

DELAWARE DEPARTMENT OF EDUCATION

APPLICATION FORM FOR RENEWAL OF A CHARTER OF A STATE APPROVED CHARTER SCHOOL

For Renewal Reviews to be Conducted in Spring 2004

KUUMBA ACADEMY

Name of School

CHRISTINA CULTURAL ARTS CENTER

705 N. MARKET STREET

WILMINGTON, DELAWARE 19801

H. RAYE JONES-AVERY

Name of the Chairperson of the Board

Mailing Address of the Chair
of the Board of Directors

SEPTEMBER 2001

Initial Opening Date

302-652-0101

Telephone Number of the Chair
of the Board of Directors

K-6

Current Approved Grades for School

302-652-7480

Fax Number of the Chair
of the Board of Directors

Fourth year enrollment

250
number

K-5
fourth year grade span

Fifth year enrollment

250
number

K-5
fifth year grade span

Sixth year enrollment

250
number

K-5
sixth year grade span

Seventh year enrollment

250
number

K-5
seventh year grade span

Eighth year enrollment

250
number

K-5
eighth year grade span

Note: If this application is approved by the Department of Education and State Board of Education, with or without amendments, the final approved application and any amendments and conditions will serve as the approved charter for the school. A charter cannot be modified without the approval of the Secretary of Education with the consent of the State Board of Education (see 14 DE Admin Code, Section 275 in the Regulations of the Department of Education, Section 3.2).

Enrollment Breakdown by Grades

Fourth Year Enrollment

Grade	Number
K	34
1	52
2	52
3	52
4	30
5	30
Total 4th Year Enrollment	250

Fifth Year Enrollment

Grade	Number
K	34
1	52
2	52
3	52
4	40
5	20
Total 5th Year Enrollment	250

Sixth Year Enrollment

Grade	Number
K	34
1	52
2	52
3	52
4	40
5	20
Total 6th Year Enrollment	250

Seventh Year Enrollment

Grade	Number
K	34
1	52
2	52
3	52
4	40
5	20
Total 7th Year Enrollment	250

Eighth Year Enrollment

Grade	Number
K	46
1	52
2	50
3	50
4	32
5	20
Total 8th Year Enrollment	250

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Part I. Demonstration of Success

Performance September 2001 - Present

Overview

Kuumba Academy (taken from the Swahili language meaning creativity) was awarded its charter in 1999. We were granted a postponed opening to provide time to renovate our facility. Kuumba opened its doors to 165 K-4 students in 2001. In Year 2, Kuumba Academy enrolled 205 K-5 students. Now, in our third year, we have 235 K-6 students. Last year we received a Commendable rating in the School Accountability process.

Kuumba Academy is housed in an historic building at 519 North Market Street in Wilmington's cultural district. Our 25,000 square-foot facility contains 14 classrooms, technology center, library, music studio, cafeteria, behavior intervention room, nurse's health suite and administrative office space. Our students utilize an outdoor recreation area at 400 North Market Street. Kuumba's urban location promotes our "school without walls" concept. Assemblies and many arts programs are conducted at nearby Christina Cultural Arts Center. Sports are held at the Walnut Street YMCA.

We operate a 12-month school calendar with 171 instructional days and 15 professional development days for teachers and administrators. Five weeks of extended learning is provided in July and August for all students. We have enhanced our program with tutoring and enrichment opportunities before and after school and on weekends.

Kuumba Academy has a value-driven approach to academics and school climate. We:

- Value parents as key partners in the education of their children,
- Honor the individuality and unique learning style of each student;
- Utilize the arts as a tool for academic learning; and
- Support multicultural community experiences.

Kuumba has a full-time equivalent teacher/student ratio of 1:13, better than slated in the original charter. Our school offers mathematics, science, language arts, social studies, foreign language, and computer technology integrated with music, drama, creative movement and the visual arts. The McGraw Hill Curriculum, used at all grade levels, was selected for its alignment with national and Delaware standards, its multicultural content and its integrated use of strategies for multiple learning styles.

Most Kuumba students live in New Castle County. District origins include: 42% Christina, 23% Red Clay, 22% Colonial, and the remainder from other districts. Not by design, Kuumba Academy's student body is mostly African-American. While Kuumba lacks racial diversity, the student body is ethnically, economically and educationally very diverse. In terms of income levels, our student body has a higher percent of low-income (54%) than the state average. Seventy percent of the student body is considered "at risk for academic failure". A disproportionate number of our students did not have the benefit of quality early childhood education.

In spite of the challenges, we have had many successes, and we are improving. We have created a school that has a great sense of community, an atmosphere permeated by essential human values, a creative approach to learning and successful parent partnerships.

SUCSESSES & CHALLENGES OVERCOME IN YEARS 1, 2 and 3

- ❖ Received **Commendable** school rating from Department of Education
- ❖ Exceeded charter school compliance for teacher certification
- ❖ Achieved 80% Year 3 student retention (exceeded performance target)
- ❖ Maintained strong financial viability during the start-up period
- ❖ Expanded tutoring options to Saturdays and before/after school
- ❖ Established Grade 2 & 3 Café reading program (21st Century grant)
- ❖ Earned 94% parent satisfaction (exceeded performance target)
- ❖ Provided teacher training in: ABeCe Darien Reading and Direct Instruction, McGrawHill Math Trailblazers, Smithsonian Science Kits
- ❖ Formed leadership teams for: reading, math, writing, science, social studies, school climate, health, arts and special education
- ❖ Ensured consistent discipline through school-wide behavioral plan
- ❖ Secured grant funding for additional Family Crisis Specialist
- ❖ Ensured consistent discipline through school-wide behavioral plan
- ❖ Forged partnership with Red Clay District for value-added assessment
- ❖ Addressed student transportation problems encountered in Year 1
- ❖ Hosted two National Charter School Month demonstration festivals
- ❖ Partnered with JP Morgan Chase for tutoring/mentoring program.

INITIATIVES FOR THE RENEWAL PERIOD

- ❖ Realign management structure for more effective school leadership
- ❖ Reconfigure to K-5 grade span
- ❖ Strengthen academics by reconfiguring to a K-3 and 4-5 configuration
- ❖ Extend student school year by 9 days to increase core academic time
- ❖ Restructure budget for intensive focus on student achievement
- ❖ Identify all services and funds school is entitled to receive
- ❖ Improve reading and mathematics through closer state standards alignment and more supplemental/assessment materials and supports
- ❖ Fine-tune system to assess and monitor individual student progress
- ❖ Implement arts-based thematic units within the curriculum
- ❖ Create accelerated opportunities for high-achieving students
- ❖ Achieve further development of value-added assessment model
- ❖ Free more dollars for academic program by reducing rent costs
- ❖ Improve technology staff training, classroom integration, and systems
- ❖ Enhance Café Program with Neighborhood House, Christina Cultural Arts Center, and Bancroft and Palmer Elementary Schools
- ❖ Expand partnerships: Red Clay Consolidated and Christina Districts, Social Venture Partners and others.

I. a.) Qualifications of the Applicant

Current Board Composition

A group of 22 leaders in the education, corporate, and community sectors comprise the board. Three Kuumba Academy teachers and three Kuumba Academy parents are elected to the board by their peers.

KUUMBA ACADEMY CHARTER SCHOOL BOARD OF DIRECTORS 2003-2004

H. Raye Jones-Avery, *President*, CEO, Christina Cultural Arts Center
Yvonne Gordon, *Vice President*, Corporate Sector
Darren Moore, Sr., *Treasurer*, Insurance Manager
Neysa Rhea Smith, *Secretary*, Reading Specialist
Joan Donoho, *Assistant Treasurer*, Finance, State of Delaware
Tracey Merritt, E.I.T., *Nominating Committee Chair*, Engineer
Pamela Anderson, Kuumba PTA President and Parent
Kenneth C. Brown, Educator
Holley Caffee, Kuumba Academy Certified Teacher
Vincent J. Daniels, DMD, Blue Diamond Dental, PA Dentist
Janice Rogers, R.N., Nurse
James "Jeff" Flanders, Banker
Chipman Flowers, Esq., Private Attorney
Patricia Griffin, Educator/Principal
Kimberly Holley, Dean, Kuumba Academy
Tyrone Jones, Senator Carper Legislative Aide, and Kuumba Academy Parent
Bonita E. Porter, E.D., Ed., School District Diagnostician
Tamara Price, Kuumba Academy Certified Teacher
C. Lawler Rogers, Educator
Susan Thomas-Holder, Ph.D, Educator, Certified Teacher
Amy Tomlin, Kuumba Academy Certified Teacher
Dottie White, Kuumba Academy Parent

Kuumba Academy's Management Structure and The Division of Responsibility between The Staff and The Board

Governance of Kuumba Academy is the responsibility of the board of directors to whom DOE has granted the School's charter. Board members assume legal and financial accountability for the school. Additionally, the board is responsible for meeting charter school compliances as stated in Title 14 of the Delaware code.

Kuumba Academy's Board is assisted by an Advisory Committee and 10 Standing Committees that provide a concentrated focus on specific areas of importance. These

Standing Board Committees are staffed by Kuumba employees with expertise and responsibility in the particular area. In addition to board members and staff, these committees include other experts from the corporate and public sectors. The Standing Committees meet monthly, 10 months per year. Committee responsibilities include preparation and presentation of written work plans and monthly reports to the Board of Directors.

These Standing Committees have been a valuable part of the ongoing development of the school. For instance, in 2003 the Human Resources Committee designed an extensive process for staff evaluations. Please see Appendix B for a detailed description of the responsibility of each committee. The Standing Board Committees are listed below.

- Fund Development/Marketing
- Finance
- Facilities
- Human Resources
- Curriculum/Support Services
- Nominating/By-Laws
- Parent Teachers Association
- Health & Safety
- Advocacy

Members of the management team at Kuumba Academy are listed below. The Dean and the Director of Operations report directly to the Board Executive Committee chaired by Board President Raye Jones-Avery. The Board Executive Committee is composed of Officers of the Board.

Kuumba Academy Management Team

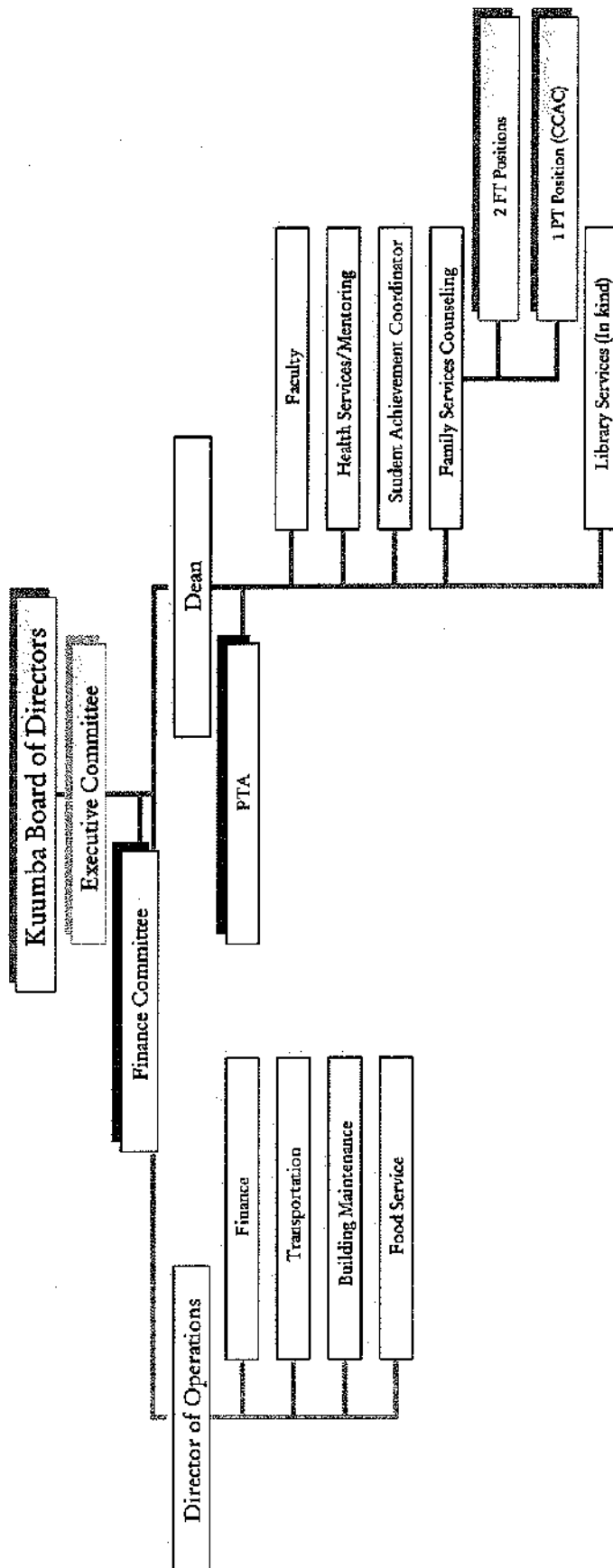
<u>Dean</u>	Kimberly Holley
<u>Director of Operations</u>	Elijah Wilson
<u>DSTP/Student Achievement Coordinator</u>	Angela Wilson (contractual)
<u>Student Support Services Coordinator</u>	Mark Morgan
<u>School Nurse</u>	Denise Elliott, RN
<u>Administrative Assistant</u>	Frances Harvey

The management team at Kuumba Academy is assisted by Kim Graham, Director of Family Services who provides outreach services to the school. *Exhibit A* Organizational Chart depicts the current management structure.

Since the opening of the school, some modifications have been made to the original personnel plan and further modifications are planned during the renewal period. These modifications were motivated both by a desire to strengthen the academic program and to maximize the use of available resources. Below is a summary of the current management structure and any alterations from the original plan. In addition, several important modifications are being planned to modify the school management structure over the coming months. These plans are described in Part II of this application. The central motivating factor behind past and future changes is our desire to provide a management structure that ensures the highest academic achievement for our students.

EXHIBIT A

Kuumba Academy Current Organization Chart



School Management – The original plan called for two leadership positions: an Academy Director to fulfill both the roles of external marketing and internal management, and, reporting to that position an Academy Development Director who would manage fundraising, finances, contracts, and student transportation. However, by our second year, we concluded that a stronger focus on academics was needed and therefore we modified the leadership structure. We restructured the original Academy Director position to an Academic Dean, and focused that individual's responsibilities on the academic issues of the school. The Academy Development Director position was reconfigured to Director of Operations reporting to the Board Executive Committee.

Student Achievement Coordinator – This contractual position was recently added to increase the focus on improving student achievement based on information obtained through DSTP and internal value-added assessments.

Team Leaders – The original plan called for 3 part-time Team Leaders to facilitate curricula development, review standards and performance indicators and recommend improvements to the learning process. As a result of our efforts to find best practices for the team leader approach, we have improved the team leader structure according to recommendations by the Ariel Academy of Chicago and we have amended our team leader approach by focusing each leader in a special content area. See Appendix C Kuumba Staff Areas of Specialty for a description of the approach.

Technology Specialist – Due to financial limitations, this planned part-time position was not hired. We have since developed a technology plan and scope of services (See Appendix) to improve school-wide technology. We are pursuing a contract to provide technical support to computer systems, deliver training in technology areas to the staff, and coordinate instructional guidance to students.

Librarian – Originally envisioned as a paid part-time intern, we have conserved finances through a volunteer who is a retired school librarian, and through a strong partnership with the Wilmington Public Library.

Registered Nurse – Originally envisioned as a part-time position, this position is now full time, and as a result has transformed the function beyond health care and recordkeeping to include preventive health assessment, health education and the development of a school-wide health curriculum.

Family Support Services – In the first two years of operation, financial constraints limited our ability to hire a full-time position. Instead, we made it a part-time function fulfilled by a partnership with Christina Cultural Arts Center's Family Services Director. However, we have found that the needs for this position are significant, in fact even greater than originally conceived due to the variety of family and behavior challenges faced by many students. Therefore, beginning in September 2003 we added a full-time Behavioral Interventionist. In addition, we secured funds for a full-time Family Crisis Therapist for grades K-3 beginning in 2004 funded by the Department of Services for Children, Youth and Their Families.

Clerical Personnel – While our initial plan specified 1 full-time and 1 part-time clerical staff, we were not able to provide this level of clerical support until Year 3. There was no paid clerical staff in Year 1, and there was one full-time clerical staff in Year 2. This lack of support caused significant difficulties in the overall administration and communication within school which we are now rectifying.

In summary, our first years of operation posed many challenges in terms of the management structure. We have addressed the issues and we have implemented improvements. Recently, it has become evident that more aggressive changes are needed to bring student achievement to the level we all desire. The changes which will be implemented over the next several months involve significant management restructuring. Please see Part II. a.) for a summary of the impending changes.

Kuumba Academy Partnerships

Kuumba Academy's programs and resources are enriched by many active partnerships. We continually seek new collaborations to enhance our school. Current partnerships include:

Archmere Academy- Kindergarten tutors
Ariel Academy in Chicago – sister school/professional development (Rodel grant)
Astra Zeneca – In-kind gifts
Christina Cultural Arts Center -space utilization for arts ed/volunteers/technical support
Christiana Care – asthma/allergy education
City of Wilmington – Outdoor recreational area/Youth in City Government and forgiveness of Urban Development Action Grant (UDAG) loan for facility development
Creative Mentoring/JP Morgan Chase – mentors
Delaware History Museum – programming/space utilization for special school events
Delaware Institute for Arts in Education – professional development, artists-in-residence
Delaware Charter School Network
Department of Education
DuPont – library contributions/partnership w/ spring science program/annual MLK program participation
East Side Charter School
Edison Charter School
Grand Opera House
Innovative Development Schools Corporation – technical assistance
Marion T. Academy
Reading Assist- reading tutors/professional development/parent training
Rodel Foundation – funding and technical assistance
University of DE – Career Services Center and teacher recruitment
Wilmington College – teaching internships and teacher recruitment
Wilmington Public Library – student book loans/cultural events activities/weekly visits
YMCA (Walnut Street) – physical education
Lincoln University – career services , teacher recruitment
University of Delaware – VISTA mentoring coordinator
Public Allies – Behavior Intervention Citizenship in Year 2

Board and Administration Fulfillment of Regulation 275, Section 4.1

Section 4.1 Required Experience

*Research-based curriculum &
Instructional strategies*

Business, accounting, finance

Personnel Management

Diversity, student recruitment

At-risk and special needs

Operations including facilities

Certified teacher at Kuumba

Other certified teacher

Parents

Community Members/founders

Members Who Meet Requirements

Lawler Rogers, Patricia Griffin, Susan Thomas-Holder, Neysa Rhea Smith, Tamara Price, Holly Caffee, Amy Tomlin

Jeff Flanders III, Darren Moore, Yvonne Gordon, Chipman Flowers, Joan Donoho Yvonne Gordon, Patrice Gilliam, Tyrone Jones, Raye Jones-Avery

Susan Thomas-Holder, Kimberly Holley, Raye Avery

Bonita Porter, Kimberly Holley, Holley Caffee (certified special ed teacher), Janice Rogers, R.N.

Tracey Merritt, E.I.T.

Tamara Price, Holley Caffee, Amy Tomlin Neysa Rhea Smith

Tyrone Jones, Pamela Anderson, Kimberly Holley, Dottie White

Raye Jones-Avery, Susan Thomas-Holder, Kenneth Brown, Patricia Griffin, C. Lawler Rogers, Joan Donoho, Bonita Porter, Janice Rogers, Yvonne Gordon, Neysa Rhea Smith, Jeff Flanders III, Patrice Gilliam-Johnson

Section 4.1 Bylaw Requirements are all being met. (Appendix A - Bylaws)

- ✓ Board must include certified teacher at school and parents of current student - (See Kuumba Bylaws Article VI, Section 4)
- ✓ Business restricted to operation of charter school and related programs (See Article II)
- ✓ Board meets regularly and complies with Freedom of Information Act (See Article V, Section 6)

Employee Duties and Qualifications

ADMINISTRATIVE AND SUPPORT STAFF

Dean, Kimberly Holley

JOB DUTIES: Responsible for educational leadership: curriculum design, content and evaluation, faculty certification and professional development, and student, staff, parent incentive and recognition programs. Engage in strategic planning and develop partnerships. Seek funding opportunities to enhance school programs. Serve as spokesperson.

QUALIFICATIONS: B.S. in Psychology, M.S. in Education with teaching experience in both traditional public schools and charter schools.

Director of Operations, Elijah Wilson

JOB DUTIES: Responsible for fiscal oversight including budget development and management, management of payroll, PHRST and accounts receivable. Oversee plant operations and vendor contracts (food service, transportation, janitorial, etc.). Manage regulatory compliance and personnel policies.

QUALIFICATIONS: B.S. Accounting, 9 years accounting and finance experience including in a public accounting firm

Student Achievement Coordinator, Angela Wilson (Contract Services)

JOB DUTIES: Manage and monitor DSTP test procedures. Analyze assessment data to measure student achievement. Coordinate extra learning opportunities for at-risk students. Conduct parent conferences about Individual Improvement Plans. Evaluate curriculum to determine if student needs are being addressed. Assist with planning and implementation of professional development with faculty.

QUALIFICATIONS: M.S. in Early Childhood Education, Standard Certification K-4, 5 years teaching experience, experience as early childhood program director.

Student Support Services Coordinator, Mark Morgan

JOB DUTIES: Provide child supervisory support during recess and lunch. Assist in facility arrangements and light maintenance.

QUALIFICATIONS: Security supervisor for public housing development and two years as police officer.

School Nurse, Denise Elliott, RN

JOB DUTIES: School-wide nursing duties and related recordkeeping. Conduct health and wellness programs. Oversee mentoring and cost recovery programs.

QUALIFICATIONS: B.S. Nursing, Registered Nurse with 13 years nursing experience

Administrative Assistant, Frances Harvey

JOB DUTIES: Responsible for all student files and recordkeeping. Provide secretarial and telephone answering services.

QUALIFICATIONS: Associates Degree in Word Processing and 25 years experience in secretarial and executive assistant positions, many in public service organizations including the United Way of Delaware

Cafeteria Staff, Crystal Ross and Vickie Wise

JOB DUTIES: Food preparation, inventory and record-keeping for food items.

QUALIFICATIONS: Vickie Wise has 2 years experience in food service. Crystal Ross has 11 years experience in food service and is a trainee in DOE's food service program.

TEACHING STAFF

The faculty is actively involved in school decision making through their participation in weekly faculty meetings, attending monthly board meetings, and membership on committees. Staff members are continuously invited to make recommendations concerning academic policies (i.e., grading system, student progress reporting, promotion/retention, parent communication, student evaluation, discipline, scheduling, academic content, contract terms and conditions, employee incentives, etc.). Teacher and administrative representation on the governing board facilitates staff representation in policy making. An important new innovation over the past year has been the formation of a teacher leadership cadre with team leaders in each major discipline (see Appendix C). Kuumba Academy views professional development as a crucial part of quality improvement.

A high percentage of Kuumba faculty – 86%- is certified. Several have master's degrees.

Full Time Teachers	Highest Degree	Years Teaching	Certification Status
Holly Caffee	B.S	5	Standard
Tamika Patrick	M.S.	3	Limited
Eric Fisher	B.S	2	Standard
Tasha Gallman	B.S	3	Standard
Philip Healy	M.S.	8	Standard
Shelby Jennings	M.S.	7	No
Sally Maldonado	B.S	2	Standard
Kenneth Oates	B.S	1	Standard
Tamara Price	M.S.	8	Standard
Clarence Rissmiller	B.S	7	Standard
Brandie Stasney	B.S	3	Standard
Amy Tomlin	B.S	3	Standard
Monica Cobb	B.S	3	Standard
Lurleen Bryant	B.S	1	No

In addition to the 14 full-time teachers listed above, Kuumba employs a part-time teacher in the role of master teacher for the 3rd grade. This individual, retired from the Brandywine School District, has over 30 years of teaching experience. Her role is to mentor and guide other teachers, model instructional practice and assist in implementation of standards-based education and DSTP preparation.

An extensive process for evaluating teaching and non-teaching staff was designed by the board Human Resources Committee. Three teacher observations (two announced and one unannounced) were conducted by administrators and founders with public education backgrounds. In May 2003, all personnel conducted self-assessments using a Board-approved tool that aligned with contract objectives. One-on-one performance evaluation

meetings were conducted with the chair of the Human Resource Committee, the Dean and the Board President. Results of classroom observations and performance evaluation outcomes were shared with directors in executive session and decisions around contract renewals were made by the body. In the past year, twelve of the thirteen teachers were offered contract renewals.

The evaluation process has been recently modified to add an interim performance evaluation session in addition to teacher observation/feedback and the annual performance evaluation meeting. The purpose of this new approach is to provide more immediate and more specific feedback so that there are opportunities for corrective action midway through the school year.

I. b.) Educational Program

Scope and Sequence of Curriculum and Major Units of Instruction

Describe the scope and sequence of school's curriculum....

The Kuumba Academy curriculum is an integration of academics and the arts, technology, foreign language, and world culture utilizing Gardner's theory of multiple intelligences. Curriculum and culture are thus integrated to foster individualized learning and social growth within an urban cultural setting in the City of Wilmington. The core academic areas include the following components.

English/Language Arts

Reading
Handwriting
Spelling
Writing
Grammar

Science

physical, earth, botany

Health Education

Mathematics

Social Studies

Government
History
Sociology
Geography
Anthropology
Economics
Citizenship

Visual Arts

Communications Awareness
Selection Awareness
Experience Awareness
Creative Awareness
Aesthetic awareness
Human awareness
Elements of design

Foreign Language

Spanish

Music

Listening skills, sight reading, rhythm,
Melody, choral singing, music history

Computer Technology

Internet research
Word processing
Academic Reinforcement

Dance/Creative Movement

Body awareness/alignment
Physical conditioning
Basic, modern jazz, ballet, gross motor
Dance vocabulary,
Team cooperation

Kuumba Academy's educational program:

- Values parents as key partners in the education of their children
- Honors the individuality and unique learning style of each student
- Utilizes the arts as a tool for academic learning, and
- Supports multicultural community experiences.

The school's curriculum scope and sequence in reading, language arts, and mathematics has been cross-referenced to the Delaware Content Standards by the MacMillan McGraw-Hill Company, publisher of our reading, language arts and mathematics materials. Appendix D contains an example of the alignment for reading and cluster expectations. Also you will find a list of standards benchmarked against the school's annual calendar.

Strategies and Practices That Have Improved Student Performance And Exemplary Programs or School Features

Major education strategies and approaches that support student performance at the Kuumba Academy include the following:

- The MacMillan McGraw-Hill Reading and Mathematics series were identified for use throughout the K-6 program to insure curriculum continuity.
- Individualized Improvement Plans (IIP) per the student accountability requirements, were implemented when required or recommended to guide educators, parents, and agency/community professionals to meet the needs of Kuumba Academy students. These plans emphasize student responsibility. See Appendix E.
- Multiple Reading Approaches including MacMillan McGraw Hill reading, ABeCeDarian reading program, and Direct Instruction materials
- Before and after-school tutoring for students scoring below standard level of performance on DSTP or other measures. Current year participants: 13 students in before-school tutoring (1 hr); 55 in after-school tutoring (2 hrs)
- Cafe supplemental reading program – 3 hours per night, 5 nights per week for grades 2 & 3 students – Students are referred by teachers (21st Century grant)
- An experienced master teacher at grade 3 employed part-time.
- Portfolios maintained for each student of sample work products, test scores, other important student info
- Accelerated math at 3rd grade
- Extended-year summer program mandated for students receiving a 1 on DSTP and recommended for those receiving a 2
- Curriculum night plus DSTP parent workshops
- Implementation of running records program
- Mentors from JP Morgan Chase

School features:

- A stimulating innovative learning environment focusing on the whole child
- A core belief that parents are the primary educators of the child and parents and teachers are partners in a process to maximize each child's potential
- Parents are an integral part of the Academy's decision making processes in their roles as board members, volunteers, and committee members.

Exemplary programs

- Utilizing the expertise and resources of the Christina Cultural Arts Center, Kuumba Academy offers an integration of academics, arts and world culture
- Extra curricular activities including chorus and dance ensemble: "Dare to Dream", a substance/alcohol abuse prevention program, a step team (in the second year only), and the "Boys to Men" mentoring program
- Use of a student Individualized Improvement Plan (IIP) to guide educators, parents, and agency/community professionals to meet the needs of the more challenging students. These plans emphasize student responsibility for learning.
- Portfolios maintained for each student of sample work products, test scores, other important student information
- Before and after-school tutoring. Current year participants: 13 students in before-school tutoring (1 hour) and 55 in after-school tutoring (2 hours)
- Student Yearbook Team Project
- Community Service Program for 6th graders
- Cafe supplemental reading program – 3 hours per night, 5 nights per week for grades 2 & 3 students
- Flexibility in grade level assignments for children who can benefit from involvement in higher or lower grade classes for specific subjects
- Rodel Foundation-sponsored Parent Workshops - 3 sessions per year mandatory for parents – topics related to student performance and test-taking strategies
- Opera Delaware, in cooperation with the Delaware Symphony, conducts a unit for 5th graders twice per week. Artists-in-residence visit school and provide classes integrating music and visual arts with academics
- Delaware Institute for Arts in Education grant-funded program through MBNA focusing on African folk tales
- Youth in City Government program for 4th, 5th and 6th graders – mock political process conducted by government employees – students nominate and vote for candidates and visit courthouse.

Compliance with State and Federal Laws Regarding Students with Disabilities, unlawful discriminations and At-Risk Populations, including those listed in Regulation 275, Section 4.3.3

Kuumba Academy's Operational Plan for the identification of students and provision of services to students with disabilities was accepted by DOE. See Appendix F for the DOE letter accepting the plan. The September 30 special education unit audits for the past two years have found no problems with student IEP's, evaluations, or placements.

The following supports are available for students at-risk of academic failure:

- Availability of special education support services if and when needed
- Tutoring before and after school
- Cafe supplemental reading program – 3 hours per night, 5 nights per week for grades 2 & 3 students
- Flexibility in grade level assignments for children who can benefit from involvement in slower paced classes for specific subjects
- "Creative Mentoring" program which involves socially at-risk students from all grades who receive mentoring from professionals from JP Morgan Chase – conducted during lunch periods
- Extended-year program mandated for students receiving a 1 on DSTP and recommended for those receiving a 2. Program includes re-teaching of Delaware standards and practicing portions for DSTP.
- 8-10 Archmere Academy students provide tutoring to kindergarteners once per week

The admission policy of Kuumba Academy is designed to aid in the recruitment of at-risk students, and thus certainly does not discriminate in their admission or enrollment. Speech and occupational therapy are delivered to eligible students by contracted professionals.

Replication by Other Public Schools

Each year there have been a number of inquiries from other schools. Kuumba has begun discussions around partnership with Red Clay Consolidated School District for replication of Kuumba's character education and parent academy for replication at a new 6, 7, & 8 middle school at Warner.

I. c.) Student Performance

The Student Performance Goals in Kuumba Academy's Original Charter and How They Were Met

Kuumba Academy has been identified as a commendable school per the Delaware Accountability System.

The Academy has been operational now for three years. The original charter specified Year 1 would begin in the 2000-2001 school year. Due to construction delays, Year 1 actually was the 2001-2002 school year. We have updated the timeframe for the original performance goals as follows (original goals are in italics, followed by progress report).

State Assessment/Nationally Normed Test

Year One: 40% of students will perform at or above state average for grade 3.

Year Two: 43% of students will perform at or above state average in grades 3 & 4. (This should have been grades 3 and 5.)

To assist charter schools in analyzing student performance data, the Rodel Foundation commissioned New American Schools to provide an analysis of Kuumba Academy's test scores for the first two years of operation. The table below shows the percentage of students who were proficient (or showed satisfactory growth toward proficiency on the DSTP 2 in grades 2 and 4). This table includes all students at the school, regardless of whether they were at the school for only one year. To be considered proficient on the DSTP 1, which is for grades 3 and 5, a student must score a 3, 4, or 5 on the test. To be considered growing on track toward proficiency on the DSTP 2, which is for grades 2 and 4, a student must score an S (satisfactory) on the test.

Percentage of Overall Students at Kuumba Academy who are "Proficient"

Reading			Math		
	2002	2003		2002	2003
Grade 2	50.0	73.0	Grade 2	26.1	68.4
Grade 3	50.0	38.2	Grade 3	34.8	32.4
Grade 4	63.2	63.3	Grade 4	57.9	73.3
Grade 5	N/A	72.2	Grade 5	N/A	55.6

Conclusion by New American Schools: The results were mixed. There was a strong increase in the percent of students meeting the proficiency standard in both reading and math from grades 3 to grade 4. The increase in reading was 13.3 percentage points and the increase in math was 38.5 percentage points. There is inconsistent growth and

progress with the changes from the other grades. For example, while the percent proficient in grades 4 to 5 increased in reading (63.2% to 72.2%), the performance in math in the same cohort decreased slightly (57.9% to 55.6%). In the cohort that moved from grade 2 to 3 made gains in percent proficient in math (26.1% to 32.4%), but saw a drop in reading (50.0 to 38.2).

Utilizing the Value-Added Analysis for Accountability Planning Model, New American Schools staff reviewed Kuumba Academy DSTP test scores for the past two years in terms of individual student growth between 2002 and 2003. Based on the slope of the growth, the likelihood of students scoring at the DSTP proficient level at the 5th or 10th grade was calculated assuming the trend continued – a calculation of what they call a “REACH” ratio.

Reading

Grade in 2003	% students now at Grade 5 proficiency	% students who should be proficient by Grade 5	% students who should be proficient by Grade 10
2	0%	N/A	N/A
3	19%	63%	100%
4	55%	14%	100%
5	71%	N/A	100%

Mathematics

Grade in 2003	% students now at Grade 5 proficiency	% students who should be proficient by Grade 5	% students who should be proficient by Grade 10
2	11%	N/A	N/A
3	9%	88%	100%
4	0%	100%	100%
5	53%	N/A	100%

Though so far New American Schools staff only had 2 data points of measurement for Kuumba Academy, if the current trend continues, then we would expect 82% of the 2003 3rd graders (19% plus 63%), and 69% of the 4th graders (55% plus 14%) to be proficient by the time they take the 5th grade DSTP reading test. Likewise, 97% of the 3rd graders and 100% of the 4th graders will be proficient in mathematics by the time they reach the 5th grade. Also, by 10th grade, 100% of the students will be proficient in reading and mathematics. This is preliminary data based on only two data points; but if accurate, it certainly reflects positively on Kuumba's program.

Both New American Schools and Innovative Schools Development Corporation (ISDC has helped facilitate the completion of the research) have cautioned against overly generalizing from the small DSTP-based test sample. For example, a comparison of Year 1 and Year 2 student populations finds that there were approximately 40% new students

participating in Year 2 testing. Another variable between the two years was a change of 60% of the teachers. Most of these personnel changes were initiated by the school due to issues with teacher performance. While the changes were disruptive in the short run, management believes the right decisions were made to achieve overall academic quality. Year 2 to Year 3 on the other hand has seen a high level of stability in the teaching staff with 12 of the 13 Year 2 teachers returning in Year 3.

It is our recommendation that 2004 DSTP testing data be added as another data point for the Value-Added Analysis of Kuumba Academy and that this larger data base then be used for establishing future performance goals now that the school's population and staff have stabilized.

This year we began a three-time per year administration of a standardized test in reading (Gates McGinites) and math (McGraw-Hill). This testing was completed in September and December 2003 and has been reported back to teachers so as to adjust their instructional pacing and practices. We are encouraged that based on these tests, students will now be better prepared to demonstrate their mastery of content and able to better meet state standards as demonstrated by performance on the DSTP. For example:

- 12% of 3rd grade students met math standards in September, whereas 53% met the standards by December,
- At 1st grade, 20% met standard for reading in September and 72% met the standard by December.

The school determined that the DSTP results would be reflective of a nationally-normed test for program evaluation purposes.

The School will demonstrate its use of the arts and technology in the classroom:

Kuumba will have more art offerings each week and each day than the state average.

- Students receive arts instruction 3 times per week at Christina Cultural Arts Center in dance, music and visual arts by professional artists-in-residence
- Teachers' contracts specify the requirement that arts be incorporated in daily curriculum and several projects, field trips and demonstrations throughout the year enhance the regular arts instruction classes
- Kuumba teachers participate annually in extensive training with the Delaware Institute for Arts in Education

Kuumba students will produce one portfolio show per year for grades K-2.

- Each May a school-wide portfolio show has been conducted : 2002 theme was "Reaching for the Stars" and 2003 theme was "Spreading Our Wings"

Kumba students will produce one class project at each grade level utilizing artistic expression.

- Annually class projects at each grade level have been included in the portfolio show in May.

Kuumba will initially have a 17:1 computer ratio

Each classroom has 1-2 computers and the ratio has been maintained. However, the use of computers to support instruction has been limited due to Year 1 problems with the server and loss of internet connections; and in Year 2, growth in the student body required a relocation of the computer lab. Additionally computers need to be replaced and updated as part of our future technology initiative.

Objectives of the Current Performance Agreement and Performance on Each Target in the Current Charter Period

**CURRENT PERFORMANCE AGREEMENT GOALS (shown in italics)
AND PROGRESS TOWARD GOALS (shown in regular typeface)**

- A. During the term of this agreement, student performance on the DSTP and other standardized assessments will demonstrate continuous improvement from year to year. The school will continuously maintain an overall performance rating of Superior or Commendable in the School Accountability Process.***

Achievement Target I: By the second year of operation (2002-2003) and each year thereafter, for each subject assessed at each grade level on the DSTP, average performance will be at least at the State level.

Achievement Target II: Each year, students in kindergarten and grade one will make satisfactory progress on the K-1 program (portfolio sampling).

Achievement Target III: By the second year of operation and each year thereafter, average performance at grade three and above in both reading and mathematics on the SAT9, will demonstrate an increase from the previous year.

Achievement Target IV: By the Spring 2004 administration of the DSTP, the percentage of students enrolled at the school for three consecutive years that meet or exceed the State Standard in reading, mathematics, science, and social studies will exceed the State average.

Kuumba Academy is now in its third year of operation. The school expanded in both students and teachers between Year One and Two. The following scores reflect student DSTP performance during the second year of operation. It should be noted that only 60%

of the students tested in Spring 2003 had been enrolled the previous year. Thus 40% of the students had been enrolled in Kuumba Academy for less than six months.

Achievement Target I Spring 2003 Testing

Test	State Average	Kuumba Average
Grade 3		
Reading	442.49	406.55
Math	434.79	396.12
Writing	5.75	4.97
Grade 5		
Reading	479.73	468.33
Math	469.43	459.00
Writing	7.28	7.06

Achievement Target II K-1 2002-03 Student Performance

	Reading	Math
Kindergarten		
Proficient	68%	39%
In-Process/No IIP	6%	52%
In-Process/IIP Required	10%	0
In Process/IIP Recom.	16%	9%
Not Yet/IIP Required	0	0
1st Grade		
Proficient	39%	47%
In-Process/No IIP	27%	22%
In-Process/IIP Required	10%	22%
In Process/IIP Recom.	12%	9%
Not Yet/IIP Required	12%	0

Achievement Target III Spring 2002-3 SAT9 Data Reading/Mathematics

	2002 DSTP	2003 DSTP
Reading		
Grade 3	43.6	45.4
Grade 4	47.7	49.5
Grade 5	Na	86.9
Mathematics		
Grade 3	47.3	47.2
Grade 4	58.2	60.1
Grade 5	na	59.3

Achievement Target IV - will not begin until 2004 testing data is available

B. During the term of this agreement, the school will demonstrate that its students exhibit positive behavior related to academic success through the following:

Each year, average daily attendance will be at least at State average.

A look at Kuumba's attendance statistics for the 2001-2002 and the 2002-2003 school years shows a drop in attendance from an average of 95% the first year to 85% in the second year. We believe that the issue has more to do with tardiness than absenteeism. We have been experiencing a problem in recordkeeping in that sometimes when teachers record a student as absent and that student does in fact attend but arrives late, the teacher may fail to correct the daily record to show tardiness rather than absence. To correct the recordkeeping issue, we are planning a systematic change to our record keeping utilizing the DOE Pentamation system.

Each year, the school will have fewer reportable incidents pursuant to Delaware Code, Title 14, Section 4112, than the average for public schools in New Castle County with a similar grade configuration.

Percent of Students Involved in Reportable Incidents

	State Average	Kuumba
2001-02 School Year	0.6	0.0
2002-03 School Year	0.6	0.0

C. During the terms of this agreement, the school will demonstrate that it has strong market accountability through the following:

Each year the school will have the maximum number of students allowed by the charter enrolled in the first week of the school year.

Kuumba enrolls the maximum number students allowed, but an average of 20 students fail to attend or transfer out in the first week of school.

Each year of school operation, the school will have a waiting list of students seeking admission.

The school maintains a waiting list with average numbers of 36-40 students.

Each year, at least 90% of the students on the September 30 Statewide Student Rosters will be in attendance at the school through the last week of instruction, excluding students who move out of New Castle County.

Full-Year Enrollment at Kuumba Academy

2001-02	94.5%
2002-03	99.5%

Each year at least 70% of the non-graduating student body will return to the school the following September, excluding students who move out of New Castle County.

From Year 1 to Year 2, Kuumba Academy's retention rate was 66%. This year our school significantly exceeded this performance goal – 80% of students who were enrolled in Year 2 returned in Year 3.

Of all the students attending the school at any grade, at least 70% will continue at the school through the end of grade six.

Data will not be available until after the 2003-04 school year.

D. During the term of this agreement, the school will demonstrate that the parents of the students at the school are satisfied with the school's administration and educational program.

Annually, a third party approved by the Department of Education will conduct a survey of parents of students who attend the school. Each year, at least 90% of the parents of students who attend the school, and who return the survey, will indicate satisfaction with the school's administration and educational program.

By achieving an overall parent satisfaction rate of 94% in the last survey, Kuumba Academy exceeded the performance agreement goals for parent satisfaction.

Section I. f. contains a full review of the parent satisfaction survey data for Years 1 and 2.

Changes in Student Achievement, Ability to Meet the Objectives and Reasons and Actions Taken to Improve School Performance

Based on the 2002-03 DSTP data, the Curriculum Committee (composed of staff, parents, and Board) reviewed the current operations and the New American Schools Report, and implemented the following changes for 2003-2004:

Reading

- Students who are continuously performing below standards after interventions must be evaluated for possible special accommodations
- Implement defined assessment tool to assist teachers with classroom instruction
- Create center-based classrooms that will reinforce phonics, grammar, and reading enhancement activities
- Offer Extra Learning Opportunities earlier in school year (Saturday Academy, before/after school tutoring)
- Provide professional development to staff for best practices modeling and support
- Offer accelerated reading opportunities for students performing above standards

Math

- Implement Investigative Math Program to better assist teachers in classroom instructions. Incorporate more hands on math labs in math program
- Create center-based classrooms that will reinforce Math concepts
- Offer Extra Learning Opportunities earlier in school year (Saturday Academy, before/after school tutoring)
- Provide professional development to staff for best practices modeling and support
- Offer accelerated math opportunities for students performing above standards (i.e., mini-societies, school store)

Writing

- Integrate Writing activities across subjects. Practice text-based writing more rigorously.

Kuumba Academy has experienced numerous challenges in becoming operational over the past three years. Attempts to fully focus attention and resources upon student academic achievement, though noteworthy, have produced mixed results. After intensive planning sessions with board and staff, we have concluded that we could have a stronger overall program by eliminating Grade 6. It has been difficult to offer the full range of a middle-school experience that 6th graders need. We believe that by reconfiguring to a K-5 school we would be able to better provide for the needs of the K-5 population. Also, it would provide for closer alignment with surrounding districts and facilitate a smoother transition of students out of Kuumba Academy to other district schools.

In addition, while the school has been successful in fulfilling its desire to serve at-risk students, we find the very nature of the student body presents special challenges. It is important to view Kuumba Academy's progress in the overall context of the population we serve. The following information is presented not as an "excuse" for the fact that we are taking longer than anticipated to reach our academic goals, but more as an explanation of the world in which we operate.

Kuumba Academy is a high poverty school with 55% low-income students, compared to 34% statewide. Kuumba Academy also has a high percentage of minority students with 98% of students being African American compared to 32% of all students statewide.

In general, African American low-income students in Delaware score significantly lower on the DSTP than all students statewide (e.g., DSTP reading scores for grade 3 in 2003 showed that 19% of students statewide scored below standard, compared to 39% of African American low-income students). Also, among low-income students, African Americans score significantly lower than white students (among low-income students, DSTP 3rd grade reading scores were 39% for African American students and 19% for white students).

These facts mirror national statistics. In a recent study by the National Center for Education Statistics, "The analyses of educational achievement compared math and reading levels of black and white children at various points between grades 1 and 12. Black-white gaps appeared at every grade studied." Also consistent with Delaware's achievement disparities for low-income students, a 2002 California State University study of charter schools serving low-SES students found that "Each percentage point of the student body that was considered low-SES resulted in a 1.2-point decline in charter schools' Academic Performance Index points."

In spite of the challenges we face, our goal is to join the ranks of the elite number of exemplary urban schools serving primarily urban populations. In Part II .b. of this renewal application, we present several proposed actions to improve student achievement during the renewal period. We are guided in our thinking by new research on academic success with at-risk populations. For example at least two new books beginning with the phrase "No Excuses" have been published to draw attention to methods that work with student populations like ours - "No Excuses: Closing the Racial Gap in Learning" and "No Excuses: Lessons from 21 High-Performing, High Poverty Schools". Our direction is built on successful school models that define traits of a "No Excuses" school:

- 1) THE PRINCIPAL IS FREE FROM BUREAUCRATIC MEDDLING
- 2) THE SCHOOL SETS MEASURABLE GOALS
- 3) "MASTER" TEACHERS HAVE LEADERSHIP ROLES WITH FACULTY
- 4) REGULAR TESTING LEADS TO CONTINUOUS ACHIEVEMENT
- 5) STUDENT ACHIEVEMENT HELPS MAINTAIN DISCIPLINE
- 6) PARENT CONTRACTS HELP MAKE HOME A LEARNING CENTER
- 7) TEACHERS AND STUDENTS WORK LONGER THAN THE TRADITIONAL SCHOOL DAY.

Compliance with State Public Education Assessment and Accountability System (14 Delaware Code, Sections 151-154, and 157)

Kuumba Academy administers the DSTP to all applicable grade levels in mathematics, reading, writing, social studies and science. All faculty are trained in the administration of these tests and all security guidelines are strictly adhered to. Student individual improvement plans (IIP's) and grade promotion/retention policies meet DOE standards. A plan for alternate assessments has been developed and submitted to DOE. The Kuumba Academy Charter School has received a rating of Commendable.

Parents and guardians play a crucial role in the development of a child. Kuumba recognizes that children can and will achieve high standards with the support of their parents in partnership with their teachers. Due to the profound importance of parents being involved in the educational process, it is required that all parents and guardians of Kuumba Academy students commit to significant levels of involvement. Along with administrators and teachers, parents must demonstrate their commitment to our children's educational success through participation and involvement at school, as well as home. Each family is required to sign a parental contract at the start of every school year. The main points parents agree to are as follows:

- To participate in the Parent Volunteer Program, including a minimum of 30 hours a year or 3 hours a month, to serve 1 hour per month for lunch/recess duty.
- To support and abide by all the adopted rules and regulations, such as school discipline and student code of conduct, uniform and dress code, attendance policy and guidelines (includes lateness, early pick-up, completing school year) and others. Students who fail to abide by the discipline codes are subject to the recommendations of the behavioral committee.
- To supply a healthy lunch and a snack (if necessary), either brown bagged or purchased from the KACS Board approved vendor.
- To give permission for children to have access to counseling and medical services offered by the school.
- To recognize and embrace the role as having primary responsibility for their child's education (agree to read and use information sent by school, provide suitable time and place for homework, assist child in using library and allow for thirty minutes of reading per day, limit television viewing and video games during the school week, check homework folder nightly, encourage child to reach his highest academic level).

Kuumba Academy Application Budget Worksheets

REVENUE

	Planning Year	OPERATING YEARS		
		YEAR 1	YEAR 2	YEAR 3
State Appropriations	\$ 100,000	\$ 771,068	\$ 862,535	\$ 991,691
Local Fund Transfers	\$	\$ 328,365	\$ 501,984	\$ 571,320
Charter School Federal Funds	\$	\$ 0	\$ 85,073	\$ 87,724
Other Federal Funds	\$	\$ 0	\$ 14,574	\$ 27,256
Renovation Loan Balance	\$ 2,650,000	\$ 42,104	\$ 0	\$
Program Fees	\$	\$ 31,000	\$ 83,097	\$ 66,000
Lunch and Breakfast	\$	\$ 30,680	\$ 48,989	\$ 53,000
Rodel Foundation Grant	\$	\$ 50,000	\$ 0	\$ 0
MBNA Pledge		\$ 200,000	\$ 200,000	\$ 200,000
Other Pledges/Contributions		\$ 13,538	\$ 18,980	\$ 18,800
Interest		\$ 2,646	\$ 7,465	\$ 8,000
Student Activities			\$ 13,394	\$ 10,000
Net Assets from 2001-2002			\$ 148,103	
TOTAL REVENUE	\$ 2,750,000	\$ 1,469,401	\$ 1,984,194	\$ 2,033,791

EXPENSES

Personnel Salaries (Please indicate FTEs - Full Time Equivalents)	Planning Year	Operating Years					
		YEAR 1	FTEs	YEAR 2	FTEs	YEAR 3	FTEs
Teachers	\$	\$ 331,700	10	\$ 412,149	12	\$ 446,880	13
Principal/Administrative	\$	\$ 56,577	2	\$ 81,000	2	\$ 84,240	2
Nurse	\$	\$ 20,000	.5	\$ 20,459	.5	\$ 39,000	1
Clerical and Custodial	\$	\$ 48,000	1.5	\$ 49,253	2	\$ 61,649	2
Para-Professional	\$	\$ 0		\$ 26,167	1	\$ 56,600	2
Cafeteria Staff	\$	\$ 5,172	.5	\$ 15,882	1	\$ 22,731	1
Behavioral Specialist						\$ 31,000	1
Other Employee Costs (a)							
Health Insurance	\$	\$ 76,043		\$ 61,533		\$ 76,667	
Pension	\$	\$ 39,736		\$ 58,278		\$ 62,523	
FICA	\$	\$ 28,148		\$ 39,165		\$ 45,464	
Medicare	\$	\$ 6,460		\$ 9,026		\$ 10,633	
Worker's Compensation	\$	\$ 6,922		\$ 8,297		\$ 10,106	
Unemployment Insurance	\$	\$ 554		\$ 756		\$ 891	
SUBTOTAL Personnel	\$	\$ 619,312	14.5	\$ 781,965	18.5	\$ 948,384	22

EXPENSES (continued)

Student Support	Planning Year	OPERATING YEARS		
		YEAR 1	YEAR 2	YEAR 3
Transportation	\$	\$ 123,510	\$ 93,479	\$ 65,000
Cafeteria	\$	\$ 61,315	\$ 68,729	\$ 65,045
Extra Curricular	\$	\$ 0	\$ 13,394	\$ 0
Textbooks/Classroom Supplies	\$	\$ 67,082	\$ 50,306	\$ 50,000
Computers/Technology				\$ 27,000
Nurse supplies	\$	\$ 4,591	\$ 1,153	\$ 0
Sub-teachers	\$	\$ 16,238	\$ 36,626	\$ 11,200
Professional/Contracted Services	\$	\$ 20,418	\$ 14,574	\$ 40,459
Professional Training	\$ 3,000	\$	\$ 26,510	\$ 25,000
All Other Student Support (Contractors - Arts Teachers' Salaries and Benefits)		\$ 14,800	\$ 92,593	\$ 137,764
SUBTOTAL Student Support	\$3,000	\$ 307,954	\$ 397,364	\$ 421,468
Operations and Maintenance of Facilities	Planning Year	YEAR 1	YEAR 2	YEAR 3
Insurance (Property/Liability)	\$	\$ 10,594	\$ 13,537	\$ 17,000
Facilities/Rent	\$35,000	\$ 319,955	\$ 449,400	\$ 407,571
Utilities	\$	\$ 23,364	\$ 37,761	\$ 32,000
Maintenance	\$	\$	\$ 35,330	\$ 20,000
Telephone/Communications	\$	\$ 4,726	\$ 4,409	\$ 5,000
Janitorial Services and Supplies	\$	\$ 22,963	\$ 28,165	\$ 35,000
Trash Removal	\$	\$ 174	\$ 0	\$ 0
Renovation	\$ 2,607,896	\$ 0	\$ 0	\$ 0
SUBTOTAL Operations and Maintenance of Facilities	\$ 2,642,896	\$ 381,776	\$ 568,602	\$ 511,576
Administrative/Operations Support	Planning Year	YEAR 1	YEAR 2	YEAR 3
Professional/Contracted Services	\$52,820	\$12,260	\$ 16,486	\$ 43,005
Advertising/Marketing	\$3,250	\$0	\$ 0	\$ 0
Furniture & Equipment		\$2,525	\$ 16,684	\$23,000
Equipment Lease/Maintenance		\$8,848	\$ 13,140	\$ 30,000
Supplies & Materials	\$2,119	\$5,010	\$ 6,611	\$ 7,400
Printing & Copying	\$3,561	\$0	\$ 6,119	\$7,100
Postage & Shipping	\$250	\$250	\$ 562	\$ 600
Staff & Teacher Parking		\$2,639	\$ 4,642	\$ 9,400
Tuition Reimbursement			\$ 952	\$ 9,800
Travel	\$0	\$567	\$500	\$500
Miscellaneous		\$4,411		\$ 3,833

SUBTOTAL				
Administrative/Operations Support	\$ 62,000	\$36,510	\$65,696	\$ 134,638

EXPENSES SUBTOTAL	Planning Year	OPERATING YEARS		
		YEAR 1	YEAR 2	YEAR 3
Personnel	\$	\$ 619,312	\$ 781,965	\$ 948,384
Student Support	\$ 3,000	\$ 307,954	\$ 397,364	\$ 421,468
Operations and Maintenance of Facilities	\$ 2,642,896	\$ 381,776	\$ 568,602	\$ 511,576
Administrative/Operations	\$ 62,000	\$ 36,510	\$ 65,696	\$ 134,638
Management Company	\$	\$	\$	\$
Contingency Reserve	\$	\$	\$	\$
GRAND TOTAL				
ALL EXPENSES	\$ 2,707,896	\$ 1,345,552	\$ 1,813,627	\$ 2,016,066

I. d.) Economic Viability

Economic Viability During the Current Charter Period

Kuumba Academy has remained financially viable since its inception and has not operated with a deficit in any year. According to the most recent audit report which covers fiscal year 2003, "The School is able to report that this year, as for last year, there is a positive balance in net assets for the School as a whole, as well as for its governmental type activities," (excerpt from Kuumba Academy Charter School Financial Statements, June 30, 2003, Barbacane, Thornton and Company, Certified Public Accountants).

Budget Worksheets

Budget worksheets for years up to Year 3 have been placed in this document immediately preceding this section.

Problems Faced in Financial Viability and How They Were Addressed

Kuumba Academy has succeeded in maintaining financial viability during the charter period. The economic challenges stem from two major factors: 1) the school's small size does not offer economies of scale, and 2) The numerous risk factors faced by many of our students present budgeting pressures for support services such as behavioral intervention, family crisis counseling, speech therapy, and tutoring. In-kind services from Christina Cultural Arts Center have reduced budget pressures in the area of clerical support and family services. The school secured a grant recently from the state for help from a Family Crisis Therapist. We also actively seek volunteer mentors and tutors to help address the myriad needs of some of our students.

Like most charter schools, facility expenses present additional challenges. We were successful in getting help from the City to forgive a \$200,000 UDAG mortgage and even though this does not show up on the current budget, it will help Kuumba Academy in the long run. Also related to facilities, we have begun looking into refinancing our construction loan and this is an important goal for the charter renewal period.

To address our issues regarding the lack of economies of scale given our small size, we are starting to investigate contracts as options to staffing. A technology services contract is pending and we will be looking into contracts for other administrative services.

In terms of future design improvements in the renewal application, we expect to be able to generate 15 units based on a student population of approximately 250 students (1 unit for K unit, 8 units for Grades 1-3, 3 units for Grades 4 & 5, and 3 special education units. This will allow for funding for two additional teachers, and for a full-time principal.

Audit Findings and How They Were Addressed

Human Resource Function: Review of the human resource function revealed that certain personnel files did not include required documentation of salary, for w-4, Form I-9, teacher certificates, or background checks. The Corrective Action Plan has included a review of each personnel file. The School will also utilize a checklist to ensure consistency and inclusion of necessary paperwork. See Appendix H for the "New Hire Checklist".

Contributions: In the first fiscal year '02, there was an audit finding of missing paperwork for one of the contributions. The School developed procedures and the most recent audit found the finding no longer applicable.

Food Service: The auditors reported that certain food service expenditures were commingled with governmental fund activity, and federal food service subsidies were commingled with student charges. The School has addressed this issue with staff and has established a separate account code in DFMS for food service expenditures and revenues. The School utilizes other reports to break out student charges and federal subsidies.

Inventory: The auditors noted that not all records of property and equipment throughout the school are being updated. A periodic physical count was recommended. The school plans a comprehensive review of all school-wide assets. This review will be conducted by the Director of Operations in April during Spring Break.

Board Meeting Minutes: Minutes from meetings for certain months were not available in the school office. While the Board Secretary keeps the file of all meeting minutes off-site, the School has taken corrective action to keep duplicate copies of all Board minutes in the Director of Operations office and to provide a copy of meeting minutes to the School secretary to retain on file.

Encumbrance Accounting: Auditors recommended that the School encumber all expenses over \$2,500. The School explained that since not all government funds are received early in the year, it would not be possible from a cash flow perspective to implement full encumbrance accounting. This has been addressed with the Division of Accounting.

Cash Receipts: The auditors noted a need for a daily reconciliation of cash receipts to the general ledger. This finding has been successfully addressed through the development of new written cash receipt procedures which have been made available to the appropriate staff. See Appendix P.

Approval of Payment Vouchers: The auditors found that payment vouchers were not correctly approved in accordance with the School's policy on internal controls. The auditors recommended that the Board transfer all accounting duties from the Christina Cultural Arts Center to the school management staff and that the School ensures adherence to its formal written internal control policies concerning approval of payment vouchers. Kuumba Academy is considering ways to transfer responsibility to school personnel or to contract with another vendor.

Transportation

Kuumba Academy provides daily bus transportation to students as a means of getting students to and from school. Kuumba does not own its buses. This service is provided using a contractor. (See Appendix I for a description of the Purchasing Function.) In the school's first and second years, three routes were established to provide service to those students living in Northeast Wilmington, West Wilmington, and the New Castle area. In the school's third year only two routes were established. The Northeast Wilmington and West Wilmington routes were combined to reduce expenses.

Costs per day per bus: **\$180 in Year 1** **\$186.66 in Years 2 and 3**

In the third year of operation, of the 234 students who are enrolled, 127 or 54% ride the bus. In the previous year, of the 202 students enrolled in the school, 116 or 57% rode the bus. In the first year of operation, Kuumba contracted with the LeHanes company to provide student bus transportation. In the second year, Kuumba decided not to renew its contract and contracted instead with First Student, Inc. The provision of services by First Student, Inc., has greatly improved the safety, efficiency and parent satisfaction of our transportation. In Year 3, Kuumba Academy again contracted with First Student, Inc.

Kuumba and First Student adhere to a strict drop-off policy requiring a parent or other authorized adult to be at the drop-off location to receive the student when getting off the bus, or the student is returned to school, unless a parent or guardian provides written authorization for his/her child(ren) to get off the bus without an adult to receive them. As a further safety measure, a bus code of conduct for students was implemented. Students who fail to adhere are written up and reported to the school office. Continual violations can result in suspensions from riding the bus.

Food Services

The School participated in both the National School Breakfast and School Lunch Program. Due to facility limitations for full-meal preparation, Take-A-Break, a contracted vendor, provides hot and cold meals for breakfast and lunch. (See Appendix I for a description of the Purchasing Function.) All meals were prepared and served in accordance with regulation established by the USDA and Delaware Child Nutrition. The meals were delivered in accordance with the Delaware Division of Public Health safety standards, maintained the proper temperature, and were the correct portion size.

In 2002-2003, 147 students participated in the School's Nutrition Program. Kuumba provides free and reduced breakfast and lunch for those students who qualify. The School determines eligibility of students participating in the Free or Reduce Program using income eligibility guidelines in accordance with federal regulations. Kuumba maintains full and accurate records for complying with all reporting and record keeping requirements, as well as submit claims for reimbursable meals under the Child Nutrition Program. An automated food service system was installed, as an internal control for tracking meals to be claimed. The automated system also establishes an account transaction history of students who receive breakfast and lunch. The complete food service report for all three years is included in Appendix J.

Facilities

Kuumba Academy is housed in an historic bank building at 519 N. Market Street located in Wilmington's cultural district. The property is owned by the Christina Cultural Arts Center Inc. Designed in 1885 by famed Philadelphia architect Frank Furness, the 25,000 square-foot facility was renovated for school use by Homsey Architects. Capital financing was obtained from the City of Wilmington Community Development Fund, Urban Development Action Grant (UDAG); MBNA, private donations, board contributions and bank financing from First Union. In May 2003, UDAG forgave a \$200,000 mortgage on the property. Christina holds a duly executed, legally binding lease agreement with Kuumba Academy. Kuumba's annual financial lease obligation and operating expenses are the responsibility of the school. Rental payments under the non-cancelable leasing arrangements having remaining terms are:

<u>Years Ending June 30</u>	<u>Lease Payment</u>
2004	\$ 408,029
2005	\$ 2,085,104

Under the terms of the original loan (\$2.6 million) provided by Wachovia Bank (formerly First Union), the loan was for five years. A balloon payment of \$ 2,085,104 is due December 1, 2004. The Wachovia loan was for renovations. The school is in the process of refinancing the loan.

The school contains 14 classrooms, a cyber café (technology center), a library, a music studio, a cafeteria, a behavior intervention room, a Public Allies office, nurse's health suite and administrative office space. An outdoor recreation area is located on a lot a 400 N. Market Street, owned by the City of Wilmington and made available for Kuumba's use. School assemblies, visual arts and dance education are conducted at Christina Cultural Arts Center Inc. at 705 N. Market Street. Sporting events are held at the Walnut Street YMCA. Kuumba's strategic location in the cultural district affords access to a variety of non-profit and governmental facilities to fulfill the "school without walls" concept.

Current Insurance Certificate (See Appendices)

I. e.) Attendance, Discipline, Student Rights, Safety

Student Rights and Responsibilities

Copies of the Kuumba Academy Student Code of Conduct and the Parent Student Handbook are provided in Appendix L. The Student Code of Conduct manual includes a section on Student Rights and Responsibilities. These documents are distributed and reviewed carefully during new student orientation and parent orientation in August of each year.

Attendance Policy and Distribution of Policy to Students and Parents

Kuumba Academy Attendance Policy is contained in the Student Code of Conduct which is distributed to all parents every year at the orientations in August. The documents are distributed periodically throughout the year if the need arises based on policy changes. Parents must sign a form that confirms they have received the document. The form is kept on file at the school.

KUUMBA ACADEMY ATTENDANCE POLICY

"Your child should be in attendance at school unless he or she is ill. Student attendance is a major ingredient towards achieving school success. Excused absences include: student illness, serious injury/death in the family, hazardous conditions, a doctor's appointment with verification upon return and approved trips within 24 hours. Students arriving after 9:00 a.m. are considered late. A written excuse for lateness is to be provided by a parent or caregiver upon arrival to school.

In the event your child is ill and cannot attend school, a courtesy phone call on the morning of the absence and a note are required upon return to school. If your child is absent, call the school to make arrangements for pick-up of missed class work. Students have (1) week to complete missed assignments. If a student is absent three or more consecutive days and the school has not been informed as to the nature of the absence, the student is considered to be truant. Truancy becomes a Family Court matter and a school referral will be made to Family Court.

Philosophical Basis of Attendance Policy: School administrators have the responsibility under State law to adhere to compulsory school attendance laws. Students have the responsibility to take advantage of the opportunity for a public school education and abide by the State law. Students have the right:

1) To receive school policies that clearly define absence, unexcused absence, and tardiness. 2) To appeal a decision concerning whether an absence is excused or unexcused. 3) To make up assignments missed during any excused absences."

Students have the responsibility: 1) To attend all classes daily and on time. 2) To provide the school with a written excuse from parents/guardians explaining the reason for an absence within two days upon return to school 3) To request the make-up assignments from their teachers upon return to school and to complete the work within the length of time specified in the District regulations."

A look at Kuumba's attendance statistics for the 2001-2002 and the 2002-2003 school years shows a drop in attendance from an average of 95% the first year to 85% in the second year. We believe that the issue has more to do with tardiness than absenteeism. We have been experiencing a problem in recordkeeping in that sometimes when teachers record a student as absent and that student does in fact attend but arrives late, the teacher may fail to correct the daily record to show tardiness rather than absence. To correct the recordkeeping issue, we are planning a systematic change to our record keeping utilizing DOE's Pentamation system.

Admittedly, in addition to the recordkeeping problem, there remains the problem of lateness. While the current Code of Conduct affirms the importance of timeliness, it does not describe disciplinary action for lateness. Lateness reduces the late students' instructional time, and disrupts the class. Lateness equals missed instruction in language arts because reading is the first period subject. Therefore Kuumba is going to develop a policy toward dealing with repeated lateness and include the policy in the Code of Conduct for the 2004-05 school year. We will initiate communications to parents and students to signal new standards for lateness, emphasizing how lateness affects the students who are late, the teachers and the students whose classes are disrupted, and the success and reputation of the school.

Compliance with 14 DE Code, Section 4112, Reporting School Crimes

In compliance with Delaware regulations, Kuumba tracks school crime data as part of its regular statistical tracking of behavioral problems. Crime data is reported regularly to DOE. Staff persons are trained in the tracking system. In addition, the school reports suspected child abuse and neglect to Delaware Child Protective Services in accordance with all applicable state standards. Kuumba staff is trained in how to recognize the signs of child abuse. Staff, students and parents are informed on a regular annual basis about behavior expectations through the Parent/Student Handbook and the Student Code of Conduct (both are distributed annually to new and existing Kuumba families). To address student behavior issues proactively, Kuumba Academy has a Behavioral Team that meets regularly to review issues and problems and develop intervention plans for individual students.

Health and Safety of Students, Employees, and Guests

Kuumba has developed an exemplary health program for its students. Nurse Denise Elliott, RN, oversees maintenance of student health records, health services, and health education. She has conducted workshops on Asthma Management, Fire Safety, Disaster Preparedness Response, Creative Mentoring, and Sexuality Education.

All students complete 30 hours of health education per year. Kuumba's school nurse teaches the school-wide health curriculum which has two components. The first component is a comprehensive health education program called Totally Awesome Health and based on state standards. Nurse Elliott team-teaches this program with each

classroom instructor weekly for one hour. The second component is a safety program that Nurse Elliott developed after attending training in Risk Watch. Students are required to have a recently completed physical examination performed by a medical doctor as a prerequisite for admission. Up-to-date immunizations, TB and HepB Tests are mandatory. Families without primary care or health coverage are referred to Henrietta Johnson Medical Center, Westside Health Center or State Service Centers. In compliance with state standards, Kuumba conducts hearing/vision screenings for grades K, 1, 3, and 5. Grade 5 students also receive orthopedic screening as required.

Students must have on file a complete emergency card with an accessible emergency contact person. All forms and preventive health information are distributed to parents during the application process including: description of school breakfast/lunch program, immunization rules and regulations of the State Board of Education, student health insurance, parental request to have prescription medication administered in school.

Standard procedures as set forth by the City of Wilmington and the Fire Marshall are adhered to with regard to ensuring the safety of the facility. Routine inspection of building systems is conducted to ensure optimal functioning. In the case of life-threatening emergencies, staff will follow procedures to contact an authorized family member, as per a completed emergency card and transport students to the appropriate health care facility. The school conducts three regular drills: Fire Drill, Intruder in School Drill and Bomb Threat drill. Staff regularly participates in training in Child Abuse and Neglect Symptoms and Reporting.

The U. S. Environmental Protection Agency (EPA) conducted an on-site inspection at Kuumba Academy in May 2003. The EPA determined that the School was not in compliance with regulations governing asbestos-containing materials, specifically: Kuumba had not conducted the required re-inspection at the time of the EPA's review, a designated person had not received the required asbestos training, and the School did not comply with the notification requirements and related record-keeping requirements. Corrective action was taken to ensure full compliance with EPA regulations. In June 2003 the re-inspection was conducted by Batta Associates and showed no findings. The notification letter was sent to the parents and staff (see Appendix M) and two individuals (the Director of Operations and the Student Support Services Coordinator) were designated for the training scheduled for February 2004.

Building security systems include a camera surveillance system monitored by the receptionist, a sign in-sign out procedure, I.D. badges for employees and visitors, and training and drills in emergency response.

I. f.) Market Accountability

Current Enrollment and Comparison to Original Charter Projections

	Original Projections	Actual Enrollment
First Year	136	165
Second Year	170	205
Third Year	204	241

Actual enrollment differed from the original projections due to the fact that when the decision was made to open a year later than originally planned, the enrollment targets were shifted to one year ahead to compress the ramp-up to achieve full enrollment.

Enrollment by Grade

	Year 1	Year 2	Year 3
Kindergarten	52	33	33
Grade 1	41	49	43
Grade 2	27	38	49
Grade 3	26	34	32
Grade 4	19	31	34
Grade 5		20	26
Grade 6			18
Total	165	205	235*

* as of February 12, 2004

Preferences in Admission of Students

In accordance with the school's charter, preference was given to students "at risk" of academic failure, siblings and parents who expressed an interest in the school's philosophy. Applicants were required to complete and submit an application package, and participate in an in-person family conference. Placement test or assessment tools were not used during the application process. As a result of a Student Accounting and Enrollment Engagement Audit conducted in 2003, enrollment procedures were revised to include specific guidelines for method of admission of students. These guidelines are included in Appendix N.

The methods used to recruit included direct mail to existing families, mailings to targeted middle and upper income households based on zip code and family status, cable TV advertisement, magazine and newspaper advertisement, speakers bureau, early childhood education centers and an Internet web site.

#Students Applied, #Denied Admission, Reasons for Years 1, 2, and 3

	#Students Applied	#Not Admitted	Reasons for Denying Admission
Year 1	205	35	Incomplete application Failure to complete interview process Did not meet age requirement Placed on waiting list
Year 2	154	60	Incomplete application Failure to complete interview process Did not meet age requirement Over-enrollment/Placed on waiting list
Year 3	100	41	Incomplete application Failure to complete interview process Did not meet age requirement Over-enrollment/Placed on waiting list

Students Who Left During the School Year and Their Reasons

	# Students Who Left During the School Year	Reasons for Leaving
Year 1	14	Relocation Change of guardianship No reason offered
Year 2	3	No reason offered Selected another school Desired a different learning environment Classroom disruptions
Year 3	6	Relocation Change of guardianship No reason offered Disruptions to learning

Summary of Application, Admission, Withdrawal, and Enrollment

Year	# Students Applied	# Not Admitted	# Did Not Attend/Return (No-shows)	Total # Enrolled in September	# Left During School Year	Enrolled at end of Year
1	205	35	5	165	14	151
2	154	60	40	205	3	202
3	100	41	20	241	6	235

Kuumba Academy retained over 80% of students this year. When students do leave, it is often for reasons of family relocation based on a move or change of guardianship. Sometimes students leave due to personal preferences for a different learning environment. These include the following: lack of amenities for a gym and extra-curricular sports, desire for a school incorporating Christian doctrine, desire for more structure including an earlier academic day. Other reasons include a desire to access an accelerated or gifted program.

Parent satisfaction with the school is high. While we cannot be all things to all people, the best way we can attract and retain students is by providing an excellent academic program, and it is to this end that we will continue to strive.

Parent Satisfaction Surveys

Two parent surveys were administered, one in Year 1 and the other in Year 2. The surveys were overseen by the Delaware Department of Education. Both surveys had significant levels of response. Parents were asked a series of questions about the school's success on a rating of 1 through 5, with 5 being the highest level of success.

By achieving an overall parent satisfaction rate of 94% in the last survey, Kuumba Academy exceeded the performance agreement goals for parent satisfaction which set a goal of 90% satisfaction for each year (as determined by the percentage of parents who gave ratings of 3, 4, or 5). Comments were very positive in both survey years, with high opinions about the school environment, standards and expectations, parental involvement, and school leadership (see table below). From the first year's survey, last year's showed significant improvement over already high scores in trust among parents, teachers, and students and, also in the provision of a safe learning environment.

One area parents have seen a need for improvement is in serving special needs students. In 2002, 56% of parents gave the school a high rating (4 or 5) in meeting special needs. While it was only the first year of operation, the administration and faculty had already recognized the need for improvement in this area. More focused programs for special needs students were implemented. The 2003 parent survey validated the school's efforts: in 2003, 65% of parents gave the school a high rating in this area. Finally, the last survey

showed some decline in the rating for communication to parents about student progress. The PTA is working proactively with the school to further improve parent satisfaction.

Highlights of Parent Surveys

School Factor	2002 % Rating 4 or 5	2003 % Rating 4 or 5	2003 % Rating 3, 4, or 5
Provides safe environment for learning	86	91	99
Teachers and staff have high academic expectations	84	81	94
Teachers and staff have high behavioral expectations	84	81	94
Communicates high expectations to students	83	83	91
Communicates high expectations to parents	83	81	97
Teaching encourages application of learning to life	83	83	94
Accommodates different learning styles	83	83	93
Environment encourages student learning	81	83	97
Meets special education and other special needs	56	65	98
Students find classes interesting and challenging	84	78	97
Provides positive attention to students as individuals	83	83	99
Regularly communicates student progress to parents	80	73	96
Trust and cooperation among parents, students, staff	84	93	97
Opportunities for parents to influence school	94	87	97
Leadership is results-oriented, accountable, open	89	86	96
Instructional materials are suitable to student needs	81	84	94
Facility is suitable to student needs	84	87	94
Overall opinion of success	79	80	94

PART II – Charter Renewal Period

Plans for the Next Five Years

II. a.) Qualifications of the Applicant

Planned Changes to Management Structure and Division of Responsibility between Staff and Board

As was discussed earlier in Part I.a.), within the first three years of operation Kuumba Academy made changes to the management structure specified in the original charter. While these changes proved helpful to our ability to surmount numerous challenges during the start-up period, we realize that a much stronger focus is needed on academic achievement. We are prepared to make the changes necessary to create Kuumba Academy as a model of excellence for a high-achieving urban elementary school.

Recently, we have undergone an intensive planning effort facilitated by the Innovative Schools Development Corporation (ISDC) to improve student achievement. As a result, a new management structure will be implemented in the coming months. The goal is to strengthen the curriculum, ensure teaching excellence and implement better instructional integration from one grade to the next. Here are the new elements we will implement:

- **Replace the current two-prong leadership structure featuring a Dean and Director of Operations, both reporting to the Board, with a single Head of School reporting to the Board,**
- **Ensure a high level of experience and know-how for this top position by employing an experienced academic leader with a proven track record of success in promoting student achievement. Base his or her salary in the \$70K-80K range (significantly higher than the current position) with possible inclusion of a bonus for this director (and also for teaching staff) based on improved student performance and available financial resources,**
- **Support that person with an Administrator who can oversee contracts, state and federal compliance, manage enrollment, provide general support,**
- **Create an intensive focus on academic achievement and constant curriculum and testing review by organizing the school into a "lower school" of grades K-3 and an "upper school" of grades 4-5. Each "school" will be directed by a lead teacher who will train and mentor other instructional staff, coordinate the curriculum, and examine test score data. These individuals will not be administrators. They will be master teachers who will have classroom responsibility with day-to-day exposure to the issues in the school.**
- **Through better utilization of state units, provide for 2 additional lead teachers.**
- **Add specialist support in reading and mathematics if finances allow.**

We believe that this new structure will advance Kuumba Academy because it will:

- 1) Provide a much higher level of educational expertise at the top level of the school
- 2) Provide lead teachers who can guide and mentor the less experienced staff
- 3) Ensure that two individuals – the two lead teachers – are assigned to overall curriculum coordination and monitoring of student achievement. While it is true that these have always been important goals at Kuumba, we have found that the myriad challenges of starting and running a school have made it difficult for the Dean of the school to spend sufficient time on the curriculum needs.

Planned Changes to Partnerships and Contract Agreements

Kuumba has recently initiated two partnerships which will be nurtured over the coming years. The first is with the Christina School District. We have already had several conversations with the new district superintendent and we will be continuing a dialogue around new opportunities for training and facilities. In addition, we are working with Social Venture Partners to provide funding for our full-day kindergarten program.

Continuing to Meet Regulation 275, Section 4.1

Kuumba Academy will continue to meet the requirements of Regulation 275, Section 4.1. Specifically, the Board Nominating Committee will assure, as it has since the school's inception, that board expertise will include these areas:

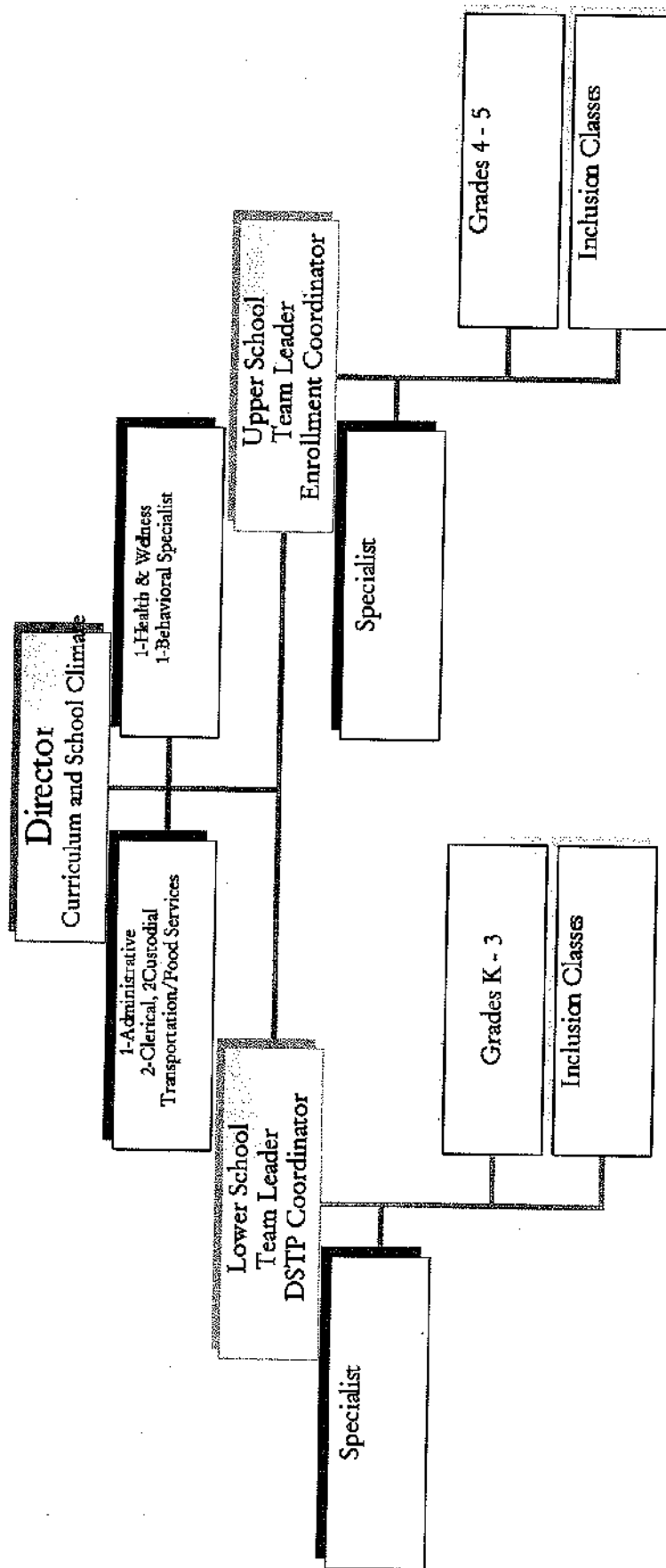
- Fund Development/Marketing
- Research-based curriculum
- Business, accounting, finance
- Personnel Management
- Diversity, student recruitment
- At-risk and special needs
- Operations including facilities
- Certified teachers at Kuumba
- Other certified teachers
- Parents
- Community Members/founders

Also, as specified in Regulation 275, Section 4.1, Kuumba Academy will continue to restrict business operations to charter school and related programs, the board will meet regularly, and continue to comply with the Freedom of Information Act.

Changes in Number, Duties, and Qualifications of Employees

See the beginning of this section and the new organizational chart for a full description of these changes.

Kuumba Academy Proposed Organization Chart



II. b.) Educational Program

Planned Changes in Scope and Sequence of Curriculum including the Major Units of Instruction

Several major improvements are planned to improve student achievement. In the previous section we described the management changes that will move the school forward. These changes will enable us to implement far-reaching improvements in our educational program as follows:

- 1) Enhance management of instructional program by instituting an upper and lower school concept with each section under the educational leadership of an experienced lead teacher reporting to the School Director. This type of organization will provide a more concentrated focus on student performance at the appropriate levels.
- 2) Change the grade configuration from K-6 to K-5. We have found that our facility and programs are more suitable to younger children and we feel that a narrower grade configuration will support our objectives of creating a more intensive curriculum focus. Also, this change will provide a closer grade alignment with surrounding districts, and thus facilitate a smoother transition for students from Knumba Academy's 5th grade.
- 3) Extend student school year to 180 student days
- 4) Utilize all teacher units to hire certified staff for each class
- 5) Reduce student tardiness and absenteeism
- 6) Develop/maintain functioning Individual Improvement Plans for each and every student (currently IIP's are only completed based on DSTP results) so as to benchmark and track academic progress on a quarterly basis throughout the year. Components of the new IIP's will include:
 - Assessment data: MacMillan/McGraw-Hill's Yearly Progress Pro for Mathematics, MacMillan/McGraw-Hill's Comprehensive Assessment Program in Reading and Language Arts, and Gates McGinites Reading Assessment
 - Portfolio items
 - Diagnostic and prescription analysis of student work, and clear tasks to be completed to correct deficiencies
 - Components from the Reading First program including DIBELS for early literacy assessment

- 7) Formalize partnership with Christina School District for support with instruction, facilities and curriculum issues; and Red Clay Consolidated School District for professional development and value-added assessment.
- 8) Using 2003-2004 DSTP and Gates McGinites data, and technical assistance from McGraw-Hill, ensure that current mathematics, reading and LA curriculum align to State standards and adopt the Metropolitan Reading Readiness for kindergarten.
- 9) Purchase supplemental and assessment materials for current curriculum in identified weak areas of the reading, LA, and mathematics program.
- 10) Conduct annual and on-going staff development activities to address student academic and behavioral needs.
- 11) Expand support services, i.e., special education, reading, math specialist
- 12) Identify and implement 3-4 arts-based thematic units within the curriculum.
- 13) Adjust student and staff schedules and work days to maximize R/M/W contact time. Achieve 5 hours per day of core academics for each student. Decrease transit time and class disruptions.
- 14) Improve Technology: staff training, classroom integration, and systems to promote academic performance.
- 15) Adopt components of the Reading First program including the DIBELS Indicators of Basic Early Literacy Skills.

Continued compliance regarding students with disabilities, unlawful discrimination, at-risk populations, and Regulation 275, Section 4.3.3.

The Operational Plan submitted and approved will guide the Identification, Evaluation and Programming for students with disabilities. It is anticipated that the number of students identified with a disability will increase over the next two years as staff become more familiar with the identification process, but that the percentage of students identified will not exceed that found in districts in New Castle County.

Instructional/consultative services will be provided to students by certified special education teachers within inclusive settings, e.g., utilizing a team or TAM teaching model, cross-grade groupings, etc. All processes will comply with federal and state laws and regulations. For unit count purposes, a waiver will be requested of the 12.5 hour rule for contact time.

Admission policies will not discriminate on the basis of at-risk or disability status.

II. c.) Student Performance

List of Student Performance Goals, Proposed Performance Agreement, and Measurable Objectives for the Charter Renewal Period

A. During the term of this agreement, student performance on the DSTP and other standardized assessments will demonstrate continuous improvement from year to year. The school will continuously maintain an overall performance rating of Superior or Commendable in the School Accountability Process.

Achievement Target I: By the second year of renewal operation and each year thereafter, for each subject assessed at each grade level on the DSTP, average performance will be at least at the State level.

Achievement Target II: Each year, students in kindergarten and grade one will make satisfactory progress on the K-1 DSTP program (portfolio sampling).

Achievement Target III: By the second year of renewal operation and each year thereafter, average performance at grade three and above in both reading and mathematics on the SAT9, will demonstrate an increase from the previous year.

Achievement Target IV: By Spring 2005 administration of the DSTP, the percentage of students enrolled at the school for three consecutive years that meet or exceed the State Standard in reading, mathematics, science, and social studies will exceed the State average.

B. During the term of this agreement, the school will demonstrate that its students exhibit positive behavior related to academic success through the following:

Each year, average daily attendance will be at least at State average.

Each year, the school will have fewer reportable incidents pursuant to Delaware Code, Title 14, Section 4112, than the average for public schools in New Castle County with a similar grade configuration.

C. During the terms of this agreement, the school will demonstrate that it has strong market accountability through the following:

Each year the school will have the maximum number of students allowed by the charter enrolled in the first week of the school year.

Each year of school operation, the school will have a waiting list of students seeking admission.

Each year, at least 90% of the students on the September 30 Statewide Student Rosters will be in attendance at the school through the last week of instruction, excluding students who move out of New Castle County.

Each year at least 70% of the non-graduating student body will return to the school the following September, excluding students who move out of New Castle County.

Of all the students attending the school at any grade, at least 70% will continue at the school through the end of grade six.

D. During the term of this agreement, the school will demonstrate that the parents of the students at the school are satisfied with the school's administration and educational program.

Annually, a third party approved by the Department of Education will conduct a survey of parents of students who attend the school.

Each year, at least 90% of the parents of students who attend the school, and who return the survey, will indicate satisfaction with the school's administration and educational program.

Continued Compliance with 14 Delaware Code, Sections 151 -154 and 157

The school will continue to participate in the Delaware State Testing Program (DSTP) and will abide by future DOE regulations pertaining to DSTP and the promotion of students. Kuumba Academy will conduct its own summer program for students performing at levels 1 and 2 on the DSTP and will develop IIP's for all students.

Proposed Budget (Kuumba Academy)*

Source	250		250		250		250	
	FY 2005	FY 2006	FY 2007	FY 2008	FY 2009			
State Appropriations	\$ 1,256,000.00	\$ 1,274,840.00	\$ 1,293,962.60	\$ 1,313,372.04	\$ 1,333,072.62			
Local Fund Transfers	\$ 537,500.00	\$ 545,562.50	\$ 553,745.94	\$ 562,052.13	\$ 570,482.91			
Charter School Federal Funds	\$ 85,000.00	\$ 86,000.00	\$ 88,000.00	\$ 88,000.00	\$ 88,000.00			
Other Federal Funds	\$ 27,000.00	\$ 28,000.00	\$ 28,000.00	\$ 28,000.00	\$ 28,000.00			
Program Fees	\$ 66,000.00	\$ 67,000.00	\$ 68,000.00	\$ 68,000.00	\$ 68,000.00			
Breakfast & Lunch	\$ 53,000.00	\$ 54,000.00	\$ 55,000.00	\$ 55,000.00	\$ 55,000.00			
Other (Please Specify) MBNA Pledge	\$ 200,000.00	\$ -	\$ -	\$ -	\$ -			
Other Pledges/Contributions	\$ 12,000.00	\$ 12,000.00	\$ 12,000.00	\$ 12,000.00	\$ 12,000.00			
Interest	\$ 7,000.00	\$ 7,000.00	\$ 7,000.00	\$ 7,000.00	\$ 7,000.00			
Transportation	\$ 67,500.00	\$ 67,500.00	\$ 67,500.00	\$ 67,500.00	\$ 67,500.00			
TOTAL REVENUE	\$ 2,311,000.00	\$ 2,341,902.50	\$ 2,373,208.54	\$ 2,400,924.17	\$ 2,429,055.53			
Salaries (FTE's)	FTE 15	3.00%	FTE 15	FTE 15	FTE 15			
Teachers	\$ 598,300.00	\$ 616,249.00	\$ 634,736.47	\$ 653,778.56	\$ 673,391.92			
Principal/Assistant Principal	\$ 135,000.00	\$ 139,050.00	\$ 143,221.50	\$ 147,518.15	\$ 151,943.69			
Nurse	\$ 39,000.00	\$ 40,000.00	\$ 41,000.00	\$ 41,000.00	\$ 41,000.00			
Clerical	\$ 54,000.00	\$ 55,620.00	\$ 57,288.60	\$ 59,007.26	\$ 60,777.48			
Custodial	\$ 40,000.00	\$ 47,380.00	\$ 48,801.40	\$ 50,265.44	\$ 51,773.41			
Substitutes	\$ 12,000.00	\$ 13,000.00	\$ 14,000.00	\$ 14,000.00	\$ 14,000.00			
Other (please specify)	\$ -	\$ -	\$ -	\$ -	\$ -			
Paraprofessional	\$ 56,600.00	\$ 58,298.00	\$ 60,046.94	\$ 61,848.35	\$ 63,703.80			
Cafeteria Staff	\$ 20,000.00	\$ 20,600.00	\$ 21,218.00	\$ 21,854.54	\$ 22,510.18			
Behavior Specialist	\$ 31,000.00	\$ 31,930.00	\$ 32,887.90	\$ 33,874.54	\$ 34,890.77			
TOTAL SALARIES	\$ 985,900.00	\$ 1,022,127.00	\$ 1,053,200.81	\$ 1,083,146.83	\$ 1,113,991.24			
Other Employee Costs								
Health Insurance	\$ 133,546.00	\$ 137,552.38	\$ 141,678.95	\$ 145,929.32	\$ 150,307.20			
Pension	\$ 90,000.00	\$ 93,150.00	\$ 96,410.25	\$ 99,784.61	\$ 103,277.07			
FICA	\$ 61,125.80	\$ 63,371.87	\$ 65,298.45	\$ 67,155.10	\$ 69,067.46			
Medicare	\$ 14,295.55	\$ 14,820.84	\$ 15,271.41	\$ 15,705.63	\$ 16,152.87			
Worker's Compensation	\$ 13,408.24	\$ 13,900.93	\$ 14,323.53	\$ 14,730.80	\$ 15,150.28			
Unemployment Insurance	\$ 1,281.67	\$ 1,328.77	\$ 1,369.16	\$ 1,408.09	\$ 1,448.19			
Other (please specify)								
TOTAL OTHER EMPLOYEE COSTS	\$ 313,657.26	\$ 324,124.79	\$ 334,351.76	\$ 344,713.55	\$ 355,403.07			
SURTOTAL PERSONNEL	\$ 1,299,557.26	\$ 1,346,251.79	\$ 1,387,552.57	\$ 1,427,860.38	\$ 1,469,394.31			

Student Support	Transportation	\$ 67,500.00	\$ 67,500.00	\$ 67,500.00	\$ 67,500.00	\$ 67,500.00	\$ 67,500.00
	Cafeteria/Food Service	\$ 61,000.00	\$ 62,000.00	\$ 64,000.00	\$ 64,000.00	\$ 64,000.00	\$ 64,000.00
	Extra Curricular	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
	Supplies & Materials	\$ 40,000.00	\$ 15,000.00	\$ 18,000.00	\$ 14,000.00	\$ 11,000.00	\$ 11,000.00
	Textbooks	\$ 15,000.00	\$ 15,000.00	\$ 17,000.00	\$ 17,000.00	\$ 15,000.00	\$ 15,000.00
	Computers	\$ 29,000.00	\$ 18,000.00	\$ 15,000.00	\$ 15,000.00	\$ 12,000.00	\$ 12,000.00
	Professional Contracted Services	\$ 25,000.00	\$ 20,000.00	\$ 20,000.00	\$ 18,000.00	\$ 18,000.00	\$ 18,000.00
	Professional Development	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
	Other (please specify)	\$ 50,000.00	\$ 15,000.00	\$ 10,000.00	\$ 8,878.58	\$ 5,155.75	\$ 5,155.75
	Contingency Funds	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
	All other Stud Support (Contract for Special teachers)	\$ 138,000.00	\$ 142,000.00	\$ 130,000.00	\$ 120,000.00	\$ 115,000.00	\$ 115,000.00
	TOTAL STUDENT SUPPORT	\$ 425,500.00	\$ 354,500.00	\$ 341,500.00	\$ 324,378.58	\$ 307,655.75	\$ 307,655.75
	Operations & Maintenance of Facilities						
	Insurance (Property liability & D&O)	\$ 23,500.00	\$ 24,500.00	\$ 25,500.00	\$ 27,000.00	\$ 28,000.00	\$ 28,000.00
	Rent	\$ 300,000.00	\$ 180,000.00	\$ 180,000.00	\$ 180,000.00	\$ 180,000.00	\$ 180,000.00
	Mortgage	\$ 37,000.00	\$ 39,000.00	\$ 40,000.00	\$ 42,000.00	\$ 44,000.00	\$ 44,000.00
	Utilities	\$ 20,000.00	\$ 25,000.00	\$ 27,000.00	\$ 28,000.00	\$ 29,500.00	\$ 29,500.00
	Maintenance	\$ 5,000.00	\$ 5,500.00	\$ 6,000.00	\$ 6,500.00	\$ 7,000.00	\$ 7,000.00
	Telephone/Communications	\$ 15,000.00	\$ 16,000.00	\$ 18,000.00	\$ 18,000.00	\$ 19,500.00	\$ 19,500.00
	Janitorial Services & Supplies	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
	Renovation	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
	Other (please specify)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
	Administrative/Operations Support	\$ 400,500.00	\$ 290,000.00	\$ 296,500.00	\$ 301,500.00	\$ 308,000.00	\$ 308,000.00
	Professional/Contracted Services	\$ 47,000.00	\$ 48,000.00	\$ 49,000.00	\$ 49,000.00	\$ 49,000.00	\$ 49,000.00
	Equipment lease/Maintenance	\$ 30,000.00	\$ 31,000.00	\$ 32,000.00	\$ 33,000.00	\$ 35,000.00	\$ 35,000.00
	Equipment Purchase	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
	Furniture & Equipment	\$ 5,000.00	\$ 5,500.00	\$ 6,000.00	\$ 6,000.00	\$ 4,000.00	\$ 4,000.00
	Supplies, Materials & Postage	\$ 8,000.00	\$ 9,000.00	\$ 10,000.00	\$ 10,000.00	\$ 10,000.00	\$ 10,000.00
	Staff & teacher Parking	\$ 9,000.00	\$ 9,300.00	\$ 9,500.00	\$ 9,500.00	\$ 9,500.00	\$ 9,500.00
	Printing & Copying	\$ 7,000.00	\$ 7,300.00	\$ 8,000.00	\$ 8,000.00	\$ 8,000.00	\$ 8,000.00
	Tuition Reimbursement	\$ 10,000.00	\$ 10,000.00	\$ 10,000.00	\$ 10,000.00	\$ 10,000.00	\$ 10,000.00
	Contingency Funds	\$ 69,442.74	\$ 31,050.71	\$ 23,155.97	\$ 21,685.20	\$ 18,505.47	\$ 18,505.47
	Other (please specify)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
	TOTAL ADMIN/OPS SUPPORT	\$ 185,442.74	\$ 151,150.71	\$ 147,655.97	\$ 147,185.20	\$ 144,005.47	\$ 144,005.47
	TOTAL REVENUE	\$ 2,311,000.00	\$ 2,141,902.50	\$ 2,173,208.54	\$ 2,200,924.17	\$ 2,229,055.53	\$ 2,229,055.53
	TOTAL EXPENSE	\$ 2,311,000.00	\$ 2,141,902.50	\$ 2,173,208.54	\$ 2,200,924.16	\$ 2,229,055.53	\$ 2,229,055.53
	UNDER DIFFERENCE	\$ -	\$ 0.00	\$ 0.00	\$ 0.00	\$ 0.00	\$ 0.00
	Surplus	\$ 119,442.74	\$ 46,050.71	\$ 33,155.97	\$ 30,563.78	\$ 23,661.22	\$ 23,661.22
	Cumulative Surplus	\$ 119,442.74	\$ 165,493.45	\$ 198,649.42	\$ 229,213.20	\$ 252,874.42	\$ 252,874.42

II. d.) Economic Viability

Remaining Economically Viable in the Future

Kuumba Academy's main objective in the charter renewal period is to focus more resources on student achievement. Our first financial initiative is to realign current unit counts to show the true number of special education students and the resulting number of teacher units. The second initiative is the refinancing of the construction loan.

Realignment of unit counts - We expect to generate 15 units based on a student population of 250 (1 unit for K, 8 units for Grades 1-3, 3 units for Grades 4 & 5, and 3 special education units). This will provide funding for two additional teachers, and for a full-time principal. Exhibit B below shows enrollment and unit resource projections.

Exhibit B Kuumba Academy Enrollment/Unit Resource Projections

2004		
Grade(s)	#Students	#Units
K	34	1
1,2,3	156	8
4,5	60	3
All Spec Ed	21	3
TOTAL	250	15

2005		
Grade(s)	#Students	#Units
K	34	1
1,2,3	156	8
4,5	60	3
All Spec Ed	21	3
TOTAL	250	15

2006		
Grade(s)	#Students	#Units
K	34	1
1,2,3	156	8
4,5	60	3
All Spec Ed	21	3
TOTAL	250	15

2007		
Grade(s)	#Students	#Units
K	34	1
1,2,3	156	8
4,5	60	3
All Spec Ed	21	3
TOTAL	250	15

2008		
Grade(s)	#Students	#Units
K	46	3
1,2,3	152	9
4,5	52	3
All Spec Ed	21	3
TOTAL	250	18

Notes: Special Education students are included in the grade counts. They should be classified as either LD (divisor of 8) or PI (divisor of 6). Special education students are included each year in this configuration: K-1, 1st-4, 2nd-5, 3rd-5, 4th-3, 5th-3. Target # units each year is 15 (18 in Year 5).

The second major financial initiative that will result in a more favorable economic position for the school will be the refinancing of the mortgage by the owner of our building (Christina Cultural Arts Center) which will effect a dramatic drop in Kuumba Academy's rent expense. The refinancing is planned to take place in December 2004. Kuumba Academy expects to realize an overall positive net change in rent expense of approximately \$220,000 by FY'06. See Budget Worksheets in Part I and Part II.

As mentioned in Section I.d.), we will be implementing new cash receipting procedures starting in March 2004 as recommended by our auditors. See Appendix P.

Budget Worksheets

Budget worksheets for Years 4-8 have been placed in this document immediately preceding this section.

Student Transportation

No changes to the current system, schedule, routes or behavior management are anticipated.

Facilities

No changes anticipated.

II. e.) Attendance, Discipline, Student Rights, Safety

Changes to Student Code of Conduct Manual or Its Distribution

To correct the attendance recordkeeping issue explained in Part I. e), we are planning a systematic change to record keeping utilizing DOE's Pentamation system. Also, Kuumba is going to develop a policy toward dealing with repeated lateness and include the policy in the Code of Conduct for the 2004-05 school year. We will initiate communications to parents and students to signal new standards for lateness, emphasizing how lateness affects the students who are late, the teachers and students whose classes are disrupted, and the success and reputation of the school.

Planned Changes to Attendance Policy and Its Distribution

SEE COMMENTS ABOVE

Compliance with State Laws and Regulations Regarding School Crimes

Kuumba Academy will continue to comply with 14 Delaware Code, Section 4112 and the applicable Department of Education regulations regarding the reporting of school crimes.

Health and Safety of Students, Employees and Guests

We look forward to the continued evolution and progress of our health and safety programs. Future enhancements we are planning include further development of policies, procedures and training in the issues of disaster preparedness including bio-terrorism, and infection control

II. f.) Market Accountability

Recruitment and Enrollment Procedures During the Renewal Period

Kuumba Academy is requesting a change in grade configuration to modify the grade offerings from K-6 to K-5. The decision to eliminate 6th grade was reached after months of discussion and analysis with board, parents and staff and several planning sessions. We have found that our facility and programs are more suitable to younger children and we feel that a narrower grade configuration will support our objectives of creating a more intensive curriculum focus, will provide a closer grade alignment with surrounding districts, and thus facilitate a smoother transition for students from Kuumba Academy's 5th grade.

Demographic projections for New Castle County show that an increase in elementary-age children is expected. According to projections by the Delaware Population Consortium, the number of children in the 5-9 year age group is projected to increase at a rate faster than that of the total population. For Kuumba Academy's charter renewal period between Years 2004 and 2009, the Delaware Population Consortium projections indicate a 6% increase in that age group compared to a 4.5% increase in the general population of New Castle County for the same time period (Source: Center for Applied Demography and Survey Research, University of Delaware, 2003 Annual Report of Population Projections). See Appendix Q.

From a market perspective, projected enrollment is feasible based on 3 facts: population in the age cohort served by Kuumba Academy is expected to increase, Kuumba Academy has had high numbers of applicants each year (over 100), and we have had a waiting list each year of 36 to 40 students.

Admissions Procedures During the Renewal Period

No changes are anticipated. Kuumba recently completed a thorough update of its enrollment procedures. See Appendix N.

Assurances

ASSURANCES

The Board of Directors of this charter school assures that the school will:

- 1) Be in full compliance with 14 Delaware Code, Chapter 5 and 14 DE Admin Code, Section 275 in the Regulations of the Department of Education.**
- 2) Not discriminate against any student in the admissions process because of race, creed, color, sex, handicap, or national origin or because a student's school district of residence has a per student local expenditure lower than another student seeking admission.**
- 3) Not operate in a sectarian manner or include religious practices in its educational program.**
- 4) Participate in the Delaware Student Testing Program and meet the requirements for school accountability as described in state law.**
- 5) Manage the school within all State administrative and financial systems including: payroll, purchasing, pensions, and benefits.**
- 6) Initiate and maintain direct communication with other public and nonpublic schools to assure efficient notification and transfers and exchange of records.**
- 7) The school's Board of Directors will not implement any additional modifications to the charter school program or operation without the express written consent of the Department of Education.**
- 8) Notify the Department of Education in writing within 30 days when the school administrative head or any member of the board of directors change.**
- 9) Provide the Department of Education with copies of all policies and by-laws of the school and the school's board of directors and inform the Department in a timely manner when by-laws change.**
- 10) By September 1 of each school year, provide the Department of Education with evidence of the certification status of teachers employed at the school.**
- 11) Employ only staff who have complied with the requirement of having a successful criminal background check and report to the Department of Education by September 1 of each school year that the school is in full compliance with state law related to this requirement.**

- 12) Cooperate fully with Department of Education requests for reporting information and activities related to monitoring the school's compliance with the charter and applicable state and federal laws and regulations.
- 13) Comply with the provisions of a Performance Agreement, as required by the Secretary of Education.
- 14) Distribute copies of the Department's **Parent Guide to Delaware Charter Schools** to all parents seeking to enroll their child(ren) as well as to parents of enrolled children.
- 15) Conduct all meetings of the board of directors in a manner consistent with the Freedom of Information Act, especially the legal requirements of **29 Delaware Code, Sections 10002, 10003 and 10004.**
- 16) The Board of Directors will include a member who is a Delaware certified teacher employed at the school and a member who is a parent of a student enrolled at the school, consistent with **14 Delaware Code, Section 512 (1).**
- 17) Comply with the requirements for reporting school crimes as described in **14 Delaware Code, Section 4112.**
- 18) Maintain on file a written statement signed by the parent or guardian of each enrolled child acknowledging that the child will attend the charter school for at least one complete school year.
- 19) Advise any person or entity offering a loan to the school that debts of the school are not debts of the State of Delaware and that neither the State nor any other agency nor instrumentality of the State is responsible for the repayment of any indebtedness.

(continued on next page – signature page)

There is a great deal of interest in the
subject of the new book which is being
published by the publisher.

The book is a very good one and it is
very well written.

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very well written.

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very well written.

The book is a very good one and it is
very well written.

As members of the school's Board of Directors, we agree to these assurances as a condition of the approval of the renewal of the charter of this school.

We have reviewed the Delaware Charter Law (14 Delaware Code, Chapter 5) and 14 DE Admin Code, Sections 275 in the Regulations of the Department of Education, and have based the responses in this application on the review of these documents.

We understand that when submitted to the Department of Education, this application will be deemed to be a "public document" subject to disclosure pursuant to the provisions of the Delaware Freedom of Information Act.

2-20-04

Date of Signatures

Kuumba Academy
Name of the Charter School

H. Raymer Lewis
Signature of the Chairperson of the Board of Directors

Nephtalene Smith
Signature of Member of the Board of Directors

James J. Hill
Signature of Member of the Board of Directors

Kenneth C. Brown
Signature of Member of the Board of Directors

U-20
Signature of Member of the Board of Directors

Susan A. Thomas-Holmes, Ph.D.
Signature of Member of the Board of Directors

Janice D. Rogers
Signature of Member of the Board of Directors


Patricia S. Griffin

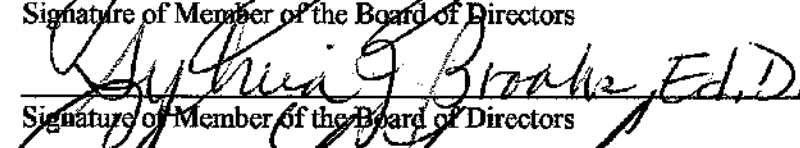
1. The first part of the document is a letter from the President of the United States to the Congress, dated January 1, 1861. It is a very important document, as it sets out the policy of the new administration. The President states that he is committed to the principles of liberty and justice for all, and that he will work to maintain the Union.

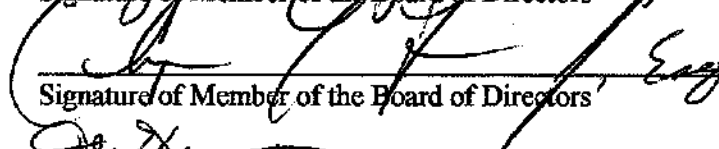
2. The second part of the document is a report from the Secretary of the Treasury, dated January 1, 1861. It provides a detailed account of the financial state of the country at the beginning of the year. The report shows that the government is in a sound financial position, with a surplus of funds.

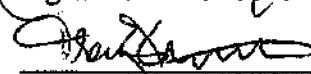
3. The third part of the document is a report from the Secretary of the Interior, dated January 1, 1861. It discusses the state of the public lands and the progress of the various departments under his jurisdiction. The report indicates that the government is making significant progress in the management of the public lands.

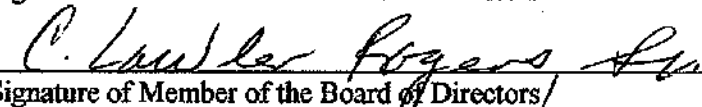
4. The fourth part of the document is a report from the Secretary of the Navy, dated January 1, 1861. It provides a detailed account of the state of the Navy and the progress of the various departments under his jurisdiction. The report shows that the Navy is in a strong position, with a fleet of ships and a well-trained crew.



Signature of Member of the Board of Directors



Signature of Member of the Board of Directors

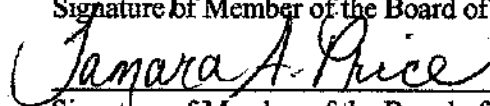

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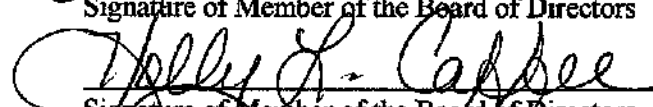

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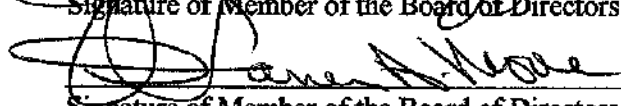

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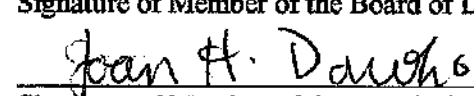

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