture of Black people prior to the African and Black Diaspora, including

contributions to science, art, and literature.

b. The significance of enslavement in the development of the American economy.

c. The relationship between white supremacy, racism, and American slavery .

d. The central role racism played in the Civil War.

e. How the tragedy of enslavement was perpetuated through segregation and federal, state, and local laws.

f. The contributions of Black people to American life, history, literature, economy, politics, and culture.

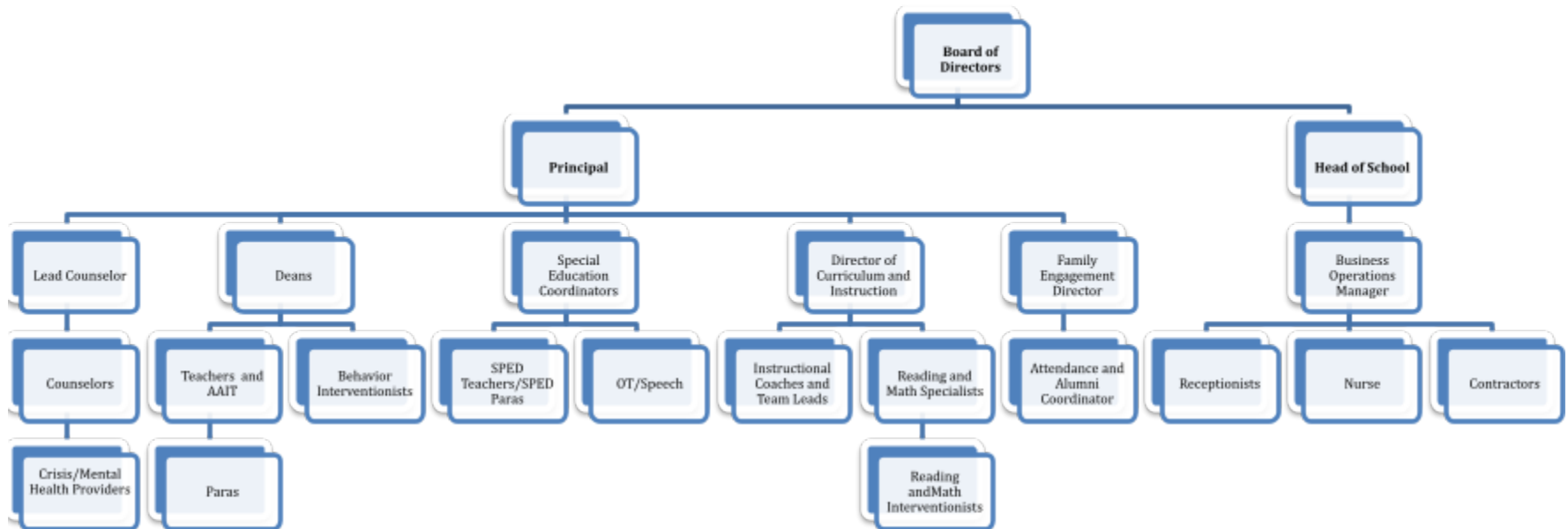
g. The socio-economic struggle Black people endured, and continue to endure, in working to achieve fair treatment in the United States; as well as the agency they employ in this work for equal treatment.

h. Black figures in national history and in Delaware history.

Appendix 2 - Data Source for Mission-Specific Goal(s)
https://education.delaware.gov/wp-content/uploads/2023/11/kacs_appendix_2_mission_specific_goals_2022-2023.xlsx

Appendix 3 - Curriculum Documents
https://education.delaware.gov/?page_id=15993

Appendix 4 - Current Organizational Chart



A school with a heart

Appendix 5 - Board Member and School Leader Succession Plans

Board Member and School Leader Succession Plans

Board.

In the event of a board vacancy, existing members will work to identify mission-aligned individuals with the necessary skills to advance the mission of the organization. The board chair is responsible for identifying internal members who are equipped to fill any immediate vacancies that may arise. The nominating committee is responsible for nominating board members on an annual basis and works to ensure that all positions are filled each year. The board chair works with the governance committee to ensure that all board members have the necessary training to fulfill their responsibilities.

School Leader.

At the school leadership level, we have internal candidates who could step in on an emergency basis and maintain continuity for the organization. Based on our work with the existing Head of School and Principal, the board has defined a set of competencies that new school leaders would need to possess in order to advance the mission of the organization. The current distributed leadership model at KACS ensures that existing members of the KACS team are constantly developing the competencies they would need to serve as a school leader. The board is also prepared to conduct a broad national search in order to ensure that whoever is selected as the next school leader is the most highly-qualified person for the role

Appendix 6 - Up-to-date Fire Inspection Certificate

CITY OF WILMINGTON - FIRE PERMIT

ACCOUNT NO.
F000216

LICENSE REF. NO.
54997

CODE
F045 - FLAM COMB LIQ - ANNUAL
FEE

FEE PAID
25.00

EXPIRES: 06/30/2023

ISSUED BY

Gabriel M. Pabon Jr.

DEPUTY CHIEF
FIRE MARSHAL'S OFFICE

COMMUNITY EDUCATION BUILDING
ATTN: CATHY EMERSON
1200 NORTH FRENCH STREET
SUITE 200
WILMINGTON, DE 19801-3537

THIS LICENSE MUST BE DISPLAYED IN A PROMINENT PLACE

Appendix 7 - Up-to-date Insurance Certificates



**American Insurance
Professionals** ★ ★ ★ ★ ★

A Division of Norman-Spencer

From: Gregg C. Rentko
American Insurance Professionals

Date: 09/29/23
Re: Kuumba Academy Charter School
State: DE
Product: Scholastic Entity Management Liability Insurance
Policy #: NMLS100011-00
Effective Date: 10/1/2023 to 10/1/2024

This is to certify that, in accordance with your instructions, **Superior Specialty Insurance Company (BEST RATING: A/XV "EXCELLENT"; Non-Admitted)** has bound coverage as follows.

Limits of Insurance	
Combined Single Limit?	Yes
<i>Directors, Officers, Entity Liability</i>	
Pending & Prior Litigation Date	10/01/23
Per Claim Limit	\$1,000,000
Aggregate Limit	\$1,000,000
DOL Limit	\$1,000,000
<i>Employment Practices Liability</i>	
Pending & Prior Litigation Date	10/01/23
Per Claim Limit	\$1,000,000
Aggregate Limit	\$1,000,000
DOL Limit	\$1,000,000
Retention	
D&O Retention	\$2,500
EPL Retention	\$15,000
Premium and Fees	
Annual Policy Premium	\$10,021
Pro-Rata Factor	1.0000
Pro-Rata Policy Premium	\$10,021
TRIA Premium	\$0
Policy Service Fee	\$100
Total Premium and Fees	\$10,121
Commission Payable	20.0%

Coverage Extensions		
Scholastic Regulatory Claims Defense		\$100,000
Clery Act Audit Coverage		\$100,000
Non-Monetary Claims Defense Coverage Sub-Limit		\$250,000
IEP Hearing Coverage	Sub-Limit:	\$250,000
	Retention:	\$2,500

Optional Coverage Extensions	
MANAGEMENT LIABILITY	
Limited Sexual Abuse and Molestation Defense Cost Coverage Endorsement	\$0
Limited Corporal Punishment Defense Cost Coverage Endorsement	\$0
Derivative Demand Investigation Cost Coverage Endorsement	\$50,000
Bullying Defense Cost Coverage Endorsement	\$0
School/Workplace Violence-Crisis Event Management Endorsement	\$0
Antitrust Coverage	\$0
Intellectual Property	\$0
IEP Prevailing Legal Cost Coverage Extension	\$250,000
Executive Crisis Management Expense Coverage	\$25,000
EMPLOYMENT PRACTICES LIABILITY	
Wage & Hour Claims Defense Cost Coverage	\$100,000
Immigration Law Violation Investigative Cost Coverage	\$0

EXTENDED REPORTING PERIOD OPTIONS:

One (1) Year	100%
Two (2) Years	150%
Three (3) Years	185%

This binder is expressly subject to the conditions listed below.

1. Broker must make the surplus lines filing, including taxes
2. The Broker's Surplus Lines License Number used for the state filing

THE POLICY IS SUBJECT TO THE FOLLOWING FORMS:

- General Declarations Page - NML00002
- General Terms & Conditions -- NML00001
- Scholastic Entity Liability Coverage Part -- NML00005
- Employment Practices Liability Coverage Part -- NML00006
- How to Report a Claim Notice -- MPIL1041
- OFAC Notice -- IL P 001 01 04
- Nuclear Incident Exclusion (Broad Form) Endorsement -- S PL 50059 01 21
- Service of Suits Endorsement -- NML00038
- Cap on Losses from Certified Acts of Terrorism Endorsement -- NML00037
- Reliance on Another Carrier's Application Endorsement -- NML00031
- Charter School Coverage Limitation Endorsement -- NML00011
- Modified Defense Costs Outside the Limit Endorsement -- NML00028
- Amended Breach of Contract Coverage Endorsement -- NML00059
- IEP Hearing Coverage Limitation Endorsement -- NML00057
- Wage and Hour Defense Cost Coverage Endorsement -- NML00036

- Bankruptcy Exclusion Endorsement -- NML00061
- Reliance on Another's Application Endorsement -- NML00031

This coverage confirmation note is subject to all terms and conditions of the policy being issued. This coverage confirmation note shall be automatically terminated and voided by delivery of a policy to the insured or his agent or representative.

Authority is granted to you for the issuance of unmodified ACORD certificates of insurance as respects this coverage. In the event of cancellation or expiration of this insurance, we are required to hold the insured, his agent or representative responsible for earned premiums in all cases for the time in force, subject to the minimum earned premium, at pro-rata or short rate (whichever is applicable) of the annual premium charged. Flat cancellations are not permitted.

Conditions precedent to coverage afforded by this coverage confirmation are: (1) receipt, review and acceptance of the information required herein within the stated timeframe; and (2) that no material change in the risk occurs and no submission is made to the insurer of a claim or circumstances that might give rise to a claim between the date of this coverage confirmation indicated above and the effective date. If such required information is not received, reviewed and accepted within the stated timeframe, or such material change in the risk is discovered or submission of a claim or circumstance is made, then the proposed insurance coverage will be void ab initio ("from the beginning").

Thank you for considering American Insurance Professionals as your market of choice. We look forward to working with you. Should you have any questions, please do not hesitate to contact me.



INSURANCE BINDER

DATE (MM/DD/YYYY)
9/29/2023**THIS BINDER IS A TEMPORARY INSURANCE CONTRACT, SUBJECT TO THE CONDITIONS SHOWN ON PAGE 2 OF THIS FORM.**

AGENCY Sovereign Insurance Group 920 Cassatt Road Suite 100 Berwyn PA 19312		COMPANY ANI, Risk Retention Group, Inc	BINDER # B229610461
PHONE (A/C, No, Ext): (800)222-4478		FAX (A/C, No): (610)535-6810	
CODE:	SUB CODE:		
AGENCY CUSTOMER ID: 00018169		DESCRIPTION OF OPERATIONS / VEHICLES / PROPERTY (Including Location)	
INSURED AND MAILING ADDRESS KUUMBA ACADEMY CHARTER SCHOOL 1200 N. FRENCH STREET WILMINGTON DE 19801		THIS BINDER IS ISSUED TO EXTEND COVERAGE IN THE ABOVE NAMED COMPANY PER EXPIRING POLICY #: TBD GL	

COVERAGES**LIMITS**

TYPE OF INSURANCE	COVERAGE / FORMS	DEDUCTIBLE	COINS %	AMOUNT
PROPERTY CAUSES OF LOSS <input type="checkbox"/> BASIC <input type="checkbox"/> BROAD <input type="checkbox"/> SPEC				
GENERAL LIABILITY <input checked="" type="checkbox"/> COMMERCIAL GENERAL LIABILITY <input type="checkbox"/> CLAIMS MADE <input checked="" type="checkbox"/> OCCUR	SEX ABUSE & MOLESTATION LIAB \$1M/\$1M LIQUOR LIABILITY \$1M/\$1M EMPLOYEE BENEFITS LIABILITY \$1M/\$2M - CLAIMS MADE RETRO DATE FOR CLAIMS MADE:	EACH OCCURRENCE		\$ 1,000,000
		DAMAGE TO RENTED PREMISES		\$ 500,000
		MED EXP (Any one person)		\$ 20,000
		PERSONAL & ADV INJURY		\$ 1,000,000
		GENERAL AGGREGATE		\$ 2,000,000
		PRODUCTS - COMP/OP AGG		\$ 2,000,000
VEHICLE LIABILITY <input type="checkbox"/> ANY AUTO <input type="checkbox"/> ALL OWNED AUTOS <input type="checkbox"/> SCHEDULED AUTOS <input checked="" type="checkbox"/> HIRED AUTOS <input checked="" type="checkbox"/> NON-OWNED AUTOS		COMBINED SINGLE LIMIT		\$ 1,000,000
		BODILY INJURY (Per person)		\$
		BODILY INJURY (Per accident)		\$
		PROPERTY DAMAGE		\$
		MEDICAL PAYMENTS		\$
		PERSONAL INJURY PROT		\$
		UNINSURED MOTORIST		\$
				\$
VEHICLE PHYSICAL DAMAGE DED <input type="checkbox"/> COLLISION: _____ <input type="checkbox"/> OTHER THAN COL: _____	<input type="checkbox"/> ALL VEHICLES <input type="checkbox"/> SCHEDULED VEHICLES	ACTUAL CASH VALUE		
		STATED AMOUNT		\$
GARAGE LIABILITY <input type="checkbox"/> ANY AUTO		AUTO ONLY - EA ACCIDENT		\$
		OTHER THAN AUTO ONLY:		
		EACH ACCIDENT		\$
		AGGREGATE		\$
EXCESS LIABILITY <input type="checkbox"/> UMBRELLA FORM <input type="checkbox"/> OTHER THAN UMBRELLA FORM	RETRO DATE FOR CLAIMS MADE:	EACH OCCURRENCE		\$
		AGGREGATE		\$
		SELF-INSURED RETENTION		\$
WORKER'S COMPENSATION AND EMPLOYER'S LIABILITY		PER STATUTE		
		E.L. EACH ACCIDENT		\$
		E.L. DISEASE - EA EMPLOYEE		\$
		E.L. DISEASE - POLICY LIMIT		\$
SPECIAL CONDITIONS / OTHER COVERAGES		FEES		\$
		TAXES		\$
		ESTIMATED TOTAL PREMIUM		\$

NAME & ADDRESS

	MORTGAGEE	ADDITIONAL INSURED
	LOSS PAYEE	
	LOAN #:	
AUTHORIZED REPRESENTATIVE Stephanie Haas/GINAKR <i>Stephanie Haas Thoenig</i>		

CONDITIONS

This Company binds the kind(s) of insurance stipulated on page 1 of this form. The Insurance is subject to the terms, conditions and limitations of the policy(ies) in current use by the Company.

This binder may be cancelled by the Insured by surrender of this binder or by written notice to the Company stating when cancellation will be effective. This binder may be cancelled by the Company by notice to the Insured in accordance with the policy conditions. This binder is cancelled when replaced by a policy. If this binder is not replaced by a policy, the Company is entitled to charge a premium for the binder according to the Rules and Rates in use by the Company.

Applicable in Arizona

Binders are effective for no more than ninety (90) days.

Applicable in California

When this form is used to provide insurance in the amount of one million dollars (\$1,000,000) or more, the title of the form is changed from "Insurance Binder" to "Cover Note".

Applicable in Colorado

With respect to binders issued to renters of residential premises, home owners, condo unit owners and mobile home owners, the insurer has thirty (30) business days, commencing from the effective date of coverage, to evaluate the issuance of the insurance policy.

Applicable in Delaware

The mortgagee or Obligee of any mortgage or other instrument given for the purpose of creating a lien on real property shall accept as evidence of insurance a written binder issued by an authorized insurer or its agent if the binder includes or is accompanied by: the name and address of the borrower; the name and address of the lender as loss payee; a description of the insured real property; a provision that the binder may not be canceled within the term of the binder unless the lender and the insured borrower receive written notice of the cancellation at least ten (10) days prior to the cancellation; except in the case of a renewal of a policy subsequent to the closing of the loan, a paid receipt of the full amount of the applicable premium, and the amount of insurance coverage.

Chapter 21 Title 25 Paragraph 2119

Applicable in Florida

Except for Auto Insurance coverage, no notice of cancellation or nonrenewal of a binder is required unless the duration of the binder exceeds 60 days. For auto insurance, the insurer must give 5 days prior notice, unless the binder is replaced by a policy or another binder in the same company.

Applicable in Maryland

The insurer has 45 business days, commencing from the effective date of coverage to confirm eligibility for coverage under the insurance policy.

Applicable in Michigan

The policy may be cancelled at any time at the request of the insured.

Applicable in Nevada

Any person who refuses to accept a binder which provides coverage of less than \$1,000,000.00 when proof is required: (A) Shall be fined not more than \$500.00, and (B) is liable to the party presenting the binder as proof of insurance for actual damages sustained therefrom.

Applicable in Oklahoma

All policies shall expire at 12:01 a.m. standard time on the expiration date stated in the policy.

Applicable in Oregon

Binders are effective for no more than ninety (90) days. A binder extension or renewal beyond such 90 days would require the written approval by the Director of the Department of Consumer and Business Services.

Applicable in the Virgin Islands

This binder is effective for only ninety (90) days. Within thirty (30) days of receipt of this binder, you should request an insurance policy or certificate (if applicable) from your agent and/or insurance company.



INSURANCE BINDER

DATE (MM/DD/YYYY)
9/29/2023**THIS BINDER IS A TEMPORARY INSURANCE CONTRACT, SUBJECT TO THE CONDITIONS SHOWN ON PAGE 2 OF THIS FORM.**

AGENCY Sovereign Insurance Group 920 Cassatt Road Suite 100 Berwyn PA 19312		COMPANY North American Elite Insurance Co		BINDER # B229610460	
PHONE (A/C, No, Ext): (800)222-4478		FAX (A/C, No): (610)535-6810		THIS BINDER IS ISSUED TO EXTEND COVERAGE IN THE ABOVE NAMED COMPANY PER EXPIRING POLICY #: TBD PROP	
AGENCY CUSTOMER ID: 00018169		DESCRIPTION OF OPERATIONS / VEHICLES / PROPERTY (Including Location) Loc# 00001/Bldg# 00001			
INSURED AND MAILING ADDRESS KUUMBA ACADEMY CHARTER SCHOOL 1200 N. FRENCH STREET WILMINGTON DE 19801					

COVERAGES		LIMITS		
TYPE OF INSURANCE	COVERAGE / FORMS	DEDUCTIBLE	COINS %	AMOUNT
PROPERTY CAUSES OF LOSS <input type="checkbox"/> BASIC <input type="checkbox"/> BROAD <input checked="" type="checkbox"/> SPEC <input checked="" type="checkbox"/> EQUIPMENT BREAKDOWN	Business Personal Property	1,000		550,000
GENERAL LIABILITY <input type="checkbox"/> COMMERCIAL GENERAL LIABILITY <input type="checkbox"/> CLAIMS MADE <input type="checkbox"/> OCCUR	RETRO DATE FOR CLAIMS MADE:	EACH OCCURRENCE		\$
		DAMAGE TO RENTED PREMISES		\$
		MED EXP (Any one person)		\$
		PERSONAL & ADV INJURY		\$
		GENERAL AGGREGATE		\$
		PRODUCTS - COMP/OP AGG		\$
				\$
VEHICLE LIABILITY <input type="checkbox"/> ANY AUTO <input type="checkbox"/> ALL OWNED AUTOS <input type="checkbox"/> SCHEDULED AUTOS <input type="checkbox"/> HIRED AUTOS <input type="checkbox"/> NON-OWNED AUTOS	RETRO DATE FOR CLAIMS MADE:	COMBINED SINGLE LIMIT		\$
		BODILY INJURY (Per person)		\$
		BODILY INJURY (Per accident)		\$
		PROPERTY DAMAGE		\$
		MEDICAL PAYMENTS		\$
		PERSONAL INJURY PROT		\$
		UNINSURED MOTORIST		\$
				\$
VEHICLE PHYSICAL DAMAGE DED <input type="checkbox"/> COLLISION: _____ <input type="checkbox"/> OTHER THAN COL: _____	<input type="checkbox"/> ALL VEHICLES <input type="checkbox"/> SCHEDULED VEHICLES	<input type="checkbox"/> ACTUAL CASH VALUE <input type="checkbox"/> STATED AMOUNT		\$
GARAGE LIABILITY <input type="checkbox"/> ANY AUTO	RETRO DATE FOR CLAIMS MADE:	AUTO ONLY - EA ACCIDENT		\$
		OTHER THAN AUTO ONLY:		
		EACH ACCIDENT		\$
	AGGREGATE		\$	
EXCESS LIABILITY <input type="checkbox"/> UMBRELLA FORM <input type="checkbox"/> OTHER THAN UMBRELLA FORM	RETRO DATE FOR CLAIMS MADE:	EACH OCCURRENCE		\$
		AGGREGATE		\$
		SELF-INSURED RETENTION		\$
		PER STATUTE		\$
WORKER'S COMPENSATION AND EMPLOYER'S LIABILITY	RETRO DATE FOR CLAIMS MADE:	E.L. EACH ACCIDENT		\$
		E.L. DISEASE - EA EMPLOYEE		\$
		E.L. DISEASE - POLICY LIMIT		\$
SPECIAL CONDITIONS / OTHER COVERAGES		FEES		\$
		TAXES		\$
		ESTIMATED TOTAL PREMIUM		\$

NAME & ADDRESS		MORTGAGEE	ADDITIONAL INSURED
		LOSS PAYEE	
LOAN #:			
AUTHORIZED REPRESENTATIVE Stephanie Haas/GINAKR <i>Stephanie Haas Thong</i>			

CONDITIONS

This Company binds the kind(s) of insurance stipulated on page 1 of this form. The Insurance is subject to the terms, conditions and limitations of the policy(ies) in current use by the Company.

This binder may be cancelled by the Insured by surrender of this binder or by written notice to the Company stating when cancellation will be effective. This binder may be cancelled by the Company by notice to the Insured in accordance with the policy conditions. This binder is cancelled when replaced by a policy. If this binder is not replaced by a policy, the Company is entitled to charge a premium for the binder according to the Rules and Rates in use by the Company.

Applicable in Arizona

Binders are effective for no more than ninety (90) days.

Applicable in California

When this form is used to provide insurance in the amount of one million dollars (\$1,000,000) or more, the title of the form is changed from "Insurance Binder" to "Cover Note".

Applicable in Colorado

With respect to binders issued to renters of residential premises, home owners, condo unit owners and mobile home owners, the insurer has thirty (30) business days, commencing from the effective date of coverage, to evaluate the issuance of the insurance policy.

Applicable in Delaware

The mortgagee or Obligee of any mortgage or other instrument given for the purpose of creating a lien on real property shall accept as evidence of insurance a written binder issued by an authorized insurer or its agent if the binder includes or is accompanied by: the name and address of the borrower; the name and address of the lender as loss payee; a description of the insured real property; a provision that the binder may not be canceled within the term of the binder unless the lender and the insured borrower receive written notice of the cancellation at least ten (10) days prior to the cancellation; except in the case of a renewal of a policy subsequent to the closing of the loan, a paid receipt of the full amount of the applicable premium, and the amount of insurance coverage.

Chapter 21 Title 25 Paragraph 2119

Applicable in Florida

Except for Auto Insurance coverage, no notice of cancellation or nonrenewal of a binder is required unless the duration of the binder exceeds 60 days. For auto insurance, the insurer must give 5 days prior notice, unless the binder is replaced by a policy or another binder in the same company.

Applicable in Maryland

The insurer has 45 business days, commencing from the effective date of coverage to confirm eligibility for coverage under the insurance policy.

Applicable in Michigan

The policy may be cancelled at any time at the request of the insured.

Applicable in Nevada

Any person who refuses to accept a binder which provides coverage of less than \$1,000,000.00 when proof is required: (A) Shall be fined not more than \$500.00, and (B) is liable to the party presenting the binder as proof of insurance for actual damages sustained therefrom.

Applicable in Oklahoma

All policies shall expire at 12:01 a.m. standard time on the expiration date stated in the policy.

Applicable in Oregon

Binders are effective for no more than ninety (90) days. A binder extension or renewal beyond such 90 days would require the written approval by the Director of the Department of Consumer and Business Services.

Applicable in the Virgin Islands

This binder is effective for only ninety (90) days. Within thirty (30) days of receipt of this binder, you should request an insurance policy or certificate (if applicable) from your agent and/or insurance company.

ADDITIONAL COVERAGES

Ref #	Description Form A-Employee Dishonesty	Coverage Code FORMA	Form No.	Edition Date	
Limit 1 5,000	Limit 2	Limit 3	Deductible Amount 1,000	Deductible Type	Premium
Ref #	Description Form C-Theft, Disapp & Destruction	Coverage Code FORMC	Form No.	Edition Date	
Limit 1 5,000	Limit 2 5,000	Limit 3	Deductible Amount 1,000	Deductible Type	Premium
Ref #	Description Form B-Forgery & Alteration	Coverage Code FORMB	Form No.	Edition Date	
Limit 1 5,000	Limit 2	Limit 3	Deductible Amount 1,000	Deductible Type	Premium
Ref #	Description	Coverage Code	Form No.	Edition Date	
Limit 1	Limit 2	Limit 3	Deductible Amount	Deductible Type	Premium
Ref #	Description	Coverage Code	Form No.	Edition Date	
Limit 1	Limit 2	Limit 3	Deductible Amount	Deductible Type	Premium
Ref #	Description	Coverage Code	Form No.	Edition Date	
Limit 1	Limit 2	Limit 3	Deductible Amount	Deductible Type	Premium
Ref #	Description	Coverage Code	Form No.	Edition Date	
Limit 1	Limit 2	Limit 3	Deductible Amount	Deductible Type	Premium
Ref #	Description	Coverage Code	Form No.	Edition Date	
Limit 1	Limit 2	Limit 3	Deductible Amount	Deductible Type	Premium
Ref #	Description	Coverage Code	Form No.	Edition Date	
Limit 1	Limit 2	Limit 3	Deductible Amount	Deductible Type	Premium
Ref #	Description	Coverage Code	Form No.	Edition Date	
Limit 1	Limit 2	Limit 3	Deductible Amount	Deductible Type	Premium
Ref #	Description	Coverage Code	Form No.	Edition Date	
Limit 1	Limit 2	Limit 3	Deductible Amount	Deductible Type	Premium



INSURANCE BINDER

DATE (MM/DD/YYYY)
9/29/2023**THIS BINDER IS A TEMPORARY INSURANCE CONTRACT, SUBJECT TO THE CONDITIONS SHOWN ON PAGE 2 OF THIS FORM.**

AGENCY Sovereign Insurance Group 920 Cassatt Road Suite 100 Berwyn PA 19312		COMPANY ANI, Risk Retention Group, Inc	BINDER # B229610462
PHONE (A/C, No, Ext): (800)222-4478 FAX (A/C, No): (610)535-6810		DATE EFFECTIVE 10/1/2023	TIME 12:01
CODE: SUB CODE:		<input checked="" type="checkbox"/> AM <input type="checkbox"/> PM	EXPIRATION DATE 10/1/2024
AGENCY CUSTOMER ID: 00018169		<input type="checkbox"/> THIS BINDER IS ISSUED TO EXTEND COVERAGE IN THE ABOVE NAMED COMPANY PER EXPIRING POLICY #: TBD UMB	
INSURED AND MAILING ADDRESS KUUMBA ACADEMY CHARTER SCHOOL 1200 N. FRENCH STREET WILMINGTON DE 19801		DESCRIPTION OF OPERATIONS / VEHICLES / PROPERTY (Including Location)	

COVERAGES**LIMITS**

TYPE OF INSURANCE	COVERAGE / FORMS	DEDUCTIBLE	COINS %	AMOUNT
PROPERTY CAUSES OF LOSS <input type="checkbox"/> BASIC <input type="checkbox"/> BROAD <input type="checkbox"/> SPEC				
GENERAL LIABILITY COMMERCIAL GENERAL LIABILITY <input type="checkbox"/> CLAIMS MADE <input type="checkbox"/> OCCUR	RETRO DATE FOR CLAIMS MADE:	EACH OCCURRENCE		\$
		DAMAGE TO RENTED PREMISES		\$
		MED EXP (Any one person)		\$
		PERSONAL & ADV INJURY		\$
		GENERAL AGGREGATE		\$
		PRODUCTS - COMP/OP AGG		\$
VEHICLE LIABILITY ANY AUTO ALL OWNED AUTOS SCHEDULED AUTOS HIRED AUTOS NON-OWNED AUTOS		COMBINED SINGLE LIMIT		\$
		BODILY INJURY (Per person)		\$
		BODILY INJURY (Per accident)		\$
		PROPERTY DAMAGE		\$
		MEDICAL PAYMENTS		\$
		PERSONAL INJURY PROT		\$
		UNINSURED MOTORIST		\$
				\$
VEHICLE PHYSICAL DAMAGE DED COLLISION: _____ OTHER THAN COL: _____	<input type="checkbox"/> ALL VEHICLES <input type="checkbox"/> SCHEDULED VEHICLES	ACTUAL CASH VALUE		
		STATED AMOUNT		\$
GARAGE LIABILITY ANY AUTO		AUTO ONLY - EA ACCIDENT		\$
		OTHER THAN AUTO ONLY:		
		EACH ACCIDENT		\$
		AGGREGATE		\$
EXCESS LIABILITY <input checked="" type="checkbox"/> UMBRELLA FORM <input type="checkbox"/> OTHER THAN UMBRELLA FORM	Umbrella-Sexual Misconduct Only \$1M Limit RETRO DATE FOR CLAIMS MADE:	EACH OCCURRENCE		\$ 4,000,000
		AGGREGATE		\$ 4,000,000
		SELF-INSURED RETENTION		\$
WORKER'S COMPENSATION AND EMPLOYER'S LIABILITY		PER STATUTE		
		E.L. EACH ACCIDENT		\$
		E.L. DISEASE - EA EMPLOYEE		\$
		E.L. DISEASE - POLICY LIMIT		\$
SPECIAL CONDITIONS / OTHER COVERAGES		FEES		\$
		TAXES		\$
		ESTIMATED TOTAL PREMIUM		\$

NAME & ADDRESS

	<input type="checkbox"/> MORTGAGEE	<input type="checkbox"/> ADDITIONAL INSURED
	<input type="checkbox"/> LOSS PAYEE	
	LOAN #:	
AUTHORIZED REPRESENTATIVE Stephanie Haas/GINAKR <i>Stephanie Haas Thong</i>		

CONDITIONS

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Applicable in Arizona

Binders are effective for no more than ninety (90) days.

Applicable in California

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Chapter 21 Title 25 Paragraph 2119

Applicable in Florida

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Applicable in Maryland

The insurer has 45 business days, commencing from the effective date of coverage to confirm eligibility for coverage under the insurance policy.

Applicable in Michigan

The policy may be cancelled at any time at the request of the insured.

Applicable in Nevada

Any person who refuses to accept a binder which provides coverage of less than \$1,000,000.00 when proof is required: (A) Shall be fined not more than \$500.00, and (B) is liable to the party presenting the binder as proof of insurance for actual damages sustained therefrom.

Applicable in Oklahoma

All policies shall expire at 12:01 a.m. standard time on the expiration date stated in the policy.

Applicable in Oregon

Binders are effective for no more than ninety (90) days. A binder extension or renewal beyond such 90 days would require the written approval by the Director of the Department of Consumer and Business Services.

Applicable in the Virgin Islands

This binder is effective for only ninety (90) days. Within thirty (30) days of receipt of this binder, you should request an insurance policy or certificate (if applicable) from your agent and/or insurance company.

Students and School Environment

Focus Group Summary of Responses SY 21-22
(Educator: KS 6; Student: KS 8, Parent: KS: 6)

- What do you like about your school/community?
 - Students hearing a lot more from their teachers
 - Great leadership, teachers, students, families, top to bottom
 - Went from being on multiple pages to being on one page
 - School is more than academic; not just a place, it's a healthcare system, safe place, a place for socializing, a family above all

- What are some of your concerns about the school/community?
 - Gangs in the community
 - Parents overwhelmed; many not confident with supporting at home
 - We need to better streamline

- How has COVID-19 affected you, your family and community?
 - Stress and trauma of COVID on families
 - We asked too much from the students and families
 - Many multi-generational families who have had to disperse or double up
 - There's been a lot of death, lost jobs, homelessness

- What challenges do you (or the students) face to get the best education possible?
 - Big slip in grades for most students
 - Serious learning gaps
 - Students have low organizational skills in time management, o
 - Students coming from schools with 25% proficiency rates
 - Not being confident in fulfilling their academic responsibilities
 - Dealing with the trauma that the students were facing
 - Teachers needing to wear too many hats
 - Teachers doing the same things as each other and not knowing it
 - Students don't come to counseling appointments
 -

- How does the school support those concerns? What ideas do you have that might help?
 - SEL work
 - Incentives work
 - Meet students where they're at
 - Going out on school visits
 - Streamline things across grade levels and content areas

- Around social issues like BLM, the school addresses them, but not fully enough, need to integrate media literacy as students are on social media 24 hours a day and need to learn how to process that information
- Need to focus more on youth leadership development and listen to their voices in hearing their issues and providing them with opportunities to help address those issues, develop their own campaigns

- What other kinds of supports do you think are needed and why?
 - Have systems in place to respond to students' and families' critical needs
 - Common language on how to discuss student needs and issues without labeling
 - Look at Ambassadors program as model for youth leadership development and how to build
 - Mentorship programs (ie. Big Brothers and Big Sisters)
 - Youth leaders at the table to help shape school's vision with leadership positions
 - More goal setting with students
 - Peer mentoring in MS
 - More content-friendly competitive games
 - Doing SEL but need to strengthen with more specific personal goals

**Students and School Environment :: Focus Group Response Summary
SY21-22**

Focus Group Summary of Responses SY 21-22
(Educator: KS 6; Student: KS 8, Parent: KS: 6)

- What do you like about your school/community?
 - Students hearing a lot more from their teachers
 - Great leadership, teachers, students, families, top to bottom
 - Went from being on multiple pages to being on one page
 - School is more than academic; not just a place, it's a healthcare system, safe place, a place for socializing, a family above all

- What are some of your concerns about the school/community?
 - Gangs in the community
 - Parents overwhelmed; many not confident with supporting at home
 - We need to better streamline

- How has COVID-19 affected you, your family and community?
 - Stress and trauma of COVID on families
 - We asked too much from the students and families
 - Many multi-generational families who have had to disperse or double up
 - There's been a lot of death, lost jobs, homelessness

- What challenges do you (or the students) face to get the best education possible?
 - Big slip in grades for most students
 - Serious learning gaps
 - Students have low organizational skills in time management, o
 - Students coming from schools with 25% proficiency rates
 - Not being confident in fulfilling their academic responsibilities
 - Dealing with the trauma that the students were facing
 - Teachers needing to wear too many hats
 - Teachers doing the same things as each other and not knowing it
 - Students don't come to counseling appointments
 -

- How does the school support those concerns? What ideas do you have that might help?
 - SEL work
 - Incentives work
 - Meet students where they're at
 - Going out on school visits
 - Streamline things across grade levels and content areas

- Around social issues like BLM, the school addresses them, but not fully enough, need to integrate media literacy as students are on social media 24 hours a day and need to learn how to process that information
- Need to focus more on youth leadership development and listen to their voices in hearing their issues and providing them with opportunities to help address those issues, develop their own campaigns

- What other kinds of supports do you think are needed and why?
 - Have systems in place to respond to students' and families' critical needs
 - Common language on how to discuss student needs and issues without labeling
 - Look at Ambassadors program as model for youth leadership development and how to build
 - Mentorship programs (ie. Big Brothers and Big Sisters)
 - Youth leaders at the table to help shape school's vision with leadership positions
 - More goal setting with students
 - Peer mentoring in MS
 - More content-friendly competitive games
 - Doing SEL but need to strengthen with more specific personal goals

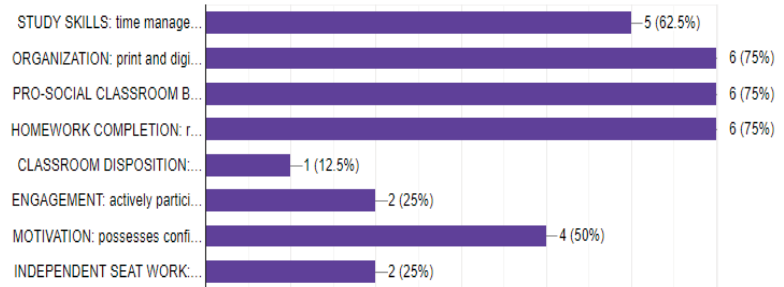
**Students and School Environment :: Competency Focus for Student
Advocacy_Mentorship Survey Results**

SY 21-22 Survey Results for Competency Focus Areas (Students and Parents)

SURVEY RESULTS: MIDDLE SCHOOL

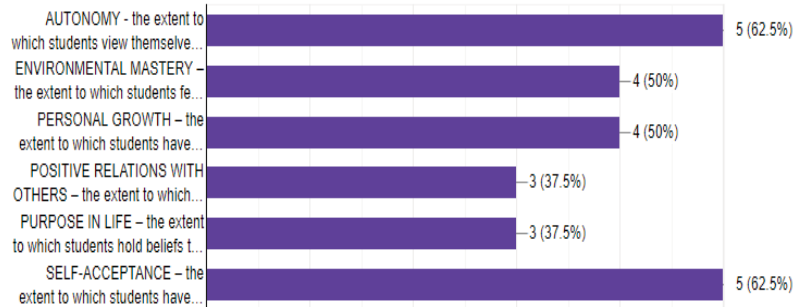
Top Four Academic Success Habits

- Organization
- Study Skills
- Pro-Social Classroom Behavior
- Homework Completion



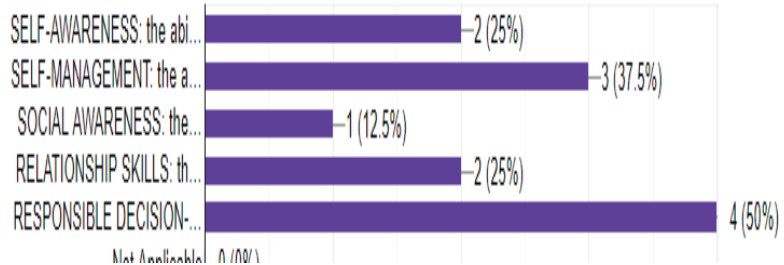
Top Four Aspects of Mental Well Being

- Autonomy
- Environmental Mastery
- Personal Growth
- Self-Acceptance



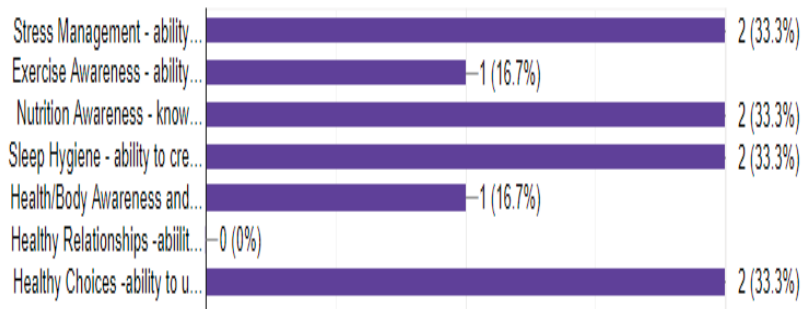
Top Social Emotional Competencies

- Responsible Decision Making
- Self-Management
- Self-Awareness
- Relationship Skills



Top Physical Health Competencies

- Healthy Choices
- Stress Management
- Nutrition Awareness
- Sleep Hygiene



Top Life Skills (Employability)

- Planning and Organizing
- Growth Mindset
- (tied) Judgement and Decision Making, Communication, Initiative

COMPETENCY/INDICATORS “DEFINITIONS”

Academic Success Competencies

- **STUDY SKILLS:** time management, note taking, active listening, requesting help when needed, summarizing and analyzing
- **ORGANIZATION:** print and digital learning materials are organized and easily retrievable in and out of class, arriving to class on time with proper materials.
- **PRO-SOCIAL CLASSROOM BEHAVIOR:** sharing, leading classroom conversations, asking for help, giving compliments
- **HOMEWORK COMPLETION:** records homework assignments accurately, creates completion work plan, uses available in-school time to work on homework, notes questions or things that are unclear for follow-up with teacher or tutor, turns in homework on-
- **CLASSROOM DISPOSITION:** remains on-task when working on in-class assignments, refrains from distracting behaviors, recognizes and requests assistance, carefully completes assignments on time
- **ENGAGEMENT:** actively participates during instruction, including writing, completing tasks, reading aloud, asking questions, and providing answers
- **MOTIVATION:** possesses confidence that they can be successful in the academic area, displays internal motivation to engage in coursework, responds to external motivators (e.g. praise, rewards, and incentives) to engage in coursework.

Mental Well Being

- **AUTONOMY** - the extent to which students view themselves as being independent and able to resist social pressures.
- **ENVIRONMENTAL MASTERY** – the extent to which students feel in control of and able to act in their living environments. “In general, I feel I have some control over the situation in which I live.”
- **PERSONAL GROWTH** – the extent to which students have a sense of continued development and self-improvement. “I think it is important to have new experiences that challenge how you think about yourself and the world.”
- **POSITIVE RELATIONS WITH OTHERS** – the extent to which students have satisfying, trusting relationships with other people. “People would describe me as a giving person, willing to share my time with others.”
- **PURPOSE IN LIFE** – the extent to which students hold beliefs that give life meaning. “Some people wander aimlessly through life, but I am not one of them.”
- **SELF-ACCEPTANCE** – the extent to which students have a positive attitude about themselves. “I like most aspects of my personality.”

Social and Emotional Learning Competencies

- **SELF-AWARENESS:** the ability to understand their own emotions, thoughts and values and how they influence behaviors across environments
- **SELF-MANAGEMENT:** the ability to manage their emotions, thoughts and behaviors effectively in different situations, and to achieve goals and aspirations
- **SOCIAL AWARENESS:** the ability to understand the perspectives of and empathize with others, including those from diverse backgrounds, cultures & contexts

- **RELATIONSHIP SKILLS:** the ability to establish and maintain healthy and supportive relationships and to effectively navigate settings with diverse individuals and groups
- **RESPONSIBLE DECISION-MAKING:** the ability to make caring and constructive choices about personal behaviors and social interactions across diverse situations.

Physical Competencies

- **STRESS MANAGEMENT** - ability to identify and make changes to manage stressful situations, prevent stress by practicing self-care and relaxation and managing responses to stressful situations when they do occur.
- **EXERCISE AWARENESS** - ability to participate in physical activity that is planned, structured, and repetitive for the purpose of conditioning the body.
- **NUTRITION AWARENESS** - understand current nutrition recommendations and make healthy food choices.
- **SLEEP HYGIENE** - ability to creating an environment, daily routines and habits that promote consistent, uninterrupted sleep.
- **HEALTH/BODY AWARENESS AND ACCEPTANCE** - awareness of changes to his or her developing body, accepting physique as healthy and appropriate. Demonstrating appropriate hygiene.
- **HEALTHY RELATIONSHIPS** -ability to establish relationships based on mutual respect, trust and value.
- **HEALTHY CHOICES** -ability to use communication and decision-making skills to make healthy choices including choices around drug/alcohol use and sexual health.

LIFE SKILLS (EMPLOYABILITY)

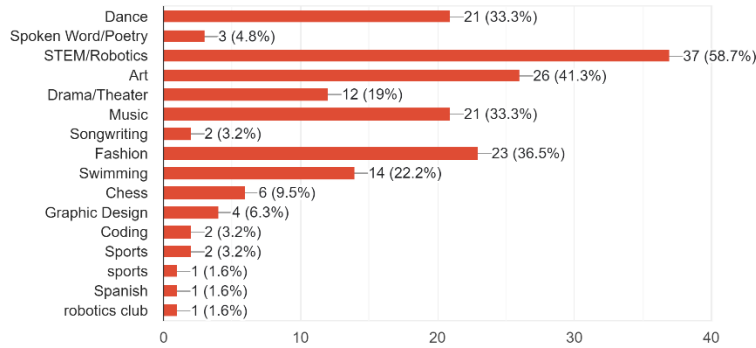
- **Teamwork & Conflict Resolution** - ability to use their understanding of working together to complete assignments and achieve mutual goals.
- **Communication** - ability to create clear, direct, courteous verbal, written and digital communication.
- **Budgeting and financial literacy** - ability to demonstrate foresight and understanding when it comes to finances.
- **Judgement and Daily Decision Making** - can use their understanding of decision making to create and communicate solutions for themselves and others.
- **Initiative and Self Drive** - can use their understanding of goal setting to set, manage and achieve goals
- **Planning and Organizing** - can use their understanding of time management to plan effectively and accomplish goals
- **Innovation and Invention** - can use their creative abilities and thinking to introduce and execute new ideas
- **Growth Mindset** - can use their understanding of learning from challenges, set-backs, and failure in order to adapt, continue efforts, and achieve personal goals

**Students and School Environment :: SY22-23 Parent OST Interest
Survey**

SY 22-23 Parent Interest Survey for Student and Family Program Offerings

If your child is in grades 4-8, With your child's input, please pick 3 electives. (K-3 students will be exploring new and exciting topics on a rotating basis.)

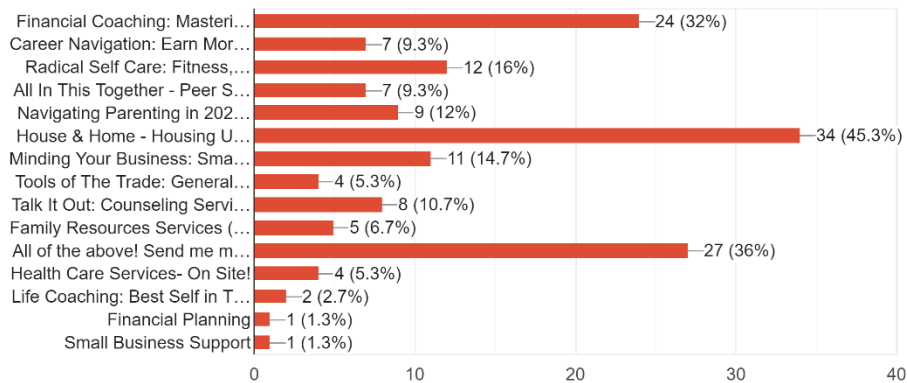
63 responses



KACS STEM afterschool program for 2nd and 4th graders, Informed CTE programming

Parents/Caregivers: We have offerings JUST For YOU: Check all that you might be interested in:

75 responses



Began Career Certification program with financial literacy (**2 Cohorts enrolled with wait list**)

Began Tenant Literacy w/ Homeownership component (**60+ participants**)

Expanded housing supports for families dealing with housing insecurity

Students and School Environment :: Home Visit Parent Feedback Form



Home Visit Parent Feedback Form

Parent Name

First Name Last Name

Parent Email

example@example.com

Child's Name

First Name Last Name

Grade Level

Teacher Name

My home visit was helpful to me as a parent

- Strongly agree
- Agree
- Disagree
- Strongly Disagree

I understand that my child must arrive at school each day by 8:20.

Yes

Attendance & Truancy

Every parent and/or legal guardian of a child between the ages of 5-18 is required and has the responsibility to assure that his/her child attends school (unless the child has been withdrawn). Kuumba shall comply with all attendance laws and regulations of the state.

Excused Absence

An excused absence is an absence for one of the reasons listed below and for which the required

parental/professional note of explanation has been presented on or before the fifth day of the student's return to school. A student's absence will be marked as unexcused in the Student Accounting System until the parental/professional note is provided.

Note: Excused absences are included in the maximum number of absences permitted to meet the Delaware Department of Education's requirement of attendance for 85% of instructional time to qualify for promotions to the next grade or to receive course credit. Kuumba adheres to DE's Regulation 615 regarding attendance.

I understand that if my child is absent, I must submit an absence note within 5 school days.

Yes

I feel comfortable reaching out to my child's teacher with questions or concerns.

Strongly Agree

Agree

Disagree

Strongly Disagree

I am interested in additional support in one of the following areas:

Resource for homelessness

Access to the Food Pantry

Access to laundry services

Access to student/family counseling

Access to the school based health center

None at this time

Other

If you selected other, please indicate the additional support services you are interested in receiving.

Appendix 8 - Navigate School Safety Report

School Name: Kuumba Academy	Type of Drill: Tabletop Exercise	Date and Time of Drill: 05/24/22 09:00 am
Drill Scheduled Data and Time: 05/24/22 09:00 am	Drill Posted Date and Time: 05/24/22 11:00 am	Drill Posted By: Anjanette Dawkins, Business Operations Manager
What tabletop exercise did you conduct Building Evacuation/Student Reunification	Objective: Corrective action to be applied, and when Plan developed	
Objective: Opportunities enhance security and accountability	Objective: Strengths safety plan related	
Objective: Threat none identified	Objective: (Was this a previous or new objective) New	
Objective: Weaknesses none identified	Plan approved prior to drill/assessment Yes	
What assessment did you perform Working components of plan	Who was present (Name of each attendee, agency/school, and title) Sally Maldonado – Head of School Ken Brown – Family Engagement Director Carol Moore – School Nurse Mike Stallings – Security Manager	

School Name: Kuumba Academy	Type of Drill: Fire Drill	Date and Time of Drill: 09/07/21 10:00 am
Drill Scheduled Data and Time: 09/07/21 10:00 am	Drill Posted Date and Time: 09/23/21 09:13 am	Drill Posted By: James Stallings, Security Manager
Notes Fire Drill Complete	Person Conducting Drill James Stallings	
Number of Occupants Participating 700	Time Required to Complete Drill 20 minutes	

School Name: Kuumba Academy	Type of Drill: Fire Drill	Date and Time of Drill: 10/22/21 01:30 pm
Drill Scheduled Data and Time: 10/22/21 01:30 pm	Drill Posted Date and Time: 10/25/21 09:54 am	Drill Posted By: Anjanette Dawkins, Business Operations Manager
Notes	Person Conducting Drill	
Fire drill was completed on 10/22	James Stallings	
Number of Occupants Participating	Time Required to Complete Drill	
700	20 mins	

School Name: Kuumba Academy	Type of Drill: Fire Drill	Date and Time of Drill: 11/19/21 10:00 am
Drill Scheduled Data and Time: 11/19/21 10:00 am	Drill Posted Date and Time: 11/30/21 10:25 am	Drill Posted By: James Stallings, Security Manager
Notes	Person Conducting Drill	
Fire Drill Completed	James Stallings	
Number of Occupants Participating	Time Required to Complete Drill	
1100	20 minutes	

School Name: Kuumba Academy	Type of Drill: Fire Drill	Date and Time of Drill: 12/22/21 10:00 am
Drill Scheduled Data and Time: 12/22/21 10:00 am	Drill Posted Date and Time: 12/22/21 12:17 pm	Drill Posted By: Anjanette Dawkins, Business Operations Manager
Notes	Person Conducting Drill	
N/A	James Stallings	
Number of Occupants Participating	Time Required to Complete Drill	
700	20 mins	

School Name: Kuumba Academy	Type of Drill: Fire Drill	Date and Time of Drill: 01/25/22 02:00 pm
Drill Scheduled Data and Time: 01/25/22 02:00 pm	Drill Posted Date and Time: 01/26/22 07:40 am	Drill Posted By: Anjanette Dawkins, Business Operations Manager
Notes		Person Conducting Drill
700		James Stallings
Number of Occupants Participating		Time Required to Complete Drill
700		20 mins

School Name: Kuumba Academy	Type of Drill: Fire Drill	Date and Time of Drill: 05/18/22 08:00 am
Drill Scheduled Data and Time: 05/18/22 08:00 am	Drill Posted Date and Time: 05/19/22 02:27 pm	Drill Posted By: Anjanette Dawkins, Business Operations Manager
Notes		Person Conducting Drill
No issues		James Stallings
Number of Occupants Participating		Time Required to Complete Drill
700		30 mins

School Name: Kuumba Academy	Type of Drill: Fire Drill	Date and Time of Drill: 08/04/21 03:00 pm
Drill Scheduled Data and Time: 08/04/21 03:00 pm	Drill Posted Date and Time: 09/23/21 09:12 am	Drill Posted By: James Stallings, Security Manager
Notes		Person Conducting Drill
Fire Drill Complete		James Stallings
Number of Occupants Participating		Time Required to Complete Drill
700		20 minutes

School Name: Kuumba Academy	Type of Drill: Fire Drill	Date and Time of Drill: 02/28/22 01:00 pm
Drill Scheduled Data and Time: 02/28/22 01:00 pm	Drill Posted Date and Time: 03/02/22 08:22 am	Drill Posted By: Anjanette Dawkins, Business Operations Manager
Notes		Person Conducting Drill
		James Stallings
Number of Occupants Participating	Time Required to Complete Drill	
700	20 mins	

School Name: Kuumba Academy	Type of Drill: Lockdown/Intruder Drill	Date and Time of Drill: 05/31/22 10:30 am
Drill Scheduled Data and Time: 05/31/22 10:30 am	Drill Posted Date and Time: 05/31/22 10:48 am	Drill Posted By: James Stallings, Security Manager
Objective: Corrective action to be applied, and when	Objective: Opportunities	
Students seeking secured shelter during drill	Strengthen response and safety plan	
Objective: Strengths	Objective: Threat	
Students participated in lockdown drill and took shelter	Properly managing an immediate threat	
Objective: (Was this a previous or new objective)	Objective: Weaknesses	
No	None Observed	
Plan approved prior to drill/assessment	What assessment did you perform	
Yes	Lockdown Drill	
Who was present (Name of each attendee, agency/school, and title)		
Ayanna Johnson, Principal, Ken Brown, Dean, Cheri Carr, Office Manager, James Stallings, CEB Security Manager		

School Name: Kuumba Academy	Type of Drill: Lockdown/Intruder Drill	Date and Time of Drill: 10/22/21 01:00 pm
Drill Scheduled Data and Time: 10/27/21 01:00 pm	Drill Posted Date and Time: 10/28/21 01:44 pm	Drill Posted By: Anjanette Dawkins, Business Operations Manager
Objective: Corrective action to be applied, and when None	Objective: Opportunities N/A	
Objective: Strengths Speed	Objective: Threat Inside Intruder	
Objective: (Was this a previous or new objective) no	Objective: Weaknesses Teachers in site	
Plan approved prior to drill/assessment Yes	What assessment did you perform Lockdown drill-LS	
Who was present (Name of each attendee, agency/school, and title)		

School Name: Kuumba Academy	Type of Drill: Tabletop Exercise	Date and Time of Drill: 05/31/23 02:15 pm
Drill Scheduled Data and Time: 05/31/23 02:15 pm	Drill Posted Date and Time: 05/31/23 10:07 am	Drill Posted By: Sally Maldonado, Administrator

<p>Helpful Hint #1: SITE: Name/s of locations/ where drill or evaluation was performed. (If was not on all buildings on your campus, please state which ones). Click YES to acknowledge.</p> <p>Yes</p>	<p>Helpful Hint #2: DRILL TYPE: Was it a lockdown or table-top? Click YES to acknowledge.</p> <p>Yes</p>
<p>Helpful Hint #3: DRILL DATE AND TIME: Should include the length. (Length includes duration of and discussion after. Lockdown/Intruder Drills: DRILL TIME: >/=30 minutes. Table-Top: Exercise time >/=60 minutes. See Guidelines CSSP for further information on required lengths). Click YES to acknowledge.</p> <p>Yes</p>	<p>Helpful Hint #4: DATE LOG POSTED: Date Log Posted: (Logged into EMS/completion of After-Action questions (AAR) within 1 week of completion. See Guidelines CSSP for further information on required lengths. Click YES to acknowledge.</p> <p>Yes</p>
<p>Comprehensive Guide: For a comprehensive guide on completion of these questions, please see the After-Action Reports (AAR) Guide located within your DEMA General Resources Binder. Click YES to acknowledge.</p> <p>Yes</p>	<p>Comprehensive Guide Important Note #1: Do not answer N/A to any of the questions, or it will not be considered complete. Click YES to acknowledge.</p> <p>Yes</p>
<p>Comprehensive Guide Important Note #2: Please upload any additional applicable documents under the appropriate binders. Click YES to acknowledge.</p> <p>Yes</p>	<p>Was this a new evaluation or a re-test after remedies were made to a previously conducted one.</p> <p>No</p>
<p>Plan approved prior to drill/evaluation (All plans must be approved by the school and CSSP before drills or assessments can be conducted)</p> <p>Yes</p>	<p>What scenario did you perform: (I.E. Navigate #1 Medical, Navigate # 5 Intruder/Hostile, Navigate # 24 Wildlife, DEMA Table-Top Bomb Threat, etc.) If it is another than what has been provided to you within Navigate, please list the name, and upload it into your virtual binder.</p> <p>Navigate #1 Medical</p>
<p>Who was present (Name of each attendee, agency/school, and title). Also, if students were present, please just type students for all students and do not list their names.</p> <p>Sally Maldonado, Head of School Ken Brown, Director or Family Engagement Carol Moore, School Nurse</p>	<p>What are you analyzing or evaluating? (What parts of your plan are you looking at. List all that apply)</p> <p>Analyzing</p>
<p>What strengths did you find? (In what areas did you feel you were especially strong)</p> <p>Medically knowledgeable team, parent communication</p>	<p>What areas did you find weaknesses or deficiencies? (What areas did you notice that did not match your plan information or response, and/or did not meet your expectations while analyzing/assessing)</p>
<p>Corrective action to be applied, and when: (What, if anything, do you need to fix, how, and when). If none, type None.</p> <p>reminder to make sure new staff are trained on defibrilators as needed</p>	

School Name: Kuumba Academy	Type of Drill: Fire Drill	Date and Time of Drill: 11/18/22 08:00 am
Drill Scheduled Data and Time: 11/18/22 09:45 am	Drill Posted Date and Time: 11/21/22 07:25 pm	Drill Posted By: Anjanette Dawkins, Business Operations Manager
Accounting for Occupants	Building	
Satisfactory	CEB	
Notes	Number of Occupants Participating	
all evacuated safely	743	
Person Conducting Drill	Time Required to Complete Drill	
Sally Maldonado	7 minutes	

School Name: Kuumba Academy	Type of Drill: Fire Drill	Date and Time of Drill: 12/09/22 11:17 am
Drill Scheduled Data and Time: 12/09/22 11:17 am	Drill Posted Date and Time: 12/13/22 04:37 pm	Drill Posted By: Sally Maldonado, Administrator
Accounting for Occupants	Building	
Satisfactory	CEB	
Notes	Number of Occupants Participating	
	748	
Person Conducting Drill	Time Required to Complete Drill	
Sally Maldonado	7 minutes	

School Name: Kuumba Academy	Type of Drill: Fire Drill	Date and Time of Drill: 09/09/22 08:00 am
Drill Scheduled Data and Time: 09/09/22 08:30 am	Drill Posted Date and Time: 11/21/22 07:28 pm	Drill Posted By: Anjanette Dawkins, Business Operations Manager
Accounting for Occupants	Building	
Satisfactory	CEB	
Notes	Number of Occupants Participating	
all evacuated safely	655	
Person Conducting Drill	Time Required to Complete Drill	
Sally Maldonado	8 minutes	

School Name: Kuumba Academy	Type of Drill: Fire Drill	Date and Time of Drill: 01/27/23 09:45 am
Drill Scheduled Data and Time: 01/27/23 09:40 am	Drill Posted Date and Time: 05/22/23 10:17 am	Drill Posted By: Sally Maldonado, Administrator
Accounting for Occupants	Building	
Satisfactory	CEB	
Notes	Number of Occupants Participating	
	748	
Person Conducting Drill	Time Required to Complete Drill	
Sally Maldonado	6 minutes	

School Name: Kuumba Academy	Type of Drill: Fire Drill	Date and Time of Drill: 02/15/23 09:25 am
Drill Scheduled Data and Time: 02/15/23 09:25 am	Drill Posted Date and Time: 05/22/23 10:19 am	Drill Posted By: Sally Maldonado, Administrator
Accounting for Occupants Satisfactory	Building CEB	
Notes	Number of Occupants Participating 743	
Person Conducting Drill Sally Maldonado	Time Required to Complete Drill 7 minutes	

School Name: Kuumba Academy	Type of Drill: Fire Drill	Date and Time of Drill: 03/15/23 09:35 am
Drill Scheduled Data and Time: 03/15/23 09:35 am	Drill Posted Date and Time: 05/22/23 10:20 am	Drill Posted By: Sally Maldonado, Administrator
Accounting for Occupants Satisfactory	Building CEB	
Notes	Number of Occupants Participating 655	
Person Conducting Drill Sally Maldonado	Time Required to Complete Drill 6 minutes	

School Name: Kuumba Academy	Type of Drill: Fire Drill	Date and Time of Drill: 04/21/23 09:25 am
Drill Scheduled Data and Time: 04/21/23 09:45 am	Drill Posted Date and Time: 05/22/23 10:22 am	Drill Posted By: Sally Maldonado, Administrator
Accounting for Occupants	Building	
Satisfactory	CEB	
Notes	Number of Occupants Participating	
	743	
Person Conducting Drill	Time Required to Complete Drill	
Sally Maldonado	8 minutes	

School Name: Kuumba Academy	Type of Drill: Fire Drill	Date and Time of Drill: 10/21/22 09:20 am
Drill Scheduled Data and Time: 10/21/22 09:25 am	Drill Posted Date and Time: 11/21/22 07:27 pm	Drill Posted By: Anjanette Dawkins, Business Operations Manager
Accounting for Occupants	Building	
Satisfactory	CEB	
Notes	Number of Occupants Participating	
all evacuated safely	640	
Person Conducting Drill	Time Required to Complete Drill	
Sally Maldonado	6 minutes	

School Name: Kuumba Academy	Type of Drill: Lockdown/Intruder Drill	Date and Time of Drill: 05/19/23 01:00 pm
Drill Scheduled Data and Time: 05/19/23 01:00 pm	Drill Posted Date and Time: 06/01/23 01:18 pm	Drill Posted By: Sally Maldonado, Administrator

<p>Helpful Hint #1: SITE: Name/s of locations/s where drill or evaluation was performed. (If was not on all buildings on your campus, please state which ones). Click YES to acknowledge.</p> <p>Yes</p>	<p>Helpful Hint #2: DRILL TYPE: Was it a lockdown or table-top? Click YES to acknowledge.</p> <p>Yes</p>
<p>Helpful Hint #3: DRILL DATE AND TIME: Should include the length. (Length includes duration of and discussion after. Lockdown/Intruder Drills: DRILL TIME: >/=30 minutes. Table-Top: Exercise time >/=60 minutes. See Guidelines CSSP for further information on required lengths). Click YES to acknowledge.</p> <p>Yes</p>	<p>Helpful Hint #4: DATE LOG POSTED: Date Log Posted: (Logged into EMS/completion of After-Action questions (AAR) within 1 week of completion. See Guidelines CSSP for further information on required lengths. Click YES to acknowledge.</p> <p>Yes</p>
<p>Comprehensive Guide: For a comprehensive guide on completion of these questions, please see the After-Action Reports (AAR) Guide located within your DEMA General Resources Binder. Click YES to acknowledge.</p> <p>Yes</p>	<p>Comprehensive Guide Important Note #1: Do not answer N/A to any of the questions, or it will not be considered complete. Click YES to acknowledge.</p> <p>Yes</p>
<p>Comprehensive Guide Important Note #2: Please upload any additional applicable documents under the appropriate binders. Click YES to acknowledge.</p> <p>Yes</p>	<p>Was this a new evaluation or a re-test after remedies were made to a previously conducted one.</p> <p>Yes</p>
<p>Plan approved prior to drill/evaluation (All plans must be approved by the school and CSSP before drills or assessments can be conducted)</p> <p>Yes</p>	<p>What scenario did you perform: (I.E. Navigate #1 Medical, Navigate # 5 Intruder/Hostile, Navigate # 24 Wildlife, DEMA Table-Top Bomb Threat, etc.) If it is another than what has been provided to you within Navigate, please list the name, and upload it into your virtual binder.</p> <p>Intruder</p>
<p>Who was present (Name of each attendee, agency/school, and title). Also, if students were present, please just type students for all students and do not list their names.</p> <p>Kuumba Academy Students</p>	<p>What are you analyzing or evaluating? (What parts of your plan are you looking at. List all that apply)</p> <p>evaluating</p>
<p>What strengths did you find? (In what areas did you feel you were especially strong)</p> <p>students were compliant</p>	<p>What areas did you find weaknesses or deficiencies? (What areas did you notice that did not match your plan information or response, and/or did not meet your expectations while analyzing/assessing)</p> <p>N/A</p>
<p>Corrective action to be applied, and when: (What, if anything, do you need to fix, how, and when). If none, type None.</p> <p>N/A</p>	

School Name: Kuumba Academy	Type of Drill: Lockdown/Intruder Drill	Date and Time of Drill: 03/02/23 10:30 am
Drill Scheduled Data and Time: 03/02/23 10:30 am	Drill Posted Date and Time: 05/22/23 10:32 am	Drill Posted By: Sally Maldonado, Administrator

<p>Helpful Hint #1: SITE: Name/s of locations/where drill or evaluation was performed. (If was not on all buildings on your campus, please state which ones). Click YES to acknowledge.</p> <p>Yes</p>	<p>Helpful Hint #2: DRILL TYPE: Was it a lockdown or table-top? Click YES to acknowledge.</p> <p>Yes</p>
<p>Helpful Hint #3: DRILL DATE AND TIME: Should include the length. (Length includes duration of and discussion after. Lockdown/Intruder Drills: DRILL TIME: >/=30 minutes. Table-Top: Exercise time >/=60 minutes. See Guidelines CSSP for further information on required lengths). Click YES to acknowledge.</p> <p>Yes</p>	<p>Helpful Hint #4: DATE LOG POSTED: Date Log Posted: (Logged into EMS/completion of After-Action questions (AAR) within 1 week of completion. See Guidelines CSSP for further information on required lengths. Click YES to acknowledge.</p> <p>Yes</p>
<p>Comprehensive Guide: For a comprehensive guide on completion of these questions, please see the After-Action Reports (AAR) Guide located within your DEMA General Resources Binder. Click YES to acknowledge.</p> <p>Yes</p>	<p>Comprehensive Guide Important Note #1: Do not answer N/A to any of the questions, or it will not be considered complete. Click YES to acknowledge.</p> <p>Yes</p>
<p>Comprehensive Guide Important Note #2: Please upload any additional applicable documents under the appropriate binders. Click YES to acknowledge.</p> <p>Yes</p>	<p>Was this a new evaluation or a re-test after remedies were made to a previously conducted one.</p> <p>Yes</p>
<p>Plan approved prior to drill/evaluation (All plans must be approved by the school and CSSP before drills or assessments can be conducted)</p> <p>Yes</p>	<p>What scenario did you perform: (I.E. Navigate #1 Medical, Navigate # 5 Intruder/Hostile, Navigate # 24 Wildlife, DEMA Table-Top Bomb Threat, etc.) If it is another than what has been provided to you within Navigate, please list the name, and upload it into your virtual binder.</p> <p>Intruder</p>
<p>Who was present (Name of each attendee, agency/school, and title). Also, if students were present, please just type students for all students and do not list their names.</p> <p>students</p>	<p>What are you analyzing or evaluating? (What parts of your plan are you looking at. List all that apply)</p> <p>analyzing and evaluating</p>
<p>What strengths did you find? (In what areas did you feel you were especially strong)</p> <p>Students were quickly in place, doors were locked, rooms were quiet and students out of view</p>	<p>What areas did you find weaknesses or deficiencies? (What areas did you notice that did not match your plan information or response, and/or did not meet your expectations while analyzing/assessing)</p> <p>N/A</p>
<p>Corrective action to be applied, and when: (What, if anything, do you need to fix, how, and when). If none, type None.</p> <p>N/A</p>	

Appendix 10 - Final Fiscal Year 2023 Revenue and Expenditure Budget Report

REVENUE BUDGET

Kuumba Academy
For the 12 Months Ending June 30, 2023

	Bd Approved Budget	Receipt To Date	% Received	Anticipated Receipts Remaining
STATE FUNDS				
1 Operations (05213 & 05177)	5,333,441	5,333,441	100.0%	-
2 Minor Cap	100,622	100,622	100.0%	-
3 Other State Funds	3,457,684	3,489,463	100.9%	(31,779)
4 Carry Over Funds	1,263,851	1,263,851	100.0%	(0)
Total State Funds	10,155,598	10,187,377	100.3%	(31,779)
LOCAL FUNDS (Include Food Services)	3,238,039	3,238,039	100.0%	0
FEDERAL FUNDS (Current FY Only)	4,387,369	3,676,431	83.8%	710,938
OTHER FUNDS (fundraising-Current FY Only)	328,109	296,248	90.3%	31,861
All Funds Total	18,109,115	17,398,095	96.1%	711,020

EXPENDITURE BUDGET

Kuumba Academy
For the 12 Months Ending June 30, 2023

Operating Budget Description	Bd Approved Budget	Encumbrance	Expenditures	Remaining Balance	% Obligated
1 Salaries and Benefits	5,252,866	-	5,627,831	(374,965)	107.1%
2 Utilities	-	-	-	-	0.0%
3 Facility--Lease	1,608,365	-	1,608,365	-	100.0%
4 Transportation-Student	1,257,086	-	1,151,805	105,281	91.6%
5 Contractor--Educational	1,678,738	-	1,723,230	(44,492)	102.7%
6 Contractor-Management Support	-	-	-	-	0.0%
7 Textbooks and Instructional Supplies	385,894	-	354,118	31,776	91.8%
8 Building Maintenance and Custodial Services	53,523	-	44,865	8,658	83.8%
9 Other Expenses	1,107,237	-	826,214	281,023	74.6%
Total Operating Budget	11,343,709	-	11,336,428	7,281	99.9%
Federal Expenses	4,387,369	-	3,676,431	710,938	83.8%
All Funds Total	15,731,078	-	15,012,859	718,219	95.4%

Appendix 11 - Approved Preliminary Fiscal Year 2024 Budget

Kuumba Academy		FY 24 Preliminary Budget 663 Enrollment	FY24 Amended Budget 610 Enrollment	\$ Change	Budget Narrative
Income					
CHARGES TO SCHOOL DISTRICTS					
40005 - Local School District (98000)		\$ 3,244,424	\$ 3,156,559	\$ (87,865)	Per FY24 Charter Bill for 610 students
40007 - CSD Settlement (99150)		91,486	85,104	(6,382)	\$265.95 x 320 christina School District Students
EARNINGS ON CASH AND INVESTMENT					
48505 - Interest on Deposit		10,000	11,366	1,366	Equal to FY23 actual received
FEDERAL FUNDING					
40003 - Federal Entitlements		3,324,556	3,079,980	(244,576)	Per Federal Revenue Schedule
LOCAL FUNDRAISING					
48330 - Donation/Contributions		25,000	25,000	-	Anticipated private grants. Conservative estimate. Donations for last 3 years exceeded \$50,000 a year
SCHOOL PROGRAMS					
49115 - Miscellaneous Receipts		158,030	44,693	(113,337)	Librarian & Nurse reimbursment from CEB
Total SCHOOL PROGRAMS		158,030	44,693	\$ (113,337)	
STATE FUNDING					
40000 - State Appropriation (05213)		5,000,855	4,769,081	(231,774)	Per enclosed state funding summary for 610 students
40017 - Charter Transportation (05177)		659,480	660,941	1,461	\$1,083.51 per student x 610 students
40001 - Tech Block Grant (05235)		14,332	13,086	(1,246)	\$2569.85 X 38.76 Division I Units
40002 - Ed Sustainment (05289)		107,090	99,607	(7,483)	\$2569.85 X 40.14 Division I Units
40012 - School Safety & Security (10171)		35,513	34,237	(1,276)	Based on actual FY24 allocation
40008 - Education Opportunity Grants (05297)		314,053	314,053	-	Based on FY24 Actual Allocation
40013 - Opp fund Mental Health (05311)		126,840	126,840	-	Based on FY24 Actual Allocation
40016 - Reimagining Professional Learning School Improvement (05244)			100,000		Based on actual FY24 allocation
40018 - Child Safety Awareness (05317)		1,274	1,220	(54)	\$2 x 610 students
40019 Year Long Teacher Residency Grant (05400)		40,500	40,500	-	Based on actual FY24 allocation
40025 - Mental Hlth Svcs (08942)		46,951	46,951	-	Based on F23 allocation
40026 Sub Teacher Block Grant (05113)		207,432	207,432	-	Based on actual FY24 allocation
40027 Sub Reimbursement Family Leave (05389)		12,091	12,091	-	Based on anticipated sub reimbursement for paid parental leave
40028 - Program Supplement Rev (08940)		15,964	15,964	-	Based on actual FY24 allocation
40032 - One Time Salary Supplement (08900)		-	31,509	31,509	6% salary supplement split between appropriation 08900 & 00623. basedon staff anticipate will receive supplement
40033 - Teacher Leadership Grant		25,000	25,000	-	Based on actual FY24 allocation
40035 - Educ Compensation Rev (00623)		-	183,433	183,433	6% salary supplement split between appropriation 08900 & 00623. basedon staff anticipate will receive supplement
40036 - MCI Equipment Rev (10230)		-	100,622	100,622	Based on FY23 Actuals
Total STATE FUNDING		6,707,997	6,782,568	(25,429)	
Total Income		13,561,493	13,185,269	(476,224)	
Expense					
FACILITIES & MAINTENANCE					
55402 - Rent		1,647,876	1,647,876	-	Based on actual lease agreement
55452 - Insurance		53,944	58,191	4,247	Based on actual policy
55507 - Maintenance		500	500	-	Misc small maintenance items
56141 - Custodial Supplies		15,000	10,000	(5,000)	Based on a 3 year average expense
Total FACILITIES & MAINTENANCE		\$ 1,717,320	\$ 1,716,567	\$ (753)	
INSTRUCTIONAL SUPPORT					
51000 - Salaries		\$ 9,595,132	\$ 9,236,390	\$ (358,742)	Based on staffing scale which includes EPER & Stipends Flight, Hotel & Meals for 7 staff to attend professional development
54000 - Travel		8,500	8,500	-	Christiana Care contract for wellness center support
55010 - Medical Services (Sub Nurse)		135,942	135,942	0	Annual contingency for legal defense claims. Historically claims have not exceeded \$30,000
55020 - Legal		30,000	30,000	-	Substitute teachers to cover general call outs, position vacancies & known medical leaves. Instructional contractors to support specialized art instruction, after school & Summer programming
55030 - Instructional Services (Substitutes & Instructional Contractors)		882,432	848,333	(34,099)	CEB contract for student and parent advocacy
55031 - Student Support Services		149,899	149,899	(1)	Contracted Occupational Therapy, Psychological Evaluations, and ELL Services based on historical needs
55032 - Related Services (OT, PT & Psych)		163,212	163,212	(0)	Contracted IT support for student technology and Curriculum & Trauma informed staff training. Based on current contracts
55033 - Instructional Support Services (IT Services & Staff Training)		161,340	243,840	82,500	Rental of YMCA for sports activities
55034 - Athletic Services		3,065	3,065	-	Contract Fiscal Director, Contract HR Director & Annual Audit Fee
55035 - Central Admin Services		96,061	171,061	75,000	Postage and state courier fee. Based on 3 year average
55101 - Postage		6,100	1,000	(5,100)	CEB contract for School Resource Officer
55110 - Security		35,513	34,237	(1,276)	Based on 3 year average
55125 - Telecommunication		573	573	0	Contingency for Critical Needs Tuition reimbursement
55371 - Tuition Reimbursements		3,000	3,000	-	Copier lease for 3 copiers and quarterly maintenance agreement
55400 - Equipment Rental		32,833	21,728	(11,105)	Misc Printing based on 3 year highest actual cost
55440 - Other Rental		-	-	-	Contingency for general marketing needs
55600 - Printing & Binding		9,000	9,000	-	DCSN Annual Dues & National Charter School Alliance membership
55610 - Advertising		3,000	3,000	-	Student afterschool & Summer activities
55631 - Association Dues and Confer Fee		10,672	10,177	(495)	Contingency for staff professional development
55647 - Student Body Activity		141,767	141,767	-	Contengency for non recurring unanticipated expenses. Based on 3 year average
55667 - Training		5,000	5,000	-	Based on 3 year average actual cost
55713 - Moving Costs/Residential		-	-	-	Based on 3 year highest actual cost
55721 - Miscellaneous Expenses		4,000	4,000	-	Based on 3 year highest actual cost
56000 - Office Supplies		55,000	65,000	10,000	Based on 3 year highest actual cost
56110 - Operating Supplies		5,000	5,000	-	Based on 3 year highest actual cost
56111 - Food		6,000	6,000	-	Based on 3 year highest actual cost
56120 - Clothing & Linens		-	-	-	Based on 3 year highest actual cost
56128 - Medical Supplies		12,000	12,000	-	Based on projected need for student instruction
56144 - Computers (direct instruction)		68,985	68,985	-	minor computer supplies
56145 - Computer Supplies (admin & non instruction staff)		1,600	1,600	-	Curriculum materials for all content areas
56150 - Instructional Supplies		191,405	203,573	12,168	Student event supplies
56151 - Student Support Supplies (student event supplies)		20,903	13,500	(7,403)	Ahtletic Uniforms & equipment
56950 - Institutional Equipment		-	-	-	Merchant service fee
56960 - Athletic Supplies		7,000	7,000	-	
59535 - Bank Fees		1,690	1,690	-	
Total INSTRUCTIONAL SUPPORT		\$ 11,846,624	\$ 11,608,072	\$ (238,552)	
TRANSPORTATION					
55036 - Transportation Services		\$ 1,115,543	\$ 1,087,129	(28,414)	School day, after school & Summer transportation
Total TRANSPORTATION		\$ 1,115,543	\$ 1,087,129	(28,414)	
Total Expense		\$ 14,679,487	\$ 14,411,768	\$ (267,719)	
NET SURPLUS (DEFICIT)		\$ (1,117,994)	\$ (1,226,499)	\$ (208,505)	
BEGINNING FUND BALANCE		\$ 2,378,037	\$ 2,291,790	\$ (86,247)	
ENDING FUND BALANCE		\$ 1,260,043	\$ 1,065,291	\$ (294,752)	
Contingency Check		\$ 200,878	\$ 200,485		

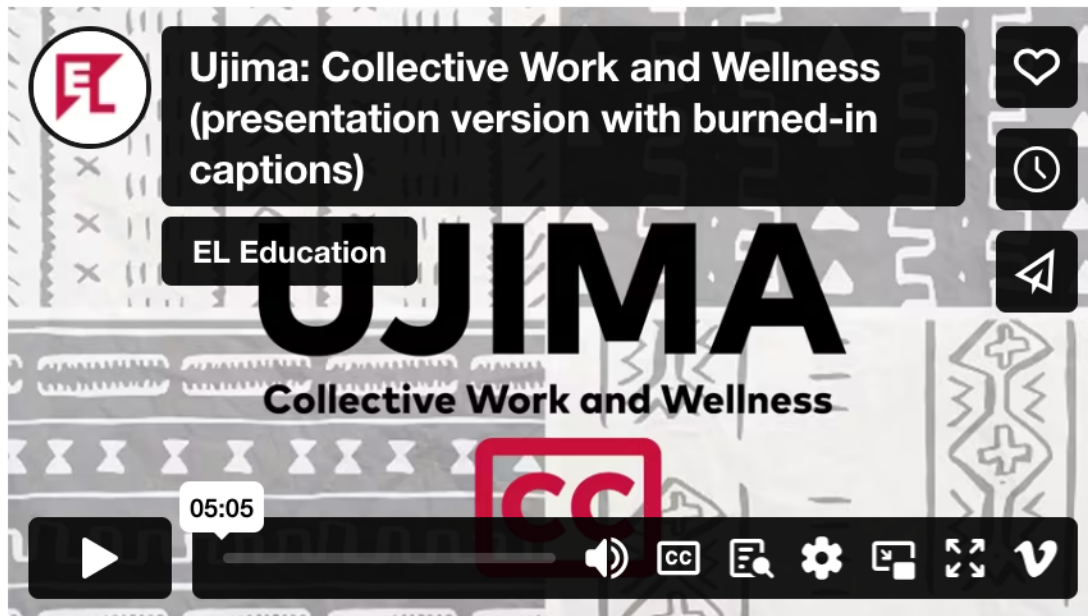
Deficit Summary	
State-Restricted	\$ 91,044
Wrap Around Grant Carry Over	\$ (1,473,976)
State/Local Unrestricted	\$ 156,433
Total Deficit	\$ (1,226,499)

Innovative Practices



Saniya Cunningham

Saniya Cunningham (she/her) is a 7th-grader at Kuumba Academy Charter School in Wilmington, DE. Saniya is an empath whose connection with her community and peer "fuels my passion to want to make things better." She is a prolific writer, writing [blogs for EL Education](#) and science-fiction novels in her spare time. Saniya was a [keynote speaker at EL Education's 2022 National Conference](#), speaking on perseverance and reminding people, "you can be as great as you want to be." Saniya will use her time on the Student Advisory Council to continue to empower people, using her "background knowledge, sympathy, and my bond to my community to continue to contribute to a world of good."



Ujima Wellness

Students at Kuumba Academy Charter School embodied Ujima (Collective Work & Responsibility) by partnering with medical professionals to create a school-based health center in their school building.



Kuumba Academy in Wilmington, Delaware

Kuumba Academy students in Wilmington, Delaware peacefully marched to the Louis L Redding City County Building to deliver letters they had written to elected officials on challenges facing their community.