
Pennsylvania Department of Education



Commonwealth of Pennsylvania
Department of Education
333 Market Street
Harrisburg, PA 17126-0333

Charter Annual Report
Wednesday, October 14, 2009
(Last Last Accepted: Wednesday, October 14, 2009)

Entity: Khepera CS
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CHARTER SCHOOL ANNUAL REPORT SUMMARY DATA

Summary Data Part I

Charter School Annual Report Summary Data 2008 - 2009

Name of School: Khepera CS

Date of Local Chartering School Board/PDE Approval: August 2004 initial/ May 20, 2009
renewed for current term

Length of Charter: 5 Years (current term 8/1/09 - 6/30/14) **Opening Date:** September 8, 2004

Grade Level: K - 8 **Hours of Operation:** 8:00 am to 3:15pm

Percentage of Certified Staff: 80% **Total Instructional Staff:** 21

Student/Teacher Ratio: 1:25 **Student Waiting List:** 400

Attendance Rate/Percentage: 94.8%

Second Site Address, Phone Number and Site Director:
Not Applicable

Summary Data Part II

Enrollment: 335 **Per Pupil Subsidy:** \$8,087.88 regular / \$17,658.17 special education

Student Profile

American Indian/Alaskan Native:	0
Asian/Pacific Islander:	0
Black (Non-Hispanic):	334
Hispanic:	1
White (Non-Hispanic):	0
Multicultural:	0

Percentage of Students from Low Income Families Eligible for a Free or Reduced Lunch:
70%

Provide the Total Unduplicated Number of Students Receiving Special Services (Excluding Gifted) as of Previous December: 31

Instructional Days and Hours

Number of:	K (AM)	K (PM)	K (F.Time)	Elem.	Middle.	Sec.	Total
Instructional Days	0	0	181	181	181	0	181
Instructional Hours	0	0	1050.40	1111	1095.55	0	1086.98

SECTION I. EXECUTIVE SUMMARY

Educational Community

Khepera Charter School has been serving students in grades K-8 since September 2005. Located in the Mt. Airy section of Philadelphia, Khepera uses the culture and history of its students to inspire a commitment to excellence in character, in scholarship, and in citizenship. Khepera Charter School stresses excellence in scholarship and gives particular attention to building capacities in the critical knowledge of language arts, numeracy, science, and technology. Excellence in character is cultivated through the use of traditional African and African American value systems. Excellence in citizenship is developed through service to family, community, the environment, and the world. Since its opening, Khepera has earned a record of academic excellence. In spring 2009, Khepera made Adequate Yearly Progress (AYP) under Pennsylvania's Accountability Plan for the fourth consecutive year based on its students' continuous growth in achievement in reading and math. In 2008-09, Khepera was celebrated for this accomplishment as a recipient of the Pennsylvania Department of Education's Keystone Achievement Award.

Mission

Khepera Charter School's mission is to create exceptional learners and leaders by closing the academic achievement gap attributed to race, gender and economic class.

Vision

Khepera is dedicated to the adage which underscores our mission: "Education is our passport to the future, for tomorrow belongs to people who prepare for it today." Khepera is committed to fostering the emergence of capable, caring, character-rich children who love learning, respect scholarship, build healthy families and communities; are self-reliant and resilient, are good stewards of the earth, work harmoniously across cultures and are committed to establishing a healthy peaceful world.

Shared Values

In pursuit of academic and cultural excellence, Khepera Charter School adopts a culturally based value system that guides the behavior of staff, students, trustees, and community members. This value system utilizes elements of the traditional value systems as embodied in the ethical code of the Nguzo Nane and the Kemetic Principles of Djehuty and MA'AT. These value systems are instilled in our students through a system of rites, rituals and responsibility; and are infused throughout the curriculum. The principles of Djehuty govern habits of the mind and entail a devotion to scholarship and the pursuit, production, and application of knowledge in the letters, the sciences, and technologies. In this system of thought, learning is for the purpose of recreating a world governed by the Principles of MA'AT where no child, youth, and adult are left behind. These virtues include order, balance, harmony, righteousness, truth, reciprocity and justice. These pivotal values are further reflected in a defined code of conduct known as the Nguzo Nane, which govern community interaction and provide the foundation for building a healthy harmonious collective. The Nguzo Nane identifies eight essential principles. They are: Heshima (Respect), Umoja (Unity), Kujichagulia (Self-Determination), Ujima (Collective Responsibility), Ujamaa (Cooperative Economics), Nia (Purpose), Kuumba (Creativity) and Imani (Faith).

Academic Standards

Khepera Charter School's curriculum is aligned with the Pennsylvania Standards in all content areas from K-8. Khepera utilizes an enhanced version of the School District of Philadelphia's Core Curriculum in order to insure that instruction is standard's driven, academically rigorous, and culturally responsive. Particular emphasis is placed in meeting world class standards in the areas of language arts, numeracy, science, and technology. In order to accomplish this, the school is organized to insure daily that there are 135 minutes of literacy instruction, 90 minutes of numeracy instruction, and at least 2 periods of computer assisted literacy and numeracy instruction weekly. In addition, there is a school wide focus on environmental stewardship and cultural competence. To this end, extended day and extended year programming have been implemented to move students forward in mastering the required academic content, assessment anchors, performance descriptors, and state standards that are articulated by the Commonwealth of Pennsylvania and expounded upon by the School District of Philadelphia.

Strengths and Challenges

The 2008-2009 school year was a pivotal year for Khepera Charter School, as the school successfully completed the renewal process with the School District of Philadelphia. This renewal held Khepera accountable to high standards in academics, operations, governance, stakeholder involvement, and finance and served as a forum for Khepera to demonstrate its adherence to the cultural inclusion mission and vision of the original charter. During the extensive renewal process, during which Khepera sought input from all key stakeholders, (i.e. students, parents, teachers, staff, Board members, and community members) Khepera identified areas of strength and weaknesses that need to be addressed during the our next five year charter term.

Strengths:

A Record of Academic Excellence

In 2009, Khepera made AYP for the fourth consecutive year. In 2008-2009, 63.4% of students overall achieved proficiency in mathematics, representing a 5.8% increase over 2007-08 and far exceeding the state performance target of 56% proficient. In 2008-2009, 56% of our students achieved proficiency in reading, meeting the state's performance target through Pennsylvania's growth model. The mission of Khepera as outlined in our charter application aims to create world-class learners and leaders by closing the academic achievement gap attributed to race, gender and economic class in a minimal amount of time. Khepera set out to provide an excellent basic/accelerated academic curriculum for our students. Education at Khepera is immersed in high expectations and a socialization process that embraces culture inclusion in a loving, nurturing, safe, disciplined, child centered learning environment for every child. The AYP results, in addition to the increasing number of students achieving at the advanced level each year illustrates how Khepera is achieving its mission. Khepera has been recognized for its academic achievement as a recipient of the Keystone Achievement Award. Additionally, KCS presented "It Takes A Village: Creating a Culture of Achievement through Comprehensive School Reform," upon request of the Pennsylvania Department of Education at the 2009 Title I Improving Schools Conference.

Data Driven and Student Investment

Khepera has implemented an assessment system that facilitates the implementation of pre-testing, benchmark, and post testing since 2007-08. In the late fall 2007, we purchased the Study Island researched based program which is aligned with the assessment anchors as articulated by the Pennsylvania Department of Education. We use Study Island in our Computer Literacy and Computer Numeracy periods. The use of these benchmark assessments has been especially useful in providing us with data on individual students and grade levels, so that we can target instruction and implement supports in an expeditious manner. In 2008-2009, teachers and administration used the Study Island benchmark assessments to place students in grades 6-8 into two groups; (1) below level and (2) proficient and better. The below-level students concentrated on skill recovery, using manipulatives and intensive interventions of re-teaching and tutoring. The second group worked with the other teacher to learn advanced skills, including TI-83 calculator applications. The two groups allowed the teachers to differentiate instruction to meet the different needs of each group. Additionally, every six weeks teachers are given two "magic numbers" after a benchmark test (Study Island — web-based instructional program aligned to PSSA). The first number represents the students who need to move to proficient. The second number indicates the students who need to move to advanced. Teachers who meet their academic goals are celebrated along with their students. Classrooms that do not meet their goals have mandatory meetings with all parents in that class, during which they discuss how the parents can work with their student and the teachers to raise performance levels. The students are required to attend afterschool and Saturday tutoring sessions. In addition to the out-of-class time spent by the students, in class time is monitored by the CEO who is emphasizing the differentiation on those skills and breadth of content. If a teacher is struggling additional observations and peer coaching is provided.

Further diagnostic and benchmarking is made at each grade level. Kindergarten through 6th grade uses DRA II to determine literacy levels. Study Island is used as a benchmark assessment in grades 3-8 in reading and math (adding science in 2009-2010). We share these scores with parents to inform them where their students are performing and emphasize the urgency in which we need to work, as well as to tailor instruction on a student-by-student basis.

Education Beyond the Core Subjects

Khepera believes in developing the whole child and has integrated the arts throughout the curriculum and educational program. We want to provide an avenue for all of our students to express themselves in an authentic and positive manner. If a student is struggling with reading or writing, he/she may become discouraged or frustrated. Fine Arts can provide a way for that student to feel success and accomplishment, which can lead to achievement in other areas. Teachers are able to use student's strengths in dancing and music to make connections to core material and build on the self-esteem the success provides. Additionally, Khepera works to immerse our students in African culture, which art is a keystone. African culture does not departmentalize art; instead, it is woven through all aspects of life. Khepera emphasizes this cultural significance by mirroring it in our programming and curriculum. In 2008-2009, students studied the environment in science and learned about the importance of "living green" and being conscience of our environmental impact. As part of the unit, the students developed posters to encourage people to live green, which reinforced the science lesson and developed their writing skills to create a message that was short, concise, accurate, and attracted people's attention.

Activities that go beyond the core subjects at Khepera include:

- ✎• Verve Dance Group
- ✎• African Drumming
- ✎• Martial Arts
- ✎• 4-H
- ✎• Voices of Khepera
- ✎• Theatre Arts
- ✎• Sewing
- ✎• Basketball
- ✎• World languages (Spanish and Swahili)
- ✎• Oratory
- ✎• Harambee

These programs were highlighted at several events this year. Two students received first place in the the Philadelphia L.I.N.C.S. chapter art contest. We held the 1st Annual Kipaji Show at MLK High School which was featured in the June 12, 2009 Philadelphia Tribune. The show attracted over 500 people and included Voices of Khepera, dancing, and spoken word. Our students are also featured in a Public Service Announcement on lead poisoning currently airing on Channel 61.

Vision of Cultural Inclusion Realized

Khepera Charter School's mission is to create exceptional learners and leaders by closing the academic achievement gap attributed to race, gender and economic class. In keeping with this mission, Khepera utilizes the culture and history of its students to inspire a commitment to excellence in character, in scholarship, and in citizenship. Due to the make-up of our student population (99% students of African descent), our mission and vision as expressed in our charter has been refined to provide a largely African Centered program. Khepera Charter School stresses excellence in scholarship and gives particular attention to building capacities in the critical literacy, numeracy, science, and technology. Excellence in character is cultivated through the use of traditional African and African American value systems. Excellence in citizenship is developed through service to family, community, the environment, and the world. Khepera's primary focus is not only curricular infusion (which by definition has to do with "schooling" or academic outcomes). Our primary focus has to do with holistic socialization (education) the replication of the best of a people (paraphrase of Nobles). Thus once again, African Centered Education has a spiritual / moral starting point and not an academic one. African Centered Education at Khepera has 4 major components:

1. Use of African Centered Values System to insure physically, intellectually, emotionally, and spiritually safe environment for students and staff to develop into their best selves and

contribute to their families, communities, race, environment, and world. (Khepera examples of this are the emphasis and application of the virtues of MA'AT and Nguzo Saba as the cornerstone of the code of conduct. The recitation and application of principles and virtues are essential.)

Students have started to internalize these virtues. In 2008-2009, a new student transferred to Khepera that was not familiar with the virtues of MA'AT. He started to pick on other students and his classmates approached him (without a teacher prompt) and explained the virtues, stating that the new student's behavior was not acceptable at Khepera.

2. Curriculum Infusion, Infusion of the Aesthetic and development of Critical and Cultural Lens. The history, culture, oration, literature, contributions, value system, and aesthetic of African people are infused throughout the formal and informal curricula and rehearsed and celebrated both in and outside of the classroom. Students are helped to develop a critical and culture lens through which to view the rest of the world and are reminded in each. (Khepera examples of this are the infusion of the contributions of African people in all content areas, the use of African and African American proverbs, folktales, stories, and other literary forms. Teaching of Mdw Ntr and the teaching of ancient African civilizations across the curriculum are other examples. In 2008-2009, Khepera students showed how much they have learned, they competed in the Heritage Bowl at the University of Delaware. After studying the 500 page document of history and facts provided to prepare for the competition, the students made it into the semi-finals beating many schools from around the Tri-State area.
3. Use of Rituals, Rites, Enculturation Practices Cultural Celebrations to assist students in internalizing the values, remembering the sacrifices, Khepera examples of this are: Ungalia, Pouring of Libations, Recitation of Ankh Ws Snb, Celebration of Kwanzaa and Umoja Karamu, Use of traditional African greetings and protocols, Rites of Separation, Rites of Discovery, and Rites of Passage programs, -- (Gender based socialization activities) In 2008-2009, the 8th graders participated in a lock-in as a culminating event. They worked in separate groups all night completing various activities including; mentoring, team-building, life-skills, cooking, health training on obesity, and self-esteem building.
4. Pedagogy (Teaching and Learning Approaches). African Centered Education is not just about what we teach but how we teach and assess. This means students are using approaches that are culturally synchronistic and consistent with the learning styles of African Children as supported in Black psychologist and educators, and derived from ancient and traditional African methodologies of teaching and learning. This means approaches to teaching and learning that are: experiential, intergenerational, communal, collaborative, dialogic, family and community based, expressive, purposeful, constructivist, socially, politically, economically relevant to the lives, experiences, and destiny of African people. (Khepera examples of this are cooperative and collaborative forms of learning, use of music, poetry, and art in teaching and learning, incorporation of sound and movement, intergenerational learning assignments such as interviewing elders in the family, or constructing family trees, use of inquiry based approaches, peer tutoring. Use of service learning, project based learning and other interdisciplinary and multidisciplinary strategies, inclusion of live plants or animals, environment and ecological projects). Khepera students, in 2008-2009, held a gloves and mittens drive during winter to provide clothing for a local shelter, sponsored a school supply drive for Haitian children after a hurricane, and continued supporting Agnes, the student from Kenya that Khepera adopted 3-years ago and has supported through three years of school. All of these activities stress to our students that they are responsible for the community not just themselves.

Areas of Improvement:

During our renewal process in 2008-2009, we conducted an extensive analysis of assessment data (see strategic planning section for full details). From this performance data, we have identified areas that we need to strive to improve so that we continue to meet and exceed the state standards in addition to

fulfilling our mission of closing the achievement gap between our students and their more affluent peers. As stated in our renewal application, areas in which our school needs to improve over the next five years include: continuing to meet the ever-increasing AYP targets in reading and math, stabilizing the administration of the school, transitioning from an organizational Board to a governing board (e.g. developing policies and structures for oversight, Board record keeping), ensuring that our teachers are not only certified but also highly qualified, and developing a physical plant capable of maintaining our target enrollment population of 450 students. Additionally, meeting the conditions of our renewal is paramount as we prepare for 2009-10.

Other areas of focus for 2009-2010 include:

Improving Academic Performance Science - Raise student achievement in science to ensure our students are gaining the inquiry and analysis skills to be successful in high school and beyond, as measured by the PSSA science exam. In 2007-08, 44.2% of Khepera students scored proficient or higher on the PSSA our goal is to decrease the percentage of students scoring below proficiency by 5% over the year prior;

Improving Academic Performance Writing - Raise student achievement in writing to ensure that our students are able to communicate effectively, as measure by the PSSA writing exam. In 2007-08, 80% of the students achieved proficient or advanced, our goal is to decrease the percentage of students scoring below proficiency by 5% over the year prior.

Increasing Integration of Technology in the Academic Program — Increase student achievement by incorporating more technology into the classroom to facilitate individual and small group instruction and develop 21st century skills;

Enhancing our Student Services Program — Provide additional academic, emotional, and psychological support for students. This includes expanding and strengthening our Response to Intervention program. We are adding Step Beyond and Step Beyond Comprehension program to help facilitate the RtI process in grades 3-6. Kindergarten through 2nd grade will be adding phonics toolkits and labs and Radius Audio Learning System.

SECTION II. STRATEGIC IMPROVEMENT PLANNING

Strategic Planning Process

The Khepera Charter School (KCS) has developed a group of administrators, board members, teachers, parents, and business community members who regularly convene to assess the strengths and weaknesses of our program and to analyze our internal and external needs. In 2008-09, this group met to develop our charter school renewal application, which serves as our five-year strategic plan.

In conjunction with the preparation for our renewal application, KCS conducted a comprehensive needs assessment in 2008-2009. We examined the following data during this review:

- PSSA spring 2008 test scores for mathematics and reading (grades 3-8), writing (grades 5 and 8), and science (grades 4 and 8)

- TerraNova spring 2008 test scores for math and reading (grades 1-2)
- A four-year analysis of TerraNova and PSSA reading and mathematics test scores, including an analysis of sub-groups of students (i.e., economically disadvantaged and race)
- Student course grades in core academic subjects as reported by teachers
- Student behavior, attendance, and tardiness data
- Review of stakeholder feedback including students, parents and staff
- Review of teacher credentials (i.e., certification, education level, “highly qualified”) and professional development needs
- Review of teacher observation records
- Review of State standards and No Child Left Behind (NCLB) requirements

This strategic planning team will remain active throughout our charter term as the school prepares professional development, induction, technology, and student services plans and as the school reviews data annually to set goals for the upcoming year and prepare the Charter Annual Report.

Strategic Planning Committee

Name	Affiliation	Membership Category	Appointed By
Anderson, Rita	Khepera Charter School	Ed Specialist - School Nurse	CEO
Covington, Kevin	Khepera Charter School	Administrator	Chief Executive Officer
Goins, Denise	Khepera Charter School - Teacher	Middle School Teacher	Nicole Willoughby - Teacher
Goodman, Amin	Khepera Charter School - Teacher	Elementary School Teacher	Nicole Willoughby - Teacher
Hopkins, Lisa	Parent	Parent	Board of Trustees
Isaac, Richard	Khepera Charter School - BOT President	Board Member	Board of Trustees
Johnson, Kim	Khepera Charter School - Teacher	Middle School Teacher	Nicole Willoughby - Teacher
Johnson, Umarabdullah	Khepera Charter School	Ed Specialist - School Psychologist	CEO
Kioko, Simon	Side Technology	Business Representative	Board of Trustees
Leak, Romona	Khepera Charter School - Special Education Coordinator	Special Education Representative	Chief Executive Officer
Parkinson Hall, Carol	Khepera Charter School - CEO	Administrator	Board of Trustees
Reiser, Melanie	OmniVest Properties Management, LLC	Business Representative	Board of Trustees
Sellers, Danyeal	Khepera Charter School	Parent	Board of Trustees
Taylor, Cecily	Khepera Charter School - Business Manager	Administrator	CEO

Activity: MA'ATIC Development Program

Description: KCS strengthened our MA'ATIC Development Program establishing processes, procedures, and interventions designed to support and restore students with behavioral challenges instead of punish them.

Person Responsible Timeline for Implementation Resources

Parkinson Hall, Carol	Start: 8/1/2008	-
	Finish: Ongoing	

Status: Not Started — Overdue

Activity: Male Therapeutic Counseling Group

Description: Dr. Russell Floyd will convene weekly group and individual counseling sessions with selected males whose families are requesting a therapeutic intervention

Person Responsible Timeline for Implementation Resources

Covington, Kevin	Start: 8/1/2008	-
	Finish: Ongoing	

Status: Not Started — Overdue

Activity: Rites of Passage

Description: Side by side Board, parents, and community members guide young males and females through their Rites of Passage programs. It provides an opportunity for families to focus on some of the socialization needs of students of middle school students that often time pose barriers to academic success.

Person Responsible Timeline for Implementation Resources

Parkinson Hall, Carol	Start: 9/1/2008	-
	Finish: Ongoing	

Status: Not Started — Overdue

Activity: Saturday Recentering

Description: The KCS Dean of Students will provide Saturday session for selected students to assist them in developing strategies for resolving conflict peacefully, managing anger, resolving grief, and sharing emotions in ways that are constructive. In 2008-2009, Khepera did not need to hold a session because of large behavior improvements.

Person Responsible Timeline for Implementation Resources

None Selected	Start: 8/1/2008	-
	Finish: Ongoing	

Status: Not Started — Overdue

Goal: Improve Academic Performance - Math and Reading

Description: Description: We will meet the following academic goals for reading and math:

Reading:

2009 — 2010 — We will continue to make AYP by achieving 63% of students scoring at or above proficiency; OR we will decrease the percentage of students scoring below proficiency by 10%; or by achieving our designated growth model score.

2010 - 2011 — We will continue to make AYP by achieving 72% of students scoring at or above proficiency; OR we will decrease the percentage of students scoring below proficiency by 10%; or by achieving our designated growth model score.

2011 — 2012 — We will continue to make AYP by achieving 81% of students scoring at or above proficiency; OR we will decrease the percentage of students scoring below proficiency by 10%; or by achieving our designated growth model score.

Math:

2009-2010 — 56% of student scoring at or above proficiency; OR we will decrease the percentage of student scoring below proficiency by 10% or by achieving our designated growth model score.

2010-2011 — 67% of student scoring at or above proficiency; OR we will decrease the percentage of student scoring below proficiency by 10% or by achieving our designated growth model score.

2011-2012 — 78% of student scoring at or above proficiency; OR we will decrease the percentage of student scoring below proficiency by 10% or by achieving our designated growth model score.

Strategy: Coordinated Use of Out-of-School Time

Description: Khepera provides several opportunities to received additional instructional time during out-of-school time.

Activity: Extended Instructional Time

Description: Teachers at KCS stay an extra hour after school at least twice a week to provide tutoring time for students who are struggling. Some Saturday school sessions are also offered throughout the year on an as needed basis.

Person Responsible Timeline for Implementation Resources

Parkinson Hall, Carol	Start: 9/1/2008	-
	Finish: Ongoing	

Status: Not Started — Overdue

Activity: Saturday School

Description: In the two months leading up to the PSSA exams, our 3rd-8th grade students were required to attend 3-hour sessions on Saturday. Teachers provided intensive test preparation including; practice tests, testing strategies, targeted skill development based on benchmark tests and an incentive system to keep students energized.

Person Responsible Timeline for Implementation Resources

Parkinson Hall, Carol	Start: 8/1/2008	-
	Finish: Ongoing	

Status: Not Started — Overdue

Activity: Summer Academy

Description: Summer school is offered to the first 100 studnets that apply for the program. It is a six-week session from 8:30 am — 3:00 pm. Students in the program develop literacy and numeracy skills in the morning and spend the afternoon participating in various expressive arts activities. Students also go on weekly fieldtrips.

Person Responsible Timeline for Implementation Resources

Goodman, Amin	Start: 8/1/2008	-
	Finish: Ongoing	

Status: Not Started — Overdue

Strategy: Data Driven Instruction

Description: Disaggregating data to identify strengths and weaknesses using standardized test scores (i.e. PSSA, TerraNova) and benchmark assessments. Use the summative and formative assessment data together to implement strategic, targeted, focused instructional interventions to improve student learning.

Activity: Benchmark Testing and Reteaching

Description: Students in grades K-8 will take Study Island Benchmark Testing. This program is aligned to the PSSA and Pennsylvania Benchmarks and monitors student progress. It also ties into Study Island test prep program. DRA II will be used to assess the reading abilities of students in 2nd — 5th grade (6th grade will be added in 2009-2010). DIBELS will assess early literacy skills in grades K-1.

Person Responsible Timeline for Implementation Resources

None Selected	Start: 8/1/2008	-
	Finish: Ongoing	

Status: Not Started — Overdue

Activity: Brigance Comprehensive Inventory of Basic Skills

Description: In order to help our students successfully from their P-Kindergarten program to our school we have adopted the Brigance Comprehensive Inventory of Basic Skills. Each student is screened the spring before they enroll in Kindergarten. The results of the test are used to place the student and help the teachers prepare lesson and unit plans.

Person Responsible Timeline for Implementation Resources

Parkinson Hall, Carol	Start: 9/1/2008	-
	Finish: Ongoing	

Status: Not Started — Overdue

Activity: Differentiated Learning - Professional Development

Description: Teachers will learn skills and methods to differentiate instruction (based on individual student performance data) in their classroom (especially including technology).

Person	Timeline for Implementation	Resources
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ResponsibleParkinson Hall,
CarolStart: 8/1/2008
Finish: 6/30/2010

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Professional Development Activity Information

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
3.00	2	25
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
Khepera Charter School	<ul style="list-style-type: none"> School Entity 	Approved

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
<p>1. Recognize students' varying background knowledge, readiness, language, preferences in learning, interests, and how to react responsively in the classroom.</p> <p>2. Alignment of tasks with instructional goals and objectives.</p>	<p>Dr. Tracey Hall states in her recent article, "The intent of differentiating instruction is to maximize each student's growth and individual success by meeting each student where he or she is, and assisting in the learning process" (http://www.cast.org/publications/ncac/ncac_diffinstruc.html). By learning to differentiate instruction, our teachers will be more effective in reaching all students at their skill level and learning style.</p>	<p><i>For classroom teachers, school counselors and education specialists:</i></p> <ul style="list-style-type: none"> Increases the educator's <u>teaching skills</u> based on research on effective practice, with attention given to interventions for struggling students. Provides educators with a variety of classroom-based <u>assessment skills</u> and the skills needed to <u>analyze and use data</u> in instructiona

I decision-making.

Educator Groups Which Will Participate in this Activity

Role	Grade Level
<ul style="list-style-type: none">• Classroom teachers	<ul style="list-style-type: none">• Early childhood (preK-grade 3)• Middle (grades 6-8)• Elementary (grades 2-5)

Follow-up Activities	Evaluation Methods
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- Student PSSA data
- Standardized student assessment data other than the PSSA
- Review of participant lesson plans

Status: Not Started — Overdue

Activity: Magic Numbers

Description: Every six weeks teachers are given two “magic numbers” after a benchmark test (Study Island — web-based instructional program aligned to PSSA). The first number represents the students who need to move to proficient. The second number indicates the students who need to move to advanced. Teachers who meet their academic goals are celebrated along with their students. Classrooms that do not meet their goals have mandatory meetings with all parents in that class, during which they discuss how the parents can work with their student and the teachers to raise performance levels. The students are required to attend afterschool and Saturday tutoring sessions. In addition to the out-of-class time spent by the students, in class time is monitored by the CEO who is emphasizing the differentiation on those skills and breadth of content. If a teacher is struggling additional observations and peer coaching is provided.

Person Responsible Timeline for Implementation Resources

Parkinson Hall, Carol Start: 8/1/2008 -
Finish: Ongoing

Status: Not Started — Overdue

Strategy: Effective Instruction

Description: Student achievement depends on high quality teaching. Invest time in monitoring instructional practices and providing for professional development to all teachers as means of raising student achievement.

Activity: Additional Early Literacy Resources

Description: Khepera is purchasing (with the Title I ARRA funds) new phonics tool kits and labs and Radius Audio Learning systems. The materials will be used in K-2 grades to support students who are reading below level.

Person Responsible Timeline for Implementation Resources

Parkinson Hall, Carol Start: 9/1/2009 -
Finish: Ongoing

Status: Not Started — Overdue

Activity: Enriching Literacy Program with Guided Reading

Description: In 2009-2010 school year, Khepera is adopting Scholastic's guided reading program (Nonfiction Focus, Content Areas and Fiction Focus 2nd Edition). The program will help our teachers provide purposeful literacy instruction for our K-6th grade students and invest them in both fiction and nonfiction texts.

Person Responsible Timeline for Implementation Resources

Parkinson Hall, Carol Start: 9/1/2009 -
Finish: Ongoing

Status: Not Started — Overdue

Activity: Upgrade Middle School Mathematics Curriculum

Description: In the 2009-2010 school year, Khepera is adopting the Prentice Hall math curriculum for the 7th and 8th grades. The curriculum provides hands-on and technology based lessons.

Person Responsible Timeline for Implementation Resources

Parkinson Hall, Carol Start: 9/1/2009 -
Finish: Ongoing

Status: Not Started — Overdue

Strategy: Support At-Risk Students

Description: Provide academic and social support for students who have been identified as "at-risk."

Activity: Drop Everything and Teach (DEAT)

Description: Every staff member (from CEO to administrative assistants) is required to join teachers in the classroom and assist with differentiated instruction during the guided reading portion of the literacy period. DEAT creates more time for one-on-one and small-group instruction for all students.

Person Responsible Timeline for Implementation Resources

Parkinson Hall, Carol	Start: 8/1/2008	-
	Finish: Ongoing	

Status: Not Started — Overdue

Activity: Extended Math and Literacy Blocks

Description: Students will be given 90 minutes of numeracy. The classes are scheduled as a block so as to facilitate differentiated instruction between classes and grades levels. Students are placed in numeracy group based on skill level, not just current grade level. We have also structured our school day to include a 135-minute literacy block. The literacy block structure allows for students to float to classrooms that address their reading levels.

Person Responsible Timeline for Implementation Resources

None Selected	Start: 8/1/2008	-
	Finish: Ongoing	

Status: Not Started — Overdue

Activity: Highly Qualified Para-Professionals

Description: Khepera employs highly qualified para-professionals. The added highly-qualified staff reduces class size, enabling the teachers to provide more small-group and individual interventions with students struggling in reading and/or math. In 2008-2009, we had the following para-professional support:

Kindergarten - 1 per classroom
1st - 3rd grade - shared one para per grade
6 - 8 - shared one para to support math interventions

Person Responsible Timeline for Implementation Resources

Parkinson Hall, Carol	Start: 8/1/2008	-
	Finish: Ongoing	

Status: Not Started — Overdue

***Activity:* Implement Reading Interventions**

Description: Khepera students who are identified as needing help in reading or are at risk for failure in reading are provided interventions both in school and out of school. Students identified were required to attend tutoring for two-months.

Person Responsible Timeline for Implementation Resources

Parkinson Hall, Carol Start: 8/1/2008 -
Finish: Ongoing

Status: Not Started — Overdue

***Activity:* Response to Intervention Program**

Description: Khepera is expanding and strengthening our Rtl program. In 2009-2010, we are adding Step Beyond and Step Beyond Comprehension program to help facilitate the Rtl process in grades 3-6.

Person Responsible Timeline for Implementation Resources

Parkinson Hall, Carol Start: 9/1/2009 -
Finish: Ongoing

Status: Not Started — Overdue

***Goal:* Improve Academic Performance - Science**

Description: Although the state has not set a goal for the PSSA science exam we will continue to show improvement, for grades 4 & 8 by decreasing the percentage of students scoring below proficiency by 5% over year prior.

***Strategy:* Effective Instruction**

Description: Student achievement depends on high quality teaching. Invest time in monitoring instructional practices and providing for professional development to all teachers as means of raising student achievement.

Activity: Add to Science Curriculum to Align Activities with Khepera's Mission and Vision

Description: Khepera staff are working on adapting the current science curriculum to include more materials that relate to our student population. The new curriculum will also include more hands on activities.

Person Responsible Timeline for Implementation Resources

Parkinson Hall, Carol Start: 9/1/2009 -
Finish: Ongoing

Status: Not Started — Overdue

Activity: Develop Science Scope and Sequence

Description: In 2009-2010, Khepera will develop a scope and sequence with for our science curriculum for grades K-8 that are aligned with the PA Standards.

Person Responsible Timeline for Implementation Resources

Parkinson Hall, Carol Start: 9/1/2009 -
Finish: Ongoing

Status: Not Started — Overdue

Activity: New Science Curriculum

Description: In 2009-2010, we are adopting the McDougal Littell Science curriculum for grades 7 and 8. For grades 3 and 4, we are adopting the Macmillian/McGraw-Hill program. All grades will be receiving more hands-on/inquiry-based instruction through the new curriculum and resources we are investing in over the next several years. The program also offers extra resources to provide support for students with special needs, which will help teachers differentiate instruction.

Person Responsible Timeline for Implementation Resources

Parkinson Hall, Carol Start: 9/1/2009 -
Finish: Ongoing

Status: Not Started — Overdue

Activity: Science Lab

Description: Students in K-8 had a weekly science lab. During the lab, they would learn science objectives through hands-on activities.

Person Responsible Timeline for Implementation Resources

Parkinson Hall, Carol Start: 9/1/2008 -
Finish: Ongoing

Status: Not Started — Overdue

Strategy: Incorporate Technology in the Classroom

Description: Teachers will utilize new technological programs, hardware, and classroom applications to enhance student learning.

Activity: Study Island Science Module

Description: In 2009-2010, Khepera is purchasing the Study Island Science module for use in as an instructional tool and benchmark assessment The program will provide students with an interactive and adaptive tutorial program that will be used during class and science lab.

Person Responsible Timeline for Implementation Resources

Parkinson Hall, Carol Start: 9/1/2009 -
Finish: Ongoing

Status: Not Started — Overdue

Goal: Improve Academic Performance - Writing

Description: Although the state has not set a goal for the PSSA writing exam, we will continue to show improvement for grades 5 and 8 by decreasing the percentage of students scoring below proficiency by 5% over year prior.

Strategy: Effective Instruction

Description: Student achievement depends on high quality teaching. Invest time in monitoring instructional practices and providing for professional development to all teachers as means of raising student achievement.

Activity: Developing Great Writers - Professional Development

Description: Teachers will learn how to integrate writing projects in their various subjects. They will learn how to use the PSSA writing rubric to evaluate students' writing.

Person Responsible	Timeline for Implementation	Resources
Parkinson Hall, Carol	Start: 8/1/2008 Finish: 6/30/2010	-

Professional Development Activity Information

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
1.00	3	25

Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
Khepera Charter School	<ul style="list-style-type: none"> School Entity 	Approved

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
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<p>- Teachers will learn how to incorporate writing in different projects and assignments in their classroom.</p> <p>- Teachers will learn how to use the PSSA writing rubric to evaluate students' writing.</p> <p>- Teachers will learn how to facilitate peer discussions of text.</p> <p>- Teachers will learn how to create and grade journal prompts.</p>	<p>Research has shown that writing is a valuable learning tool that can help students synthesize, analyze, and apply course content (http://owl.english.purdue.edu/handouts/WAC/). By incorporating writing across the curriculum our students will gain valuable writing skills while also gaining content knowledge in other subjects.</p>	<p><i>For classroom teachers, school counselors and education specialists:</i></p> <ul style="list-style-type: none"> Enhances the educator's <u>content knowledge</u> in the area of the educator's certification or assignment. Increases the educator's <u>teaching skills</u> based on research on effective practice, with attention given to interventions for struggling students. Provides educators with a variety of classroom-based <u>assessment skills</u> and the
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skills needed to analyze and use data in instructional decision-making.

Educator Groups Which Will Participate in this Activity

Role	Grade Level
<ul style="list-style-type: none">Classroom teachers	<ul style="list-style-type: none">Early childhood (preK-grade 3)Middle (grades 6-8)Elementary (grades 2-5)

Follow-up Activities Evaluation Methods

<ul style="list-style-type: none">Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peersAnalysis of student work, with administrator and/or peersPeer-to-peer lesson discussions	<ul style="list-style-type: none">Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.Student PSSA dataStandardized student assessment data other than the PSSAClassroom student assessment data
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Status: Not Started — Overdue

Activity: Implement New Writing Curriculum in All grades

Description: In 2009-2010, Khepera is adopting the Sadlier-Oxford curriculum for all grades. Students will benefit academically from the continuity between grades. The curriculum provides differentiated materials to assist teacher to meet the needs of students with varying writing abilities.

Person Responsible Timeline for Implementation Resources

Parkinson Hall, Carol Start: 8/1/2009 -
Finish: Ongoing

Status: Not Started — Overdue

Activity: Implementing Highly Effective Writing 8th Edition

Description: In 2009-2010, teachers will implement the Highly Effective Writing program in grades K-8. The program is aligned with the PSSA and PA Standards.

Person Responsible Timeline for Implementation Resources

Parkinson Hall, Carol Start: 9/1/2009 -
Finish: Ongoing

Status: Not Started — Overdue

Strategy: Writing Across the Curriculum

Description: Provide writing opportunities in all subjects.

Activity: Student Journals

Description: Students in grades K-8 are required to keep a journal which they record reflections on various prompts provided in all subjects.

Person Responsible Timeline for Implementation Resources

Parkinson Hall, Carol Start: 8/1/2008 -
Finish: Ongoing

Status: Not Started — Overdue

Goal: Increase Community Involvement

Description: Khepera will increase amount community involvement with the school. The school will host at least one Community Open House per year. The school will identify and cultivate 3 additional significant community partners (community based organizations, arts organizations, museums, businesses, professional associations, schools or universities, etc.). Community participation will increase Khepera's presence as an institution of learning in the area and will provide Khepera's students with real-world connections to classroom instruction.

Strategy: Develop Current Relationships

Description: The best recruitment is through happy and satisfied customers. We will continue to develop the relationships with current partners.

Activity: Developing Current Community Partners

Description: We will continue to work and develop the relationships with the following organizations:

Motivation Institute of Philadelphia,
School District of Philadelphia,
PA Department of Education,
PA Coalition of Charter Schools,
Temple University,
Archeologists to Go,
Cecilian Center for Earth, Arts, and Spirit,
Association for the Study of African Civilizations,
West Oak Lane Senior Citizens Center,
Simon's Recreation Center,
Universal Negro Improvement Association,
Philadelphia Freedom Schools,
Office of State Senator Leanna Washington,
Alpha Kappa Alpha Sorority, Omega, Omega Charter,
African Centered Charter School Coalition.

Person Responsible Timeline for Implementation Resources

None Selected	Start: 8/1/2008	-
	Finish: Ongoing	

Status: Not Started — Overdue

Strategy: Structured Events for Community Members

Description: Provide events which have a specific activity or program in which community members can participate, including, open houses, student performances, fundraising events, and the Rites of Passage.

Activity: Open House

Description: KCS will host a minimum of one Open House in 2009-2010, which will incorporate a high-interest event for the community and parents (i.e. student performance, guest speaker, workshop, etc.).

Person Responsible Timeline for Implementation Resources

Parkinson Hall, Carol	Start: 9/1/2008	-
	Finish: Ongoing	

Status: Not Started — Overdue

Goal: Increase Parental Involvement and Satisfaction

Description: Khepera will increase parental involvement and satisfaction as measured by attendance rates and responses on surveys and student retention.

Strategy: Structured Events for Parents

Description: Provide events which have a specific activity or program in which parents can participate (e.g. celebration, literacy night, student performance).

Activity: Facilitate Parent Workshops

Description: In 2008-2009, Khepera held a parent workshop for each semester. The workshop would include guest speakers, food, and student performances. Derek Pitts from the Franklin Institute, facilitated Reading Under the Stars, as part of a workshop to empower parents to read at home.

Person Responsible Timeline for Implementation Resources

Parkinson Hall, Carol Start: 9/1/2008 -
Finish: Ongoing

Status: Not Started — Overdue

Activity: Host the Khepera Literacy Club

Description: In 2008-2009, Khepera started a parent and teacher literacy club. The participants read about various topics on education and African culture.

Person Responsible Timeline for Implementation Resources

Parkinson Hall, Carol Start: 9/1/2008 -
Finish: Ongoing

Status: Not Started — Overdue

Activity: Khepera Wazazi Wazuri

Description: The Parent Advisory Board has two responsibilities: (1) reporting to the Board on an ongoing basis to ensure that parental feedback is incorporated into every level of the Board's decision-making and (2) cultivating relationships with community based organizations that can contribute to the school's educational program and provide opportunities for collaborating for large scale fund raising and grant development. In 2008-09, the Wazuri held monthly meetings and several fundraisers, including a talent show held at ML King High that was highlighted in the Tribune newspaper.

Person Responsible Timeline for Implementation Resources

Parkinson Hall, Carol Start: 8/1/2008 -
Finish: Ongoing

Status: Not Started — Overdue

Activity: Open House

Description: KCS will host a minimum of one Open House in 2009-2010, which will incorporate a high-interest event for the community and parents (i.e. student performance, guest speaker, workshop, etc.).

Person Responsible Timeline for Implementation Resources

Parkinson Hall, Carol Start: 9/1/2008 -
Finish: Ongoing

Status: Not Started — Overdue

Activity: Parent Advisory Council

Description: The council serves as a link between the board and the Wazuri. The members are required to attend every board meeting and report back to the Wazuri to keep all parents involved and informed in the Board's decisions.

Person Responsible Timeline for Implementation Resources

Parkinson Hall, Carol Start: 8/1/2008 -
Finish: Ongoing

Status: Not Started — Overdue

Statement of Quality Assurance

Charter school has met AYP.

There are currently no supporting documents selected for this section.

SECTION III. QUALITY OF SCHOOL DESIGN

Rigorous Instructional Program

Curriculum and Alignment to State Standards

Khepera Charter School is dedicated to the rebirth of academic and cultural excellence for all students. In keeping with its mission and vision, Khepera Charter School has adopted the School District's Core Curriculum and its corresponding texts in order to insure that minimally students receive instruction comparable to what is available in the chartering school district. The Philadelphia Core Curriculum is aligned to PA state standards. In 2008-09, in order to increase academic rigor for its students, Khepera Charter School has enhanced it to include more culturally aligned literature, additional required reading, and more emphasis on writing, grammar, and penmanship than is required by the Philadelphia Core Curriculum. The primary reading series utilized is the Harcourt Trophies series for Reading, Math, Science, and Social Studies, which is being enhanced with literature from the Philadelphia Freedom School Curriculum and the Write 2000 text. The middle school Math text is Prentice Hall for grade 6, 7, and 8. With the passage of the American Recovery and Reinvestment Act of 2009 and consequent availability of additional federal Title money, Khepera has the opportunity to enhance the educational program with upgraded curriculum materials in 2009-10. New programs to include:

- ✎• **Step Beyond and Step Beyond Comprehension** - A program to help facilitate the Response to Intervention process in grades 3-6.
- ✎• **Phonics Toolkits and Radius Audio Learning System** — These resources will be used to support students in K-2 that are below level in reading and
- ✎• **Guided Reading Programs** - Scholastic's guided reading program, Nonfiction Focus, Content Areas and Fiction Focus 2nd Edition, will help our teachers provide purposeful literacy instruction for our K-6th grade students and invest them in both fiction and nonfiction texts?
- ✎• **Prentice Hall Math Curriculum** — Khepera is adopting the Prentice Hall math curriculum for the 7th and 8th grades. The curriculum provides hands-on and technology based lessons.
- ✎• **Sadlier-Oxford Curriculum** — Khepera is adopting the curriculum for all grades. Students will benefit academically from the continuity between grades. The curriculum provides differentiated materials to assist teacher to meet the needs of students with varying writing abilities.
- ✎• **New Science Curriculum** — Grades 7 and 8 will receive the McDougal Littell Science curriculum. For grades 3 and 4, we are adopting the Macmillian/McGraw-Hill program. All grades will be receiving more hands-on/inquiry-based instruction through the new curriculum and resources we are investing in over the next several years. The programs also offer extra resources to provide support for students with special needs, which will help teachers differentiate instruction.

In the selection of materials Khepera looked for programs that were culturally responsive, emphasize inquiry-based and project-based learning, and/or reinforce foundational skills in literacy and math. To increase student engagement and teacher effectiveness, materials were also selected that have

interactive computer applications and built-in assessment. All materials are aligned with Pennsylvania State Standards.

Khepera Charter School's approach to teaching and learning is informed by its African Centered philosophy. Thus, instruction is experiential, constructivist, intergenerational, and purposeful. To encourage inquiry-based approaches, each year an overarching essential question is chosen to drive instruction with corresponding themes for each trimester. These themes are based on the schools daily affirmation. First trimester essential questions have to do with the roots or source of excellence and engage students in a consideration of life and power. Second trimester questions relate to maintaining excellence and pose queries related to health and prosperity. Third trimester questions connect to sustaining excellence and ask students to consider the concepts of strength and stability. Multidisciplinary grade teams plan around these themes to insure a rich, in depth integration of these queries and concepts in the curriculum, climate, and life of the school in general.

Assessment

Over the past several years Khepera has evolved into a data-driven school. In the summer of each year, the administration analyzes the results from PSSA, PASA, and Terra Nova tests. The team uses this information to modify/add to the curriculum and develop professional development plans for the following year. During the school year, Khepera uses several benchmarking exams to inform instruction and create student groups. Grades K-2 uses DIBELS to diagnose early reading skills. DRA II is used for K-6 to determine reading levels. For grades, 3-8, Khepera uses Study Island for math and reading (in 2009-10 Khepera will be adding the science module). Study Island is a web-based program that provides individual instruction that is aligned with the PSSA. Khepera uses the program for benchmarking and instructional purposes. The students take each Study Island benchmark exam three times a year. The administration and teachers also use those results to track progress and identify any students who are performing below level. In 2008-09, Khepera instituted the magic number system. Every six weeks teachers are given two "magic numbers" after a benchmark test (Study Island — web-based instructional program aligned to PSSA). The first number represents the students who need to move to proficient. The second number indicates the students who need to move to advanced. Teachers who meet their academic goals are celebrated along with their students. Classrooms that do not meet their goals have mandatory meetings with all parents in that class, during which they discuss how the parents can work with their student and the teachers to raise performance levels. The students are required to attend afterschool and Saturday tutoring sessions. In addition to the out-of-class time spent by the students, in class time is monitored by the CEO who is emphasizing the differentiation on those skills and breadth of content. If a teacher is struggling additional observations and peer coaching is provided.

Teachers also use alternative forms of assessment to determine student progress including; portfolio assessment, service learning from K-8, exhibitions, oratorical contests, participation in conferences, community forums, and intergenerational learning (e.g. family science nights, family financial literacy seminars).

Schedule for Learning

To facilitate the implementation of a range of differentiated techniques, 135 minute literacy and 90 minute numeracy blocks have been established. These blocks allow for multi-grade group construction geared toward accommodating a myriad of learning styles, intelligences, skill levels and personality/leadership styles. Multi-level materials have been chosen to insure necessary resources.

To provide additional support for the successful implementation of the differentiated instructional literacy program, staff has been expanded to include a Reading Specialist and four para-professionals. In addition, for 45 minutes daily, all non instructional and administrative staff "Drop Everything and Teach." During this time, every adult in the school goes into a classroom to assist teachers with small group and differentiated instruction. To provide additional opportunities for tutorial assistance the school day has been extended for teachers to allow for tutoring of students twice weekly. In 2009-10 Khepera will use Title I ARRA to pilot additional out-of-school time including additional tutoring hours and summer school. During the winter, Khepera will hold Saturday Academy to provide extra instructional time and support for students who are achieving below level in math and reading in preparation of the PSSA exams in March.

Supporting Low Performing Students

Our academic success articulated in the sections above is the result of our strategies to support ALL of our students in the efforts to meet our mission of closing the achievement gap between our students and their more affluent peers.

Strategies include:

Dedicated Math and Reading Blocks - The school is organized to insure daily that there are 135 minutes of literacy instruction, 90 minutes of numeracy instruction, and at least 2 periods of computer assisted literacy and numeracy instruction.

Extended Day and Year — The extra time provided to our students to move students forward in eligible content, assessment anchors, performance descriptors, and state standards that are articulated by the Commonwealth of Pennsylvania and expounded upon by the School District of Pennsylvania.

Benchmarking — Khepera uses DRA II in grades K-6 to determine literacy levels. We share these scores with parents to inform them of the level at which their students are performing and emphasize the need for support at home. Study Island is used for grades 3-8 to benchmark progress in math and reading (science will be added in 200-10).

Drop Everything and Teach (DEAT) — All staff are required to participate in the literacy block, providing opportunities for more intensive work with fewer students at one time.

Hands-on Instruction — Our new math and science curriculums provide the resources to increase the hands-on instruction. Through extensive professional development our staff will learn how to design and facilitate hands on math and science lessons.

Highly Qualified Para-Professionals - We provided highly qualified Para-professionals who help reduce the class size and provide more one-on-one and small group instruction opportunities. These opportunities allow the teachers to address the varying skill levels of his/her students, increasing the academic success of the whole class.

Teacher Professional Development — Khepera held professional development for our teacher throughout the 2008-2009 school year to provide additionally support and essential skills for the success of our teachers and students. Topics included; differentiation, managing with MA'AT, literacy strategies, PSSA test preparation, and data analysis. Attached is the PDE approval letter for our professional development and induction plans.

Rigorous Instructional Program - Attachments

- Professional Development Approval Letter
- Teacher Induction Approval Letter

English Language Learners

To date, no ELL students attend Khepera Charter School. However, we recognize that we need to have a comprehensive ELL Plan in place which could be quickly implemented upon enrollment of an ELL student. This plan is attached.

The purpose of our ELL plan is to increase the English language proficiency of eligible students so that they can attain the statewide academic standards and achieve academic success.

Khepera is prepared to implement a variety of ESL program models, including pull-out, push-in, and sheltered. To determine which educational approach(es) will be used for individual students, multiple factors are considered. These factors include, but are not limited to, English language proficiency data, other evaluation data that may be available, previous school records, teacher recommendations, parent recommendations, and Principal/ESL Coordinator input.

Khepera's ESL program is designed to provide a rich learning environment that is student-centered, developmentally-aligned, and research-based. The program is designed to:

1. Facilitate English language acquisition through communication skills of comprehension, listening, speaking, reading, and writing.
2. Ensure an effective and meaningful participation in regular education.
3. Facilitate the acculturation process in a complex society that is multicultural by exposing students to the customs, traditions, and expectations of their new environment.

English Language Learners - Attachment

- ELL Policy

Graduation Requirements

Khepera Charter School is a K-8 school, therefore this does not apply.

Special Education

Khepera Charter School's special education program includes the following components:

Inclusion Model: Khepera School's special education program is based on the inclusion model. Khepera recognizes the value of including young children with special needs in programs with their peers. The benefits of an inclusion model are considerable. We are appreciative of the extensive legislative, philosophy and research that supports the development of a least restrictive environment (LRE) model for special education students. At Khepera, students will be provided with the necessary resources to meet their IEP goals, as well as make academic progress overall.

Special Education Coordinator: The special education coordinator has an important role at Khepera. The coordinator works collaboratively with regular education teachers to make sure the needs of special

education students are being met. The coordinator meets with teachers on a weekly basis to discuss the progress of all students. He/she also discusses the intervention models that are in place for each child and guarantees that students are receiving differentiated instruction. The special education coordinator also creates and monitors the implementation of all IEPs. Yearly IEP meetings are held, as mandated by federal law, to ensure that all IEP documentation is current.

ChildFind — Khepera participates in “childfind” — awareness and screening activities for the purpose of locating, identifying and evaluating resident students who are suspected of having special needs and are in need of specially designed instruction and related services. Parents/guardians who have concerns about the childfind process, are encouraged to call the special education coordinator at 215-843-1700. A student may be referred for a special education evaluation by any source (e.g. teacher, parent). The referral is to be made in writing and submitted to the special education coordinator.

Services: Khepera provides speech and language therapy, itinerant learning support, psycho-educational evaluations, psychological evaluations, home-school connection, and any other support or related services as defined by our students’ IEPs.

Attached please find a copy of our special education policies.

Special Education - Attachment

- KCS Special Education Policy

Special Education Program Profile - Chart I

Teacher	FTE	Type of class or support	Location	# of Students	Other Information
January Washington	1.00	Learning Support	Khepera Charter School	5	Provides in-class support as well as pull-out to support the special education students and regular education teachers.
Ramona Leak	1.00	Learning Support	Khepera Charter School	11	Provides in-class support as well as pull-out to support the special education students and regular education teachers.

Special Education Program Profile - Chart II

Organization	FTE	Type of class or support	Location	# of Students	Other Information
N/A	N/A	N/A	N/A	0	N/A

Special Education Program Profile - Chart III

Title	Location	FTE
Special Education Paraprofessional	Khepera Charter School	1.0

Special Education Program Profile - Chart IV

IU, Public Agency, Organization, or Individual	Title/Service	Amount of Time Per Week
Germantown Psychological Association	School Counselor	7 hours/week
Language Linkage	Speech Therapist	As Needed
Umar Abdullah	School Psychologist	As Needed

SECTION IV. ACCOUNTABILITY

Student Assessment - Primary

Test/Classification	K	1	2	3	4	5
PSSA Math and Reading	No	No	No	Yes	Yes	Yes
Terra Nova	No	Yes	Yes	No	No	No
Study Island	No	No	No	Yes	Yes	Yes
DRA II	Yes	Yes	Yes	Yes	Yes	Yes
PSSA Science	No	No	No	No	Yes	No
PSSA Writing	No	No	No	No	No	Yes
DIBELS	Yes	Yes	Yes	No	No	No

Student Assessment - Secondary

Test/Classification	6	7	8	9	10	11	12
PSSA - Reading and Math	Yes	Yes	Yes	No	No	No	No
Study Island	Yes	Yes	Yes	No	No	No	No
DRA II	Yes	No	No	No	No	No	No
PSSA - Science	No	No	Yes	No	No	No	No
PSSA - Writing	No	No	Yes	No	No	No	No

Student Assessment

In 2008-2009, Khepera celebrated achieving AYP for the fourth consecutive year. 63.4% of students overall achieved proficiency in mathematics, representing a 5.8% increase over 2007-08 and far exceeding the state performance target of 56% proficient. In 2008-2009, 56% of our students achieved proficiency in reading, meeting the state's performance target through Pennsylvania's growth model. Additionally, Khepera's first grade test scores averaged above the moderate mastery range on all of the sections of the Terra Nova exam for reading, vocabulary, language, and word analysis. Khepera's second grade test scores averaged above the national average on each objective test for reading, vocabulary, language, science, word analysis and mathematics.

In addition to the annual tests (PSSA, TerraNova, etc.), Khepera has implemented an assessment system that includes pre-testing, benchmarking, and post testing since

2007-08. In the late fall 2007, we purchased the Study Island researched based program which is aligned with the assessment anchors as articulated by the Pennsylvania Department of Education. In 2008-09, we used Study Island in our Computer Literacy and Computer Numeracy periods. The use of these benchmark assessments has been especially useful in providing us with data on individual students and grade levels, so that we can target instruction and implement supports in an expeditious manner. In 2008-2009, teachers and administration used the Study Island benchmark assessments to place students in grades 6-8 into two groups; below level and proficient and better. The below-level students concentrated on skill recovery, using manipulatives and intensive interventions of re-teaching and tutoring. The second group worked with the other teacher to learn advanced skills, including TI-83 calculator applications. The two groups allowed the teachers to differentiate instruction to meet the different needs of each group. Additionally, every six weeks teachers are given two “magic numbers” after a benchmark test (Study Island — web-based instructional program aligned to PSSA). The first number represents the students who need to move to proficient. The second number indicates the students who need to move to advanced. Teachers who meet their academic goals are celebrated along with their students. Classrooms that do not meet their goals have mandatory meetings with all parents in that class, during which they discuss how the parents can work with their student and the teachers to raise performance levels. The students are required to attend afterschool and Saturday tutoring sessions. In addition to the out-of-class time spent by the students, in class time is monitored by the CEO who is emphasizing the differentiation on those skills and breadth of content. If a teacher is struggling additional observations and peer coaching is provided.

Additionally, Khepera uses DIBLES for grades K-2 and DRA II for grades K-6 for literacy diagnostic purposes and benchmarking. Both tests are given three times a year and provide teachers with data needed for lesson planning, student grouping, and interventions when necessary.

In general, Khepera has moved into a data driven decision making environment, whereby we are able to identify student needs and respond quickly with interventions. Interventions employed at the school include a school wide after school tutorial system, increased literacy and numeracy time, block scheduling to better facilitate differentiated instruction, the adoption of the Core Curriculum of the School District of Philadelphia, the use of the use of Study Island instruction and assessment program, Drop Everything and Teach, and additional instructional support persons in the classroom.

Finally, in addition to standard measures of student performance, Khepera measures institutional success by monitoring other indicators such as retention, attendance, successful completion of Rites of Passage, mandatory student exhibitions, completion of service learning requirements, science fair projects, portfolio assessments and other forms of authentic, outcomes-based assessment.

Student Assessment - Attachments

- KCS Terra Nova 08-09
- KCS AYP 2008-2009

Teacher Evaluation

KCS's teacher evaluation system includes both informal and formal observations. The observation schedule is as follows:

- All teachers receive an informal observation between September and October. Teachers requiring additional mentorship may receive additional informal observations before their formal observation.
- Instructional I teachers receive one formal observation before January and another before May.
- Instructional II teachers receive one formal observation before May.

Informal observations are mostly unannounced and are conducted by an administrator. Post observation conferences are conducted to review the observation report.

Formal observations are announced and conducted by certificated administrators. Conferences take place for all formal observations. Formal observations are scheduled in advance at a mutually agreeable date.

All staff receive employee evaluations mid-year and at the end of the school year. An evaluation meeting takes place to review the report and discuss professional goals for each individual.

Observations and final evaluations are completed as a collaboration between the CEO, Judy Simkins, and Dr. Daniel Purnell. Ms. Simkins has certifications as an Elementary Grade Teacher, Elementary Supervisor and Elementary Principal. Dr. Purnell is an educational consultant and certified/experienced principal.

Please see attached teacher observation form.

Teacher Evaluation - Attachment

- KCS Observation Form

SECTION V. GOVERNANCE REQUIREMENTS

Leadership Changes

Khepera experienced a lot of leadership changes in 2008-2009. The Dr. Imani resigned at the beginning of the year to start her own charter school. She was replaced by Carol Parkinson-Hall. Ms. Parkinson-Hall holds a Master of Science in Arts Administration from Drexel University. She was a founding teacher at Khepera Charter School and has served as the Art Specialist, Lead Teacher, Middle School Coordinator/Curriculum Team Leader and Interim CEO during her five years at Khepera. She has worked with the School District of Philadelphia as an In-Service Instructor and African American Studies Department/Master Teacher and Curriculum Writer. Ms. Parkinson-Hall is a certified art teacher.

For the 2009-10 school year, Khepera is adding a Chief Academic Officer. The CAO will be responsible for the academic programming at the school including, curriculum development, teacher evaluations, and professional development. Khepera's Board of Trustees is currently collecting applications and holding interviews with potential candidates and hopes to fill the position prior to the beginning of the school year.

As the school approaches its second charter term, the Board has made conscious steps to refine its own structure from that of an organizing board to a governing board. As such, the Board has actively recruited individuals to diversify the Board's expertise, ensure parent engagement, and add new ideas and enthusiasm to the school's governance. To that effect, Mr. Richard White and Ms. Barbara Guerrero were added to the Board in 2007-08. Mr. White, now the Board's Treasurer, has been leading the Board's initiative to improve internal controls and financial management and engage in long-term strategic planning. Ms. Guerrero is an educator of over 30 years and a Khepera parent. In 2008-2009 three board members — Adisa Becktemba (a founding member) and Mattie Davis (who has served on the Board since February 2006), and Carnley Norman — stepped down to allow for new leadership on the Board. Three new Board members have been appointed. Delores Turner, a lifetime educator with teaching and administrative experience who had previously provided consulting services in curriculum design, instructional leadership, staff evaluation, professional development at Khepera, joined the Board in summer 2008. Her vast educational experience is guiding the Board through the transition in the school's administrative leadership and in its efforts to further refine the curriculum and raise student achievement. In December 2008, two new Board members were appointed. Ms. Mary C. Randall, M.Ed. brings to the Board more than 40 years of educational experience with the School District of Philadelphia (including 20 years as a principal). Her background in elementary education, professional development, curriculum coordination, and membership in a wide array of local and national educational professional associations and community-based organizations will both assist the school in its recruitment of a new instructional leader, refinement of the educational program, and community outreach efforts. Robert E. Miller, Esq. brings to the Board 30 years of distinguished legal experience, which will prove beneficial as the Board transitions from an

organizational to a governing board, specifically with regard to policy development. Additionally, as a parent of a current Khepera student, he will add a parent's perspective to the school's governance.

Board of Trustees

<u>Name of Trustee</u>	<u>Office (if any)</u>
Richard Isaac	Board President
Richard White	Treasurer
Barbara Guerrero	Secretary
Robert Miller	Member
Mary Randall	Member
Delores Turner	Member

Professional Development (Governance)

Khepera's Board has a history of participating in governance training. Over the past five years, our board has had many training sessions. Among the topics are included the Sunshine Law, Public Official Act, Board responsibilities, fiscal responsibilities, fiduciary responsibilities, supporting the leadership at the school, avoiding the tendency to "Micro Manage," etc. In 2008-2009, Board members and the CEO/Principal and other administrators participated in a variety of governance training including the PA Coalition of Charter Schools Annual Conference (April 26-28, 2008). Khepera staff and board members attended sessions on Board and CEO development, facilities financing, personnel, ethics training, positive publicity of your school, and a presentation from Brian Carpenter of the National Charter Schools Institute entitled, "CEO's Boot Camp." Khepera sent Carol Parkinson Hall, Amin Goodman, Mari Rivers, and Nicole Willoughby.

Additionally, Melanie Burke Reiser with OmniVest Properties Management, LLC (an education management firm) provided a Board Training on November 15. The training included information on the Sunshine Law, Board responsibilities (legal obligations), the Ethics Act, and Act 22 compliance.

As part of Khepera's conditions for renewal, the Board must develop a calendar of governance training for 09-10. On August 21-23 the Board is holding a strategic planning meeting retreat, which will contain a session on legal obligations of the Board, including Ethics Act and Sunshine Act. The Board will set the training calendar at the retreat and forward to the District.

Due to the addition of the two new Board members for 2008-2009 and a legal obligation of our renewal with the School District of Philadelphia, the Board will participate in a retreat in late summer/early fall, and is investigating using a representative of the National Charter Schools Institute's Charter School Board University as a facilitator at this retreat/training.

Coordination of the Governance and Management of the School

Management

Khepera School has established a strong working relationship with administration, staff, parents, and community partners. The Board President maintains a presence in the School and has both an office and mailbox so as to provide staff and parental access to the Board.

Khepera Charter School prides itself in having a “working” board of trustees, which partners with staff in addressing educational concerns within the institution. For example, many Board members participate in the Khepera Rites of Passage collective. Members also assist in strategic planning as described previously in this document. Board representatives are almost always present at programs, celebrations, and forums organized by the school. These various interactions insure that communications readily and easily flow between the board and the present management team of Khepera Charter School.

Relationship with School District of Philadelphia

Khepera went through the renewal process in 2008-2009, which included an audit by the School District of Philadelphia; a two site visits by District personnel visit that included a records review, classroom visits, and interviews with Board members, administration, and teachers; and frequent follow-up to requests for additional information. This renewal process provided Khepera with an opportunity to truly demonstrate the uniqueness of our program to the District, and resulted in the renewal of our charter for another five years.

Khepera participates in meetings and trainings held by the School District of Philadelphia's Office of Charter Schools including the data group meetings. In addition, Khepera's administration and its delegates participate in monthly special education meetings organized by the School District's Office of Specialized Services.

Khepera is active in the Pennsylvania Charter School Coalition. The Coalition continues to work with the School District of Philadelphia to improve communication between the charters and the District. Recent activities of the Coalition include participation on the District's important Charter School Task Force and an introductory meeting with the District's new Superintendent Dr. Arlene Ackerman.

Coordination of the Governance and Management of the School - Attachments

- KCS BOT Meetings 09-10
- KCS Sunshine Notice 09-10

Community and Parent Engagement

Community and Parent Engagement

From its inception, Khepera Charter School has consisted of a coalition of community members, parents, school based educators, and community based educators. This partnership has continued as Khepera has grown as an institution. The Board, parents, and community members work together on planning subcommittees. Side by side board, parents, and community members guide young males and females through their Rites of Passage programs, and even line dance together at the Tuesday night community line dance class held at Khepera Charter School. Board and staff continue to join with parents, and

community partners in cultural and social activism through membership in organizations such as the Universal Negro Improvement Association and Association of the Study of Classical African Civilization. This year there was not one single day that one or more parents were not in Khepera School serving as volunteers working side by side with staff and conferring and interacting directly with Board Members.

Khepera boasts of an independent parent's organization that emerged from the energy and enthusiasm of parents to be involved in the life of the school. This group of committed parents, with the encouragement of the Board of Trustees, has conducted a number of ongoing fundraisers for the children of the school. Changes in administration had posed challenges to building a stable Home and School Association in the past. In school year 2007-2008, a small cadre of dynamic parents founded the Khepera Wazazi Wazuri. The Wazuri assisted with a number of events. They sponsored a book drive and provided book lists to parents on African American literature. The Wazuri also hosted a number of community sessions, inviting such renown parenting specialists as Dr. Lucile Ijoy and Dr. Umar Abdullah-Johnson. By the end of the year the Wazuri had identified representation from each of the nations and was attempting to strengthen its communication tree. Throughout the course of the year the Khepera Board made sure it was represented at most Wazuri events. In the upcoming year the Wazuri will seek to formalize its organization through conducting school wide elections and becoming more involved with school governance.

In addition to our work with parents, the Board and administration of Khepera Charter School has enjoyed partnerships with a number of community organizations and will continue these relationships into school year 2008-2009

Alpha Kappa Alpha Sorority, Omega Omega Chapter — The Omega Omega Chapter of AKA sponsored College Tour, Head Start Regional Father's Initiative Conference for our parents, and provided funding for the activities of the Men of Khepera Rites of Passage Collective. AKA's Omega Omega Chapter served as a liaison with the Red Cross and joined with Khepera to provide disaster relief training for male members of the staff, students, parents, and community members.

Cecilian Center for Earth, Arts, and Spirit partners with Khepera to implement Earth Day celebrations and other ecological programs and projects. Cecilian Center for Earth, Arts, and Spirit also allows us to utilize facilities and grounds for our Rites of Passage program and other social action projects.

Association for the Study of African Civilizations — This is an international non-profit provides opportunities for youth, board members, community members, staff, and parents to participate in study groups, conferences, and enjoy travel opportunities that facilitate growth and development.

West Oak Lane Senior Citizens Center - This seniors center partnered with our kindergarten and 5th grade class in a time of intergenerational exchange of fun, friendship, and learning. This particular partnership was arranged by one of our 1st grade parents.

Germantown Homes - As a part of their Rites of Passage our 8th grade students conducted an oral history quilting project with seniors at Germantown Homes during the third trimester of the Senior Year.

Simon's Recreation Center - Simon's playground has partnered with us to host a Big brothers, little brothers group of Khepera male students, staff, and board members every Friday after school.

Universal Negro Improvement Association - Khepera Board has linked the school to the historic UNIA. As a result Board members, staff and students participate in its annual Marcus Garvey Celebration.

Philadelphia Freedom Schools - PFS partners with Khepera Charter School to provide literacy training and books to support us in our summer academy program. Khepera's 6th grade nation reciprocated by doing

a service learning project with two Freedom School sites to raise money and consciousness on the plight of children in Uganda.

Church of the Annunciation Episcopal Church - Church of the Annunciation has agreed to be our evacuation site.

Office of State Senator Leanna Washington - Khepera Charter School has been adopted by the Office of the State Senator and has placed 2 eighth grade students as interns in the office. Our eighth grade class was also hosted by State Senator Washington in Harrisburg after having hosted the Senator here at Khepera. Khepera looks forward to continuing and expanding this collaboration. This partnership was fostered by the Boards outreach and acknowledgement of the contributions of Leanna Washington to our community.

These are just a few of the ways the leadership of Khepera participates with parents and community members in “villaging” for the success of our students and the development of the community at large.

SECTION VI. FINANCIAL RESPONSIBILITIES

Major fund-raising activities

Khepera did not conduct any large-scale fundraising activities in 2008-09. However, we conducted a number of smaller fund-raising activities, many of which were parent led. These fundraisers included water ice, t-shirt, and bake sales. Our largest fundraiser was a Talent Show held in May. The total amount raised from these efforts was approximately \$5,500. The proceeds went to various student activities and projects (e.g. field trips, graduation, etc.).

Additionally, one of the five-year goals of the charter school is to acquire a permanent facility. The school will be developing a strategic plan in 2009-10, which will include a plan to achieve this goal. Launching a capital campaign will likely be a component of this plan.

Fiscal Solvency Policies

As reported by the School District of Philadelphia’s Auditing Services Department’s “Financial Review for 2009 Charter Renewal” (January 5, 2009), “Khepera’s financial position was relatively strong with a cash balance exceeding \$1.23 million and unrestricted net assets exceeding \$1.08 million as of June 30, 2008.” Our Preliminary Statements of Revenues, Expenditures, and Fund Balance for 2008-09 indicate an additional fund balance of \$215,132. This is an important indicator of Khepera’s financial well being, since a healthy fund balance represents things such as cash flow, as a cushion against unanticipated expenditures, enrollment declines, funding deficiencies and aid prorations at the state level and similar unforeseen problems. At present, Khepera’s fund balance is approximately 45% of its annual expenditures.

Additionally, the school maintains an on-site Business Manager and an education management company — OmniVest Properties Management, LLC — to provide back-office support and ongoing financial planning services. OmniVest prepares monthly financial packets, which are shared with the school administration and Board treasurer and are presented to the full Board of Trustees at the monthly, public Board meetings. These packets track actual revenues and expenditures versus the budget, to ensure that any abnormalities are recognized and addressed promptly.

Accounting System

Since February 2009, Khepera Charter School has contracted with OmniVest Properties Management, LLC to provide its back office and fiscal management services.

OmniVest ensures that the general ledger structure and account classifications are in accordance with the Pennsylvania Department of Education guidelines. Khepera also utilizes OmniVest Management, LLC's internal controls and procedures, which include annual and monthly budgeting, cash management, general ledger control, monthly financial reporting, and account reconciliation. The accounting software system used is QuickBooks Premier Accountant Edition 2009. This software is customized with the Pennsylvania State Chart of Accounts for Pennsylvania Public Schools. The school is 100 percent compliant with the Pennsylvania State Chart of Accounts for PA Public Schools. All of the school's financial and budgetary reporting is prepared in accordance with the Generally Accepted Accounting Principles (GAAP) and the applicable standards set by the Government Accounting Standards Board (GASB).

Finally, it is important to note that the school has complied with the renewal condition, which reads, "The Board of Trustees shall adopt by August 1, 2009 detailed Internal Control Policies and Procedures applicable to charter schools in a form satisfactory to the School District's Office of Auditing Services and shall implement such Internal Control Policies and Procedures during the term of the charter." The policy was adopted by Khepera's Board on December 24, 2008, submitted to the School District of Philadelphia's District's Office of Auditing Services in January, and to the District's Charter School Office both with the renewal and again in July. The school has implemented the policies and procedures detailed in this policy and the Board has committed to ensuring compliance with this policy in our second charter term.

Preliminary Statements of Revenues, Expenditures & Fund Balances

Preliminary Statements of Revenues, Expenditures & Fund Balances - Attachment

- KCS_Prelim Statements 08-09

Audit Firm, Date of Last Audit, Auditor's Opinion, and Any Findings Resulting From the Audit

The school's Board of Trustees has engaged the audit firm of Larson Allen Weishair and Co., LLP, located at 16 Sentry Park West, Suite 310, Blue Bell, PA. 19422, to conduct our audit for the fiscal year ended June 30, 2009. The audit report for fiscal year ended June 30, 2009 is expected to be completed by November 2009. Khepera will provide PDE and the School District of Philadelphia and the Pennsylvania Department of Education with a copy of this audit report immediately upon its completion. A copy of the audit engagement letter is attached to this report.

To date, the school has an audit report for each fiscal year through June 30, 2008. The Independent Auditor's Report for fiscal year ending June 30, 2008 (including the Management's Discussion and Analysis) is attached to this report. There was one material weakness identified. During the performance of the audit, adjustments were required for payables, receivables, prepaid expenses and net assets. Larson Allen stated that "Recording these entries is a necessary step in ensuring that financial statements are fairly stated" and that:

Management is responsible for establishing and maintaining internal controls, including monitoring, and for the fair presentation of the respective financial position of the governmental

activities and the general fund and the respective changes in financial position in conformity with U.S. generally accepted accounting principles. Management is responsible for the accuracy and completeness of all financial records and related information. Their responsibilities include adjusting the financial statements to correct misstatements.”

The school has since complied with the auditor’s recommendation to document and implement cutoff procedures to ensure that all appropriate revenue and expenses are properly accrued and that there should be management review to ensure that all audit entries are properly posted. As stated previously, the Board adopted an internal controls policy in January 2009 and contracted with an education financial management company (OmniVest) in February 2009. The school and the financial management company have jointly implemented these internal control policies recommended by the auditor since February 2009 and do not anticipate similar deficiencies from that point forward. All audit adjustments requested by the auditor for the fiscal year ending June 30, 2008 have been made.

Audit Firm, Date of Last Audit, Auditor's Opinion, and Any Findings Resulting From the Audit - Attachments

- KCS Audit 2007-08
- KCS District Audit and Response 2008-09
- KCS Audit Engage Letter 08-09

Citations and follow-up actions for any State Audit Report

Khepera did not undergo a state audit conducted by the Auditor General in 2008-09 or any previous year. Each year, Khepera forwards our Financial Statements and Supplementary Information for the year ended June 30 to the Commonwealth of Pennsylvania’s Office of Budget, Bureau of Audits. We understand that the Auditor General has the right to review expenditures and to audit the expenditures made from state appropriated moneys.

However, as part of the renewal process, the school did undergo a financial review conducted by the School District of Philadelphia’s Office of Auditing Services. A copy of the final report, which contains the school’s responses, is attached to the previous section.

SECTION VII. FACILITY RESPONSIBILITIES

Acquisition of Facilities, Furniture, Fixtures, and Equipment During the Last Fiscal Year

During 2008-2009, Khepera leased two (2) new classrooms in an annex building on the same campus as the school’s main building. 34 desks and chairs, 2 projectors, whiteboards, file cabinets and laptops were purchased to outfit the rooms. Additionally, 2 new copy machines were leased to meet teacher demand. The largest capital expenditure totaled \$65,000, for the purchase of a 29-passenger school bus. The bus will be used to allow for more experiential learning facilitating fieldtrips and off-site learning.

Future Facility Plans and Other Capital Needs

For the past four years, Khepera's enrollment has been limited by the capacity of the building it has occupied (e.g. enrolled 330 students when charter allows 450). During the school year 2007-2008, the Board of Trustees of Khepera entered negotiations with the Sisters of St. Josephs for the use of rooms in another building here on the former Cecilian Academy campus. As a result, Khepera increased its enrollment in school year 2008-2009 to 320 and rented two additional rooms in the 100 W. Carpenter Lane property. Next year, Khepera will occupy the entire building.

The present strategic growth plan for student enrollment is as follows:

School year (2008 - 2009) - 340 students
(2009 - 2010) - 400 students
(2010 - 2011) - 424 students
(2011 - 2012) - 450 students

Khepera will continue to work with the Sisters of St Josephs to explore options for growth on the campus where it is presently located, while continuing to explore other real estate options in order to acquire a facility that is aligned with the strategic plan.

KCS is planning on making capital expenditures for technology using the Title I ARRA funds.

SECTION VIII. HEALTH AND SAFETY RESPONSIBILITIES

Compliance With Health and Safety Requirements and Maintenance of Health and Immunizations Records for Students

Fire & Safety

Khepera complies with 24 P.S. Â§15-1517 with regard to holding fire drill not less than once a month. In 2008-2009, Imani held the 10 required Fire Drill with representation from the Fire Department of Philadelphia. Each classroom has posted directions in case of a fire and all classes have had training on what to do in case of a fire or other incidences.

A safety team was convened to develop a safety plan for Khepera Charter School. That plan was submitted to the School District of Philadelphia in March, 2007. Included in the plan are safety procedures for decision making, communications, evacuation, buiding safety and security, emergency and medical response and support counseling resources identified for students and staff. Safety Team meetings are scheduled for the 2nd Tuesday of each month at 4:00 p.m. and are lead by the Safety Coordinator, Kevin Covington, who serves as Director of Operations. Safety training schedule includes practices for evaculations, CPR training, fire safety, physical and sexual abuse awareness, bus safety, bully prevention, AIDS awareness, and suicide prevention. School and Community resources have been identified which include non-profit organizations, social service agencies, as well as city and state departments. Safety challenges for this year have been identified with Khepera committing to working more diligently to increase bus safety for its students. For school year 2008-2009 have updated and will implement the safety plan developed during spring of 2007. Two improvements from last years plan include the recruitment of parent volunteers to serve as bus matrons. We also intend to add additional lunch time aides in order to improve safety during lunch and recess times.

Health & Wellness

A nurse is available to provide health services to students at Khepera 5 days a week, Monday-

Friday from 9:00 a.m. to 3:00 p.m. Khepera contracts with Nurse Ann Winder and Rita Anderson for these nursing services. The Ann Winder, a certified school nurse:

- Provides administrative and clinical oversight of school nursing activities.
- Ensures that all screenings are performed in accordance with state mandates.
- Supplements and reinforce health education curriculum.
- Oversees training of nursing staff.
- Assists in interpreting health needs.
- Provides information related to health issues.
- Assists in budget preparation.
- Prepares and directs staff development presentations in the area of healthcare.

Upon admission to the school, each student is required to submit a physical examination, proof of appropriate immunizations, and dental, audio, and visual screenings. Each student is given an individual file which contains physical, copy of immunization records, screening results, pupil medical history, emergency control form, any professional observations, progress notes, problem list with follow up copy of any nursing care visits, medical administrative release forms, and doctors' prescriptions. Certificates of immunization are kept under separate cover. All student health information is kept in a secured health room at Khepera in a locked file cabinet, available to the nursing staff and shall become the property of the charter schools.

The Pennsylvania Department of Health's "Request for Reimbursement and Report of School Health Services" for 2008-2009 must be submitted by Khepera to the Division of School Health in September 2009. At the time of this report's submission, Khepera had not submitted the 2008-2009 reimbursement form, but evidence of 2007-2008's report submission is attached to this report.

Finally, Khepera is committed to providing a school environment that promotes and protects children's health, well-being, and ability to learn by supporting healthy eating and physical activity. As such, Khepera has developed and implemented a school Wellness Policy.

Compliance With Health and Safety Requirements and Maintenance of Health and Immunizations Records for Students - Attachments

- KCS Wellness Policy
- KCS Health Reimburse 07-08

Current School Insurance Coverage Policies and Programs

For the 2008-2009 school year, Khepera procured liability insurance coverage through the insurance brokerage firm Boardman Hamilton Company as follows:

Commercial General Liability coverage with limits:

- General aggregate - \$2,000,000
- Per occurrence - \$1,000,000
- Personal and advertising injury - \$1,000,000
- Fire damage and legal liability - \$500,000
- Medical expense - \$10,000

Workers' Compensation and Employers' Liability:

- Bodily injury by accident - \$500,000

- Bodily injury by disease - \$500,000

Automobile Liability:

- Combined single limit - \$1,000,000

Professional Liability: Educators Liability, Directors and Officers Liability, Malpractice and Errors and Omissions

- General aggregate - \$2,000,000
- Per occurrence - \$1,000,000

Excess Umbrella Liability:

- Per occurrence - \$4,000,000

A copy of both the 2008-09 and 2009-10 ACORD Certificate of Liability Insurance is attached to this report shows continuation of coverage. Please note that the liability insurance includes limited liability insurance for negligence related to sexual abuse or molestation.

Additionally, Khepera provides its full-time employees and their families with personal health insurance in compliance with 24 P.S. Â§ 17-1724A (d) (i.e. every employee of the school is provided with the same level of health care benefits as the employee would receive if he or she were an employee of the School District of Philadelphia). In 2008-2009, two medical insurance options were available to Khepera employees from Keystone Health Plan East and Independence Blue Cross. Optional dental coverage was provided by Rayant Dental, and disability insurance (short-term and long-term) and life insurance was offered by Reliance Standard.

Current School Insurance Coverage Policies and Programs - Attachments

- KCS ACORD 09-10
- KCS ACORD 08-09

SECTION IX. ADMINISTRATIVE NEEDS

Quality of Teaching and Other Staff

Khepera had 22 professional positions in 2008-2009 - 16 regular education teachers, 2 nurses, 1 CAO/principal, 2 special education teachers, and 1 art teacher. Of the 22 positions 17 (77%) were returning staff from 2007-2008. One staff member left during the year. We are expecting 17 (81%) to return of the 21 that ended the year. Although we are currently going through a transition in leadership, we we very happy with the high retention rates and most of the turnover is due to our efforts to maintain our NCLB requirements for highly qualified and certified teachers.

With the introduction the PIMS system, we are no longer required to submit the Elementary and Secondary Professional Personnel Report, so it is not attached to this document.

Quality of Teaching and Other Staff - Attachment

- KCS PDE414 2008-2009

Student Enrollment

In the admission of students, the Alliance for Progress Charter School complies with Â§ 17-1723-A of the Charter School Law. Specifically, the charter school is open to all resident children in the Commonwealth of Pennsylvania. If more students apply to the charter school than the number of attendance slots available in a given year, then students are selected on a random basis (a lottery) from a pool of qualified applicants meeting the established eligibility criteria and submitting an application by the our deadline. However, preference is given in enrollment to siblings of students presently enrolled in the charter school. Also, first preference is given to students who reside within the School District of Philadelphia.

For the 2008-2009 school year, there were more applicants than available seats in the school, so an admissions lottery was held. All students who had applied by the stated deadline were eligible for the lottery, and the position of students on the waiting list was also determined by a random lottery. As seats opened in the school during 2008-09, enrollment was extended to the highest ranked student on the waiting list in the grade with the corresponding opening.

Provide an enrollment history for the past year, by grade level, including the number of students initially enrolled, number dropped, and number added. For students who transferred out, indicate the school(s) to which they transferred, if known.

	Initial enrollment	Number dropped	Number added	Year End
K	40	7	5	38
1	43	4	4	43
2	50	9	9	50
3	54	3	1	52
4	52	7	5	50
5	34	7	7	34
6	26	3	3	26
7	25	5	2	22
8	23	2	0	21
Total	347	47	36	336

Provide the number of students who completed this school year who are currently enrolled to return in September.

Currently, we have 250 students (89% of K-7 students) enrolled to return in September.

Provide numbers of students who were required to leave the school (expulsions, other), and the numbers who left voluntarily.

In 2008-2009, we did not have any expulsions, all students left voluntarily.

A copy of Khepera's Admissions Policy is attached to this report.

Student Enrollment - Attachment

- KCS Enrollment and Admissions Policy

Transportation

The transportation for Khepera Charter School is provided by a private company subcontracted to the school by the School District of Philadelphia. Each year, the school submits the names of each student that will be eligible for bus service to the School District of Philadelphia's Transportation Services. Prior to the beginning of the school year, usually in August, correspondence is sent to the school that lists the name of the bus company that has been assigned to the school and the bus route numbers and the roll of its riders.

All students in grades first through eighth, who reside 1.6 miles away from the school are eligible for bus service. This includes students with special needs, those with an IEP as well as those who may be physically unable to travel to and from the school on their own. The school is not involved in any way in the selection process of what company provides this service to the school regardless of poor performance or capacity to adequately perform the task on a daily basis.

In 2008-2009, none of our students with disabilities served required transportation as a related service in their IEPs. Khepera understands that any student who receives special education services is entitled to transportation to and from school and to school related activities if his/her IEP Team (which includes the parents) determines that a specialized transportation is necessary as part of the child's free and appropriate public education (FAPE). If an IEP lists a specific type of transportation as a "related service" in a student's IEP, Khepera will provide this service at the school's expense.

Food Service Program

Khepera does not participate in the free and reduced lunch program. Presently, Khepera does not have the facilities to accommodate a lunch program. In school year 2008-2009 all students brought their lunches to school.

Student Conduct

In pursuit of academic and cultural excellence, Khepera Charter School adopts a culturally based value system that guides the behavior of staff, students, trustees, and community members. This value system utilizes elements of the traditional value systems as embodied in the ethical code of the Nguzo Nane and the Kemetic Principles of Djehuty and Maat. These value systems are inculcated through a system of rites, rituals and responsibility; and are infused throughout the curriculum. The principles of Djehuty govern habits of the mind and entail a devotion to scholarship and the pursuit, production, and application of knowledge in the letters, the sciences, and technologies. In this system of thought, learning is for the purpose of recreating a world governed by the Principles of Maat where no child, youth, and adult is left behind. These virtues include order, balance, harmony, righteousness, truth, reciprocity and justice. These pivotal values are further reflected in a defined code of conduct known as the Nguzo Nane, which govern community interaction and provide the foundation for building a healthy harmonious collective. The Nguzo Nane identifies eight essential principles. They are: 1) Heshima (Respect), Umoja (Unity), Kujichagulia (Self-Determination), Ujima (Collective Responsibility), Ujamaa (Cooperative Economics), Nia (Purpose), Kuumba (Creativity) and Imani (Faith).

The expectations for all students of Khepera Charter School are that each adhere to the school's Code of Conduct. The school implements a "zero tolerance" policy for all acts of violence and other actions, both verbal and physical, against other students, staff, property, or against the student themselves.

In the event of rules violations, the school documents the nature of the incident, the participant(s) as well as any action taken. Parents are notified via phone, one on one conferences and written notices as to the

infraction and the course of action. Students are allowed to address the administration as well as their families with regards to the incident as well as the actions taken by the school. At the beginning of each school year, each staff member, student and student's families are provided with a copy of the Student Code of Conduct. The contents therein are discussed during the "Back to School Night" Family Open House held during the first month of each school year.

The school administration and Board are aware of its obligation for due process as required in Chapter 12 of the Public School Code. (see attached for Khepera's due process)

b) Provide the number of suspensions and expulsions by student. [Example: 12 students were involved in 21 suspension incidents and 1 student was expelled.]

In 2008-2009, 23 students (7% of our student body) were involved in 24 suspension incidents, and no students were expelled. This is slight improvement over the 28 suspension during the 2007-2008 school year. By reiterating the principles of MA'AT, consistently applying the standards of the Code of Conduct and its behavioral consequences, and making greater use of the school's CSAP process and other early intervening services, Khepera hopes to improve this aspect of the school.

Evidence that Khepera's 2008-09 Violence and Weapons' Report (PDE-360) was submitted via PDE's Safe Schools online reporting system is attached to this report.

Student Conduct - Attachments

- KCS Code of Conduct
- KCS Safe Schools Report 08-09

Signature Page

Assurance for the Operation of Charter School Services and Programs

School Year: 2008

The Khepera CS within Philadelphia IU 26 assures that the charter school will comply with the requirements of 22 Pa. Code Chapter 711 and with the policies and procedures of Pennsylvania Department of Education (PDE). PDE will specify, in writing, policies and procedures to be followed. Requests for any deviations from these regulations, policies, and procedures must be made in writing to PDE. The charter school assures:

1. There are a full range of services, programs and alternative placements available for placement and implementation of the special education programs in the charter school.
2. The charter school has adopted a "child find" system to locate, identify and evaluate children who are thought to be a child with a disability eligible for special education residing within the charter school's jurisdiction. "Child find" data is collected, maintained, and used in decision-making. Child find process and procedures are evaluated for effectiveness. The charter school implements mechanisms to disseminate child find information to the public, organizations, agencies, and individuals on at least an annual basis.
3. The charter school has adopted policies and procedures that assure that students with disabilities are included in general education programs and extracurricular and non-academic programs and activities to the maximum extent appropriate in accordance with an Individualized Education Program.
4. The charter school will comply with the PA Department of Education annual report requirements including special education information.
5. The charter school follows the state and federal guidelines for participation of students with disabilities in state and charter school-wide assessments including the determination of participation, the need for accommodations, and the methods of assessing students for whom regular assessment is not appropriate.
6. The charter school assures the Pennsylvania Department of Education that funds received through participation in the medical assistance reimbursement program, ACCESS, will be used to enhance or expand the current level of services and programs provided to students with disabilities in this local education agency.

This assurance must be signed by the Board President and the Chief Executive Officer for the charter school to operate services and programs.

Board President

Date

Chief Executive Officer
2008 - 2009 Annual Report for Pennsylvania Charter Schools

Date

Verify that all DATA reports to PDE are complete

YES _____ NO _____

Assurance for Compliance with the Public Official & Employee Ethics Act

The original Public Official and Employee Ethics Act (the "Ethics Act") was amended and reenacted in 1989 by Act 9 of 1989 and in 1998 by Act 93 of 1998. (See Act 9 of 1989, 65 P.S. §401, *et seq.* and Act 93 of 1998, Chapter 11, 65 Pa.c.s. §1101 *et seq.*) The Act provides that public office is a public trust and that any effort to realize personal financial gain through public office is a violation of that trust. The Act was passed to strengthen the faith and confidence of the people of the Commonwealth in their government. The Act established the State Ethics Commission to administer and enforce the provisions of the Act and to provide guidance regarding the standards established by the Act.

The Khepera CS assures that it will comply with the requirements of the Public Official and Employee Ethics Act (the "Ethics Act") and with the policies, regulations and procedures of the Pennsylvania State Ethics Commission. Additional information about the "Ethics Act" is available on the Ethics Commission's website at: <http://www.ethics.state.pa.us/ethics/site/>

The assurance must be signed by the Chief Executive Officer and Board of Trustees President of the charter school.

Identify the charter school's Chief Executive Officer.

Name: Carol Parkinson-Hall **Title:** Ms.
Phone: 215-843-1700 **Fax:** 215-843-3530
E-mail: phall88@aol.com

Signature of the Chief Executive Officer and Date

Identify the charter school's President of the Board of Trustees.

Name: Richard Isaac **Title:** Mr.
Phone: 267-304-9796 **Fax:** 215-843-3530
E-mail: rickisaac1@msn.com

Signature of the President of the Board of Trustees and Date

Identify the charter school's Special Education Contact Person.

Name: January Washington **Title:** Ms.
Phone: 215-843-1700 **Fax:** 215-843-3530
E-mail: j.washington@kheperacharterschool.org

Signature of the Special Education Contact Person and Date

Signature Page - Attachment

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