



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.wenginepowered.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.

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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 