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# Pennsylvania Department of Education

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COMMONWEALTH OF PENNSYLVANIA  
**DEPARTMENT OF EDUCATION**  
333 MARKET STREET  
HARRISBURG, PA 17126-0333

## **Charter Annual Report** **Monday, November 10, 2008**

**Charter School:** Khepera CS  
**Address:** 144 W Carpenter Ln  
Philadelphia, PA 19119

**Phone:**  
**Contact Name:**

## CHARTER SCHOOL ANNUAL REPORT SUMMARY DATA

### Charter School Annual Report Summary Data 2008 - 2009

**Name of School:** Khepera CS

**Date of Local Chartering School Board/PDE Approval:** 8/31/2004

**Length of Charter:** 5 Years **Opening Date:** 9/8/2004

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

**Percentage of Certified Staff:** 96.5% **Total Instructional Staff:** 17

**Student/ Teacher Ratio:** 15.4:1 **Student Waiting List:** 115

**Attendance Rate/Percentage:** 94.5

**Enrollment:** 262 **Per Pupil Subsidy:** \$7,708.00

#### Student Profile

**American Indian/Alaskan Native:** 0  
**Asian/Pacific Islander:** 0  
**Black (Non-Hispanic):** 262  
**Hispanic:** 0  
**White (Non-Hispanic):** 0  
**Multicultural:** 0

**Percentage of Students from Low Income Families Eligible for a Free or Reduced Lunch:** 75

**Provide the Total Unduplicated Number of Students Receiving Special Services (Excluding Gifted) as of Previous December:** 27

Number of:	K (AM)	K (PM)	K (FTIME)	ELEM	MIDDLE	SEC.	TOTAL
<b>Instructional Days</b>	0	0	181	181	181	0	543
<b>Instructional Hours</b>	0	0	1050.40	1111	1095.55	0	3256.95

## SECTION I. EXECUTIVE SUMMARY

### Organization Description

Khepera Charter School began its fourth year, September 2007 with students from grades kindergarten through eighth. Currently, we serve approximately two hundred seventy-five students, 100% of whom are of African descent. This is synchronistic with the African Centered philosophy and pedagogical approach adopted by the founders of the school. The vast majority of students are African American, other students of African descent include; Continental Africans, African Caribbean and Latino students. While the school is located in the Mt Airy section of

Philadelphia, the majority of the students come from other neighborhoods in the city, particularly the Germantown community. Nearly nine percent of the students receive Special Education services; 75% are eligible for and participate in Title I services and are eligible for the Free and Reduced Lunch Program.

Khepera School is governed by an activist board of educators, community members, and business persons. The board of Khepera provides strong leadership and demonstrates its commitment and dedication to the mission and vision of the school throughout the year. Khepera's teaching staff consists of members of Khepera's founding coalition, parents, community members and educators from several countries and states throughout the United States. Khepera's staff represents a blend of seasoned educators and energetic novice teachers. Khepera has a staff of 31 staff members all under the day to day oversight of the Chief Administrative Officer.

## **Core Purpose**

### **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. 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. Khepera Charter School stresses excellence in scholarship and gives particular attention to building capacities in the critical literacies 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.

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

## 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 eligible content, assessment anchors, performance descriptors, and state standards that are articulated by the Commonwealth of Pennsylvania and expounded upon by the School District of Philadelphia.

## Strengths and Challenges

### Strengths

Khepera Charter School is buoyed by the African Centered philosophy and value system which permeates all aspects of school life. This includes curriculum, pedagogy, school climate, parental involvement, and professional morale. Guided by the virtues of Maat, which include order, harmony, balance, righteousness, reciprocity, truth, and order; Khepera School has established an environment that is physically, emotionally, intellectually, and spiritually safe for its students, staff, and parents. The Rites of Passage program for middle school students provide an opportunity for families to focus on some of the socialization needs of students that often time pose barriers to academic success. These Rites activities bring together students, staff, trustees, community members and parents.

Perhaps Khepera's greatest strengths are the staff and students who are at the heart of its community. Khepera has a dynamic committed staff who have dedicated themselves to facilitating the holistic development of the young people for whom they are responsible. An independent evaluator wrote about how every single teacher on staff seemed to be actively engaged with their students. At Khepera, there is a strong sense of family among the instructional, operational, and administrative staff. Everyone comes together in a quest to realize personal, academic, and communal excellence. The students of Khepera are absolutely amazing. They are respectful, excited about learning, and genuinely caring toward one another.

A third strength of Khepera Charter School is the active involvement of the Board of Trustees in the life of the school. Khepera's board is extremely accessible to staff and parents, which creates greater accountability on the part of administration and faculty.

Parental and community involvement in the school is a special blessing. Khepera boasts of a few parent volunteers who have become an integral part of the school. This includes a grandparent who volunteers all day everyday at the school. Other parents volunteer in classrooms and assist in the Rites of Passage program.

Especially, exciting are the organizational partnerships that have enriched Khepera's extracurricular programming. These partnerships provide internships and scholarships for Khepera students along with grants and in-kind services to Khepera as an institution. This includes the Alpha Kappa Alpha Omega Omega Chapters sponsorship of the Rites of Passage

Program, the College Tour, the Mentoring Program, and the Financial Literacy Program. Renowned scientist Najah Palm has established an Astronomy Club. This program has given Khepera students opportunities to explore forensic science and other sciences related to archeology.

This year Khepera introduced several new initiatives which strengthened the resolve of the community to improve student performance. This included the Drop Everything and Teach (DEAT) period. DEAT required that every staff person from the receptionist to the custodian, join teachers in the classroom and assist with differentiated instruction during the guided reading portion of the literacy period. This began to strengthen bonds between teachers, operational staff and students. This provided much needed additional support in classrooms. It is very powerful to note that at Khepera everyone is a teacher.

Finally, the introduction of the Study Island program improved our ability to use data to address the individual needs of our students.

#### Challenges:

1. In order to improve student performance on standardized measures, staff must continue to develop in the use of computer based instruction and assessment systems designed to repond to the individual needs of each student.
2. An examination of the PSSA data indicate our 6th grade class continues to lag behind the rest of the school in both math and reading. In school year 2006 - 2007, they performed abysmally, scoring proficient in in math with only 5% of the students performing above basic in math and 14% proficient in reading. While this year improvements were made (Reading - 38% proficient and Math 25% proficient ), this collection of students who are moving into 7th grade will continue to need intensive interventions to improve performance and catch up with the rest of the school.
3. Khepera continues to have a disproportionate number of males who are in need of behavioral interventions. In order to address this, a psychologist who has devoted his life to working with Afrikan American males has been retained to provide therapeutic support, particularly for male students.
4. Data from PSSA indicate a continued need for greater support in the areas of Mathematics and Reading in order to increase the number of Khepera students who are proficient in these areas. The greatest need, according to PSSA results from 2007, are in the area of math. In order to intensify efforts to move students toward proficiency, additional professional development will be given in differentiated instructional techniques. In addition, instructional hours for both literacy and numeracy have been increased.
5. Data from standardized measures and teacher made test indicate the need to improve student capacities in the areas of problem solving and critical analysis. In order to address this, we need to continue to provide more intensive professional development designed to build staff capacity in inquiry based approaches to teaching and learning.
6. Khepera parents are responsive when contacted about the behavior or performance of their children. However, only a few parents are consistently involved in the life of the school community. This year, a small group of dedicated parents formed a parent's association called the Wazizi Wazuri (Beautiful Parents). There is a definite need to build this group and increase parental involvement in our school.

## **SECTION II. STRATEGIC IMPROVEMENT PLANNING**

### **Strategic Planning Process**

The strategic planning process for Khepera was initiated by a 3-day retreat attended by the full

staff, parent, community, and trustees. The purpose of the retreat was to reflect and assess institutional progress during the course of the year and begin planning for next year based on a review of the student performance data and qualitative data collected from staff, parents, and students. Different sub groups including the safety committee, operational committee, instructional staff, board of trustees, leadership team, and student council held subsequent meetings. Committees continued meeting during the school year and continue to meet to complete planning during the summer. Particularly active is the leadership team, the curriculum revision committee, and the board of trustees.

**Strategic Planning Committee**

Name	Affiliation	Membership Category	Appointed By
Donavan Reed	Khepera Charter School		Chief Academic Officer
Ann Purefeoy	Khepera Charter School	Parent	Chief Academic Officer
Ann Winder	Khepera Charter School		Chief Academic Officer
Ayesha Imani, PhD	Khepera Charter School	Administrator	Board of Trustee
Betty Blue	Blu-Hawk	Business Representative	Chief Academic Officer
Carol Parkinson Hall	Khepera Charter School	Middle School Teacher	Chief Academic Officer
Gabrielle Pagan	Khepera Charter School	Business Representative	Chief Academic Officer
Geraldine Newton	Khepera Charter School	Parent	Chief Academic Officer
Brian Hopson	Khepera Charter School	Parent	Chief Academic Officer
Kevin Covington	Khepera Charter School		Chief Academic Officer
Kim Johnson	Khepera Charter School	Middle School Teacher	Chief Academic Officer
Rhonda Sharif	Khepera Charter School	Business Representative	Chief Academic Officer
Richard Isaac	Khepera Charter School	Board Member	Board of Trustees
Richard White	Khepera Charter School	Board Member	Board of Trustees
Simon Kioko	Slide Technology		Chief Academic Officer

**Goals, Strategies and Activities**

**Goal: Curriculum Development**

*Description:* Add Goal Statement here..

Khepera will revise its newly adopted curriculum which is aligned with Pennsylvania state standards and will reflect the cultural responsive philosophy of the school.

**Strategy: Revision of newly adopted Core Curriculum with Khepera Enhancements**

*Description:* Khepera Charter school will revise its rendition of the Core Curriculum of the School

District of Philadelphia which infuses the culture, history, literature, value system of various peoples of African descent.

*Activities:*

Activity	Description	
Formulation of the Curriculum Committee	A curriculum committee has been formulated and is presently at work to revise a culturally enhanced curriculum adopted in school year 2007 - 2008. Members of the committee consist of CAO, director of instruction, teacher representatives and the technology specialists. The cultural committee has been hired to complete this tasks over the summer. Besides revisions related to the literacy curriculum, math scope and sequences will be produced and the newly adopted Study Island program will be mapped onto the curriculum.	
Person Responsible	Timeline for Implementation	Resources
Ayesha Imani	Ongoing	\$0.00

**Goal: Discipline Infractions**

*Description:* Add Goal Statement here..

Khepera will lower its incidence of discipline infractions related verbal and physical violence by 50%

**Strategy: Counseling**

*Description:* Establish vehicle for counseling of males who have been identified with behavioral concerns

*Activities:*

Activity	Description	
Male Therapeutic Counseling Group	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
Not Currently Assigned	Ongoing	\$0.00

**Strategy: Maatic Development Program**

*Description:* A Maatic Development Program to establish processes, procedures, and interventions designed to support and restore students with behavioral challenges instead of punishing them.

*Activities:*

Activity	Description	
Expansion and Reorganization of Deans Office	Deans Office will be expanded and reorganized to include a Maatic Development Coordinator who will focus on middle school concerns and will assist with recentering and restorative justice measures	
Person Responsible	Timeline for Implementation	Resources
Ayesha Imani, Ph.D	Ongoing	\$0.00

Activity	Description	
Saturday Recentering	Deans of students will provide Saturday sessions 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
Not Currently Assigned	Ongoing	\$0.00

**Goal: MATHEMATICS**

*Description:* At least 67% of all students will be proficient in Mathematics, as measured by the annual state-wide PSSA assessments.

**Strategy: Computer Based Numeracy Support**

*Description:* Instructional intervention designed to provide opportunities for more intense focus on numeracy skill building

*Activities:*

Activity	Description	
Weekly Computer Numeracy Class	Students will be rostered to one period of week in the computer lab for the purpose of working of areas on need as identified by Study Island, Headsprout, IRI, PSSA, TerraNova or other standard assessments	
Person Responsible	Timeline for Implementation	Resources
Not Currently Assigned	Ongoing	\$0.00

**Strategy: Increasing Numeracy Instruction**

*Description:* To provide more instructional hours for numeracy

*Activities:*

Activity	Description	
Expanded Numeracy Block	Students will be given 90 minutes of numeracy. The classes are rostered as a block so as to facilitate differentiated instruction between classes and grades levels.	
Person Responsible	Timeline for Implementation	Resources
Not Currently Assigned	Ongoing	\$0.00

**Strategy: Professional Development on Differentiated Instruction**

*Description:* Staff will be given in-service professional development on effective math practices and differentiated instruction in order to improve instruction and student performance

*Activities:*

Activity	Description
Differentiated Instruction Series	Follow up workshops will be conducted throughout the year to build staff capacity in implementing differentiated instructional strategies.

Person Responsible	Timeline for Implementation	Resources
Ayesha Imani, Ph.D	Ongoing	\$0.00

**Strategy: Targeted Interventions for 7th grade**

*Description:*

*Activities:*

Activity	Description	
Mandatory Mondays / Saturdays	Instructional support specialists and middle school team will work intensively with 7th grade nation on Mondays and Saturdays when necessary.	
Person Responsible	Timeline for Implementation	Resources
Ayesha Imani	Ongoing	\$0.00

**Strategy: Tutorial Support for Students**

*Description:* School day for is lengthened for teachers to include twice weekly tutoring for students who need additional support. This will enable students to be tutored by their own teacher.

*Activities:*

Activity	Description	
After School Tutoring	School day has been extended for teachers by 1 hour to facilitate the twice a week tutoring of scholars in math	
Person Responsible	Timeline for Implementation	Resources
Ayesha Imani, Ph.D	Ongoing	\$0.00

**Strategy: Year-long System of Assessment**

*Description:* Khepera will implement a research based system of instruction and assessment using the Study Island program. Study Island will enable school wide pre-tests, benchmark tests, and post tests. This will facilitate instruction that is informed by data.

*Activities:*

Activity	Description	
Benchmark Testing and Reteaching	All students will be tested during week one in the areas of math and reading. Data will be analyzed and used to guide instruction. Benchmark tests will be implemented every six weeks. Reteaching will take place based on testing results. A Study Island PSSA practice benchmark will be given each trimester. A post-test will be given at the end of the year.	
Person Responsible	Timeline for Implementation	Resources
Ayesha Imani	Ongoing	\$0.00

**Goal: Parental Involvement**

*Description:* Khepera will increase parental involvement in life of the school as demonstrated by attendance and participation in Wazuri activities.

**Strategy: Formalization of Wazuri Parent Representative Structure**

*Description:*

*Activities:*

Activity	Description	
Elections and Board Representation	Khepera administration will support the Wazazi Wazuri by sponsoring elections for room representatives, selection of officers, and sponsoring a Wazuri representative to the Board of Trustees.	
Person Responsible	Timeline for Implementation	Resources
Ayesha Imani	Ongoing	\$0.00

**Goal: READING**

*Description:* At least 67% of all students will be proficient in Reading, as measured by the annual state-wide PSSA assessments.

**Strategy: Computer -Based Literacy Instruction**

*Description:* Students k-8 will be scheduled for a weekly period in the computer lab devoted to literacy instruction using materials aligned with PA standards. This will also be a time for students to work on building literacy capacity in areas that emerge from the local standardized system of assessment

*Activities:*

Activity	Description	
Implement Computer Literacy period	Each class will be assigned one period weekly for the purpose of using technology as a tool in building reading skills based on feed back from testing instrument.	
Person Responsible	Timeline for Implementation	Resources
Not Currently Assigned	Ongoing	\$0.00

**Strategy: Increasing Literacy Instruction**

*Description:* Students in grades K-5 will receive 135 minutes of Literacy Instruction daily. This represents a dramatic increase in instructional time for language arts.

*Activities:*

Activity	Description	
Creating Literacy Block	Grades k-5 will be assigned 135 minutes of literacy daily. These periods will be blocked to facilitate differentiated grouping across grades levels.	
Person Responsible	Timeline for Implementation	Resources
Ayesha Imani, Ph.D	Ongoing	\$0.00

**Strategy: Literacy Specialist**

*Description:* The Auxilliary teacher will serve as a literacy coach during a coverage so that literacy instruction is uninterrupted during a teachers absence. The literacy coach will be trianed in standardized test taking strategies and will engage students in strengthening test taking

strategies.  
 Activities:

Activity	Description	
Staff Expansion	Literacy Specialist will be hired to provide additional support for the implementation of differentiated instruction model across grade groups.	
Person Responsible	Timeline for Implementation	Resources
Ayesha Imani, Ph.D	Ongoing	\$0.00

**Strategy: Local Standardized System of Assessment**

Description:  
 Activities:

Activity	Description	
Implementation of Study Island Instruction and Assessment System	Study Island system of instruction and assessment will be implemented beginning with pre-testing in the first week of school, benchmark testing with reteaching every six weeks, and post testing.	
Person Responsible	Timeline for Implementation	Resources
Ayesha Imani	Ongoing	\$0.00

**Strategy: Targeted Services to 7th grade class**

Description: Intensive tutorial services will be targeted to 7th grade students to address continued deficits in reading as measured by the PSSA.  
 Activities:

Activity	Description	
Mandatory Monday / Saturday	Students will be provided intensive tutoring by instructional support specialists during mandatory tutorials on Monday afterschool and when appropriate on Saturdays.	
Person Responsible	Timeline for Implementation	Resources
Ayesha Imani	Ongoing	\$0.00

**Strategy: Tutorial Support for Students**

Description: Day for teachers will be extended for an hour to facilitate tutoring for students who need additional support.  
 Activities:

Activity	Description	
After School tutoring	Scheduling has been done to facilitate all teachers providing tutoring in the academic areas after school.	
Person Responsible	Timeline for Implementation	Resources
Ayesha Imani, Ph.D	Ongoing	\$0.00

**Goal: STUDENT ATTENDANCE (any school that does not graduate seniors)**

*Description:* Student attendance will meet a 90% threshold and/or show growth.

**Strategy: Attendance Monitoring**

*Description:* Receptionist will serve as an attendance monitor and will call students who are absent daily in the lower school. Middle School Coordinator will call homes of students who are absent daily in the middle school. Mandatory parent meetings will be scheduled for students whose attendance fall below 90%

*Activities:*

Activity	Description	
Staff Expansion	Instructional support staff and receptionist will be given the responsibility of calling the homes of students daily who are not in attendance.	
Person Responsible	Timeline for Implementation	Resources
Ayesha Imani, Ph.D	Ongoing	\$0.00

**Goal: STUDENT PARTICIPATION IN STATE ASSESSMENTS**

*Description:* At least 95% of eligible students will participate in required state-wide assessments.

**Strategy: Participation Monitoring / Home visits**

*Description:* Attendance will be monitored daily with parental contacts and home visits made to insure the participation of each family.

*Activities:*

Activity	Description	
Participation Monitoring System	Participation of students during PSSA will be closely monitored. Testing and attendance teams will make home visits as necessary.	
Person Responsible	Timeline for Implementation	Resources
Ayesha Imani, Ph.D	Ongoing	\$0.00

**Statement of Quality Assurance**

Charter school has met AYP.

**SECTION III. QUALITY OF SCHOOL DESIGN**

**Rigorous Instructional Program**

Rigorous Instructional program

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 text 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 adopted the Philadelphia Core Curriculum and has enhanced it to include more culturally synchronistic literature, more required reading for all its

students, as well as more writing and grammar than is presently required in 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. To fortify the academic experience and provide individualized support for each student, Khepera Charter School has implemented the use of Study Island, a research based web based program designed to provide students with assistance in strengthening skills in the area of reading, mathematics, and science.

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. Instruction and assessment at Khepera reflect its belief in multiple intelligences, differentiated instruction, diversity of learning styles, and even personality typologies. Authentic forms of assessment used at Khepera include portfolio assessment, service learning from k — 8, internships, exhibitions, debates, oratorical contest, and participation in conferences, community forums, international pen pal projects, and intergenerational learning (e.g. monthly family science nights, family math nights, family financial literacy seminars).

To facilitate school wide differentiated instruction a series of professional development sessions have been and will continue to be held. To facilitate the implementation of a range of differentiated techniques, 135 minute literacy and 90 minute numeracy blocks have been established. These blocks allow for multi-grade group construction geared toward accommodating a myriad of learning styles, intelligences, skill levels and personality/leadership styles. Multi-level materials have been chosen to insure necessary resources. Numerous community partners have been identified provide students with experiences outside the walls of our school building. In this model parents and community members serve as partners in education within and outside the confines of every class.

To provide additional support for the successful implementation of the differentiated instructional literacy program, staff has been expanded to include a Reading specialist, a literacy specialist, and three instructional support specialists. In addition, for 45 minutes daily, all non instructional and administrative staff "Drop Everything And Teach". This means every adult in the school goes into a classroom once a day to assist teachers with small group and differentiated instruction. To provide additional opportunities for tutorial assistance the school day has been extended for teachers to allow for tutoring of students a minimum of twice weekly.

To help address individual needs of scholars in the areas of reading and math, the Study Island web based instruction and assessment program has been purchased to provide us with data throughout the year that can guide instruction for grades 2 - 8. For grades k - 2, Headsprout program has been purchased. Headsprout is another research based program available through the purchase of on line licenses as well as actual books and materials to assist children in developing phonemic skills, while expanding sight words and increasing comprehension.

## **Rigorous Instructional Program - Attachments**

- Professional Development Approval Letter
- Teacher Induction Approval Letter

## English Language Learners

### Khepera Charter School

#### English Language Learners Policies and Programs

In compliance with Title 22, Chapter 4, Section 4.26 of the Curriculum Regulations of the Commonwealth of Pennsylvania, Khepera Charter School will provide a program for every student who is found to be Limited English Proficient or English Language Learners. Although presently no students in the school fit the ELL or LEP categories, Khepera Charter School will carry out its responsibility to identify, support, and service English Language Learners through the implementation of a program based on sound educational and language learning theory, implemented with sufficient resources, staffed by appropriately prepared personnel, and periodically evaluated. Thus, the Khepera ELL program will include the following:

**1. Identification Process:**

- a. In order to identify ELL students, Khepera administers a HLS (Home language survey) annually to its student body to ascertain whether there are Khepera students from homes where a language other than English is spoken or whether the student speaks a language other than English in order to determine PHLOTES (Primary home language other than English learners)
- b. As a part of the in-take process, all admission applications include a question designed to identify families in which a language other than English is spoken. A question will also be formulated to ascertain whether the student themselves speak a language other than English.
- c. The results of this survey are entered into the permanent student folder.
- d. A list of PHLOTES students will be established, maintained, and made available to the necessary staff and reported to those state and local agencies that may be appropriate.

**2. Proficiency Assessment**

- a. If a review of the survey data reveals a student speaks a language in addition to English (i.e. a PHLOTES student), Khepera will administer an English language proficiency test.
- b. Khepera Charter School will begin ELL instruction within 30 days of the beginning of the school year or within 14 days of the admission date of the student. Instruction for the ELL or LEP student will be dependent on the levels as indicated by the assessment in the areas of listening, speaking, reading, and writing.

**3. Program Components:**

- a. Depending on the proficiency level of the students and the numbers of students within our population, KCS will provide the following :

i. In the event that a critical number of students are discovered with common proficiency levels in the same language, Khepera Charter School will establish a bilingual program. This is in keeping with the culturally responsive philosophy of the school which sees language as the foundation of culture. Khepera Charter School is committed to centering education within the culturally context of the student. This approach will empower the student to maintain fluency in the primary language while achieving proficiency in English.

ii. In the event that PHLOTES come from a range of cultural and linguistic traditions, pull out ESOL / ESL/ ELL services will be designed to build proficiency in oral and written communication.

These services will be rendered so as to celebrate the language of the student while building proficiency in English.

iii. In keeping with commonwealth recommendations, daily instructional time will be provided using the following guidelines:

- a. Non- English speakers — 2 to 3 hours daily
- b. ESOL beginners — 2 hours daily
- c. Intermediate — 1 to 1 and half hours daily
- d. Advanced — 1 hour or less daily.

iv. Push in ELL / ESL/ESOL services will be provided for students who are deemed to be at the intermediate or advanced levels of proficiency, in keeping with recommendations of the commonwealth.

v. To insure that ELL and LEP scholars have success across content areas, Khepera will monitor the progress of scholars across the content areas and support teachers in making accommodations for the necessary students.

vi. In keeping with its culturally responsive philosophy and in order to establish a cultural and linguistically rich environment, all Khepera classes will infuse common terms and terminology in the languages spoken in the school community. Items in classes will be labeled in languages represented in the community so as to enrich the entire community.

vii. To insure that ELL / LEP students are linked to community based organizations that provide extracurricular activities and offer appropriate supports, Khepera charter school will establish relationships with community and faith based organizations that serve ELL / LEP families.

**Proficiency Monitoring and Assessment:**

1. In order to determine when a student is ready to move from one proficiency level to another or from an ESL class program to a transitional bilingual education program, multiple measures will be utilized in order to provide information on the student's capacity in listening, speaking, reading and writing with proficiency.

2. Exiting students will be given the Annual State English Language Proficiency Assessment for all students receiving LEP / ELL / ESOL services.

3. ELL / LEP students will not be exempt from taking the PSSA but will be provided state accommodations as provided in state statute.

**Communication with Parents** — Khepera Charter School acknowledges its responsibility to provide parents with information about assessment, academic achievement, school codes and policies in the native language of the parent or in their preferred mode of communication. To do this, Khepera will establish a list of bilingual advocates in multiple languages in order to insure that its families are served appropriately.

**Staffing** - In the event, ESOL services are required, KCS will engage the services of a certified ESOL teacher who has appropriate training to teach ESL classes. It is expected that this teacher will collaborate with the classroom teachers. In the event the number of ESOL / ELL students

does not necessitate a full time teacher, efforts will be made to acquire the services of a part time staff person in addition to community volunteers.

**Professional Development** — As is evident in the KCS Professional Development Plan, Khepera Charter School staff will engage in professional developments in school year 2008 — 2009 in order to build capacity in creating ELL friendly environments, infusing culture and language into the culturally responsive classroom, and incorporating strategies, which will empower faculty in providing support for the academic achievement and socialization of ELL / LEP students.

In that Khepera Charter School presently has no students in the ELL or LEP categories, no ELL report is attached.

### **English Language Learners - Attachment**

- ELL Report

### **Graduation Requirements**

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

### **Special Education**

#### **Special Education**

Khepera Charter School is committed to providing its special education students with a free and appropriate public education in the least restricted environment possible. From its inception, Khepera has articulated its commitment to maximizing its use of inclusion strategies to insure that the Khepera community fully benefits from the gifts of its special needs students and that students with special needs benefit from the many resources within the community. This philosophy shapes the design of the Khepera special education experience.

All 27 special education students are included in the larger school community in some capacity or another. Of the 25, students, 7 (28%) are students who receive speech and language services, all others are learning support students who receive both pull out and push in resource room services.

In school year 2007 - 2008, Khepera launched its co-teaching initiative which paired the special education teacher with a regular education teacher for a total inclusion approach to service delivery. Using the co-teaching model, students with and without IEPs, benefited from the collaboration between regular ed and special ed teachers.

Each special education student received a case manager who worked closely with the regular education teachers and made weekly contact with parents through telephone and email. The case manager submitted weekly telephone logs or posted emails on the network to document her communications with parents. Teachers also completed weekly progress reports that were given to parents. All special education children participated in the range of programs and electives available to Khepera. In school year 2007-2008 this included visual arts, service learning, dance, drumming, martial arts, computer technology, and Rites of Passage. All families received trimester progress monitoring reports which accompanied the student report cards.

To provide greater support to special education students who have secondary behavioral concerns, a standing functional behavioral assessment team convenes regularly to develop behavior plans designed to assist special needs students in being successful in the classroom and positive as members of the Khepera community from a socialization perspective. Another

member of the special education team is the Speech Pathologists who works closely with the special education resource room teacher as well as the classroom teachers and administration. In fact, one of the highlights of the 2007-2008 school year was when a student who had been selectively mute for 3 years began to speak in a regular voice to her peers. This victory was realized based on the hard work, faith, and collaboration between the special ed teacher, the speech therapists, and the classroom teacher. Finally, to provide much needed therapeutic services to some of our special needs students, a Clinical Psychologist has been hired to run weekly group and individual counseling sessions as needed.

Attached please find a copy of the original policies and procedures along with an addendum which was approved in April, 2007. In addition, please find a copy of the verification that corrections have been made as a result of feedback from the state special education audit.

**Special Education - Attachments**

- ADDENDUM TO SPECIAL ED Policies and Procedures
- Special Ed Policies and Procedures
- Verification of State Compliance

**Special Education Program Profile - Chart I**

Teacher	FTE	Type of class or support	Location	# of Students	Other Information
January Washington	1.00	Resource Room	Khepera Charter School	27	serves as case manager, co-teacher, and resource room teacher

**Special Education Program Profile - Chart II**

Organization	FTE	Type of class or support	Location	# of Students	Other Information
Germantown Settlement	.15	Counseling	Khepera Charter School	15	none

**Special Education Program Profile - Chart III**

Title	Location	FTE
Psychologist	Khepera Charter School	.15
Speech Therapist	Khepera Charter School	.25

**Special Education Program Profile - Chart IV**

IU, Public Agency, Organization, or Individual	Title/Service	Amount of Time Per Week
none	none	none

**SECTION IV. ACCOUNTABILITY**

**Student Assessment - Primary**

Test/Classification	K	1	2	3	4	5
PSSA	No	No	No	Yes	Yes	Yes

Terra Nova	No	Yes	Yes	No	No	No
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**Student Assessment - Secondary**

Test/Classification	6	7	8	9	10	11	12
PSSA	Yes	Yes	Yes	No	No	No	No
TerraNova	No	No	No	No	No	No	No

**Student Assessment**

**Student Assessments**

As indicated above the two major standardized assessments that greatly influence teaching and learning at Khepera are the PSSA for grades 3 — 8 and the Terra Nova grades 1 and 2. Khepera is proud to have made significant gains this year having made AYP once again for school year 2007-2008. This year Khepera showed improvement in both Reading and Math. Targets in math were exceeded with our school moving from 42% proficiency to 57.5%, a gain of 15% points. In reading gains were slightly higher with movement from 42% proficiency to 58.3. This represents a 16.3% percentage point gain in reading. While we are excited about these gains, we understand we must continue our vigilance. Last year a number of new initiatives were launched to improve student performance. Most of these initiatives were successful and will continue into the next year.

At the beginning of school year 2007-2008, we understood the importance of adopting an assessment system that would facilitate the implementation of pre-testing, benchmark, and post testing. Plato's Edu-test was chosen but ultimately did not prove to be sufficiently user friendly or cost effective. In the late fall, we purchased the Study Island researched based program which is aligned with the assessment anchors as articulated by the Pa. Department of Education. We utilized Study Island in our newly implemented Computer Literacy and Computer Numeracy periods. We also believe our gains were influenced by the institution of our extended 135 minute literacy block and 90 minute numeracy block. In addition, we believe our differentiated instruction program and our Drop Everything and Teach teams provided opportunities for more intensive work with fewer students at one time. Finally, the increase in the number of instructional support staff enabled students and teachers to receive additional support. It is our intention to continue with the initiatives introduced last year and work to refine them so that our children continue their ascent upward.

While we certainly have cause to celebrate, we continue to be concerned about last year's 6th grade class. The 6th grade (next year's 7th grade nation) lags woefully behind the rest of the school. In the 2006-2007 school year only 5% of the students scored proficient or above in math. Only 14.5% scored proficient in reading. This year that same group made real gains; 38% scored proficient or above in reading (This represents an increase of 24 percentage points.). In Math, 25% of the students scored proficient or advance. This represents an increase of 20 percentage points). Thus, we are making progress, but certainly not enough. It is our intent to develop a series of interventions specifically designed for studentd in this group. These interventions include the assigning of an instructional support math specialist for the class. This nation, called Zulu, will also have mandatory tutoring sessions after school and/or Saturday days. We intend to follow their progress closely with the hopes that we can continue to impact the children of this particular nation.

Our results from local Terra Nova scores once more provided mixed reviews. For the second year in a row our 1st grade students scored well above the national norm, while our second grade

students scored well below. This was certainly disturbing because we see a pattern of decline among students who demonstrated mastery in first grade and fall below basic in 2nd grade. Next year we intend to loop the first grade teacher; by holding the instructional variable constant we hope to improve 2nd grade scores. If the scores continue to decline we will examine the curriculum and content materials for deficiencies. We also intend to assign an instructional support specialists to 2nd grade to provide more support for second grade students.

Other forms of assessment indicate we are making great gains. The number of students who do not meet success according to the multiplicity of assessments used by classroom teachers has declined. Numbers of students on the honor roll has increased. Data from DIBBELS and IRI continue to indicate our students must continue to improve phonemic awareness. As a result, we have implemented an on line phonetics based program recommended by one of our parents called Headsprout. Headsprout is a research based on line program which is designed to improve reading level by one full year as students move through the 80 modules. Headsprout targets our k-1 grade students.

In general, for school year 2007-2008, we plan to continue the items in our action plan, with hopes that we continue the pattern of success achieved this year. These initiatives include:

Establishment of a school wide tutorial system, increase in literacy and numeracy time, block rostering to better facilitate differentiated instruction, the adoption of the Core Curriculum of the School District of Philadelphia, and the use of the use of Study Island instruction and assessment program, Drop Everything and Teach, additional instructional support persons in the classroom. (Please see School Action Plan for greater details).

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 exhibition, completion of service learning requirements, science fair projects, portfolio assessment and other forms of authentic, outcomes based assessment. We are gratified to report an increase not only in academic measures on standardized measures, but an increase in attendance from 92% to 94%. Significant improvement in staff attendance, increase in quantity and quality of participation in the oratorical contest, and successful exhibitions.

## **Student Assessment - Attachment**

- Student Assessment - Aggregate Scores from Local Test Data

## **Teacher Evaluation**

In keeping with the African Centered educational approach of the Khepera School, teacher evaluation is a part of a larger system of communal accountability which requires that everyone be reflective members of the community and engage in self, collegial, and institutional assessments. At Khepera the voice of each member of the community is valued and everyone participates in describing the efficacy of the whole. Thus, the teacher evaluation plan at Khepera consists of the following components:

1. Self Assessment and Reflection Throughout
2. Collegial Assessment / Critical Friend
3. Teacher Portfolio and Journaling
4. Teacher Observation: Formal, Informal, Internal, and External
5. Analysis of Student Performance Data

- 6. Teacher Professional Performance Data
- 7. Qualitative Data Collection from Parents, Students, and Team Member

As is indicated in the attached teacher evaluation plan, teacher evaluation in the Khepera community will be multi-layered and multi-dimensional. Teachers will participate in reflection and self assessment in conjunction with informal and formal assessments by critical friends, the Lead Teaching Coach, the CAO, and an external evaluator with k-12 principal's certification. Besides the results of observation, other data as listed above and as detailed in the teacher evaluation form will be considered. This includes student performance data, teacher portfolio assessment, student portfolio assessment, teacher attendance, and teacher participation in the life of the school. Using a variety of qualitative data collection methods other data from students, parents, community members, and staff will be considered.

Finally, the abovementioned sources of data will be used to shape and support the overall teacher evaluation as captured by PDE for 426,426-A, 427, 427-A, 428, 428-A respectively as appropriate. These evaluations will be filed with the Commonwealth as required.

Preparations for community members to participate in self-assessment, peer, and institutional assessment lie in the on-going development of all members of the Khepera family in the mission, vision, and philosophy of the school, as well as in the policies, procedures, and statures that guide the delivery of free and appropriate education to all students.

Please see attached teacher evaluation plan for more detail. Also, please find attached samples of the present teacher observation form, sample teacher reflection instrument, and the teacher evaluation rubric adapted from PDE. Observations and final evaluations as a collaboration between the CAO and Dr. Daniel Purnell, an educational consultant and certified / experienced principal. During 2007-2008, Dr. Purnell conducted professional development with staff and administration, attended the planning retreat, served as a mentor to the CAO/Principal and evaluator for the staff.

**Teacher Evaluation - Attachments**

- Teacher Evaluation Plan
- Sample Teacher Observation Rubric
- Sample Teacher Reflection Activity and Instrument

**SECTION V. GOVERNANCE REQUIREMENTS**

**Leadership Changes**

During school year 2007-2008 one Board member resigned, Dr. Daniel Purnell. It was agreed that Dr. Purnell would be of greater service as a mentor and consultant for the CAO/Principal, a professional developer and staff evaluator. Dr. Daniel Purnell was replaced by a Khepera parent and educator of over 30 years, Ms. Barbara Guerrero. No changes were made in the administration of Khepera. In the spring of 2007, the Khepera Board of Trustees reached out in an effort to include more community members in the governance of the school. Thus, a Council of Elders and Advisory Council is being established and will include members of the parent body, business sector, community at large, activists, professionals, educators, and experts in Afrikan Centered worldview.

**Board of Trustees**

Name of Trustee	Office (if any)
Richard Isaac	Board President
Carnley Norman, Ph.D	Vice President

Adisa Becktemba	Member
Mattie Davis	Member
Richard White	Treasurer
Barbara Guerrero	Member

**Professional Development (Governance)**

The Khepera Board of Trustees participates in on-going development opportunities. It consistently participates in the Charter School Conference sessions devoted to board members. During the Khepera retreat parallel sessions were constructed for Board members to focus on areas of growth and development. The Board legal counsel is an ex-officio member of the Khepera Board of Trustees and is charged with insuring that new board members are made clear concerning their responsibilities, particularly, as they relate to the Pennsylvania Sunshine Act, the Right To Know Law, and other legal policies and procedures related to school governance. The Khepera legal counsel is Hugh Clark, Esq of Clark and McGill. Mr. Clark is both a lawyer who has worked in school governance for decades and is also the board president of a charter school.

In keeping with the Sunshine Law and the spirit of communal accountability, Khepera Charter School has committed itself to the consistent enforcement of the Pa. Sunshine Act. Khepera acknowledges “the right of the public to be present at all meetings of agencies and to witness the deliberation, policy formulation and decision making of our school. To insure parents and other stakeholders are aware of Board meetings, Khepera Charter School advertises each Board meeting in the local newspapers. In addition, parents are notified of board meetings through written notices that are sent home. Notice of Board Meetings are posted in public places, including the teachers lounge and front lobby. Notification of Board Meetings is included in the yearly calendar that is given to parents at the opening parent orientation for the year. We are happy to note an increase of parent attendance in Khepera Board Meetings

Khepera legal counsel also conducts Board training sessions to insure familiarity of each board member with Public Law 390, which requires all public records be made available to the public except those prohibited by law. Khepera Charter School board of trustees are made aware of their responsibility pursuant to the Federal Education Rights and Privacy Act to not disclose any information from a student’s permanent record except as authorized or in response to a subpoena as required by law. This notwithstanding, Khepera acknowledges the rights of parents or guardians of a student under the age of 18 years of age, or a student 18 years or older is entitled to access to the student’s school records by submitting a written request to the CAO.

In addition to the aforementioned statures, Khepera Board Training plan includes but is not limited to the following topics:

- Team Building
- Strengthening Communications
- Khepera Policy and Procedures
- Legal Responsibility
- Khepera Grievance Procedures
- Special Education Institutional Responsibilities

Board Responsibility

Board Liability

Confidentiality

Understanding the Budget

Ethics and Educational Leadership

Institutional Evaluation Models

The above topics are dealt with on an as needed basis. All 5 members of the board have attended the sessions of Board training offered by the Pennsylvania Coalition of Charter Schools. In addition all members receive on-going training from the Khepera legal counsel. Khepera recognizes its responsibility to provide on-going training to all of its members and will continue its efforts to insure that its Board is prepared for the challenges of governance. In school year 2008 - 2009, the Board will embark on a more in-depth exploration of Special Education Institutional Responsibilities, Ethics and Educational Leadership and Institutional Evaluation Models.

During 2007-2008 Khepera Board of Trustees met at least eight times a year at quarterly intervals. Four meetings were general and four were executive meetings.. Ad Hoc meetings are called when needed but are advertised in keeping with the Sunshine Act. In that 2008-2009 marks the renewal application for year, Khepera's Board will meet monthly to address the various requirements related to the renewal process. Please see the attached schedule for school year 2008-2009.

## **Coordination of the Governance and Management of the School**

Board and Management Coordination

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. Formal weekly meetings are conducted between the Board President and the CAO of Khepera School. Board members also often attend the weekly Khepera Leadership Team Meetings. There is almost daily communication between board and staff members.

Khepera Charter School prides itself in having a "working" board of trustees, which partners with staff in addressing educational concerns within the institution. Board members are a part of the Men of Khepera Rites of Passage collective. Board representatives are on subcommittees that relate to Special Education, Staff Development, Teacher Induction, Grant Writing and Fundraising. 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.

Khepera's Board of Trustees and administrative team enjoy productive and harmonious relationships with leaders within the chartering district. Khepera participates in meetings and trainings held by the School District of Philadelphia's Office of Charter Schools. In addition, the Khepera Charter School administration and its delegates participate in monthly special education meetings organized by the School District's Office of Specialized Services. In general, Khepera Charter School is proud to say that it has forged a solid partnership internally as Board, staff, parents, and students move forward with singularity of purpose. Khepera is also proud of the strong collaborative relationship that exists between the board and staff of Khepera and the staff of the School District of Philadelphia's Central Administration.

### **Coordination of the Governance and Management of the School - Attachment**

- Schedule of Khepera Board Meetings

### **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 Afrikan 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 boast 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 on going 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 Afrikan American literature. The Wazuri also hosted a number of community sessions, inviting such reknown parenting specialists as Dr. Lucile Ijoy and Dr. Umar Abdullah-Johnson. By the end of the year the Wazuri had identified representation from each of the nations and was attempting to strengthen its communication tree. Throughout the course of the year the Khepera Board made sure it was represented at most Wazuri events. In the upcoming year the Wazuri will seek to formulaze its organization through conducting school wide elections and becoming more involved with school governance.

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

**Alpha Kappa Alpha Omega Chapter** — Sponsored weekly financial literacy training classes for both students and parents, provided scholarship/sponsorship opportunities for

students to participate in chapter sponsored. The Omega Omega Chapter of AKA also 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.

**Archeologists to Go** - This years archeology group turned its attention upward to the stars as students, parents, and staff were lead by an exploration by community scientist and retired musuem educator, Najah Palm.

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

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

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

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

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

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

**Philadelphia Freedom Schools** - PFS partners with Khepera Charter School to provide literacy training and books to support us in our summer academy program. Khepera's 6th grade nation reciprocated by doing a service learning project with two Freedom School sites to raise money and consciousness on the plight of children in Uganda.

**Church of the Annunciation Episcopal Church** - Khepera enjoys a wonderful relationship with the Church of the Annunciation. Church of the Annunciation has agreed to be our evacuation site. We used their facility several times during the year for professional development as well as special events for parents and students. We have participated in special events at the church on Sundays, including having our oratorical winners share during morning service. Our CAO has also delivered a message during Sunday service. This year we hope to embark upon are gardening project with the congregation.

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

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

## **SECTION VI. FINANCIAL RESPONSIBILITIES**

### **Major fund-raising activities**

Khepera Charter School did not perform any major fund-raising activities this year nor does the Administration intend to perform any major fund-raising activities in the next school term.

### **Fiscal Solvency Policies**

Khepera continues to maintain fiscal solvency due to a strict adherence to conservative budgeting. Khepera has budgeted and reported a financial surplus for the first four years of operation. This surplus has parlayed into an accumulation of cash without any debt to maintain fiscal solvency.

### **Accounting System**

The accounting system is maintained by a Certified Public Accountant on QuickBooks Pro. The Pennsylvania State Chart of Accounts is the basis for the number and classification of the general ledger. The budgeting, accounting and reporting systems prepared by Khepera comply with all the representations and disclosures required by Generally Accepted Accounting Principles (GAAP).

### **Preliminary Statements of Revenues, Expenditures & Fund Balances - Attachment**

- Preliminary Statement of Revenue, Expenditures & Fund Balances

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

The audit firm for Khepera is LarsonAllen. The last audit report completed in April 2008 was for the fiscal year 2006-2007. The school was given an unqualified opinion with the following financial statement findings: 1) 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. Management concurs with the recommendation. All of the audit adjustments have been posted to the general ledger. Allocations of all payroll related costs are also being calculated and posted. The fieldwork for the fiscal year 2007-2008 is scheduled for September 2008. Therefore, the final report should be issued by December 31, 2008.

Attached please find the auditor's report.

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

- Auditor's Annual Report Summary 2007

### **Citations and follow-up actions for any State Audit Report**

During the 2006-2007 school term, no State audit report was conducted.

## **SECTION VII. FACILITY RESPONSIBILITIES**

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

During the 2007-2008, Khepera continued to invest in furniture, equipment and leasehold improvements that facilitate the educational environment. Furniture is replaced as needed to accommodate increases in enrollment or wear and tear. Technology expenditures relate to improvements or replacement in hardware and software. During the 2007-2008 school term, Khepera spent the following on the acquisition of: furniture and equipment - \$3,061 and technology equipment - \$85,821.

### **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. 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 will be able to increase its enrollment in school year 2008-2009 to 320 and will rent two additional rooms in the property whose address is 100 W. Carpenter Lane. Khepera will bear the cost of the renovations of the property which total approximately \$70,000 dollars.

Presently Khepera's middle school classes are singles (i.e. there is one 6th grade, one 7th grade and one 8th grade class). Khepera's lower school classes are doubles (i.e. 2 classes from each grade from K-4). The further matriculation of the lower school classes will result in a gradual increase in the student population to 430. (The original proposal called for growth to 450 based on 25 students in kindergarten and first grade.) We have since decreased kindergarten and first grade to 20 in order to reap the benefits of smaller class size) The present strategic growth plan for student enrollment is as follows:

School year (2008 - 2009 ) - 340 students  
(2009 - 2010) - 380 students  
(2010 - 2011) - 405 students  
(2011 - 2012) - 430 students

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

## **SECTION VIII. HEALTH AND SAFETY RESPONSIBILITIES**

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

As per state regulations, Khepera submitted the Commonwealth of Pennsylvania School Immunization Law Report, a copy of which is attached to this document. In addition, Khepera has submitted the Request for Reimbursement and Report of School Health Services. Attached please find verification of the submission of the request for reimbursement report.

A safety team was convened to develop a safety plan for Khepera Charter School. That plan was submitted to the School District of Philadelphia in March, 2007. Included in the plan are safety procedures for decision making, communications, evacuation, buiding safety and security, emergency and medical response and support counseling resources identified for students and staff. Safety Team meetings are scheduled for the 2nd Tuesday of each month at 4:00 p.m. and are lead by the Safety Coordinator, Kevin Covington, who serves as Director of Operations. Safety training schedule includes practices for 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. For school year 2008-2009 have updated and will implement the safety plan developed during spring of 2007. Two improvements from last years plan include the recruitment of parent volunteers to serve as bus matrons. We also intend to add additional lunch time aides in order to improve safety during lunch and recess times.

Finally, asthma has become a growing health concern within our community. Consequently, we convened two asthma workshops for staff and parents in order to heighten awareness.

Attached please find dates for evacuation drills and safety exercise schedules.

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

- Schedule of Fire Drills and Safety Exercises
- 2007 School Immunization Law Report
- Reimbursement Verification 2007
- Wellness Policy Page One
- Wellness Policy page two
- Wellness Policy page three

### **Current School Insurance Coverage Policies and Programs**

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 - \$300,000 and \$200,000 from property coverage
- Medical expense - \$5,000

Workers' Compensation and Employers' Liability:

- Bodily injury by accident - \$500,000
- Bodily injury by disease - \$500,000

Automobile Liability:

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

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

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

Excess Umbrella Liability:

- Per occurrence - \$4,000,000

Medical Insurance:

- Keystone Health Plan East
- Independence Blue Cross

Dental Coverage:

- Rayant Dental

Disability (Short-term and Long-term) and Life Insurance

- Reliance Standard

## **Current School Insurance Coverage Policies and Programs - Attachment**

- Accord Certificate of Insurance

## **SECTION IX. ADMINISTRATIVE NEEDS**

### **Quality of Teaching and Other Staff**

A detailed description of the staff for school year 2006-2007 is given in the attached PDE 414. As is indicated Khepera has 17 staff members who perform instructional and administrative functions within the school. (As per the instructions, the Khepera CEO (actually the title is Chief Administrative Officer) is not included in the numbers. In its first three years Khepera has enjoyed a core of teachers, who have been with the school since its opening in September, 2004. Of the 2007 — 2008 faculty members, 5 have been with the school from its inception, a total of 11 were returning from the previous years. In preparation for school year 2007-2008, Khepera made staff changes based on a combination of factors. Two faculty members were cut based on certification issues. One teacher left to take an extended maternity leave. Three positions were eliminated based on the need to improve our stewardship over resources and strengthen our instructional program. In school year 2007 - 2008, literacy and numeracy periods were increased, which meant that students only had room for one elective period a day. We used that elective period to expose students to a variety of enriching experiences including service learning projects, fitness activities, art, and cultural enrichment. During school year 2006-2007, Khepera teachers had 2 and some time 4 prep periods a day. By increasing the instructional periods in the core and decreasing prep periods, Khepera was able to make staff reductions which resulted in more instructional time. Presently Khepera teaching staff members have one prep period a day during which time they are never asked to cover. Of the teachers who started the 2007-2008 school year, all but two remained throughout. One teacher resigned because of differences with administration over the philosophy of education and some of the new initiatives having to do with increased school day, differentiated instruction, and implementation of culturally responsive practices within the school. One teacher was dismissed based on an unresolved conflict with administration.

Certainly, this was a year of great transition; however based on all indicators the changes in staff have made Khepera a stronger institution. When evaluated by an independent outside evaluator, it was noted that Khepera teachers are engaged, enthusiastic, and every single one demonstrated true commitment to the children and to their craft. It is especially rewarding to report that every member of the instructional staff from school year 2007-2008 has indicated their intention to return and each has signed contracts to return for school year 2008-2009. In addition, we are pleased to say that by the end of the year 100% of our teachers were certified. This percentage includes 88% (15 staff members) with permanent certification and only 2(12%) emergency certifications. Once again, this year, it is our intent to have a staff that is 100% certified and committed to the education of our children.

### **Quality of Teaching and Other Staff - Attachments**

- 2007 Teacher Verification Form PDE414
- Evidence of Submission of ESPP 2008

### **Student Enrollment**

See report: Annual Report 2006-2007 for Student Enrollment attached.

### **Student Enrollment - Attachment**

- Student Enrollment and Admission Policies 2007

### **Transportation**

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

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

To improve this program to make it a safe and reliable resource, the following should be implemented:

The school should be allowed to have adult patrons that ride to ensure the safety of all students as well as keep the school informed of any issues or challenging behavior.

The school should be involved in the selection process of the company who is subcontracted to provide transportation for its students. The performance reports of the bus companies should be made available as well.

If at any time the school becomes dissatisfied with the level of service or if the service provided by the company in any way compromises the safety of the students, the school should have the right to petition for another bus company to perform the remainder of the contract.

### **Food Service Program**

Khepera does not participate in the free and reduced lunch program. Presently, Khepera does not have the facilities to accomodate a lunch program. In school year 2007-2008 all students brought their lunches to school.

### **Student Conduct**

A) The expectations for all students of Khepera Charter School is that each adhere to the school's Code of Conduct. The school implements a "zero tolerance" for all acts of violence and other actions, both verbal and physical, against other students, staff, property or against the student themselves. The school utilizes monthly parent forums, student assemblies as well as special assemblies with outside agencies to stress the importance of establishing and maintaining a safe environment.

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.

During the 2007-2008 school year, Khepera recorded 28 out of school suspensions for students in grades Kindergarten through 8th. This represents a decrease of 30 out of school suspensions. Of this number only 1 student received suspension for repeated violations of code of conduct in Kindergarten. The suspension for the year were as follows (by grade and type of infraction):

	Weapons	Violation of Student Code of Conduct	Drug and Alcohol	Tobacco	Violence	Academic	
Pre K	0	0	0	0	0	0	
Kindergarten	0	1	0	0	0	0	
First grade	0	0	0	0	0	0	
Second grade	0	3	0	0	5	0	
Third grade	0	2	0	0	2	0	
Fourth grade	0	5	0	0	4	0	
Fifth grade	0	0	0	0	0	0	
Sixth grade	0	1	0	0	0	0	
Seventh grade	0	1	0	0	3	0	
Eighth grade	0	1	0	0	0	0	
<b>TOTALS</b>	<b>0</b>	<b>14</b>	<b>0</b>	<b>0</b>	<b>14</b>	<b>0</b>	<b>28</b>

We are pleased with the success of our Maatic Development Program, Zero Tolerance policy, Rites of Passage program, mentoring programs and other socialization initiatives. It is our intention to continue these in the next school year with the hopes of further lowering our number of discipline cases.

**Student Conduct - Attachment**

- Student Code of Conduct

**ASSURANCE FOR THE OPERATION OF CHARTER SCHOOL SERVICES AND PROGRAMS**

**School Year: 2008**

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

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

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

\_\_\_\_\_  
**Board President** \_\_\_\_\_  
**Date**

\_\_\_\_\_  
**Chief Executive Officer** \_\_\_\_\_  
**Date**  
**2008 - 2009 Annual Report for Pennsylvania Charter Schools**

**Verify that all DATA reports to PDE are complete**      **YES** \_\_\_\_\_ **NO** \_\_\_\_\_

**SIGNATURE PAGE**

*Identify the charter school's Chief Executive Officer.*

**Name** Ayesha Imani

**Title** Dr.

**Phone** 215-843-1700

**Fax** 215-843-3530

**E-mail** a.imani@kheperacharterschool.org

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*Signature of the Chief Executive Officer and Date*

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

**Name** Richard Isaac

**Title** Mr.

**Phone** 267-304-9796

**Fax** 215-843-3530

**E-mail** rickisaac1@msn.com

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*Signature of the President of the Board of Trustees and Date*

*Identify the charter school's Special Education Contact Person.*

**Name** January Washington

**Title** Ms.

**Phone** 215-843-1700

**Fax** 215-843-3530

**E-mail** j.washington@kheperacharterschool.org

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*Signature of the Special Education Contact Person and Date*

**Signature Page**

**Signature Page - Attachment**

- Signature and Assurances Pages