

KUUMBA ACADEMY

ANNUAL REPORT

2021-2022



**1200 North French Street,
Wilmington, DE 19801**

Phone:(302) 660-4750

I. OVERVIEW

1.1 School Overview:

Review the following chart with the school’s basic information. (Note: This table will be completed by the Charter School Office. Please review for accuracy. **Any changes identified by the team must be highlighted in red prior to submitting the report. Only changes highlighted in red will be reviewed by the Charter School Office. Should there be no highlighted changes, the data will appear as presented in this draft.**)

BASIC INFORMATION	
Name of School	Kuumba Academy
Year School Opened	2001
Enrollment 2021-2022 ¹	637
Approved Enrollment	700
School Address	1200 North French Street, Wilmington, DE 19801
District(s) of Residence	Christina School District
Website Address	http://kuumbaacademy.org/
Name of School Leader	Sally Maldonado
School Leader Email and Phone Number	smaldonado@kuumba.k12.de.us (302) 660-4750
Name of Board President	Herb Broadwater
<p>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.</p> <p>School notes: The mission of Kuumba Academy Charter School is to be Delaware’s premier arts-integrated charter</p>	

school with a commitment to provide a rigorous high-quality academic program in an environment that values parents as key partners in the education of their children, honors the individuality and unique learning style of each student, and utilizes the arts as a tool for academic learning. Based on the Nguza Saba Principles of Kwanzaa, which is a celebration of family, community, and culture the Core Components of the KACS Model are:

1. Student Centered Instruction –Kujichagulia (self-determination),Nia(purpose), Imani (faith)
2. An innovative combination of Arts and Academics
3. Core Values–Based on the Nguza Saba Principles KACS (creativity) and Umoja (unity)
4. Professional Learning Community- Ujamaa (cooperative economics) and Ujima (collective work and responsibility)
5. Family and Community Engagement–Ujima, Nia, Ujamaa,

Over the past several years, KACS has made significant progress in closing the urban achievement gap. This highlights the hard work and dedication of our students, parents, faculty, and staff. It is our expectation that student growth and achievement will continue to be an area in which our school continues to improve as we work to adjust to the more rigorous academic expectations of the Common Core State Standards.

KACS was founded to enroll children with the greatest need and to advocate for all children receiving an ineffective education. The KACS board and staff are closely bound together by a shared belief – that parents are the primary educators of children.

Children at risk for academic failure can indeed be high achievers and change agents in low-income communities when parents and teachers engage students in a culturally relevant, community education model.

1.2 School Demographic Data:

Please review the following table for accuracy and complete the second row (“# of Students on Waiting List”) for 2021-2022. (Note: The remaining sections of the table will be completed by the Charter School Office. **Any changes identified by the team must be highlighted in red prior to submitting the report. Only changes highlighted in red will be reviewed by the Charter School Office. Should there be no highlighted changes, the data will appear as presented in this draft.**)

ENROLLMENT & DEMOGRAPHIC INFORMATION	
	2021-2022 ¹
Total Enrollment	637
# of Students on Waiting List	117
Gender	
% Male	44.43%
% Female	55.57%
Ethnicity/Race	
% African American	89.32%
% American Indian	1.41%
% Asian	0.16%
% Hispanic/Latino	5.18%
% White	1.73%
% Multiracial	2.04%
Special Populations	
% Special Education ²	16.33%
% English Language Learners	1.57%
% Low-Income	53.69%

Schools are invited but not required to comment on any aspect of the demographic data above in table 1.2

1.3 Approved Minor and Major Modifications:

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

(Note: This table will be completed by the Charter School Office. Please review the following table for accuracy. **Any changes identified by the team must be highlighted in red prior to submitting the report. Only changes highlighted in red will be reviewed by the Charter School Office. Should there be no highlighted changes, the data will appear as presented in this draft.**)

Date	Modification Requested	Outcome

Schools are invited but not required to comment on any aspect of the modification data above in table 1.3

1.4 School Enrollment:

Please review the following chart with the school’s enrollment trends during the current term of the charter.(This table will be completed by the Charter School Office. Please review for accuracy. **Any changes identified by the team must be highlighted in red prior to submitting the report. Only changes highlighted in red will be reviewed by the Charter School Office. Should there be no highlighted changes, the data will appear as presented in this draft.**)

School Enrollment Trends		
<i>Cells highlighted in grey were grade levels not serviced by this school</i>		
	2021-2022	
	Approved Enrollment	30-Sep Enrollment Count
K		81
Grade 1		62
Grade 2		91
Grade 3		78
Grade 4		73
Grade 5		63
Grade 6		67
Grade 7		70
Grade 8		52
Grade 9		
Grade 10		
Grade 11		
Grade 12		
Total		637

Schools are invited but not required to comment on any aspect of the enrollment data above in table 1.4.

1.5 Reenrollment:

Reenrollment Rate² is the % of students continuously enrolled in the school from one year to the next.

Review the following chart with the school’s reenrollment trends during the current charter term. (This table will be completed by the Charter School Office. Please review for accuracy. **Any changes identified by the team must be highlighted in red prior to submitting the report. Only changes highlighted in red will be reviewed by the Charter School Office. Should there be no highlighted changes, the data will appear as presented in this draft.**)

School Reenrollment Trends		
<i>Cells highlighted in grey were grade levels not serviced by this school</i>		
	Kuumba Academy	
	Number of Students Re-enrolled Count	Percentage of Students Re-enrolled %
K	11	
Grade 1	59	81.94%
Grade 2	85	91.40%
Grade 3	72	88.89%
Grade 4	70	88.61%
Grade 5	62	89.86%
Grade 6	59	89.39%
Grade 7	67	94.37%
Grade 8	52	94.55%
Grade 9		
Grade 10		
Grade 11		
Grade 12		
Total/Avg	537	91.64%

** School entry grade level. Re-enrollment data not collected for this grade level.

Describe the school's plans to monitor and minimize attrition rates. Provide information about why students are choosing to enroll in different schools.

Kuumba Academy is committed to ensuring that families are satisfied with the academic and social/emotional support that they receive for their children. Kuumba Academy uses family surveys to gather feedback throughout the school year. Families who did not re-enroll for the 22-23 school year, cited the following reasons: opted for a private school (7%), moved to another school district in DE/bus transportation too far (83%), moved to a charter/magnet school with a different focus (10%). KACS has added an additional bus for the 21-22 school year and has expanded bus stops to increase transportation options for our families. KACS staff and leadership will continue to monitor re-enrollment trends and address specific areas of concerns that we identify.

II. ACADEMIC PERFORMANCE

2.1 Delaware School Success Framework

Overall Academic Ratings

Due to the impact of COVID-19 on learning and learning environments, accountability ratings for school year (SY) 21/22 were not issued. The school's assessment data for SY21/22 is available at: [Kuumba Academy School Report Card](#)

a) Based on the data available on the Delaware Schools Report Card website and data compiled by the school discuss:

- overall academic achievement,
- major challenges,
- and accomplishments over the course of the school year.
- You may also use this space to share the results of school-based data.

School Comments:

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.

Our data analysis prior to school closings due to COVID 19 highlighted some promising growth because of our 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.

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. At the beginning of the 21-22 school year, 19% of Kuumba's students were performing at the 50th percentile or above in Math, and 30% in ELA. By the end of the 2021-2022 school year, these same indicators were at 26% for Math and 28% in ELA. MAP growth data for 21-22 indicated that 72% of students tested across all grade levels met growth targets in math while 67% met growth targets in reading. Baseline MAP data for the current school year 22/23 indicate that students are starting the year with 27% proficient in math and 34% proficient in reading as measured by NWEA MAPs assessment. While the proficiencies are not where we want them to be, the data indicates that our students are making gains and slowly recovering from the impact of extended school closures due to COVID-19. Kuumba will continue to provide expanded out of school time services (OST) for students to help them continue to make academic gains. 82% of students who participated in OST programs during the 21-22 school year demonstrated growth in reading and math.

Our focus areas for the 22/23 school year:

- In Tier I, all students will engage in challenging and active learning tasks through the consistent implementation of high quality instructional materials
- In RtI, all students will receive academic interventions that are consistently aligned with their needs based on progress monitoring and observational student data
- All students will be able to demonstrate evidence of critical thinking, such as synthesizing complex ideas and considering multiple perspectives.
- All students will be able to reflect and track their progress toward learning targets based on meaningful data

Additionally strategies in place to support students for the 22/23 school year will include:

- Expanded after school tutoring,
- Smaller teacher student ratios in primary grades
- Targeted intervention instruction.

Performance Agreement

Academic Performance Expectations

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.

a) Discuss the school's academic performance based on its approved Performance Agreement (see above).

School Comments Over the course of the 21/22 school year, Kuumba has celebrated several accomplishments.

Highlights of our academic performance include:

- 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

Challenges: Despite its many accomplishments, 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>

III. 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?

3.1 Mission Specific Goal(s)

Is the school faithful to its mission as defined in its current charter, including approved mission-specific academic goals if applicable?

1a. Is the school faithful to its mission as defined in its current charter, including approved mission-specific academic goals if applicable?

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.

Mission Specific Goal				
Staff				
Measure	Definition of Rating	Data Source	Data Collection Process	Measure
No less than 60% of students will meet MAPs growth targets as defined by NWEA'S MAPs assessment	<p>Meets Standard:</p> <p>60% of students will meet their growth target in Reading and Math.</p>	NWEA MAPs assessment	Fall to Winter growth trackers;	Met Standard for 21-22 Please see 2022 data notes and 21-22 Data file for additional information
	<p>Approaching Standard:</p> <p>45-59% of students will meet their growth target in Reading and Math.</p>			
	<p>Far Below Standard:</p> <p>less than 45% of students will meet their growth target in Reading and Math.</p>			

a) Rate the school’s performance according to the criteria established by the school for its 2021-2022 mission specific goal(s).

School Comments Kuumba Academy met standard for the 21-22 school year for student growth.

b) Provide as **Appendix 1** the results (data source) of the school’s mission specific goal(s). Remember not to include any personally identifiable information (PII).

Appendix 1: [Kuumba's Mission Specific Goals-2021-2022](#)

3.2 Organizational Performance

Note: Please utilize the hyperlink in this sentence for more information about the [Organizational Performance Framework](#).

The following tables will be completed by the Charter School Office. Please review for accuracy.

SUMMARY AND OVERALL RATING

Kuumba Academy

Year	Education Program				Governance & Reporting			Students & Staff		Facilities , Transportation, Health & Safety	OVERALL RATING
	Mission Fidelity	Applicable State & Federal Requirements	Students with Disabilities	English learners	Governance & Public Stewardship	Oversight of School Management	Reporting Requirements	Students Rights	Req. on Teacher Certification & Hiring Staff		
	1a	1b	1c	1d	2a	2b	2c	3a	3b		
2021-2022	M	M	AS	M	M	M	M	M	F	M	Meet Standard

a) Describe the school’s organizational performance over the current school year (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.)

School Comments:

Kuumba Academy has earned an overall rating of Meets standard. 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.

b) Identify changes to organizational practices that the school has implemented to improve the school's organizational outcomes.

School Comments: Kuumba Academy plans to continue to seek YLTR grant funds to recruit and retain certified teacher interns for the 22/23 school year and beyond. KACS is committed to working closely with existing teaching staff to help them achieve their certification status through additional college coursework, Praxis support, mentoring and coaching. Please find additional information on the following pages regarding plans to improve identified areas.

c) Address any measure where 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.

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.

Performance Agreement

Organizational Performance Expectations

Discuss the school's organizational performance based on its approved 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.

- a) Discuss the school's organizational performance based on its approved Performance Agreement (see above).

School Comments: Kuumba Academy is on track to achieve/maintain our overall organizational rating of "meets" standard. 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. Staffing shortages, the increased needs of our student population as a result of extended school closures and increased student absences due to illness have created challenges for the organization that we remain committed to resolving. While we are proud of the growth that our students who are meeting and exceeding standard have made over the years, 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. While we are still working to address some lower than desired proficiency scores, particularly in grades 3, 4 and 5, we are seeing greater gains in proficiency in grades 6-7 where our students are meeting or exceeding state averages in math or reading.

In order to ensure academic success for all of its students, we have implemented the following supports:

- Expanding SPED services for identified students in grades K-8 in order to better meet their individual needs and including more scaffolding, additional staffing and counselors
 - Implement an expanded 6-week summer program in order to increase parental engagement and eliminate summer learning loss in reading and math
-

-
- Restructured our instructional coaching model to provide more support to teachers in all grades and content areas
 - Added a Restorative Practices Coordinator to support staff and students in grades K-8
 - Provide expanded out of school time services for students who are performing below grade level including after school tutoring, Saturday Academy and summer programming
 - Starting a Gifted and Talented program in 22/23
-

3.3 Board Financial and Governance Members and Training

a) Please complete the chart below with the necessary information. In accordance with Del. 14 §512 (15), the school shall have a satisfactory plan to ensure the effectiveness of its board of trustees, including governance trainings conducted for any new board members and at a minimum of once every 3 years.

Board Financial and Governance Training

First Name	Last Name	Term Begin Date	Term End Date	Role/Title	Financial Training Date	Board Governance Training Date*
Herb	Broadwater			President	October 2020	November 2020
Joan	Coker	1/12/2012		Vice President	October 2020	November 2020
H. Raye	Jones Avery	7/1/2015		VP, Governance	October 2020	November 2020
Ken	Brown	7/1/2015		Founding Board Member	October 2020	November 2020
Bernard	Fisher	7/1/2015		Treasurer	October 2020	November 2020
Sally	Maldonado	7/1/2015		Head of Schol (ex-officio)	October 2020	November 2020
Ayanna	Johnson			Principal	October 2020	November 2020
Maureen	Masters			Teacher Rep	October 2020	November 2020
Darren	Moore	1/12/2012		Member at Large	October 2020	November 2020
Leland	Sylver			Member at Large	October 2020	November 2020
Genelle	Freeman			Member at Large	October 2020	November 2020

*Please list only the most recent training date.

Please attach all certificates or evidence of Board Governance Training for active board members.

School Comments: All board members for the 21/22 school year were able to complete training offered through PDMS.

b) Please complete the chart below with the necessary information. Pursuant to [14 Del. Admin. Code 736](#) 6.1 Each member of a Citizen Budget Oversight Committee shall attend and receive a Certificate of Completion for the Citizen Budget Oversight Committee training within the allotted timeframe of his/her appointment to a Citizen Budget Oversight Committee. Provided further, additional training may be required from time to time as determined by the Department.

Citizen Budget Oversight Committee Membership & Trainings

First Name	Last Name	Term Begin Date	Term End Date	Role/Title	Financial Training Date
Bernard	Fisher	7/1/2015		Treasurer	October 2020
Michelle	Lambert	7/1/2016		CPA	10/15/2020
Leland	Sylver	9/2020		member at large	October 2020
Sally	Maldonado	7/1/2015		Head of School	1/12/2012
Richard	Riggs			DOE Representative	11/30/2015

School Comments: All members of the CBOC have completed the necessary training requirements.

3.4 Teacher Retention: Is the school monitoring and minimizing teacher attrition rates and maintaining a stable teaching staff?

2021-2022		
% of Teachers RETAINED	# of Teachers RETAINED	# of Teachers ELIGIBLE
84%	43	51

Review the table above with the school’s teacher retention trends and answer the following questions.

- a) Describe the school’s plans to monitor and minimize teacher attrition rates. Provide information about why teachers leave the school.

School Comments: Kuumba Academy works to ensure that teachers are provided with ongoing support and professional development through coaching and weekly data meetings. 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, this retention data also includes staff members who moved out of state or who were not offered a position to return for the 21-22 school year. Board leadership is currently in the process of reviewing our salary scale to ensure that we remain competitive with local charters/districts.

- b) Describe how the school’s professional development plans support teachers and leadership.

School Comments:

Kuumba Academy employs a comprehensive coaching model to develop and support our teachers. Please find additional details around our coaching model in **Appendix 2**. 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 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 Teaching Excellence Framework as well as our Learning Walks, weekly data meetings and regular school wide data analysis days.

IV. FINANCIAL PERFORMANCE

4.1 Financial Performance

Note: Please utilize the hyperlink in this sentence for more information about the [Financial Performance Framework](#).

The following tables will be completed by the Charter School Office. Please review for accuracy.

Financial Performance Framework Ratings	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 and Oversight	Overall Rating
Year	1	2	3	4	5	6	7	8	9	10	
2021-2022	AS	AS	AS	M	AS	M	F	AS	Not Rated	M	

a) Describe the school's Financial performance over the current school year (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.)

School Comments: Kuumba's board and management team continues its current practice of regularly monitoring financial performance to address any variances from the school's financial objectives.

b) Identify changes to Financial practices that the school has implemented to improve the school's financial outcomes.

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 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 anticipate that we will be able to meet this indicator in future years.

Performance Agreement

Financial Performance Expectations

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.

a) Discuss the school’s financial performance based on its approved Performance Agreement.

School Comments: 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 for the 22-23 annual report. Please find our historical performance in this area in the chart below:

Kuumba Academy

Year	1a	1b	1c	1d	2a	2b	2c	2d	3	OVERALL RATING
2016-2017	M	M	M	M	AS	M	F	N/R	M	Meets Standard
2017-2018	M	M	M	M	F	M	AS	N/R	M	Meets Standard
2018-2019	M	M	AS	M	F	M	M	N/R	M	Meets Standard
2019-2020	M	M	M	M	AS	M	F	N/R	M	Meets Standard
2020-2021	M	M	AS	M	F	M	M	N/R	M	Meets Standard

b) 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.

VII. ANNUAL REPORT CERTIFICATION STATEMENT

Name of School:	Kuumba Academy Charter School
Location:	1200 N French St Wilmington DE 19801

I hereby certify that the information submitted in this annual 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.



1/31/2023

Signature: Chairperson of Board of Directors (or designated signatory authority)

Date

Print/Type Name:	Herbert Broadwater
Title (if designated):	Board President
Date of approval by board of directors:	1-26-23

References:

¹ Based on September 30th Unit Count

² Pursuant to the Family Education Rights and Privacy Act (FERPA) (34 CFR §99), the DDOE applies the following statistical methods to avoid disclosure of personally identifiable information in aggregate reporting.

1. For all data, counts for groups or subgroups with 15 or fewer students are suppressed and represented by “-” in data reports. Complementary suppression of one or more non-sensitive cells in a table may be required so that the values of the suppressed cells may not be calculated by subtracting the reported values from the row and column totals.

2. Only report percentages for grade level reporting within a school and district.

3. Percentages are suppressed when the underlying student counts can be derived for groups or subgroups with 15 or fewer students (i.e., if the number tested and proficient are reported, then the percentage may need to be suppressed).

4. Any percentage above 95 or below 5 will be reported as >95% and <5%, respectively.

³ Graduation rate data is lag data by one school year to include all students that have completed their high school diplomas during that year including summer graduates.

