Pennsylvania Department of Education



Commonwealth of Pennsylvania

Department of Education

333 Market Street

Harrisburg, PA 17126-0333

Charter Annual Report

Thursday, February 10, 2011

(Last Accepted: Thursday, February 10, 2011)

Entity: Khepera CS

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CHARTER SCHOOL ANNUAL REPORT SUMMARY DATA

Summary Data Part I

Charter School Annual Report Summary Data 2009 - 2010

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: 78.3% Total Instructional Staff: 20

Student/Teacher Ratio: 19:1 Student Waiting List: 470

Attendance Rate/Percentage: 94.93%

Second Site Address, Phone Number and Site Director:

Not Applicable

Summary Data Part II

Enrollment: 382 Per Pupil Subsidy: \$8,183.58 regular / \$17,788.75 special education

Student Profile

American Indian/Alaskan Native: 0
Asian/Pacific Islander: 0
Black (Non-Hispanic): 381
Hispanic: 1
White (Non-Hispanic): 0
Multicultural: 0

Percentage of Students from Low Income Families Eligible for a Free or Reduced Lunch: 84%

Provide the Total Unduplicated Number of Students Receiving Special Services (Excluding Gifted) as of Previous December: 39

Instructional Days and Hours

Number of:	K (AM) K (PM)) K (F.Time)	Elem.	Middle.	Sec.	Total
Instructional Days	0	0	180	180	180	0	180
Instructional Hours	0	0	1080	1080	1080	0	1080

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, and has made Khepera made Adequate Yearly Progress (AYP) under Pennsylvania's Accountability Plan for four consecutive years (spring 2006 through spring 2009) based on its students' continuous growth in achievement in reading and math. In 2009-10, Khepera was celebrated for this accomplishment as a recipient of the Pennsylvania Department of Education's Keystone Achievement Award and as a recipient of a Title I Academic 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

Each year, Khepera

convenes a group of key stakeholders to assess the school's progress toward meeting the goals of our charter and to prioritize areas in need of improvement for the upcoming school year. Khepera's strengths and areas of opportunity from the 2009-2010 school year are as follows:

Strengths:

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 2009-2010, 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, math, and science. 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 maybe 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. At the end of the 2009-2010 school year, Khepera held "Afrika Day." Students each carried a passport with each class representing a different African nation. Each class gave a presentation on their nation's population, culture, history, politics, and currency. Along with trying food from different nations, they enjoyed performances by Khepera's Afrikan Drummers and Afrikan Dance, listened to Afrikan Story Telling, as well as watching a fashion show.

Activities that go beyond the core subjects at Khepera include:

- Verve Dance Ensemble
- African Drumming
- M'SIKI Science & Astronomy
- Chess
- Tennis

- Art
- Cooking
- Piano
- Science/Camp Fire Club
- Capoeira Angola (Acrobatic ritual combat dance)
- Martial Arts
- Drill/Step Team
- Media Club
- Track & Field
- 4-H
- Voices of Khepera
- Theatre Arts Club
- Sewing
- Basketball
- World languages (Spanish and Swahili)
- Oratory
- Harambee

These programs were highlighted at several events this year. Our fifth annual Oratorical Contest was held on May 14, 2010 and was attended by several prominent community members including the editor of the Sun News. Winners presented their selections on the 900AM WURD radio station. We held the 2nd Annual Kipaji Show at MLK High School, a talent show featuring the Voices of Khepera, dancing and spoken word. Additionally, the Verve Dance Ensemble participated in a Dance Recital at the University of the Arts.

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 four 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. When 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 June 2010, Khepara hosted a three-day Ancient Astronomy: Ancestral Journey from Africa to the Americas tour featuring world renowned ancient astronomy scientist, Dr. Jarita Holbrook. Dr. Holbrook was the fourth African American woman to earn a Ph.D. in astrophysics in the United States. Highlights of the tour included conversations about the contributions of African Astronomy to 21st Century science and a professional development workshop: More than Just Watching a Film: Documentary Film, Visual Culture, and K-12 Education.
- 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. Students also participate in gender based socialization activities including a sleepover hosted by the Men if Khepera on New Year's Eve for boys and their fathers and a Pink Pajama Party for girls to raise money and awareness of breast cancer.
- 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 2009-2010, raised \$806.83 for the Leukemia and Lymphoma Society, held a Pink Pajama Party to raise money for breast cancer, and continued supporting Agnes, a student from Kenya that Khepera adopted 4-years ago and has supported through four years of school. All of these activities stress to our students that they are responsible for the community, not just themselves.

Areas of Improvement:

Although Khepera made AYP through Safe Harbor in 2009-2010, the number of students scoring proficient and advanced decreased and did not meet the level of achievement for which we strive. PSSA data indicate that just under 53% of Khepera students scored Proficient and Advanced on both the Mathematics and Literacy PSSA exams. Based on these preliminary results, we have developed an AYP Improvement Plan for the 2010-2011 school year. We have identified areas that we need to target in

order to 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. Included in this action plan are the following:

Professional development/strategies for all content areas.

Students with IEP's will receive services in an inclusive environment as outlined in the Inclusion Plan.

Weekly instructional strategies will be implemented for math and literacy.

Daily implementation of Constructed Response.

Daily KARS — "Khepera All Reading Silently" — to promote independent reading. All members of the school community will read silently for 15 minutes at the end of the day.

SMARTS — "Study Math and Reach for the Stars" — Daily, fast-paced teacher directed math drills for 20 minutes at the end of the day. Teachers will use this as an opportunity to address math skills to teach.

Schedule will be implemented for providing additional services, such as speech therapy for students. This will provide an opportunity for classroom teachers to effectively implement their instructional program.

CAO and Curriculum Coordinator will observe instructional practices and provide feedback to teachers on a weekly basis for the first two months of school.

Implementation of the School District's Core Curriculum in all content areas.

Cultural Infusion in the Social Studies Content Area.

Bi-weekly or Weekly Professional Learning Community Meetings — Meetings will be utilized to dissect data, determine needs of students, identify interventions, CSAP Tier 1, professional development.

Classroom AYP Plans — the classroom teacher's plan to meet targets/goals.

Student AYP plans (Grades 5-8) — Students will be responsible for their individual data, analyze strengths and weaknesses, and identify strategies to ensure goals are met.

Classroom PSSA Report Cards — Two report cards will be issued. One was issued in June 2010. This was based on preliminary PSSA data. The report card provided each classroom teacher with a snapshot of their 2010 PSSA data. In August, teachers will receive a report card with their current students' data.

Utilizing literacy levels assessments (e.g. DIBELS, DRA, Gates, etc.)

Implementation of objectives with embedded eligible content

The configuration of the leadership team will be modified to include, but not limited to staff members to a address math and literacy instruction, i.e. Math Lead Teacher, Literacy Lead Teacher

These activities are explained in greater detail in Section II of this report.

Other areas of focus for 2010-2011 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. Based on preliminary data in 2009-10, 46.8% of Khepera students scored proficient or higher on the PSSA, a 2.6% increase from 2007-08. Our goal is to decrease the percentage of students scoring below proficiency by 5% over the year prior; O

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. Based on preliminary test data in 2009-2010, 96% of 8th graders achieved proficient or advanced, the other 4% (one student) performed Below Basic. 5th grade scores were not as positive, with only 27.5% achieving proficient, however no 5th grader performed Below Basic. Overall, only 50% achieved proficient or advanced, 30% less than last year. 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 added Step Beyond and Step Beyond Comprehension programs to help facilitate the Rtl process in grades 3-6. Kindergarten through 2nd grade added phonics toolkits and labs and Radius Audio Learning System.

Meeting Certification and HQT Requirements — While we met the 75% certification rate requirement in 2009-10, our certification rate has declined in recent years. To prevent ourselves from falling out of compliance with Act 22 and to ensure that we expeditiously meet the HQT requirements under NCLB, we must implement a coordinated recruitment and retention plan.

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 February 2010, the strategic planning team worked together to define the following eleven long-term objectives for the school:

Reinvigorate Cultural Relevance at Khepera

Staff Growth and Development

Faculty Development and Maintenance

Increase Governance Capacity

Improve Finance/Budget Process

Curriculum

Leverage IT Development

Increase Student Enrollment to Capacity

Improve Parent/Community Relations

Increase Funding/Revenue

Infrastructure Development/Relocation

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	Bola Kayagba, Ed Specialist- Instructional Technology
Evans, Alphonso	Khepera Charter School- CAO	Administrator	Verna Holmes, Curriculum Coordinator/Data Specialist

Goodman, Amin	Khepera Charter School - Teacher	Elementary School Teacher	Mary Rivers, Elementary Teacher
Highsmith Jr., Charles A.	Khepera Charter School- CEO	Administrator	Board of Trustees
Holmes, Verna	Khepera Charter School- Curriculum Coordinator/Data Specialist	Administrator	Alphonso Evans, CAO
Hopkins, Lisa	Parent	Parent	Board of Trustees
Isaac, Richard	Khepera Charter School - BOT President	Board Member	Board of Trustees
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	Administrator	Verna Holmes, Curriculum Coordinator/Data Specialist
Parkinson Hall, Carol	Khepera Charter School	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
White, Richard	Khepera Charter School - BOT Treasurer	Board Member	Board of Trustees
Willoughby, Nicole	Khepera Charter School	Parent	Board of Trustees

Goals, Strategies and Activities

Goal: I. Improve Academic Performance - Math and Reading

Description: Description: We will meet the following academic goals for reading and math: Reading: 2010 - 2011 — We will 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. Math: 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.

Strategy: Continuous Monitoring of Student Progress

Description: Khepera will include all stakeholders in the development of academic achievement plans and will monitor their progress. Using summative and formative data from standardized test

scores and benchmark assessments, Khepera will implement strategic, targeted, focused instructional interventions to improve student learning.

Activity: Benchmark Testing and Reteaching

Description: Students in grades K-8 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 is used to assess the reading abilities of students in 2nd — 6th grade. DIBELS assesses early literacy skills in grades K-1. Based on student data, in addition to the classroom teacher's whole class instruction, students will be divided into small groups to receive instruction (from the classroom teacher) to address specific student needs.

Person Responsible Timeline for Implementation Resources

Evans, Alphonso Start: 8/1/2008

Finish: Ongoing

Status: In Progress — Upcoming

Activity: Bi-weekly or Weekly Professional Learning Community Meetings

Description: Meetings will be utilized to dissect data, determine needs of students, and identify interventions (CSAP Tier 1, Professional Development).

Person Responsible Timeline for Implementation Resources

Evans, Alphonso Start: 8/2/2010

Finish: Ongoing

Status: In Progress — Upcoming

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

Evans, Alphonso Start: 9/1/2008

Finish: Ongoing

Status: In Progress — Upcoming

Activity: Classroom AYP Plans

Description: Each classroom teacher will implement an AYP Plan with the teacher's plan to meet targets/goals.

Person Responsible Timeline for Implementation Resources

Evans, Alphonso Start: 9/1/2010

Finish: Ongoing

Status: In Progress — Upcoming

Activity: Classroom PSSA Report Cards

Description: Two report cards will be issued. One was issued in June 2010 based on preliminary PSSA data. The report card provided each classroom teacher with a snapshot of their 2009-2010 PSSA data. In August 2010, teachers will receive a report card with their current student's data.

Person Responsible Timeline for Implementation Resources

Evans, Alphonso Start: 9/1/2010

Finish: Ongoing

Status: In Progress — Upcoming

Activity: Increased Observations

Description: The CAO and Curriculum Coordinator will observe instructional practices and provide feedback to teachers on a weekly basis for the first two months of school.

Person Responsible Timeline for Implementation Resources

Evans, Alphonso Start: 8/2/2010 -

Finish: 10/1/2010

Status: In Progress — 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

Evans, Alphonso Start: 8/1/2008

Finish: Ongoing

Status: In Progress — Upcoming

Activity: Reconfiguring Leadership Team (Lead Teachers in Math and Literacy)

Description: Khepera will include staff members in administrative discussions and decisions addressing Math and Literacy instruction.

Person Responsible Timeline for Implementation Resources

Evans, Alphonso Start: 9/1/2010

Finish: Ongoing

Status: In Progress — Upcoming

Activity: Student AYP Plans

Description: Each student (grades 5-8) will be responsible for their individual data. They will analyze their strengths and weaknesses and identify strategies to ensure goals are met.

Person Responsible Timeline for Implementation Resources

Evans, Alphonso Start: 9/1/2010 -

Finish: Ongoing

Status: In Progress — Upcoming

Strategy: Coordinated Use of Out-of-School Time

Description: Khepera provides several opportunities for students to receive 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

Evans, Alphonso Start: 9/1/2008

Finish: Ongoing

Status: In Progress — Upcoming

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: In Progress — Upcoming

Activity: Summer Academy

Description: Summer school is offered to the first 100 students 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 field trips.

Person Responsible Timeline for Implementation Resources

Evans, Alphonso Start: 8/1/2008

Finish: Ongoing

Status: In Progress — Upcoming

Strategy: Develop a Culture that Values Reading

Description: Since children are largely influenced by observing the actions of those around them, all Khepera staff members will emphasize the importance of reading through their actions throughout the day.

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

Evans, Alphonso Start: 8/1/2008

Finish: Ongoing

Status: In Progress — Upcoming

Activity: KARS- "Khepera All Reading Silently"

Description: In order to promote independent reading, all members of the school community will read silently for 15 minutes at the end of the day.

Person Responsible Timeline for Implementation Resources

Evans, Alphonso Start: 9/1/2010 -

Finish: Ongoing

Status: In Progress — Upcoming

Strategy: Effective Instruction

Description: Student achievement depends on high quality teaching. Khepera will 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: In 2009-2010 Khepera purchased new phonics tool kits and labs and Radius Audio Learning systems with the Title I ARRA funds. The materials are used in K-2 grades to support students who are reading below level.

Person Responsible Timeline for Implementation Resources

Evans, Alphonso Start: 9/1/2009

Finish: Ongoing

Status: In Progress — Upcoming

Activity: Enriching Literacy Program with Guided Reading

Description: In 2009-2010 school year, Khepera adopted Scholastic's guided reading program (Nonfiction Focus, Content Areas and Fiction Focus 2nd Edition). The program helps 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

Evans, Alphonso Start: 9/1/2009

Finish: Ongoing

Status: In Progress — Upcoming

Activity: Implement HOTS- Higher Order Thinking Skills

Description: HOTS is a creative program designed to build the thinking skills of educationally disadvantaged students in grades 4-7. It combines the use of computers, drama, Socratic dialogue, and a detailed curriculum to stimulate thinking processes. Computers are not used to present content, but rather to intrigue students and get them involved. Drama, in the form of teacher play-acting—sometimes in costume—also stimulates students' interest and curiosity. Some days the teacher may present a lesson as a mysterious situation for which the students' help is needed.

Person Responsible Timeline for Implementation Resources

Evans, Alphonso Start: 9/1/2010

Finish: Ongoing

Status: In Progress — Upcoming

Activity: Objectives with Embedded Eligible Content

Description: It is imperative that students receive instruction on all eligible content. Embedding

content in daily objectives is key to successful implementation, as it will provide students with focused implementation of math and literacy content areas.

Person Responsible Timeline for Implementation Resources

Evans, Alphonso Start: 9/1/2010

Finish: Ongoing

Status: In Progress — Upcoming

Activity: Providing additional support services for students

Description: A schedule will be implemented for providing additional services, such as speech therapy for students. This will provide an opportunity for classroom teachers to effectively implement their instructional program.

Person Responsible Timeline for Implementation Resources

Evans, Alphonso Start: 9/1/2010

Finish: Ongoing

Status: In Progress — Upcoming

Activity: SMARTS- "Study Math and Reach for the Stars"

Description: Khepera will implement daily, fast-paced teacher directed math drills for 20 minutes at the end of the day. Teachers will use this as an opportunity to emphasize math skills.

Person Responsible Timeline for Implementation Resources

Evans, Alphonso Start: 9/1/2010

Finish: Ongoing

Status: In Progress — Upcoming

Activity: Upgrade Middle School Mathematics Curriculum

Description: In the 2009-2010 school year, Khepera adopted 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

Evans, Alphonso Start: 9/1/2009

Finish: Ongoing

Status: In Progress — Upcoming

Activity: Webb's Depth of Knowledge

Description: Webb's Depth of Knowledge (DOK) is a process and criteria for systematically analyzing the alignment between standards and standardized assessments. The DOK model is employed to analyze the cognitive expectation demanded by standards, curricular activities and assessment tasks. DOK focuses on complexity of content standards in order to successfully complete an assessment or task. The outcome (product) is the focus of the depth of understanding.

Person Responsible Timeline for Implementation Resources

Evans, Alphonso Start: 9/1/2010

Finish: Ongoing

Status: In Progress — Upcoming

Strategy: Eliminating Barriers to Learning

Description: Khepera will eliminate disruptive classroom behaviors.

Activity: Classroom Management Plan (Discipline)

Description: Teachers will develop plans that proactively address classroom behavioral concerns.

Person Responsible Timeline for Implementation Resources

Evans, Alphonso Start: 9/1/2010 -

Finish: Ongoing

Status: In Progress — Upcoming

Activity: Moving Middle School Students to the "100 Building"

Description: Middle school students (grades 6-8) will be moved to the "100 Building." This will ensure that students in younger grades are not disrupted by the movement of middle school students who share teachers.

Person Responsible Timeline for Implementation Resources

Evans, Alphonso Start: 9/1/2010

Finish: Ongoing

Status: In Progress — Upcoming

Strategy: Support At-Risk Students

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

Activity: Extended Math and Literacy Blocks

Description: We have also structured our school day to include a 135-minute literacy block (grades K-5) and 90 minutes (grades 6-8). The literacy block structure is designed to address individual student needs and eligible content.

Person Responsible Timeline for Implementation Resources

Evans, Alphonso Start: 8/1/2008

Finish: Ongoing

Status: In Progress — Upcoming

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 2009-2010, we had three para-professionals - one in each kindergarten class and one who floated among the other classrooms.

Person Responsible Timeline for Implementation Resources

Evans, Alphonso Start: 8/1/2008

Finish: Ongoing

Status: In Progress — Upcoming

Activity: Response to Intervention Program

Description: Khepera is expanding and strengthening our Rtl program. In 2009-2010, we added

Step Beyond and Step Beyond Comprehension programs to help facilitate the Rtl process in grades 3-6.

Person Responsible Timeline for Implementation Resources

Evans, Alphonso Start: 9/1/2009

Finish: Ongoing

Status: In Progress — Upcoming

Goal: II. 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. Khepera will 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: In Progress — Upcoming

Activity: Develop Science Scope and Sequence

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

Person Responsible Timeline for Implementation Resources

Evans, Alphonso Start: 9/1/2009

Finish: Ongoing

Status: In Progress — Upcoming

Activity: New Science Curriculum

Description: In 2009-2010, we adopted the McDougal Littell Science curriculum for grades 7 and 8. For grades 3 and 4, we adopted 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

Evans, Alphonso Start: 9/1/2009

Finish: Ongoing

Status: In Progress — Upcoming

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

Evans, Alphonso Start: 9/1/2008 -

Finish: Ongoing

Status: In Progress — Upcoming

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 purchased the Study Island Science module for use in as an instructional tool and benchmark assessment The program provides students with an interactive and adaptive tutorial program that is used during class and science lab.

Person Responsible Timeline for Implementation Resources

Evans, Alphonso Start: 9/1/2009

Finish: Ongoing

Status: In Progress — Upcoming

Goal: III. 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. Khepera will invest time in monitoring instructional practices and providing for professional development to all teachers as means of raising student achievement.

Activity: Implement New Writing Curriculum in All grades

Description: In 2009-2010, Khepera adopted the Sadlier-Oxford curriculum for all grades. Students benefit academically from the continuity between grades. The curriculum provides differentiated materials to assist teachers in meeting the needs of students with varying writing abilities.

Person Responsible Timeline for Implementation Resources

Evans, Alphonso Start: 8/1/2009

Finish: Ongoing

Status: In Progress — Upcoming

Activity: Implementing Highly Effective Writing 8th Edition

Description: In 2009-2010, teachers implemented 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

Evans, Alphonso Start: 9/1/2009

Finish: Ongoing

Status: In Progress — Upcoming

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

Evans, Alphonso Start: 8/1/2008

Finish: Ongoing

Status: In Progress — Upcoming

Goal: IV. Enhance Student Services Programming

Description: We will create a community that embodies the mission of Khepera and the Principles of MA'AT. This will result in a more peaceful school environment and decreased disciplinary infractions.

Strategy: Student Social and Career Development

Description: Develop our students socially and invest them in future education opportunities.

Activity: Career Day

Description: In 2009-10 we hosted our 3rd annual career day. Parents and community members shared their various professional backgrounds with the students, including the schooling and training that is required. To follow up, students participated in a shadow day, in which they followed someone from the career day at their job site to learn first-hand what happens on a daily basis.

Person Responsible Timeline for Implementation Resources

Evans, Alphonso Start: 8/1/2008 -

Finish: Ongoing

Status: In Progress — Upcoming

Activity: Encourage and Seek Student Feedback

Description: Providing feedback provides students with an opportunity for self-reflection and planning for improvement.

Person Responsible Timeline for Implementation Resources

Evans, Alphonso Start: 9/1/2010

Finish: Ongoing

Status: In Progress — Upcoming

Activity: Female Therapeutic Counseling Group

Description: In 2008-09, Dr. Floyd's agency also started weekly group and individual counseling sessions with selected females who families are requesting a therapeutic intervention.

Person Responsible Timeline for Implementation Resources

None Selected Start: 8/1/2008

Finish: Ongoing

Status: In Progress — Upcoming

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: In Progress — Upcoming

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

None Selected Start: 8/1/2008

Finish: Ongoing

Status: In Progress — Upcoming

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 pose barriers to academic success.

Person Responsible Timeline for Implementation Resources

None Selected Start: 9/1/2008

Finish: Ongoing

Status: In Progress — Upcoming

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.

Person Responsible Timeline for Implementation Resources

None Selected Start: 8/1/2008

Finish: Ongoing

Status: In Progress — Upcoming

Goal: V. 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 2009-2010, Khepera held a parent workshop for each semester. The workshop included guest speakers, food, and student performances.

Person Responsible Timeline for Implementation Resources

Parkinson Hall, Carol Start: 9/1/2008

Finish: Ongoing

Status: In Progress — Upcoming

Activity: Host the Khepera Literacy Club

Description: In 2009-2010, Khepera continued to host 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: In Progress — Upcoming

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 2009-2010, 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: In Progress — Upcoming

Activity: Open House

Description: KCS will host a minimum of one Open House in 2010-2011, 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: In Progress — Upcoming

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: In Progress — Upcoming

Goal: VI. 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, Germantown Homes, Church of the Annunciation Episcopal Church, Chester Hill College, Arcadia University.

Person Responsible Timeline for Implementation Resources

None Selected Start: 8/1/2008

Finish: Ongoing

Status: In Progress — Upcoming

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 2010-2011, 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: In Progress — Upcoming

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 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 enhanced the educational program with upgraded curriculum materials in 2009-10. New programs included:

- **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 were used to support students in K-2 that are below level in reading.
- **Guided Reading Programs** Scholastic's guided reading program, Nonfiction Focus, Content Areas and Fiction Focus 2nd Edition, helped 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** In 2009-2010 Khepera adopted the Prentice Hall math curriculum for the 7th and 8th grades. The curriculum provided hands-on and technology based lessons.
- **Sadlier-Oxford Curriculum** Khepera adopted the curriculum for all grades. Students benefit academically from the continuity between grades. The curriculum provides differentiated materials to assist teachers to meet the needs of students with varying writing abilities.
- New Science Curriculum In the 2009-2010 school year Grades 7 and 8 received the McDougal Littell Science curriculum. For grades 3 and 4, we are adopted the Macmillian/McGraw-Hill program. All grades will receive 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 help teachers differentiate instruction.
- **New Classes** This year Khepera offered a new Spanish language class as well as a course in computer literacy.

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 Acuity 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, reading, and science. 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 2009-10, Khepera continued to use the magic number system instituted in 2008-09. 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, 150-minute literacy and 90 minute numeracy blocks have been established. The literacy block is split into three 50-minute periods. The first two periods are used for reading and the second is "Drop Everything and Teach" time. During this time, every adult in the school goes into a classroom to assist teachers with small group and differentiated instruction. The final period focuses on writing skills. The literacy and numeracy 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, Khepera employs three para-professionals, one in each kindergarten classroom and one who floated among the other grades. In addition, for 45 minutes daily, all non instructional and administrative staff "Drop Everything and Teach." 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 used Title I ARRA to pilot additional out-of-school time including additional tutoring hours and summer school. During the winter, Khepera held 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. In the summer of 2010, Khepera held a five week long Summer Academy for 1st-7th grade students. 110 students attended numeracy and literacy lessons in the mornings and expressive arts and culturally responsive classes in the afternoons.

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:

Saturday Skills Recovery- From October through January, at risk non-special education students who scored Basic or Below Basic on the PSSA attended a skills recovery program on Saturdays. Teachers used Study Island and the SRA Reading System as curriculum to provide students with extra instructional time and support.

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 buy 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 2009-10).

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 teachers throughout the 2009-2010 school year to provide additional 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. Additionally, teachers attended a professional development program with Philly Project P.R.I.D.E. Inc., which focused on fundamental truths about change through the lens of organizational structure and personal connectedness. A new professional education plan has been drafted, but given the change in administration for 2010-2011, the entire instructional leadership team is reviewing this plan and will be submitting it to PDE for review prior to the start of 2010-2011. Attached is the previous PD Approval Letter as well as our Teacher Induction Approval Letter.

Rigorous Instructional Program - Attachments

- KCS INDUCTION APPROVAL
- KCS PD APPROVAL LETTER
- Khepera PD Approval Letter -Nov. 2010

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 - Attachments

- KCS ELL POLICY
- KCS LEP EDHUB REPORT 09-10

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 and Co-teaching:

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 support 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. The co-teaching model is critical during guided reading and small group instruction for math. There will be minimal pull-out as the students need to be in the regular education classroom to benefit from effective grade-level instruction. As needed, students should be pulled out to accommodate small group testing with additional time. This will require planning between the special education teacher and both partner regular education teachers.

<u>Special Education Coordinator</u>: 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.

<u>ChildFind</u> — 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.

<u>Services</u>: 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.

<u>Specific Changes This Year:</u> In 2009-2010, consultant, R. Carol Taylor tested all students (including those already identified as special needs students) prior to Bro Umar Johnson's formal ER to get the baseline data. Ms. Taylor used the Key math and the Woodcock Diagnostic Assessments. These diagnostic assessments provided the special education team with the data needed to write clear goals for IEPs. Khepera also added a full-time Special Education Assistant in 2009-2010.

Attached please find a copy of our special education policies, as well as the PENN Data Child Count from 09-10.

Special Education - Attachments

- KCS SPED POLICY
- KCS PENN DATA- CHILD COUNT 09-10

Special Education Program Profile - Chart I

Teacher	FTE Type of clas or support	s Location	# of Students	Other Information
Ramona Leak	1.00 Learning Support	Khepera Charter School	22	Provides in-class support as well as pull- out to support the special education students and regular education teachers.
Erin Johnson	1.00 Learning Support	Khepera Charter School	14	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 FT	E Type of class or support	Location	# of Students	Other Information
Carol Taylor .1	Key Math	Khepera Charter School	0	Assesses student understanding and application of critical math concepts and skills from counting through algebraic expressions.
Carol Taylor .1	Woodcock Diagnostic	Khepera Charter School	0	Identify specific children's strengths and weaknesses in reading skills; provides targeted remediation and reading strategies.

Special Education Program Profile - Chart III

There is currently no data saved for this section.

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
Acuity	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

Using the most recent PSSA/PASA data, any locally developed tests and other data that reflects improved academic performance, describe how the evidence indicates significant improvement or continued strong student performance.

While we made AYP through Safe Harbor, (Achieving AYP for the fifth consecutive year) Khepera student achievement decreased and did not meet the level of expectation we have for our students. Based on preliminary test scores, only 57.3% of Khepera students achieved proficiency in mathematics. 48.5% of Khepera's students scored at or above proficiency in reading. In response to these results, leadership at Khepera has begun to develop a plan to improve student achievement which is reflected in the Goals/Strategies/Activities section of this report.

Other Local Tests:

In addition to the annual tests (PSSA, Acuity, 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 2009-10, 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 2009-2010, 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.

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.

Describe the strategies and interventions that are in place to ensure that students who are at-risk of failure, or those not making reasonable progress, are being addressed. What opportunities are they afforded to help them succeed? Provide clear evidence that demonstrates how those strategies are proving to be effective in terms of improved academic performance.

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.

Using the data from 2008-2009 PSSA results, Study Island Benchmark Tests, DRA2 and grades from 2008-09 we grouped students that were low basic and below basic, not identified as special education, for Saturday Skill Recovery classes. This program ran from October 2009 through January 2010 from 9:00 am until 12:00 pm. The SRA was used to strengthen reading skills. All staff received PD from certified SRA trainer, Mrs. Bertha Bellamy.

Using the same data aforementioned we also grouped the high basic and proficient students for PSSA Prep Saturday Classes. This program ran from 9:00 am until 12: 00 pm for six weeks prior to the PSSAs. PSSA Coach Supplements were used to strengthen the students' skills.

Student Assessment - Attachment

Khepera AYP Results

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 on 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.

In 2009-2010, observations and final evaluations were completed by Mary C. Randall, the Interim CAO. Ms. Randall drew on over 40 years of experience in education, as a teacher and principal and has a Masters in Education and a Principal Certification.

Please see attached teacher observation form and tool, as well as the professional responsibility form.

Teacher Evaluation - Attachments

- KCS TEACHER OBSERVATION FORM
- KCS TEACHER OBSERVATION TOOL
- KCS TEACHER PROF.RESP. FORM

SECTION V. GOVERNANCE REQUIREMENTS

Leadership Changes

Khepera has continued to refine its leadership team in the 2009-2010 school year.

For the 2010-2011 school year, Charles A. Highsmith Jr. will assume the position of CEO and Khepera is adding a Chief Academic Officer. Mr. Highsmith is a certified principal and holds a Masters in Charter School Leadership from Harvard. Prior to joining Khepera, Mr. Highsmith served in the capacity of CEO at Hardy Williams Academy Charter School. Mr. Highsmith has a proven track record of success in urban education settings.

The Board of Trustees has hired Alphonso Evans as the new CAO for Khepera. The CAO will be responsible for the academic programming at the school including, curriculum development, teacher evaluations, and professional development. Mr. Evans has over ten years working in education and holds a Masters in Educational Administration from Gwynedd Mercy College. Furthermore, he has Pennsylvania principal and elementary education certification. Mr. Evans has a strong background in curriculum implementation, subject integration, hands-on approaches and cooperative learning. Before joining Khepera, Mr. Evans served as the Principal of the G.W. Childs Elementary School in Philadelphia.

Ms. Verna Holmes will also be joining the Khepera administrative staff for the 2010-2011 school year as Curriculum Coordinator/Data Specialist. Ms. Holmes has a Masters in Educational Administration and is a certified principal and business-computer-information-technology. She has worked for the School District of Philadelphia for most of the last 20 years, most recently as the Dean of Students at G.W. Childs Elementary School. Under the direction of the CAO, the Curriculum Coordinator/Data Specialist is responsible for providing direction and leadership for all activities within Khepera.

In 2009-10, there was only one change in the composition of the Board of Trustees. Ms. Mary Randall stepped down from the Board to become the interim CAO while the school conducted its search for a permanent instructional leader.

Board of Trustees

Name of Trustee	Office (if any)
Richard Isaac	Board President
Richard White	Treasurer
Barbara Guerrero	Secretary
Robert Miller	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 2009-2010, Board members participated in a variety of governance training including: the PA Association of School Business Officials (PASBO) training on Elements of School Finance; the National Charter School Conference (attending sessions on Board Governance and Finance); and The Cabot Institute training for Unions in Charter Schools. Additionally, Jim Cella with OmniVest Properties Management, LLC (an education management firm) provided a Budget Development Workshop.

As part of Khepera's conditions for renewal, the Board developed a calendar of governance training for 09-10. On August 21-23 the Board held a strategic planning meeting retreat, which contained a session on legal obligations of the Board, including Ethics Act and Sunshine Act.

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 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.

Coordination of the Governance and Management of the School -Attachments

- KCS BOT MEETINGS 10-11
- KCS SUNSHINE NOTICES 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. In the 2009-2010 school year, the Wazuri pushed for more parental involvement in the school. In September, the Wazuri hosted an event and celebration to introduce parents to the Khepera experience providing food and entertainment by student Wazuri Dancers and Drummers. Various committees on the Wazuri allow parents different ways to get involved. Committees include: Fundraising, Community Relations, Men of Khepera, Grants, Community Services, and Membership. Parents can also become Class Representatives who work closely with each teacher to coordinate classroom needs. Throughout the course of the year the Khepera Board made sure it was represented at most Wazuri events.

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 2010-2011.

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, raising 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.

Chester Hill College- 6th and 7th grade girls attended a Women in Science Seminar, introducing them to careers in science.

Arcadia University- A group of boys from Khepara participated in the Black male Symposium at the college, presenting on "Youth Activism."

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 2000-10. However, we conducted a number of smaller fund-raising activities, many of which were parent led or extra-curricular. These fundraisers included water-ice sales, bake sales and 76ers basketball tickets. Our largest fundraiser was a Talent Show held in June. The total amount raised from these efforts is still being counted and the proceeds will go towards various activities and projects (i.e. field trips, graduation, etc.).

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 2009-2010 indicate an additional fund balance of \$230,140. 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.

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 2010. 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 2009, and to the District's Charter School Office both with the renewal and again in July 2009. 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 and beyond.

Preliminary Statements of Revenues, Expenditures & Fund Balances

Preliminary Statements of Revenues, Expenditures & Fund Balances - Attachment

• KCS PRELIMINARY STATEMENTS 09-10

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 Mitchell & Titus, LLP, located at 1818 Market Street, Philadelphia, PA. 19103 to conduct our audit for the fiscal year ended June 30, 2010. The audit report for fiscal year ended June 30, 2010 is expected to be completed by November 2010. 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.

To date, the school has an audit report for each fiscal year through June 30, 2009. The Independent Auditor's Report for fiscal year ending June 30, 2009 (including the Management's Discussion and Analysis) is attached to this report. A summary of audit results includes the following:

- The auditor's reports expressed an unqualified opinion on the financial statements.
- There were three significant deficiencies in internal control disclosed relating to the audit of the financial statements and reported in the Independent Auditor's Report on Internal Control over Financial Reporting and on Compliance and Other Matters on an Audit of Financial Statements Performed in Accordance with Government Auditing Standards. The deficiencies in internal control disclosed were **NOT** considered material weaknesses.
- There were no instances of noncompliance material to the financial statements.

Specifically, the disclosed deficiencies in internal control were as follows:

FINDING 1: Formal Fiscal Policies and Procedures

<u>Criteria:</u> Management is responsible for establishing and maintaining an effective internal control environment, which includes formal policies and procedures that are administered and adhered to by School management and staff.

<u>Condition</u>: The auditor noted during its audit procedures that formal fiscal policies and procedures do not exist for the School.

<u>Recommendation:</u> The School should establish a formal monthly closing process and formal fiscal policies and procedures(in conjunction with its accountant and management company) that involve

management's review of closing entries proposed by the aforementioned parties and also highlights any unusual transactional activity through budget to actual fluctuation analyses. The policy and procedures manual should include specific sections addressing the following processes: payroll reconciliations, bank reconciliations and monthly reconciliations of all balance sheet accounts, petty cash disbursements and replenishment, tracking employee vacation time (eligible and used amounts), fixed asset capitalization policy, purchase order process, and effective monitoring of outsourced services on a monthly basis (e.g. management company, payroll service organization, etc.).

<u>Management Response:</u> Management concurs with the recommendation. Management is currently in the process of compiling a comprehensive fiscal policies and procedures manual.

FINDING 2: Personnel File Information

<u>Criteria:</u> Management is responsible for maintaining appropriate human resource records to ensure compliance with required regulations and also to support individual employee pay rates.

<u>Condition:</u> During its fieldwork the auditor noted that personnel files (e.g. employment contracts) did not support salaries paid during certain pay periods of the fiscal year.

<u>Recommendation:</u> The auditor recommends that the School ensure that all employee contracts (and other related payroll documentation) support current salaries paid and are appropriately written and approved by authorized management and board members. The auditor also suggests that management engage legal counsel to review any contracts and related addendums prepared to ensure compliance with all rules and regulations that the School is subject to.

<u>Management Response:</u> Management concurs with the recommendation. A full review of all personnel files is in progress currently. We will ensure that all required documentation is included in personnel files and engage legal counsel to review all documents prepared by School management in connection with this effort.

FINDING 3: Audit Adjustments

<u>Criteria:</u> 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.

<u>Condition:</u> During the performance of the audit procedures, adjustments were required for payables, receivables, prepaid expenses, and net assets. Recording these entries is a necessary step in ensuring that financial statements are fairly stated.

Recommendation: The auditor recommends that cutoff procedures be documented and implemented to ensure that all appropriate revenue and expenses are properly accrued. In addition, there should be management review to ensure that all audit entries are properly posted.

<u>Management Response:</u> Management concurs with the recommendation. All the audit adjustments have been posted to the books.

<u>Current Status:</u> Management hired an outside party to address the recording of adjustments for the 2009 fiscal year. The aforementioned finding has been corrected.

As stated above, the school is working with its management company to address these findings. As the school's education management company, Omnivest will lend support the charter school in developing these required policies and procedures and implementing them with fidelity.

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

KCS AUDIT 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 2009-10 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.

SECTION VII. FACILITY RESPONSIBILITIES

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

During the 2009-2010 school year, Khepera acquired two more classrooms and a push-in resource room in an annex building on the same campus as the school's main building. We leased this additional space to. We purchased and installed a playground on our grounds

Khepera used Title I ARRA funds to purchase 30 additional computers.

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. This year we occupied the entire building and were able to increase enrollment to 382 students. Next year, Khepera plans to renovate the third floor of the main building, gaining an additional two classrooms.

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.

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. §15-1517 with regard to holding fire drill not less than once a month. In April 2010, Khepera submitted the PDE-4101 form (Certification of Fulfillment of Fire Drill and School Bus Emergency Evacuation Drill Requirements) to PDE's Division of Subsidy Data and Administration, which attests to our completion of the required fire drills. A copy of this form is attached.

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, building 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 evacuations, 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. In 2009-2010, Khepera recruited parent volunteers to serve as bus matrons and added additional lunch time aids 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 Rita Anderson and Ann Winder for these nursing services. Rita Anderson, 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 2009-2010 must be submitted by Khepera to the Division of School Health in September

2010. At the time of this report's submission, Khepera had not submitted the 2009-2010 reimbursement form, but evidence of 2008-2009 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.

Additionally, a copy of the School Immunization Report that Khepera submitted to the PA Department of Health for 2009-2010 is attached.

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

- KCS WELLNESS POLICY
- KCS HLTH.REIMB. REQUEST 08-09
- KCS HLTH.REIMB. RECEIPT 08-09
- KCS PDE-4101 09-10
- KCS IMMUNIZATION REPORT 09-10
- Khepera Health Reimbursement 2009-2010

Current School Insurance Coverage Policies and Programs

For the 2009-2010 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
- Damage to Rented Premises (each occurrence) \$100,000
- Medical expense \$10,000
- Products -completed operations aggregate \$2,000,000

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: E&O including Directors & Officers Liability and Employment Practices Liability:

• \$1,000,000 Occurrence and Aggregate

Excess Umbrella Liability:

Per occurrence - \$4,000,000

A copy of the 2010-2011 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.

Khepera understands that the School District of Philadelphia's insurance requirements for charter schools have been revised and that the new insurance requirements must be effective at the charter school's next insurance renewal. These changes include increases in coverage in Fire Damage or Fire Legal Liability, in Employer's Liability per each accident/bodily injury by accident or by disease, and in Excess/Umbrella Liability. We will ensure that our policy beginning October 10, 2010 will meet these new requirements.

Additionally, Khepera provides its full-time employees and their families with personal health insurance in compliance with 24 P.S. § 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 2009-2010, could choose between the Keystone HMO and Personal Choice Flex Plan from Independence Blue Cross. Dental insurance was offered through UCCI 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
- Khepera ACORD 2010-2011

SECTION IX. ADMINISTRATIVE NEEDS

Quality of Teaching and Other Staff

Khepera had 23 professional positions in 2009-2010 - 21 regular education teachers and 2 nurses. 14 of the 20 (70%) teachers who started on the first day of school in 2009-2010 were returning from 2008-2009. Two staff members left during the year, which represents a 90% retention rate. We are expecting 17 (81%) of the 21 professional staff members that ended the 2009-2010 year to return for 2010-2011. The higher than normal 2008-09 to 2009-10 teacher attrition can be attributed both to the fact that the school was undergoing leadership transition and also to the school's efforts to ensure that all staff have appropriate PA certification and meet NCLB HQT status.

A copy of the PDE-414 Certification Verification is attached to this report as well as the LEA Staff Profile Report submitted to PIMS in 2009-2010.

Quality of Teaching and Other Staff - Attachments

- KCS LEA STAFF PROFILE 09-10
- KCS PDE-414 09-10

Student Enrollment

In the admission of students, the Khepera Charter School complies with § 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 2009-2010 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 2009-2010, 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	46	9	7	44
1	48	6	4	46
2	47	4	7	50
3	50	7	4	47
4	50	8	8	50
5	51	2	1	50
6	52	8	1	45
7	26	2	1	25
8	23	0	2	25
Total	393	46	35	382

In 2009-10, Khepera's goal was to expand its student population from 340 to 400 students. While we did add more students to our rolls in 2009-10, a delay in construction prevented us from fully using the additional leased space. As such, we did not fully enroll. For the upcoming year, our growth model is to expand to 424 students. Construction is currently underway in the additional classroom space, which will ensure that we will have the physical plant required to serve an expanded population.

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

In 2009-2010, 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 ADMISSIONS/ENROLLMENT POLICY

Transportation

The transportation for Khepera Charter School is provided by a private company subcontracted to the school by the School District of Philadelphia. All students in grades first through eighth who reside 1.6 miles away from the school are eligible for bus service.

In 2009-2010, 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 2009-2010 all students brought their lunches to school.

Student Conduct

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 Ma'at. 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 Ma'at 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.

This year, Khepera used Saturday detentions instead of out of school suspensions for less serious incidents in order to decrease the loss of instructional time that is so essential to the students' academic success. The mornings focused on academic instruction and in the afternoons, students completed some form of community service. Community services included planting a garden, cleaning the neighborhood and cleaning tennis courts at a local recreation center. This reinforced Khepera's value of responsibility for community not just self.

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 procedures).

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 2009-2010, 24 students (6.3% of our student body) were involved in 24 suspension incidents, and no students were expelled. This is consistent with the 23 suspensions during the 2008-2009 school year and represents a slight decrease in percentage of the student body (7% in 2008-2009). 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 2009-2010 Safe Schools Report was submitted via PIMS is attached to this report.

Student Conduct - Attachments

- KCS CODE OF CONDUCT
- KCS SAFE SCHOOLS REPORT 09-10

Signature Page

Assurance for the Operation of Charter School Services and Programs

School Year: 2010

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 Executiv
Officer for the charter school to operate services and programs.

 Roard President	Date

Chief Executive Officer 2009 - 2010 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: Mr. Charles Highsmith Title: Chief Executive Officer

Phone: 215-843-1700 **Fax:** 215-843-3530

E-mail: chighsmithlam@aol.com

Signature of the Chief Executive Officer and Date

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

Name: Mr. Richard Isaac Title: Board President

Phone: 215-843-1700 **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: Mr. Alphonso Evans Title: Chief Academic Officer

Phone: 215-843-1700 **Fax:** 215-843-3530

E-mail: alphonsoevans1@gmail.com

Signature of the Special Education Contact Person and Date

Signature Page - Attachment

• KCS SIGNATURE PAGE 09-10