

Application: KIPP NYC Bronx II Charter School

Janessa Hernaez - jhernaez@kippnyc.org
2020-2021 Annual Report

Entry 1 School Info and Cover Page

Completed Jul 30 2021

Instructions

Required of ALL Charter Schools

Each Annual Report begins with a completed School Information and Cover Page. The information is collected in a survey format within Annual Report portal. When entering information in the portal, some of the following items may not appear, depending on your authorizer and/or your responses to related items.

Entry 1 School Information and Cover Page

(New schools that were not open for instruction for the 2020-2021 school year are not required to complete or submit an annual report this year).

Please be advised that you will need to complete this cover page (including signatures) before all of the other tasks assigned to you by your school's authorizer are visible on your task page. While completing this cover page task, please ensure that you select the correct authorizer **(as of June 30, 2021)** or you may not be assigned the correct tasks.

BASIC INFORMATION

a. SCHOOL NAME

(Select name from the drop down menu)

KIPP BRONX CHARTER SCHOOL II 321000861150

a1. Popular School Name

KIPP Bronx II Charter School

b. CHARTER AUTHORIZER (As of June 30th, 2021)

Please select the correct authorizer as of June 30, 2021 or you may not be assigned the correct tasks.

SUNY BOARD OF TRUSTEES

c. DISTRICT / CSD OF LOCATION

CSD #10 - BRONX

d. DATE OF INITIAL CHARTER

1/2020

e. DATE FIRST OPENED FOR INSTRUCTION

7/2018

h. SCHOOL WEB ADDRESS (URL)

<https://www.kippnyc.org/schools/kipp-freedom-elementary-school/>

i. TOTAL MAX APPROVED ENROLLMENT FOR THE 2020-2021 SCHOOL YEAR (exclude Pre-K program enrollment)

825

j. TOTAL STUDENT ENROLLMENT ON JUNE 30, 2021 (exclude Pre-K program enrollment)

241

k. GRADES SERVED IN SCHOOL YEAR 2020-2021 (exclude Pre-K program students)

Check all that apply

Grades Served	K, 1, 2
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l1. DOES THE SCHOOL CONTRACT WITH A CHARTER OR EDUCATIONAL MANAGEMENT ORGANIZATION?

Yes

12. NAME OF CMO/EMO AND ADDRESS

NAME OF CMO/EMO	KIPP NYC, LLC
PHYSICAL STREET ADDRESS	1501 Broadway, Suite 1000
CITY	New York
STATE	NY
ZIP CODE	10036
EMAIL ADDRESS	aljohnson@kippnyc.org
CONTACT PERSON NAME	Alicia Johnson

FACILITIES INFORMATION

m. FACILITIES

Will the school maintain or operate multiple sites in 2021-2022?

	No, just one site.
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School Site 1 (Primary)

m1. SCHOOL SITES

Please provide information on Site 1 for the upcoming school year.

	Physical Address	Phone Number	District/CSD	Grades to be Served at Site for coming year (K-5, 6-9, etc.)	Receives Rental Assistance for Which Grades (If yes, enter the appropriate grades. If no, enter No).
Site 1	2246 Jerome Avenue, Bronx NY 10453	718-841-6160	NYC CSD 10	K-2	

m1a. Please provide the contact information for Site 1.

	Name	Work Phone	Alternate Phone	Email Address
School Leader	Sarah English			
Operational Leader	Sasha Diaz			
Compliance Contact	Alicia Johnson			
Complaint Contact	Alicia Johnson			
DASA Coordinator				
Phone Contact for After Hours Emergencies				

m1b. Is site 1 in public (co-located) space or in private space?

Co-located Space

m1c. Please list the terms of your current co-location.

	Date school will leave current co-location	Is school working with NYCDOE to expand into current space?	If so, list year expands on will occur.	Is school working with NYCDOE to move to separate space?	If so, list the proposed space and year planned for move	School at Full Capacity at Site
Site 1	No plan to leave	No		No		Yes

IF LOCATED IN PRIVATE SPACE IN NYC OR IN DISTRICTS OUTSIDE NYC

m1d. Upload a current Certificate of Occupancy (COO) and the annual Fire Inspection Report for school site 1 if located in private space in NYC or located outside of NYC .

Certificate of Occupancy and Fire Inspection. Provide a copy of a current and non-expired certificate of occupancy (if outside NYC or in private space in NYC). For schools that are not in district space (NYC co-locations), provide a copy of a current and non-expired certificate of occupancy, and a copy of the current annual fire inspection results, which should be dated on or after July 1, 2021.

Site 1 Certificate of Occupancy (COO)

Site 1 Fire Inspection Report

CHARTER REVISIONS DURING THE 2020-2021 SCHOOL YEAR

n1. Were there any revisions to the school’s charter during the 2020-2021 school year? (Please include approved or pending material and non-material charter revisions).

No

o. Has your school's Board of Trustee's approved a budget for the 2020-2021 FY?

Yes

ATTESTATIONS

p. Individual Primarily Responsible for Submitting the Annual Report.

Name	Janessa C. Hernaez
Pos t on	Associate Director of Student Reporting and Compliance
Phone/Extension	917-270-0708
Email	jhernaez@kipnyc.org

p. Our signatures (Executive Director/School Leader/Head of S hool and Board President) below attest that our school has reviewed, understands and will comply with the employee clearance and fingerprint requirements as outlined in Entry 10 and found in the [NYSED CSO Fingerprint Clearance Oct 2019 Memo](#). Click **YES to agree.**

Responses Selected:

Yes

q. Our signatures (Executive Director/School Leader/Head of School and Board President) below attest that all of the information contained herein is truthful and accurate and that this charter school is in compliance with all aspects of its charter, and with all pertinent Federal, State, and local laws, regulations, and rules. We understand that if any information in any part of this report is found to have been deliberately misrepresented, that will constitute grounds for the revocation of our charter. Click **YES** to agree and then use the mouse on your PC or the stylus on your mobile device to sign your name).

Responses Selected:

Yes

Signature, Head of Charter School

A handwritten signature in black ink on a light gray background. The signature is fluid and cursive, starting with a large loop on the left and extending to the right with several smaller loops and a long tail.

Signature, President of the Board of Trustees

A handwritten signature in black ink on a light gray background. The signature is cursive and consists of two distinct parts, each starting with a large loop and ending with a horizontal stroke.

Date

Jul 30 2021

Thank you.



Entry 3 Accountability Plan Progress Reports

Completed Aug 6 2021

Instructions

SUNY-Authorized Charter Schools ONLY

SUNY-authorized charter schools must download an Accountability Plan Progress Report template at [Accountability Plan Progress Report template](#). After completing, schools must upload the document into the SUNY Epicenter system by **August 16, 2021**.

PLEASE NOTE: This is a required task, and it is marked optional for administrative purposes only.

Bronx II K-2 2020-21 Accountability Plan Progress Report

Filename: Bronx II K 2 2020 21 Accountabilit T D2ujF.pdf Size: 292.9 kB

Entry 4 - Audited Financial Statements

Completed Nov 5 2021

Required of ALL Charter Schools

ALL SUNY-authorized charter schools must upload the financial statements in .pdf format into the SUNY Epicenter system no later than **November 1, 2021**. SUNY CSI will forward to NYSED CSO.

ALL Regents, NYCDOE, and Buffalo BOE authorized charter schools must upload final, audited financial statements to the [Annual Report Portal](#) no later than **November 1, 2021**. Upload the independent auditor's report, any advisory and/or management letter, and the internal controls report as one submission, combined into a .PDF file, ensuring that security features such as password protection are turned off.

PLEASE NOTE: This is a required task, and it is marked optional for administrative purposes only.

Final KIPP NYC PCS 063021 FS

Filename: Final KIPP NYC PCS 063021 FS skFPQ0l.pdf Size: 596.1 kB

Entry 4a - Audited Financial Report Template (SUNY)

Completed Nov 5 2021

Instructions - SUNY-Authorized Charter Schools ONLY

SUNY-authorized schools must download the Excel spreadsheet entitled "Audited Financial Report Template" at <http://www.newyorkcharters.org/fiscal/>. After completing, schools must upload the document into the SUNY Epicenter system by **November 1**.

PLEASE NOTE: This is a required task, and it is marked optional for administrative purposes only.

SUNY BCS II 2020-21 Audit 102921

Entry 4c - Additional Financial Documents

Incomplete Hidden from applicant

Instructions - Regents, NYCDOE and Buffalo BOE authorized schools must upload financial documents in this section **by November 1, 2021**. The items listed below should be uploaded, with an explanation if not applicable or available. For example, a “federal Single Audit was not required because the school did not expend federal funds of more than the \$750,000 Threshold.”

1. Advisory and/or Management letter
2. Federal Single Audit
 - . CSP Agreed-Upon Procedure Report
4. Evidence of Required Escrow Account for each school^[1]
5. Corrective Action Plan for Audit Findings and Management Letter Recommendations

^[1] Note: For BOR schools chartered or renewed after the 2017-2018 school year, the escrow account per school is \$100,000.

PLEASE NOTE: This is a required task, and it is marked optional for administrative purposes only.

Entry 4d - Financial Services Contact Information

Incomplete Hidden from applicant

Instructions: Please enter the contact information for school staff, firms or other entities providing financial services to the education corporation **by November 1, 2021**.

Form for "Financial Services Contact Information"

1. School Based Fiscal Contact Information

	School Based Fiscal Contact Name	School Based Fiscal Contact Email	School Based Fiscal Contact Phone

2. Audit Firm Contact Information

	School Audit Contact Name	School Audit Contact Email	School Audit Contact Phone	Years Working With This Audit Firm

3. If applicable, please provide contact information for the school's outsourced financial services firm.

	Firm Name	Contact Person	Mailing Address	Email	Phone	Years With Firm

Entry 5 - Fiscal Year 2021-2022 Budget

Completed Nov 5 2021

Instructions - Regents, NYCDOE, and Buffalo BOE authorized charter schools should upload a copy of the school's FY21 Budget using the 2021-2022 [Projected Annual Budget template](#) in the portal or from the Annual Report website **by November 1, 2021**.

The assumptions column should be completed for all revenue and expense items unless the item is self-explanatory. Where applicable, reference the page number or section in the application narrative that indicates the assumption being made. For instance, student enrollment would reference the applicable page number in Section I, C of the application narrative.

Instructions - SUNY authorized charter schools should download the [2021-2022 Budget and Quarterly Report Template](#) on the SUNY website or Epicenter and upload the completed template into the portal **by November 1, 2021**.

PLEASE NOTE: This is a required task, and it is marked optional for administrative purposes only.

[BX II 2022 Budget 063021](#)

Filename: BX II 2022 Budget 063021.xlsx **Size:** 514.5 kB

Entry 6 - Board of Trustees Disclosure of Financial Interest Form

Completed Jul 30 2021

Required of ALL Charter Schools by August 2

Each member of the charter school's Board of Trustees who served on a charter school education corporation governing one or more charter schools for any period during the 2020-2021 school year must complete a signed:

- Regents, NYCDOE, and Buffalo BOE Authorized Schools: [Disclosure of Financial Interest Form](#)
- SUNY- Authorized Charter Schools: [SUNY Trustee Financial Disclosure Form](#)

All completed forms must be collected and uploaded in .PDF format for each individual member. **If a trustee is not able or available to complete the form by the deadline, the education corporation is responsible for doing so on behalf of the trustee.** (Forms completed from past years will not be accepted).

Trustees serving on an education corporation that governs more than one school are not required to complete a separate disclosure for each school governed by the **education** corporation. In the Disclosure of Financial Interest Form, trustees must disclose information relevant to any of the schools served by the

governing education corporation. Note: Docusign is accepted.

[Dewan KIPP NYC Disclosure](#)

Filename: Dewan KIPP NYC Disclosure XoOmXiq.pdf **Size:** 1.1 MB

[Mayer KIPP NYC Disclosure](#)

Filename: Mayer KIPP NYC Disclosure WcKp8MW.pdf **Size:** 1.1 MB

[Kaneene KIPP NYC Disclosure](#)

Filename: Kaneene KIPP NYC Disclosure jzvoX2M.pdf **Size:** 1.1 MB

[Tilson KIPP NYC Disclosure](#)

Filename: Tilson KIPP NYC Disclosure rfZmzFT.pdf **Size:** 1.0 MB

[Kanu KIPP NYC Disclosure](#)

Filename: Kanu KIPP NYC Disclosure 1PY51Mp.pdf **Size:** 1.1 MB

[Brunson KIPP NYC Disclosure](#)

Filename: Brunson KIPP NYC Disclosure PEjjwes.pdf **Size:** 1.1 MB

[Negron KIPP NYC Disclosure](#)

Filename: Negron KIPP NYC Disclosure RcERpSF.pdf **Size:** 1.0 MB

[Taft KIPP NYC Disclosure](#)

Filename: Taft KIPP NYC Disclosure UbwGZIH.pdf **Size:** 1.1 MB

Entry 7 BOT Membership Table

Completed Jul 30 2021

Instructions

Required of All charter schools

ALL charter schools or education corporations governing multiple schools must complete the Board of Trustees Membership Table within the online portal. Please be sure to include and identify parents who are members of the Board of Trustees and indicate whether parents are voting or non-voting members.

Entry 7 BOT Table

1. SUNY-AUTHORIZED charter schools are required to provide information for VOTING Trustees only.
2. REGENTS, NYCDOE, and BUFFALO BOE-AUTHORIZED charter schools are required to provide information for all --VOTING and NON-VOTING-- trustees.

1. 2020-2021 Board Member Information (Enter info for each BOT member)

	Trustee Name	Trustee Email Address	Pos t on on the Board	Commit tee Affiliatio ns	Vot ng Member Per By-Laws (Y/N)	Number of Terms Served	Start Date of Current Term (MM/DD /YYYY)	End Date of Current Term (MM/DD /YYYY)	Board Meeting s Attende d During 2020-2021
1	Rafael Mayer		Chair	Audit/F nance	Yes	8	07/01/2 020	06/30/2 021	12
2	Richard Taft		Treasure r	Audit/F nance	Yes	5	07/01/2 020	06/30/2 021	11
3	Gwendo lyn Brunson		Trustee/ Member	None	Yes	8	07/01/2 020	06/30/2 021	12
4	Erica Dewan		Trustee/ Member	None	Yes	5	07/01/2 020	06/30/2 021	7
5	Adaob Kanu		Trustee/ Member	Audit/F nance	Yes	1	07/01/2 020	06/30/2 021	8
6									
7									
8									
9									

1a. Are there more than 9 members of the Board of Trustees?

No

2. INFORMATION ABOUT MEMBERS OF THE BOARD OF TRUSTEES

1. SUNY-AUTHORIZED charter schools provide response relative to VOTING Trustees only.
2. REGENTS, NYCDOE, and BUFFALO BOE-AUTHORIZED charter schools provide a response relative to all trustees.

a. Total Number of BOT Members on June 30, 2021	5
b.Total Number of Members Added During 2020-2021	1
c. Total Number of Members who Departed during 2020-2021	1
d.Total Number of members, as set in Bylaws, Resolution or Minutes	5

3. Number of Board meetings held during 2020-2021

13

4. Number of Board meetings scheduled for 2021-2022

13

Thank you.

Entry 8 Board Meeting Minutes

Incomplete Hidden from applicant

Instructions - Required of Regents, NYCDOE, and Buffalo BOE Authorized Schools ONLY

Schools must upload a complete set of monthly board meeting minutes (July 2020-June 2021), which should match the number of meetings held during the 2020-2021 school year, as indicated in the above table. The minutes provided must be the final version approved by the school's Board of Trustees and may be uploaded individually or as one single combined file. Board meeting minutes must be submitted by August 2, 2021.

Entry 9 Enrollment & Retention

Completed Jul 30 2021

[Instructions for submitting Enrollment and Retention Efforts](#)

ALL charter schools must complete this section. Describe the good faith efforts the charter school has made in 2020-2021 toward meeting targets to attract and retain the enrollment of Students with Disabilities (SWDs), English Language Learners (ELLs), and students who are economically disadvantaged. In addition, describe the school's plans for meeting or making progress toward meeting its enrollment and retention targets in 2021-2022.

Entry 9 Enrollment and Retention of Special Populations

[Instructions for Reporting Enrollment and Retention Strategies](#)

Describe the efforts the charter school has made in 2020-2021 toward meeting targets to attract and retain enrollment of students with disabilities, English language learners, and students who are economically disadvantaged. In addition, describe the school's plans for meeting or making progress toward meeting its enrollment and retention targets in 2021-2022.

Recruitment/Attraction Efforts Toward Meeting Targets

	Describe Recruitment Efforts in 2020-2021	Describe Recruitment Plans in 2021-2022
Economically Disadvantaged		<p>Our recruiting efforts specifically target students in high need communities in New York City, and employ efforts that we have found to be effective in enrolling students in these populations. Moreover, our lottery process gives a preference to students eligible for the free and reduced price lunch program.</p>
English Language Learners		<p>To specifically target families with limited English proficiency we recruit using bilingual materials and bilingual staff members.</p>
Students with Disabilities		<p>KIPP NYC actively wants to serve all students. Our schools are not designed to supports students in 12:1:1 settings, but we details the services we can provide to families. Specifically, we have ICT and SETSS programs, certified Special Education teachers, KIPP NYC speech and language therapists providing response to intervention services, and contract with the DOE/CSE for additional mandated services.</p>

Retention Efforts Toward Meeting Targets

	Describe Retention Efforts in 2020-2021	Describe Retention Plans in 2021-2022
Economically Disadvantaged		<p>KIPP is focused on retaining all students. We provide high quality and highly structured educational programming tailored to the needs of students. In addition we survey students, families, and teachers to gauge the health of our schools and to ensure that our educational programming is meeting and exceeding the needs of our students.</p> <p>Furthermore we leverage best practices from KIPP schools across the country to increase student retention.</p>
English Language Learners		<p>Our efforts to retain ELL students are in line with our efforts to retain all students. In addition, parents and families are kept informed of their child's performance and progress through periodic, bilingual communications. Our ELLS are placed in specialized, evidence based reading programs to ensure they make progress in literacy. ELL students work with trained speech and language therapists.</p>
Students with Disabilities		<p>Our efforts to retain students with disabilities are in line with our efforts to retain all students. As a results of our retention rates for students with disabilities is generally in line with students who have not been classified as having a disability.</p>

Entry 10 - Teacher and Administrator Attrition

Completed Jul 30 2021

Form for "Entry 10 - Teacher and Administrator Attrition" Revised to Employee Fingerprint Requirements Attestation

A. TEACH System - Employee Clearance

Charter schools must ensure that all prospective employees^[1] receive clearance through [the NYSED Office of School Personnel Review and Accountability](#) (OSPRA) prior to employment. **This includes paraprofessionals and other school personnel that are provided or assigned by the district of location, or related/contracted service providers.** After an employee has been cleared, schools are required to maintain proof of such clearance in the file of each employee. For the safety of all students, charter schools must take immediate steps to terminate the employment of individuals who have been denied clearance. Once the employees have been terminated, the school must terminate the request for clearance in the TEACH system.

In the Annual Report, charter schools are asked to confirm that all employees have been cleared through the NYSED TEACH system; and, if denied clearance, confirm that the individual or employee has been removed from the TEACH system, and is not employed by the school.

^[1] Employees that must be cleared include, but are not limited to, teachers, administrative staff, janitors, security personnel and cafeteria workers, and other staff who are present when children are in the school building. **This includes paraprofessionals and other school personnel that are provided or assigned by the district of location, as well as related/contracted service providers.** See NYSED memorandum dated October 1, 2019 at <http://www.p12.nysed.gov/psc/aboutcharterschools/lawsandregs/EmployeeFingerprintOct19.pdf> or visit the NYSED website at: <http://www.highered.nysed.gov/tsei/ospra/fingerprintingcharts.html> for more information regarding who must be fingerprinted. Also see, 8 NYCRR §87.2.

B. Emergency Conditional Clearances

Charter schools are **strongly discouraged** from using the emergency conditional clearance provisions for prospective employees. This is because the school must simultaneously request clearance through NYSED TEACH, and the school's emergency conditional clearance of the employee terminates automatically once the school receives notification from NYSED regarding the clearance request. Status notification is provided for all prospective employees through the NYSED TEACH portal within 48 hours after the clearance request is submitted. Therefore, at most, a school's emergency conditional clearance will be valid for only 48 hours after approval by the board.

Schools are not permitted to renew or in any way re-establish a prospective employee's emergency conditional clearance after status notification is sent by NYSED through the TEACH portal.

Schools are asked to attest that they have reviewed and understand these requirements. More information can be found in the memo at

<http://www.p12.nysed.gov/psc/aboutcharterschools/lawsandregs/EmployeeFingerprintOct19.pdf>.

Attestation

Responses Selected:

I hereby attest that the school has reviewed, understands, and will comply with these requirements.

Entry 11 Percent of Uncertified Teachers

Incomplete Hidden from applicant

Instructions

Required of Regents, NYCDOE, and Buffalo BOE Authorized Charter Schools ONLY

The table below reflects the information collected through the online portal for compliance with New York State Education Law 2854(3)(a-1) for teaching staff qualifications. Uncertified teachers are those not certified pursuant to the State Certification Requirements established by the NYSED Commissioner of Education.

Enter the relevant full-time equivalent (FTE) count of teachers in each column. For example, a school with 20 full-time teachers and 5 half-time teachers would have an FTE count of 22.5.

Entry 11 Uncertified Teachers

School Name:

Instructions for Reporting Percent of Uncertified Teachers

Required of Regents, NYCDOE, and Buffalo BOE Authorized Charter Schools

The table below reflects the information collected through the online portal for compliance with New York State Education Law 2854(3)(a-1) for teaching staff qualifications. Uncertified teachers are those not certified pursuant to the State Certification Requirements established by the NYSED Commissioner of Education. Enter the relevant full-time equivalent (FTE) count of teachers in each column. For example, a school with 20 full-time teachers and 5 half-time teachers would have an FTE count of 22.5.

If more than one line applies to a teacher, please include in only one FTE uncertified category. Please do not include paraprofessionals, such as teacher aides.

CATEGORY A. 30% OR 5 UNCERTIFIED TEACHERS WHICHEVER IS LESS

	FTE Count
i. FTE count of uncertified teacher with at least three years of elementary, middle or secondary classroom teaching experience (as of June 30, 2021)	
ii. FTE count of uncertified teachers who are tenured or tenure track college faculty (as of June 30, 2021)	
iii. FTE count of uncertified teachers with two years of Teach for America experience (as of June 30, 2021)	
iv. FTE count of uncertified teachers with exceptional business, professional, artistic, athletic, or military experience (as June 30, 2021)	
Total Category A: 5 or 30% whichever is less	0

CATEGORY B. PLUS FIVE UNCERTIFIED TEACHERS IN MATHEMATICS, SCIENCE, COMPUTER SCIENCE, TECHNOLOGY OR CAREER AND TECHNICAL EDUCATION.

	FTE Count
i. FTE count of uncertified teacher with at least three years of elementary, middle or secondary classroom teaching experience (as of June 30, 2021)	
ii. FTE count of uncertified teachers who are tenured or tenure track college faculty (as of June 30, 2021)	
iii. FTE count of uncertified teachers with two years of Teach for America experience (as of June 30, 2021)	
. FTE count of uncertified teachers with exceptional business, professional, artistic, athletic, or military experience (as June 30, 2021)	
Total Category B: not to exceed 5	0

CATEGORY C: PLUS 5 ADDITIONAL UNCERTIFIED TEACHERS

	FTE Count
i. FTE count of uncertified teacher with at least three years of elementary, middle or secondary classroom teaching experience (as of June 30, 2021)	
ii. FTE count of uncertified teachers who are tenured or tenure track college faculty (as of June 30, 2021)	
iii. FTE count of uncertified teachers with two years of Teach for America experience (as of June 30, 2021)	
. FTE count of uncertified teachers with exceptional business, professional, artistic, athletic, or military experience (as June 30, 2021)	
Total Category C: not to exceed 5	0

CATEGORY D: TOTAL FTE COUNT OF UNCATEGORIZED, UNCERTIFIED TEACHERS

(Include teachers who do not fit in one of these categories or if did fit would exceed the numerical limits for that category)

	FTE Count
Total Category D	

CATEGORY E: TOTAL FTE COUNT OF CERTIFIED TEACHERS

	FTE Count
Total Category E	

CATEGORY F: TOTAL FTE COUNT OF ALL TEACHERS

Please do not include paraprofessionals, such as teacher aides.

	FTE Count
Total Category F	



Thank you.

Entry 12 Organization Chart

Incomplete Hidden from applicant

Instructions

Required of Regents, NYCDOE, and Buffalo BOE Authorized Charter Schools ONLY

Upload the 2020-2021 **Organization Chart**. The organization chart should include position titles and reporting relationships. Employee names should not appear on the chart.

Entry 13 School Calendar

Completed Jul 30 2021

Instructions for submitting School Calendar

Required of ALL Charter Schools

Given these uncertain and changing times, charter schools may or may not have a school calendar ready to upload by the submission deadline this year of August 2, 2021. If the charter school has a tentative calendar based on available information and guidance at the time, please submit with the August 2nd submission. Charter schools will be able to upload an updated school calendar into the portal at any time but no later than **September 15, 2021**.

School calendars must meet the [minimum instructional requirements](#) as required of other public schools "... unless the school's charter requires more instructional time than is required under the regulations."

Board of Regents-authorized charter schools are required to submit school calendars that clearly indicate the start and end date of the instructional year AND the number of instructional hours and/or instructional days for each month.

PLEASE NOTE: This is a required task, and it is marked optional for administrative purposes only.

21-22 KIPP NYC MASTER CALENDAR

Filename: 21 22 KIPP NYC MASTER CALENDAR crMU0ad.pdf **Size:** 97.5 kB

Entry 14 Links to Critical Documents on School Website

Completed Jul 30 2021

Instructions

Required of Regents, NYCDOE, and Buffalo BOE Authorized Charter Schools ONLY

By law, each charter school is required to maintain certain notices and policies listed on its website. Please insert the link from the school's website for each of the items:

1. Most recently filed Annual Report (i.e., 2019-2020 Annual Report);
2. Most recent board meeting notice, documents to be discussed at the meeting (if any), and webcast of Board meetings (if held virtually per Governor's Executive Order);
 - . Link to New York State School Report Card;
4. Lottery Notice announcing date of lottery;
5. Authorizer-approved DASA Policy;
6. District-wide safety plan and Authorizer-approved Discipline Policy (as per August 29, 2019 [Emergency Response Plan Memo](#));
7. Authorizer-approved FOIL Policy; and
8. Subject matter list of FOIL records.
9. Link to School Reopening Plan

Form for Entry 14 Links to Critical Documents on School Website

School Name: **KIPP NYC Bronx II Charter School**

Required of ALL Charter Schools noting that SUNY-authorized charter schools are not required to submit item 5: Authorizer-approved DASA policy

By law, each charter school is required to maintain certain notices and policies listed on its website. Please insert the link from the school’s website for each of the items:

	Link to Documents
1. Most Recent Annual Report (i.e., 2019-20)	https://www.kippnyc.org/charter-documentation
2. Most recent board meeting notice, documents to be discussed at the meeting (if any)	https://www.kippnyc.org/charter-documentation
2a. Webcast of Board Meetings (per Governor's Executive Order)	https://www.kippnyc.org/charter-documentation
3. Link to NYS School Report Card	https://data.nysed.gov/essa.php?year=2020&instid=800000034168
4. Lottery Notice announcing date of lottery	https://www.kippnyc.org/enroll
5. Authorizer-approved DASA Policy (For Regents, NYCDOE, and Buffalo BOE Authorized Charter Schools ONLY);	https://www.kippnyc.org/wp-content/uploads/2020/09/KIPP-Freedom-Elementary.pdf
6. District-wide Safety Plan	https://www.kippnyc.org/charter-documentation
6a. Authorizer-Approved Discipline Policy (as per August 29, 2019 Emergency Response Plan Memo)	https://www.kippnyc.org/wp-content/uploads/2020/09/KIPP-Freedom-Elementary.pdf
7. Authorizer-Approved FOIL Policy	https://www.kippnyc.org/wp-content/uploads/2020/09/KIPP-Freedom-Elementary.pdf
8. Subject matter list of FOIL records	https://www.kippnyc.org/wp-content/uploads/2020/09/KIPP-Freedom-Elementary.pdf

Thank you.



Entry 15 Staff Roster

Incomplete Hidden from applicant

[INSTRUCTIONS](#)

Required of Regents-Authorized Charter Schools ONLY

Please click on [the MS Excel Staff Roster Template](#) and provide the following information for ANY and ALL instructional and non-instructional employees.

- Full name for any and all employees
- TEACH IDs for any and all employees
- Using the drop down menu, select a role/position (or the best fit) for each employee in the charter school. (Please provide additional information to the Notes Section of the Staff Roster Template as necessary)
- Date of hire and employment start dates
- Number of years each employee has had in their respective professions
- Number of years each employee has had in their current role in the charter school
- Using the drop down menu, select the correct explanation as to why a teacher is teaching outside of their certification area.



KIPP Bronx II Charter School

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

Submitted to the SUNY Charter Schools Institute on:

August 5, 2021

By Janessa C. Hernaez and Shawnae Montagueo

2246 Jerome Avenue, Bronx NY, 10453

718-841-6160

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

Janessa C. Hernaez, Associate Director of Student Reporting and Compliance and Shawnae Montague, Associate Director of Compliance prepared this 2020-21 Accountability Progress Report on behalf of the school's board of trustees:

	Board Position	
Trustee's Name	Office	Committee
Rafael Mayer	Chair	Finance & Audit Finance Committee
Richard Taft	Treasurer	Finance & Audit Finance Committee
Gwendolyn Brunson	Trustee/Member	n/a
Erica Dewan	Trustee/Member	n/a
Adaobi Kanu	Trustee/Member	Finance & Audit Finance Committee

Sarah English has served as the school leader since 2018.

SCHOOL OVERVIEW

Mission. As part of the national KIPP network of schools, our mission has always been to graduate students with the strength of character and academic abilities needed to succeed in life – and in so doing, to prove that urban schools can deliver an excellent educational experience. KIPP NYC schools follow the KIPP approach to school design, which focuses on (i) high expectations, (ii) character development, (iii) teacher and school leader development, and (iv) supporting students on the journey to and through college.

Strategic vision. In New York City, the KIPP network consists of 15 schools educating children in grades K-12 (7 elementary, 7 middle and our college preparatory high school). Together with KIPP Through College, our alumni support program, we impact the lives of over 6,000 children each year. We believe that great teachers and school leaders, a supportive learning environment, and an emphasis on both academics and character are the foundation for student success, and we strive to provide these for every child.

Desired impact. In the United States today only 10% of students from low-income families ultimately earn a college degree (B.A.). These students are from the communities where KIPP NYC schools are located and where current and potential KIPP students reside. A diploma affords young people the ability to compete in the global economy and achieve self-sufficiency. Yet how do they get a degree if less than a quarter of them are not college ready? We are deeply committed to addressing this problem and reversing these dismal statistics. Starting in Kindergarten, we make a 19-year promise of support to each and every child all the way through college and career.

We focus on results – academic gains, character development, and the outcomes that ultimately matter most for our children: graduating from high school and college, embarking on a career, and becoming self-sufficient and happy. We work to dramatically increase the percentage of our alumni graduating from college with a B.A. degree (within six years) from a current rate of 47% to 75% — our goal is to match the rate at which students in the highest income quartile complete college. We are one of the only charter school networks across the country committed to this long-term view. We have set the following additional goals for our students:

- 95% graduate from high school
- 85% matriculate to college
- 75% graduate from a four-year college within six years
- 70% of our KIPP alumni are employed

In March, 2020, KIPP NYC made an immediate shift to a remote learning structure for all of our students in response to a decision to protect our students, staff and families from the COVID-19 pandemic. Even though the decision was incredibly quick, it was deliberate and planned. KIPP

NYC was able to ensure that the majority of our students had immediate access to technology and the internet, with almost all of our students having full access within a few weeks.

During the 20-21 school year, we worked and planned diligently to use our strong start with remote learning to improve our curriculum and instruction to ensure that all of our students received a comprehensive, rigorous and meaningful learning experience for the school year, as we planned for both remote and hybrid models of learning. To that end, we gathered feedback from families on our remote learning from the end of last school year and we used it to develop the 20-21 plan.

We increased opportunities for remediation and feedback. We built more time into schedules to check in with students individually to provide feedback and extra support. Remote learning allowed us to reach students as they are learning and to make real-time suggestions. During the course of an instructional day, students had the opportunity to engage in a combination of live Zoom sessions with their teachers, pre-recorded video lessons from veteran teachers, and self-guided lessons allowing for independent thinking and research.

We started the year with a new online learning management system, *Canvas*, which students, families, and staff visited every day during remote instruction. *Canvas* allows students to access their assignments, receive announcements and feedback from their teachers, and see their grades. *Canvas* also houses other resources that students need for school, such as access to additional software or online programs. We will also take attendance through *Canvas*. Parents and guardians can access the platform for school-specific information and their students' lessons, assignments, and teacher communications.

Inclusive of our commitment to learning continuity for our students, the health and safety of our students, staff and families is our highest priority. Our reopening plan outlines our comprehensive approach for how we intend to ensure the physical safety of our school community as well as attend to their emotional and mental health.

We have and will continue to actively use an equity focused lens to evaluate all of our reopening and operational plans and decision-making. This commitment to equity and anti-racism is reflected in our communication with families, how we are incorporating the voices of staff and families, our attention to trauma, and designing programming with the success of the most marginalized of our student populations at the forefront of our mind.

In creating our plans for the 20-21 school year, we solicited direct feedback from our staff, students and families to ensure that we meet the needs of our entire community. As we continue to revise our plans amidst the ever changing landscape, we will continue to use science, data, health experts and the voices of our community to inform our decisions.

Whether KIPP NYC students are learning remotely or in person, we remain committed to delivering engaging and impactful instruction that fosters a love of learning and a strong sense of self for our students, staff and families.

ENROLLMENT SUMMARY

In the table below, provide the school’s BEDS Day enrollment for each school year.

School Enrollment by Grade Level and School Year														
School Year	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
2018-19	N/A													
2019-20	89	90	N/A	179										
2020-21	67	93	87	N/A	247									

GOAL 1: ENGLISH LANGUAGE ARTS

ELEMENTARY AND MIDDLE ENGLISH LANGUAGE ARTS

Goal 1: English Language Arts

Students will make 3 STEP levels of growth based on their beginning of year STEP level. This goal is a stepping stone toward our "moonshot" goal: 100% of 3rd graders reach STEP 12 by spring 2023.

Without a state test in spring of 2020, and with uncertainty about whether or not there would be a state test in spring 2021, we started the school year without a goal oriented around the state test. Instead, our interest was in assessing where our students were at (given the previous spring of fully remote instruction), and then ensuring we were adjusting our approaches to meet kids’ needs so that we would see consistent growth and progress across the year. We created a new diagnostic assessment that was administered at the end of “Unit 0”, a new unit designed intentionally to support students in their foundational comprehension at the beginning of the year. Based on the results of this diagnostic, we identified “essential” lessons – ones most critical to addressing student learning needs – and increased our reliance on discourse as an instructional tool. When we administered the Unit 1 assessment (CPA), we saw improvement from the diagnostic, and used the data again to make small adjustments to our instructional approach. We continued to see growth in every subsequent CPA.

We also needed a new assessment from which we could set goals in the future, so as not to rely solely on the state test. This was the impetus behind the creation of our grades 3-8 ELA End of Year Assessment Working Group, which ultimately created and piloted new authentic literacy assessments at the end of the school year. We’re using the data from these assessments to start the next school year capitalizing on our students’ strengths and meeting our students’ needs, and we’ll be doing quantitative analyses of the data to inform goal setting for the 21-22 school year.

BACKGROUND

K-8 ELA Program

- Based on assessment data, as well as feedback from students, teachers, and leaders, the K-8 ELA team developed four long-term curricular goals. These goals will shape the SY21-22, SY 22-23, and SY 23-24 curriculum revisions. The goals are: (1) Durability: K-8 Literacy Curriculum will be a durable curriculum that minimizes the need for duplicative work across the organization and over time. (This goal includes work on tightening vertical alignment K-8.) (2) Culturally Responsive-Sustaining Education: K-8 Literacy Curriculum will affirm and center our students' identities by honoring the varied experiences, histories, and perspectives of our students and providing opportunities to connect across differences. (3) Supportiveness: K-8 Literacy Curriculum will support all teachers, regardless of their level of expertise or experience, and push them to the top of their practice. (4) Collaboration: K-8 Literacy Curriculum will evolve through deliberate, ongoing collaboration between curriculum designers, teachers, leaders, students, and families.

- SY21 curricular revisions: In summer 2021, Curriculum Fellows are using curriculum revisioning plan and the results of the text selection audit to make revisions to existing ES and MS ELA curricular materials.

- Text Selection: In fall 2020, nine K-8 teachers and leaders opted into a text selection working group to develop a clear criteria for the selection and incorporation of shared texts into our curriculum. In spring 2021, we used this framework to audit our existing curriculum, identifying texts that needed to be removed and potential places for the addition of new texts.

Elementary School ELA Elementary Schools used the KIPP Foundation's Wheatley curriculum. In SY 2020-21, KIPP NYC used the KIPP Foundation's Remote Learning materials for remote and hybrid learning. KIPP NYC created self-guided Nearpod lessons using the Foundation's materials. Elementary schools used Writer's Workshop curriculum for writing instruction. In SY 2020-21, regional lesson designers created tailored lesson plans for remote writing instruction. In addition, lesson designers filmed a corresponding asynchronous video to guide students through the writing process remotely. Guided Reading instruction occurred in all elementary school classrooms. Instruction continued through Zoom during remote instruction. Students met with the teacher in small groups to read texts at their instructional level (as determined by the STEP assessment). Kindergarten through Second Grade students received systematic phonics instruction through the Success For All (SFA) curriculum. Phonics instruction continued through Zoom during remote instruction.

This past year, elementary school leader and teacher professional development focused on foundational skills (as taught through SFA), guided reading instruction, STEP data analysis to drive literacy instruction, and how to analyze and give feedback on student work, particularly when teaching remotely.

Middle School ELA

We use a custom KIPP NYC Wheatley curriculum (not to be confused with the KIPP Foundation's Wheatley curriculum). The curriculum underwent an overhaul in SYs 2017 and 2018, and in SY 2019 the curriculum was expanded to include several text options for teachers so that, in some units, teachers can choose from between two texts to teach for the Wheatley unit (the texts are different but the overall goals of the unit are aligned). Additionally, in SY19 these new units were created with two additional enhancements, one promoting differentiation and scaffolding opportunities, the other promoting culturally responsive and sustaining pedagogical practices.

- A writing curriculum (Baldwin) was developed custom in SY 2017. Regional professional development has been provided over SY 2018 and SY 2019 to support teachers in teaching both the writing process and the features and techniques of the genres kids write in the curriculum.
- New assessments were developed for the Wheatley units in SY 2019, and were used again with some modifications in SY 2020. These are called CPAs (Common Performance Assessments) and include an extended response to the anchor text of the unit as well as a cold read of a new text with authentic prompts.

- To support the experience of students with specialized learning needs, we used an online learning platform called Learning Ally to ensure every student had access to the audio version of their core unit novels.
- Professional Development: Teachers received professional development regarding the incorporation of discussion into the classroom and cultural responsiveness.

METHOD

Elementary ELA

- Reading: STEP* and then F&P once students tested out of STEP
- ELA interim assessments
- Authentic End-of-Year ELA Portfolio Assessment for Grades 3-4. This assessment was internally developed by members of the 3-8 ELA Assessment Working Group, in consultation with current assessment research and best practice.

*In the school year 2020-21 KIPP NYC used the STEP Assessment's new remote testing option, which allowed schools to gather similar data to that gathered during in-person testing. STEP was administered four times during the school year. During hybrid instruction, schools were able to assess students who opted for in-person learning using the traditional version of the STEP assessment.

Middle ELA

- Formative assessments: Exit tickets of "essential" or prioritized lessons
- Interim assessments
- CPAs (end of unit assessments)
- Baldwin (writing) published pieces
- Authentic End-of-Year ELA Assessment in two parts: 1) Portfolio, and 2) Guided Research and Writing. These assessments were internally developed by members of the 3-8 ELA Assessment Working Group, in consultation with current assessment research and best practice.

RESULTS AND EVALUATION

Elementary ELA

STEP: A virtual version of the STEP assessment was administered in elementary schools throughout the 20-21 school year. The following percentage of KIPP NYC students met their STEP growth goals in 20-21:

- K: 51%
- G1: 27%
- G2: 28%
- G3: 15%
- G4: 18%

If our current students meet their reading goals over the next two years, we will make significant progress toward our 3rd grade reading moonshot goal.

End-of-Year ELA Assessment: We administered the EOY ELA Portfolio Assessment to 3rd and 4th graders to establish a baseline from which we can set goals for the 21-22 school year. This portfolio assessment required students to identify artifacts of their reading and writing from the school year, describe their strengths and growth areas, and reflect in writing on their identities as readers and writers. The baseline data shows that 10% of students have exceeded the internally-defined standard, 40% are meeting or approaching the standard, and 50% are not yet meeting or approaching the standard. Because this assessment was used to establish a baseline, we do not yet have data on growth.

Middle School ELA

Since state testing did not occur, we shifted our emphasis to our end-of-unit assessments, the CPAs (common performance assessments). From Unit 1 to Unit 2, and again from Unit 2 to Unit 3, we saw growth in every grade level. When diagnostic assessments at the beginning of the year revealed that students were largely proficient with literal comprehension tasks, we shifted our instructional focus to emphasize discussion and deeper thinking. As a result, we saw even stronger rates of growth in analytical and inferential thinking questions as the year progressed.

End-of-Year ELA Assessment: We administered the EOY ELA Portfolio Assessment to 5-8th graders to establish a baseline from which we can set goals for the 21-22 school year. This portfolio assessment required students to identify artifacts of their reading and writing from the school year, describe their strengths and growth areas, and reflect in writing on their identities as readers and writers. This was administered in 5th-8th grade as well and should probably be noted in the Middle School ELA section. That assessment had two parts the Portfolio and Part 2, Guided Research and Authentic Writing

Interim Assessments

All of our interim assessment items are aligned to New York State Common Core standards. The assessments are created using a combination of released New York State ELA and math items and questions created internally by our regional content leads. Additionally, our 3rd-8th grade interim assessments are generally formatted to align with the format of the New York State assessments (a combination of multiple choice, short response and extended response assessment items). All interim assessments are scoped to assess progress towards mastery of grade level standards by the end of the year.

Our Math interim assessments are cumulative – each interim assessment includes the content subsequent to the prior assessment plus spirals content from the prior assessment. Spiral questions are selected to measure growth against low performing questions from the prior assessment.

Our 3rd-8th grade ELA interim assessments assess all grade level standards at the beginning of the year. An effort is made to choose New York State released passages and items that are on the lower end of the Lexile range for each grade for the first interim. The Lexile level of the passages increases as the year progresses.

In Kinder-2nd grade ELA, interim assessments fold in additional common core aligned items in line with the scope and sequence as the year progresses. Again, content is spiraled in order to measure growth against low performing standards.

STEP				
Grade	All Students			
	x % of students meeting Reading level goal	Number tested	% of students with IEPs meeting Reading level goal	% of ELL students meeting Reading level goal
K	37	68	18%	0
1	59	87	69%	80%
2	59	85	50%	40%

Grade	All Students			
	x % of students meeting reading level growth goal	Number tested	% of students with IEPs meeting Reading level growth goal	% of ELL students meeting Reading level growth goal
K	79	68	55	25
1	77	87	69	80
2	78	85	90	100

ADDITIONAL CONTEXT AND EVIDENCE

3-8 ELA

While we hope to use our newly created authentic End-of-Year ELA assessment as our "north star" assessment, aligning progress monitoring goals and formative assessments to this capstone assessment, the assessment itself is still in need of some revisions (based on teacher feedback from this year's administration). We are in the process of conducting inter-rater reliability reviews and back-grading to evaluate consistency in scoring, and are conducting analyses to assess the validity of the assessment as well.

Middle School ELA

Although we used the same CPAs and interim assessments as in the previous school year, it is difficult to compare performance YOY due to the differing modes of assessment administration (i.e. paper-based in SY19, online in SY20).

SUMMARY OF THE ELEMENTARY AND MIDDLE ENGLISH LANGUAGE ARTS GOAL

Elementary ELA

Elementary schools use the STEP Assessment and the Fountas and Pinnell assessment to measure progress in reading. Our goal is that every student will make three STEP levels of reading growth. Additionally, our 3rd and 4th grade students take the authentic End of Year ELA Assessment, which is our

capstone assessment for the school year, assessing students on the major reading and writing skills and habits they should be developing over the course of the year.

Middle School ELA

Our authentic End of Year ELA Assessment is our capstone assessment for the school year, assessing students on the major reading and writing skills and habits they should be developing over the course of the year. To get to this larger assessment, we progress monitor through our end of unit assessments (CPAs and writing process pieces) and our formative assessments (exit tickets on essential, or prioritized, lessons). Additionally, we administer interim assessments meant to approximate the NYS exam.

ACTION PLAN

The following strategies will help us progress toward our reading and writing goals:

1. Implementing KIPP Foundation's Wheatley curriculum at the elementary level
2. Implementing the homegrown KIPP NYC Wheatley and Baldwin curricula, designed by Curriculum Fellows in collaboration with the broader community, at the middle school level
3. Committing time each day to both grade-level reading through the Wheatley curricula and instructional-level reading through guided and independent reading structures
4. Running a phonics block in K-2 using Success For All phonics curriculum
5. Administering a suite of literacy assessments and regionally leading analysis of assessment data. The suite of assessments includes: Reading Inventory, Fountas & Pinnell, curricular performance assessments, authentic writing tasks, and interim assessments that mirror the state test
6. Designing and facilitating a series of professional development experiences focused on literacy across the school day and integrating the strands of literacy
7. Engaging with school-based leaders in their ongoing Looking At Student Work practices and Observation-Feedback cycles

GOAL 2: MATHEMATICS

ELEMENTARY AND MIDDLE MATHEMATICS

Goal 2: Mathematics:

For the 2020-2021 school year, there weren't any state test specific proficiency goals defined regionally due to the pandemic and remote learning.

For elementary school math, there was a regional lesson completion rate in Zearn of 3 lessons of new content per week. When measured in the spring, our regional goal was reached at approximately 3.1 Zearn lessons per week. In preparing students for grade-level content, our goal for all students was to grow at least one level on our regional interim assessments administered throughout the school year.

For middle school math, we aimed to have 100% of schools continue to participate in our regional bi-weekly assessments, aligned to the common core standards and New York state tests. This goal was close to being met in 20-21, with over 90% of schools administering our regional bi-weekly assessments along with our interim assessments throughout the course of the year. We continued to make progress towards our "moonshot" goal of attaining 90% participation rate in 8th grade Algebra with a 90% pass rate by 2023, by growing the number of students enrolled in our remote learning 8th grade Algebra course to over 70% of KIPP NYC 8th grade students, exceeding our pre-pandemic participation rate in 2019. Additionally, the roll-out of a new set of remote learning resources, including daily Nearpod self-guided lessons and new weekly formative assessments in Canvas, facilitated greater regional curricular alignment across our 7 middle schools schools than ever before.

BACKGROUND

Elementary School Math

The curriculum we use for our K-4 Math instruction is the Eureka Math curriculum, with some adaptations to the scope and sequence to fit our school calendar. We supplement this curriculum with daily CGI instruction, which pushes student problem solving skills through student-led discussions on open-ended, real-world problem prompts. Math routines, such as counting jar and money jar, as well as automaticity assessments, which are used to practice and assess student fluency with core skills.

One adaptation to this curriculum this year has been the design of digital interim assessments. This data helped regional curriculum developers determine regional deficits and adjust the scope and sequences accordingly.

Additionally, for the first time, our teachers had access to a list of "high priority lessons," which helped them prioritize learning time and analyze the highest leverage exit tickets.

Middle School Math

Our MS Math instruction is based on an in-house curriculum that has been refined over the course of the last 6 years and is mostly aligned to the sequence of units covered in Eureka Math, but the daily objectives and content covered is different. Within each Math lesson, students typically complete a fluency drill, engage in a discussion following a launch or explore problem, learn new content and follow a model problem in guided practice, and spend at least 25 minutes completing independent practice aligned to the daily objective. Students are assessed daily through formative checks for understanding and oftentimes an exit ticket.

Our Algebra 8th grade students follow a unique pacing calendar that integrates two years of content into one school calendar, with the 8th grade and Algebra I common core standards integrated into the same curriculum. Unlike the 8th grade Eureka Math curriculum, which follows a sequence that prepares students for the 8th grade NYS test, our Integrated Algebra curriculum consolidates the units from 8th grade Math with the Algebra units and helps prepare students to success on both the 8th grade Math exam and the Algebra Regents exam.

With the onset of remote learning, our regional MS Math curriculum was adapted into a 3-part instructional model for the 20-21 school year:

1. Asynchronous self-guided Nearpod lessons, designed by regional veteran content experts, containing direct instructional videos and aligned checks for understanding and practice problems, that students completed independently during a morning Math block.
2. Live synchronous instruction by content teachers in Zoom, including direct instruction, student discourse, checks for understanding, small group instruction, and real-time feedback on practice problems
3. Post live instruction practice, including an exit ticket where students scanned work into Canvas for teacher feedback, completed by students in printed math packets sent home with families each cycle.

To supplement our core curriculum in 2021-22, a team of summer curriculum fellows are building out comprehensive unit summary plans that provide teachers with both the specificity of the core skills and concepts, common misconceptions, and aligned assessment questions covered in each unit, along with a thematic overview, list of essential questions, and major standards covered that will facilitate the lesson internalization work led by our instructional leaders at schools.

In terms of assessment, this past year was the 3rd year of our MS Math regional bi-weekly assessment strategy, whereby students regionally complete short, 30 minute quizzes every other week that assess recently taught content. At the end of each of these weeks, grades are submitted to Illuminate and our regional content team analyzes the results in a biweekly regional analysis email that provides teachers with an overview, a suggested reteach topic and strategies for reteach, and previews the next two upcoming weeks along with the following assessment. The reteach topic is then assessed on the following bi-weekly quiz so that students and teachers can get immediate data on the effectiveness of their reteach lesson. These bi-weekly quizzes are occasionally replaced by our lengthier end of module assessments and interim assessments. The assessments were adapted during the 2020-21 school year to allow for remote testing and scoring of student work directly in Illuminate.

Professional development from 2020-2021 for K-8 Math focused primarily on training teachers with our new remote learning platforms - Nearpod, Canvas, Zearn, and Zoom - and establishing best practices for asynchronous, synchronous, and hybrid instruction.

Overall changes to the K-8 Math program to strengthen our remote learning model included:

- Supporting teachers in assigning aligned lessons through online platforms and tools students were familiar with during in-person instruction, such as Zearn and Khan Academy
- Highlighting the most essential skills and concepts students need to master by the end of the school year, and prioritizing this content in our regional pacing calendars and on our regional assessments
- Using Canvas as a platform for communicating with students daily, sharing instructional videos, and providing students with the opportunity to submit work for daily feedback
- Switching to online assessments by having students test directly in Illuminate
- Engaging students with daily synchronous instruction in Zoom
- Strengthening teacher execution by prioritizing the use of Nearpod Live as a tool for engaging students and providing feedback on student work during synchronous instruction

To supplement instruction, students were assigned additional work in Zearn and Khan Academy for more targeted practice, and these supplemental platforms were used as tools for small group intervention.

To account for potential unfinished learning, the 2021-22 pacing calendars have built in more weekly time allocated for reteach and remediation, as well as embedded lessons prior to each unit for teachers to pre-teach upcoming content by reviewing pre-requisite skills from years past. We will also be partnering with i-Ready to allow for new diagnostic assessments in the fall of 2021 to better gauge any unfinished learning and support teachers in 2021-22 with new reteach resources."

METHOD

- High priority exit tickets (2-3 times per week) - formative assessments that capture data on a daily objective that are typically 3-5 minutes and 1-4 questions in length
- Bi-weekly quizzes and formative assessments - approximately 30 minute assessments that are 5-8 questions in length assessing content learned primarily from the week prior including a few reassessment questions
- End of module assessments (optional) - summative 60-90 minute assessments at the end of specified modules that cumulatively assess the content learned from that unit
- 2-3 **digital** interim assessments - exams that cumulatively assess content covered throughout the year and provide the best predictors of student success towards our NYS exam goals
- PT Simulation and Regents Simulation - exams that mimic the format of the NYS exam and Algebra Regents exam to cumulatively assess content and determine topics for remediation
- Additional external assessment tools administered at the beginning and end of the year, primarily used to determine year over year growth and to identify students in need of intervention

- Assessments given in June to primarily assess the core skills and concepts learned that year and provide data to next year's teachers for the purposes of remediation (3rd interim assessment / EOY diagnostic)

RESULTS AND EVALUATION

We have not yet received results from the NYS exams or Algebra Regents exams, but these proficiency goals were not shared regionally at this school due to the pandemic.

Our Elementary School Students completed about 3.1 Zearn Math Lessons on average each week. Students in 1-4 across the region met this participation goal.

Our Middle School Students nearly exceed our regional assessment participation rate of 100%, with more than 90% of bi-weekly assessments administered across schools regionally. Our Algebra participation rate continued to increase from 64% in 2019 to exceed 70% in 2021. Most grades experienced modest student growth from IA#1 to IA#2 and from IA#2 to IA#3, where applicable, serving as a good indicator that instruction and learning improved significantly over the course of the school year, and that as a region, we are making progress towards improved test results from the onset of the pandemic in spring 2020.

Interim Assessments

All of our interim assessment items are aligned to New York State Common Core standards. The assessments are created using a combination of released New York State ELA and math items and questions created internally by our regional content leads. Additionally, our 3rd-8th grade interim assessments are generally formatted to align with the format of the New York State assessments (a combination of multiple choice, short response and extended response assessment items). All interim assessments are scoped to assess progress towards mastery of grade level standards by the end of the year.

Our Math interim assessments are cumulative – each interim assessment includes the content subsequent to the prior assessment plus spirals content from the prior assessment. Spiral questions are selected to measure growth against low performing questions from the prior assessment.

Our 3rd-8th grade ELA interim assessments assess all grade level standards at the beginning of the year. An effort is made to choose New York State released passages and items that are on the lower end of the Lexile range for each grade for the first interim. The Lexile level of the passages increases as the year progresses.

In Kinder-2nd grade ELA, interim assessments fold in additional common core aligned items in line with the scope and sequence as the year progresses. Again, content is spiraled in order to measure growth against low performing standards.

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

IA #1				
Grade	All Students		% of students with IEPs meeting proficiency goal	% of ELL students meeting proficiency goal
	x % of students meeting proficiency goal	Number tested		
K	91	64	100	80
1	84	88	77	100
2	89	83	100	80

IA #2				
Grade	All Students		% of students with IEPs meeting proficiency goal	% of ELL students meeting proficiency goal
	x % of students meeting proficiency goal	Number tested		
K	87	67	73	50
1	89	87	69	100
2	87	85	90	100

IA #3				
Grade	All Students		% of students with IEPs meeting proficiency goal	% of ELL students meeting proficiency goal
	x % of students meeting proficiency goal	Number tested		
K	85	68	82	50
1	87	87	69	100
2	95	83	90	100

ADDITIONAL CONTEXT AND EVIDENCE

Due to the pandemic, students were provided with a waiver option for the Algebra I Regents examination. We had very limited administration of state tests - less than 1% of students tested - which were also opt-in for students/families. We therefore do not have any comprehensive or valid state test data that can be used to measure success against our goals.

SUMMARY OF THE ELEMENTARY AND MIDDLE MATHEMATICS GOAL

Once the pandemic interrupted instruction, our goals for the year were not prioritized in the same way they have been in years past. Since students did not sit for the NYS exams or for the Algebra Regents in 2020, we were not able to gather much data on whether these goals would have been met had the pandemic not occurred, and we did not set growth goals on state test data or Regents data for 2021. We similarly have much less data that can be used to create new NYS test goals for 2021-2022. Students completed an end of year assessment in Math classes that captured some data on student achievement in May/June, but these digital assessments administered in Illuminate were shorter in length and provide less valid data than a NYS state where students would be required to test in-person.

We did have an Algebra participation rate this past year of above 70% - this is based off of the number of students who took an Algebra course and would have sat for the Algebra I Regents exam if required to do so in-person. This participation rate shows continued growth from 56% in 2019 to 64% in 2020 towards our ultimate goal of having 90% of students sit and pass the Algebra Regents by 2023.

ACTION PLAN

The following strategies are being implemented to push schools towards achieving our Math goals in 2021-22:

- Accelerated pacing calendars - instead of prioritizing weeks of remediation to address any unfinished learning, our regional pacing calendars will continue to reduce the breadth of content covered and instead prioritize the in-depth study of core skills and concepts, with approximately 4 lessons of new content per week. The remaining lesson each week will be time allocated for reteaching aligned pre-requisite skills, supporting our struggling learners with small group intervention, and pushing the rigor for our students that continue to perform at or above grade-level.
- Emphasizing responsive instruction - supplementing our suite of Math assessments, this year teachers will use a new set of diagnostic assessments at various points through the year administered through the i-Ready platform, coupled with aligned reteach resources. When combined with the addition of new pre-unit assessments and more frequent formative assessments embedded throughout the year, teachers will have more opportunities to analyze student data on an ongoing basis and plan responsive instruction based on student needs.
- Establishing greater coherence in the K-8 Math curriculum by eliminating overlap of content taught in 4th and 5th grades, continuing to narrow the focus of content taught in each grade-level, and shifting more of the Geometry standards from 8th grade to 7th grade to open up more time in the pacing calendar and facilitate the instruction of 8th grade Algebra curriculum in preparation for the Regents exam
- Providing more intentional support regionally for Tier 2 intervention instruction, by creating regionally designed pre-teach lessons for each grade-level every week, training teachers to use i-Ready Math as a supplemental tool for intervention, and introducing more opportunities for collaboration among learning specialists during regional professional development days
- Engaging teachers and instructional leaders in continued professional development that focuses on lesson internalization, particularly unit launches with the arrival of a new set of unit launch plans created by summer curriculum fellows, as well as increasing student cognitive engagement, and improving our summary checks for understanding
- Aligning regionally on our regional in-house designed 8th grade non-Algebra curriculum to allow schools to more easily differentiate instruction for our 8th graders and receive regional support and collaboration
- Continuing to adapt our curriculum and prepare teachers for next year's planned shift in standards when NYS implements the new Next Generation Learning Standards for Math

GOAL 3: SCIENCE

ELEMENTARY AND MIDDLE SCIENCE

Goal 3: Science

Component	K-4 (120-180 min per week minimum)	5-8 (300-365 min per week + elective)	9-12 (1-2 STE Classes per year)
Science Content	All K-8 KIPP students learn the full course of Amplify Science (or equivalent) each year.		Grads w/ 3+ AP score: 24%
Design, CS, Engineering	All K-4 students complete a minimum of 25-30 hours of DCE instruction each year in addition to Amplify.	All 5-8 students complete at 140 hours of DCE instruction by the end of 8th grade (full Computer Science Discoveries coverage or its equivalent (PLTW, Amplify CS).	All KIPP High School students are provided the opportunity to take AP CS Principles . All KIPP High schoolers are provided an opportunity to take at least two advanced STEM courses (AP CS A, PLTW Engineering Pathway, PLTW BioMed Pathway, AP Seminar, Data Science, etc.)
Team Robotics	All K-4 schools operate at least one FIRST Lego League Jr. team with 50% female enrollment.	All 5-8 schools operate at least one FIRST Lego League team with 50% female enrollment.	All 9-12 schools operate at least one FIRST Tech Challenge team with 50% female enrollment.
Environmental Literacy	All K-12 students complete a minimum of two off-campus environmental literacy-learning experiences per year and at least one residential outdoor experience before graduation.		

BACKGROUND

- Hired on Director of Elementary School Science, Tech and Engineering Director to lead STE support in Elementary Schools for 21-22
- Elementary schools implemented the Amplify science curriculum for all grades (K-4). Each school had one K-2 science teacher and one 3-4 science teacher
- Middle Schools adopted Amplify science curriculum (switched from IQWST) to better align our K-8 science vision. All schools implemented curricula, but may not have been able to complete all units within the grade given reduced learning time during remote learning
- Assessments
 - ES: CFT & EOU assessments
 - MS: CFT & EOU assessments
- FIRST Robotics team took a pause during remote learning
- Launched the very first Curriculum Fellows Board for STE (Science and CT) with teacher leaders to create modifications to the curricula regarding literacy additions.
- Was able to continue with a modified launch of Year 2 Computational Thinking in elementary schools.
- Hands on group lab experiments were modified to fit social distancing requirements and will need to be considered again for next year
- Had a cohort of teacher leaders create remote self-guided science lessons to assist in remote instruction during the 20-21 school year.

METHOD

- Elementary School: Still continue with the CFT and EOU assessments and gauged success based on metrics set at the beginning of the year.
- Middle School Science: Implemented and administered CFT and EOU assessments as a part of the new amplify curricula.
- State Tests were optional this year for students in 4th and 8th grade.

RESULTS AND EVALUATION

Due to very limited administration of state tests that were opt in for students, we do not have passage rates on NYS tests that are comprehensive or valid.

Interim Assessments

All of our interim assessment items are aligned to New York State Common Core standards. The assessments are created using a combination of released New York State ELA and math items and questions created internally by our regional content leads. Additionally, our 3rd-8th grade interim assessments are generally formatted to align with the format of the New York State assessments (a combination of multiple choice, short response and extended response assessment items). All interim assessments are scoped to assess progress towards mastery of grade level standards by the end of the year.

Our Math interim assessments are cumulative – each interim assessment includes the content subsequent to the prior assessment plus spirals content from the prior assessment. Spiral questions are selected to measure growth against low performing questions from the prior assessment.

Our 3rd-8th grade ELA interim assessments assess all grade level standards at the beginning of the year. An effort is made to choose New York State released passages and items that are on the lower end of the Lexile range for each grade for the first interim. The Lexile level of the passages increases as the year progresses.

In Kinder-2nd grade ELA, interim assessments fold in additional common core aligned items in line with the scope and sequence as the year progresses. Again, content is spiraled in order to measure growth against low performing standards.

ADDITIONAL CONTEXT AND EVIDENCE

- Due to the pandemic, we made the NYS science test optional to fourth and eighth graders. Very few students opted to take the test this year and the test did not include a practical lab component.
- Virtual administration of Checkpoint formative assessments and End of Module assessment led to less validity on internal assessments. Currently thinking through how to collect on-going diagnostic data throughout the year to best assess current levels of student understanding given the effects of the pandemic.
- Due to the incongruent implementation of science across science by school, the scope/sequence and time teaching science did not lend itself to standardized internal assessments.

SUMMARY OF THE ELEMENTARY AND MIDDLE SCIENCE GOAL

All elementary schools are implementing Amplify science meeting the specified time minimums (K-2 at least 2 days a week for 45 minutes each; 3-4 at least 4 days a week for 45 minutes each). One of our goals is that at least 75% of students meet standards on the end of unit assessment using progress build formative assessments to progress monitor each unit. We will be adjusting our scope and sequences in science next year to pare down to essential understandings and skills of the unit in order to create one responsive day a week for spiral review and reteach. Students will continue with grade level curricula and will embed essential lessons from previous grades that may help with access to grade level content. Our

assessment goals will be the same as years past in which 75% of students meet standards on our formative assessments. We will work to standardize all of our internal assessments so that teachers across all schools implement all formative assessments in the given windows.

ACTION PLAN

- Aligned K-8 curriculum: starting in the 2020-2021 school year, middle school science will implement Amplify science as its core curriculum allowing for alignment within the region and network including implementation of progress build formative assessments and end of module assessments.
- Schools adhering to the time minimums for science
- Training and Development of teachers and leaders on curriculum
- Continuation of STE programming (robotics, computational thinking, data science etc, environmental literacy)
- State test is phasing out for 4th grade this year and in the 2022-2023 school year it will be 5th and 8th grade testing. Currently we are making sure the shift to amplify will prepare our students for the shift in testing.

GOAL 4: ESSA

Due to COVID-19 and the subsequent changes to the state’s testing, accountability, and federal reporting requirements, the 2020-21 school accountability statuses are the same as those assigned for the 2019-20 school year. The 2019-20 accountability statuses were based on 2018-19 exam results. Assigned accountability designations and further context can be found [here](#).

Goal 7: Absolute Measure
Under the state’s ESSA accountability system, the school is in good standing: the state has not identified the school for comprehensive or targeted improvement.

METHOD

Because *all* students are expected to meet the state's performance standards, the federal statute stipulates that various sub-populations and demographic categories of students among all tested students must meet the state standard in and of themselves aside from the overall school results. As New York State, like all states, is required to establish a specific system for making these determinations for its public schools, charter schools do not have latitude in establishing their own performance levels or criteria of success for meeting the ESSA accountability requirements. Each year, the state issues School Report Cards that indicate a school’s status under the state accountability system.

RESULTS AND EVALUATION

KIPP Bronx II is currently in good standing, and has been so for the accountability period.

ADDITIONAL EVIDENCE

KIPP Bronx II has been in good standing for each year during the accountability period.

Accountability Status by Year	
Year	Status
2018-19	N/A
2019-20	Good Standing
2020-21	Good Standing



KIPP Bronx II Charter School

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

Submitted to the SUNY Charter Schools Institute on:

August 5, 2021

By Janessa C. Hernaez and Shawnae Montagueo

2246 Jerome Avenue, Bronx NY, 10453

718-841-6160

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

Janessa C. Hernaez, Associate Director of Student Reporting and Compliance and Shawnae Montague, Associate Director of Compliance prepared this 2020-21 Accountability Progress Report on behalf of the school's board of trustees:

	Board Position	
Trustee's Name	Office	Committee
Rafael Mayer	Chair	Finance & Audit Finance Committee
Richard Taft	Treasurer	Finance & Audit Finance Committee
Gwendolyn Brunson	Trustee/Member	n/a
Erica Dewan	Trustee/Member	n/a
Adaobi Kanu	Trustee/Member	Finance & Audit Finance Committee

Sarah English has served as the school leader since 2018.

SCHOOL OVERVIEW

Mission. As part of the national KIPP network of schools, our mission states that “Together with families and communities, we create joyful, academically excellent schools that prepare students with the skills and confidence to pursue the paths they choose—college, career, and beyond—so they can lead fulfilling lives and build a more just world.”

Strategic vision. In New York City, the KIPP network is comprised of 15 schools educating children in grades K-12 (7 elementary, 7 middle and our college preparatory high school). Together with our alumni support program, KIPP Forward (Formerly known as KIPP Through College), we impact the lives of over 6,000 children each year. We believe that great teachers and school leaders, a supportive learning environment, excellent academics, strong socio-emotional support and an equitable learning environment are the foundation for student success. We strive to provide these for every child.

Desired impact. In the United States, today, only 10% of students from low-income families ultimately earn a college degree (B.A.). These students are from the communities where KIPP NYC schools are located and where current and potential KIPP students reside. A degree affords young people the ability to compete in the global economy and achieve self-sufficiency. Yet how do they get a degree if less than a quarter of them are college ready? We are deeply committed to addressing this problem and reversing these dismal statistics. Starting in Kindergarten, we make a 19-year promise of support to each and every child all the way through college and career.

We focus on results – academic gains, socio-emotional development, career preparation skills, and the outcomes that ultimately matter most for our children: graduating from high school and college, embarking on a career, and becoming self-sufficient and happy. We work to dramatically increase the percentage of our alumni graduating from college with a B.A. degree (within six years). Our goal is to match the rate at which students in the highest income quartile complete college. We are one of the only charter school networks across the country committed to this long-term view. We have set the following additional goals for our students:

- 95% graduate from high school
- 85% matriculate to college
- 75% graduate from a four-year college within six years
- 70% of our KIPP alumni are employed

During the 20-21 school year, we worked and planned diligently to use our strong start with remote learning to improve our curriculum and instruction to ensure that all of our students received a comprehensive, rigorous and meaningful learning experience for the school year, as we planned for both remote and hybrid models of learning. To that end, we gathered feedback from families on our remote learning from the end of last school year and we used it to develop the 20-21 plan.

We increased opportunities for remediation and feedback. We built more time into schedules to check in with students individually to provide feedback and extra support. Remote learning allowed us to reach students as they are learning and to make real-time suggestions. During the course of an instructional day, students had the opportunity to engage in a combination of live Zoom sessions with their teachers, pre-recorded video lessons from veteran teachers, and self-guided lessons allowing for independent thinking and research.

We started the year with a new online learning management system, *Canvas*, which students, families, and staff visited every day during remote instruction. *Canvas* allows students to access their assignments, receive announcements and feedback from their teachers, and see their grades. *Canvas* also houses other resources that students need for school, such as access to additional software or online programs. We will also take attendance through *Canvas*. Parents and guardians can access the platform for school-specific information and their students’ lessons, assignments, and teacher communications.

Inclusive of our commitment to learning continuity for our students, the health and safety of our students, staff and families is our highest priority. Our reopening plan outlines our comprehensive approach for how we intend to ensure the physical safety of our school community as well as attend to their emotional and mental health.

We have and will continue to actively use an equity focused lens to evaluate all of our reopening and operational plans and decision-making. This commitment to equity and anti-racism is reflected in our communication with families, how we are incorporating the voices of staff and families, our attention to trauma, and designing programming with the success of the most marginalized of our student populations at the forefront of our mind.

In creating our plans for the 20-21 school year, we solicited direct feedback from our staff, students and families to ensure that we meet the needs of our entire community. As we continue to revise our plans amidst the ever changing landscape, we will continue to use science, data, health experts and the voices of our community to inform our decisions.

Whether KIPP NYC students are learning remotely or in person, we remain committed to delivering engaging and impactful instruction that fosters a love of learning and a strong sense of self for our students, staff and families.

ENROLLMENT SUMMARY

In the table below, provide the school’s BEDS Day enrollment for each school year.

School Enrollment by Grade Level and School Year														
School Year	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
2018-19	N/A													
2019-20	89	90	N/A	179										

2020-21	67	93	87	N/A	247										
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GOAL 1: ENGLISH LANGUAGE ARTS

ELEMENTARY AND MIDDLE ENGLISH LANGUAGE ARTS

Goal 1: English Language Arts

Students will make 3 STEP levels of growth based on their beginning of year STEP level. This goal is a stepping stone toward our "moonshot" goal: 100% of 3rd graders reach STEP 12 by spring 2023.

Without a state test in spring of 2020, and with uncertainty about whether or not there would be a state test in spring 2021, we started the school year without a goal oriented around the state test. Instead, our interest was in assessing where our students were at (given the previous spring of fully remote instruction), and then ensuring we were adjusting our approaches to meet kids' needs so that we would see consistent growth and progress across the year. We created a new diagnostic assessment that was administered at the end of "Unit 0", a new unit designed intentionally to support students in their foundational comprehension at the beginning of the year. Based on the results of this diagnostic, we identified "essential" lessons – ones most critical to addressing student learning needs – and increased our reliance on discourse as an instructional tool. When we administered the Unit 1 assessment (CPA), we saw improvement from the diagnostic, and used the data again to make small adjustments to our instructional approach. We continued to see growth in every subsequent CPA.

We also needed a new assessment from which we could set goals in the future, so as not to rely solely on the state test. This was the impetus behind the creation of our grades 3-8 ELA End of Year Assessment Working Group, which ultimately created and piloted new authentic literacy assessments at the end of the school year. We're using the data from these assessments to start the next school year capitalizing on our students' strengths and meeting our students' needs, and we'll be doing quantitative analyses of the data to inform goal setting for the 21-22 school year.

BACKGROUND

K-8 ELA Program

- Based on assessment data, as well as feedback from students, teachers, and leaders, the K-8 ELA team developed four long-term curricular goals. These goals will shape the SY21-22, SY 22-23, and SY 23-24 curriculum revisions. The goals are: (1) Durability: K-8 Literacy Curriculum will be a durable curriculum that minimizes the need for duplicative work across the organization and over time. (This goal includes work on tightening vertical alignment K-8.) (2) Culturally Responsive-Sustaining Education: K-8 Literacy Curriculum will affirm and center our students' identities by honoring the varied experiences, histories, and perspectives of our students and providing opportunities to connect across differences. (3) Supportiveness: K-8 Literacy Curriculum will support all teachers, regardless of their level of expertise or experience, and push them to the top of their practice. (4) Collaboration: K-8 Literacy Curriculum will evolve through deliberate, ongoing collaboration between curriculum designers, teachers, leaders, students, and families.

- SY21 curricular revisions: In summer 2021, Curriculum Fellows are using curriculum revisioning plan and the results of the text selection audit to make revisions to existing ES and MS ELA curricular materials.
- Text Selection: In fall 2020, nine K-8 teachers and leaders opted into a text selection working group to develop a clear criteria for the selection and incorporation of shared texts into our curriculum. In spring 2021, we used this framework to audit our existing curriculum, identifying texts that needed to be removed and potential places for the addition of new texts.

Elementary School ELA Elementary Schools used the KIPP Foundation's Wheatley curriculum. In SY 2020-21, KIPP NYC used the KIPP Foundation's Remote Learning materials for remote and hybrid learning. KIPP NYC created self-guided Nearpod lessons using the Foundation's materials. Elementary schools used Writer's Workshop curriculum for writing instruction. In SY 2020-21, regional lesson designers created tailored lesson plans for remote writing instruction. In addition, lesson designers filmed a corresponding asynchronous video to guide students through the writing process remotely. Guided Reading instruction occurred in all elementary school classrooms. Instruction continued through Zoom during remote instruction. Students met with the teacher in small groups to read texts at their instructional level (as determined by the STEP assessment). Kindergarten through Second Grade students received systematic phonics instruction through the Success For All (SFA) curriculum. Phonics instruction continued through Zoom during remote instruction.

This past year, elementary school leader and teacher professional development focused on foundational skills (as taught through SFA), guided reading instruction, STEP data analysis to drive literacy instruction, and how to analyze and give feedback on student work, particularly when teaching remotely.

Middle School ELA

We use a custom KIPP NYC Wheatley curriculum (not to be confused with the KIPP Foundation's Wheatley curriculum). The curriculum underwent an overhaul in SYs 2017 and 2018, and in SY 2019 the curriculum was expanded to include several text options for teachers so that, in some units, teachers can choose from between two texts to teach for the Wheatley unit (the texts are different but the overall goals of the unit are aligned). Additionally, in SY19 these new units were created with two additional enhancements, one promoting differentiation and scaffolding opportunities, the other promoting culturally responsive and sustaining pedagogical practices.

- A writing curriculum (Baldwin) was developed custom in SY 2017. Regional professional development has been provided over SY 2018 and SY 2019 to support teachers in teaching both the writing process and the features and techniques of the genres kids write in the curriculum.
- New assessments were developed for the Wheatley units in SY 2019, and were used again with some modifications in SY 2020. These are called CPAs (Common Performance Assessments) and include an extended response to the anchor text of the unit as well as a cold read of a new text with authentic prompts.

- To support the experience of students with specialized learning needs, we used an online learning platform called Learning Ally to ensure every student had access to the audio version of their core unit novels.
- Professional Development: Teachers received professional development regarding the incorporation of discussion into the classroom and cultural responsiveness.

METHOD

Elementary ELA

- Reading: STEP* and then F&P once students tested out of STEP
- ELA interim assessments

- Authentic End-of-Year ELA Portfolio Assessment for Grades 3-4. This assessment was internally developed by members of the 3-8 ELA Assessment Working Group, in consultation with current assessment research and best practice.

*In the school year 2020-21 KIPP NYC used the STEP Assessment's new remote testing option, which allowed schools to gather similar data to that gathered during in-person testing. STEP was administered four times during the school year. During hybrid instruction, schools were able to assess students who opted for in-person learning using the traditional version of the STEP assessment.

Middle ELA

- Formative assessments: Exit tickets of "essential" or prioritized lessons
- Interim assessments
- CPAs (end of unit assessments)
- Baldwin (writing) published pieces
- Authentic End-of-Year ELA Assessment in two parts: 1) Portfolio, and 2) Guided Research and Writing. These assessments were internally developed by members of the 3-8 ELA Assessment Working Group, in consultation with current assessment research and best practice.

RESULTS AND EVALUATION

Elementary ELA

STEP: A virtual version of the STEP assessment was administered in elementary schools throughout the 20-21 school year. The following percentage of KIPP NYC students met their STEP growth goals in 20-21:

- K: 51%
- G1: 27%
- G2: 28%
- G3: 15%
- G4: 18%

If our current students meet their reading goals over the next two years, we will make significant progress toward our 3rd grade reading moonshot goal.

End-of-Year ELA Assessment: We administered the EOY ELA Portfolio Assessment to 3rd and 4th graders to establish a baseline from which we can set goals for the 21-22 school year. This portfolio assessment required students to identify artifacts of their reading and writing from the school year, describe their strengths and growth areas, and reflect in writing on their identities as readers and writers. The baseline data shows that 10% of students have exceeded the internally-defined standard, 40% are meeting or approaching the standard, and 50% are not yet meeting or approaching the standard. Because this assessment was used to establish a baseline, we do not yet have data on growth.

Middle School ELA

Since state testing did not occur, we shifted our emphasis to our end-of-unit assessments, the CPAs (common performance assessments). From Unit 1 to Unit 2, and again from Unit 2 to Unit 3, we saw growth in every grade level. When diagnostic assessments at the beginning of the year revealed that

students were largely proficient with literal comprehension tasks, we shifted our instructional focus to emphasize discussion and deeper thinking. As a result, we saw even stronger rates of growth in analytical and inferential thinking questions as the year progressed.

End-of-Year ELA Assessment: We administered the EOY ELA Portfolio Assessment to 5-8th graders to establish a baseline from which we can set goals for the 21-22 school year. This portfolio assessment required students to identify artifacts of their reading and writing from the school year, describe their strengths and growth areas, and reflect in writing on their identities as readers and writers. This was administered in 5th-8th grade as well and should probably be noted in the Middle School ELA section. That assessment had two parts the Portfolio and Part 2, Guided Research and Authentic Writing

Interim Assessments

All of our interim assessment items are aligned to New York State Common Core standards. The assessments are created using a combination of released New York State ELA and math items and questions created internally by our regional content leads. Additionally, our 3rd-8th grade interim assessments are generally formatted to align with the format of the New York State assessments (a combination of multiple choice, short response and extended response assessment items). All interim assessments are scoped to assess progress towards mastery of grade level standards by the end of the year.

Our Math interim assessments are cumulative – each interim assessment includes the content subsequent to the prior assessment plus spirals content from the prior assessment. Spiral questions are selected to measure growth against low performing questions from the prior assessment.

Our 3rd-8th grade ELA interim assessments assess all grade level standards at the beginning of the year. An effort is made to choose New York State released passages and items that are on the lower end of the Lexile range for each grade for the first interim. The Lexile level of the passages increases as the year progresses.

In Kinder-2nd grade ELA, interim assessments fold in additional common core aligned items in line with the scope and sequence as the year progresses. Again, content is spiraled in order to measure growth against low performing standards.

STEP				
Grade	All Students		% of students with IEPs meeting Reading level goal	% of ELL students meeting Reading level goal
	x % of students meeting Reading level goal	Number tested		
K	37	68	18%	0
1	59	87	69%	80%
2	59	85	50%	40%

Grade	All Students		% of students with IEPs meeting Reading level growth goal	% of ELL students meeting Reading level growth goal
	x % of students meeting reading level growth goal	Number tested		
K	79	68	55	25
1	77	87	69	80
2	78	85	90	100

ADDITIONAL CONTEXT AND EVIDENCE

3-8 ELA

While we hope to use our newly created authentic End-of-Year ELA assessment as our "north star" assessment, aligning progress monitoring goals and formative assessments to this capstone assessment, the assessment itself is still in need of some revisions (based on teacher feedback from this year's administration). We are in the process of conducting inter-rater reliability reviews and back-grading to evaluate consistency in scoring, and are conducting analyses to assess the validity of the assessment as well.

Middle School ELA

Although we used the same CPAs and interim assessments as in the previous school year, it is difficult to compare performance YOY due to the differing modes of assessment administration (i.e. paper-based in SY19, online in SY20).

SUMMARY OF THE ELEMENTARY AND MIDDLE ENGLISH LANGUAGE ARTS GOAL

Elementary ELA

Elementary schools use the STEP Assessment and the Fountas and Pinnell assessment to measure progress in reading. Our goal is that every student will make three STEP levels of reading growth. Additionally, our 3rd and 4th grade students take the authentic End of Year ELA Assessment, which is our capstone assessment for the school year, assessing students on the major reading and writing skills and habits they should be developing over the course of the year.

Middle School ELA

Our authentic End of Year ELA Assessment is our capstone assessment for the school year, assessing students on the major reading and writing skills and habits they should be developing over the course of the year. To get to this larger assessment, we progress monitor through our end of unit assessments (CPAs and writing process pieces) and our formative assessments (exit tickets on essential, or prioritized, lessons). Additionally, we administer interim assessments meant to approximate the NYS exam.

ACTION PLAN

The following strategies will help us progress toward our reading and writing goals:

1. Implementing KIPP Foundation's Wheatley curriculum at the elementary level
2. Implementing the homegrown KIPP NYC Wheatley and Baldwin curricula, designed by Curriculum Fellows in collaboration with the broader community, at the middle school level
3. Committing time each day to both grade-level reading through the Wheatley curricula and instructional-level reading through guided and independent reading structures
4. Running a phonics block in K-2 using Success For All phonics curriculum
5. Administering a suite of literacy assessments and regionally leading analysis of assessment data. The suite of assessments includes: Reading Inventory, Fountas & Pinnell, curricular performance assessments, authentic writing tasks, and interim assessments that mirror the state test
6. Designing and facilitating a series of professional development experiences focused on literacy across the school day and integrating the strands of literacy
7. Engaging with school-based leaders in their ongoing Looking At Student Work practices and Observation-Feedback cycles

GOAL 2: MATHEMATICS

ELEMENTARY AND MIDDLE MATHEMATICS

Goal 2: Mathematics:

For the 2020-2021 school year, there weren't any state test specific proficiency goals defined regionally due to the pandemic and remote learning.

For elementary school math, there was a regional lesson completion rate in Zearn of 3 lessons of new content per week. When measured in the spring, our regional goal was reached at approximately 3.1 Zearn lessons per week. In preparing students for grade-level content, our goal for all students was to grow at least one level on our regional interim assessments administered throughout the school year.

For middle school math, we aimed to have 100% of schools continue to participate in our regional bi-weekly assessments, aligned to the common core standards and New York state tests. This goal was close to being met in 20-21, with over 90% of schools administering our regional bi-weekly assessments along with our interim assessments throughout the course of the year. We continued to make progress towards our "moonshot" goal of attaining 90% participation rate in 8th grade Algebra with a 90% pass rate by 2023, by growing the number of students enrolled in our remote learning 8th grade Algebra course to over 70% of KIPP NYC 8th grade students, exceeding our pre-pandemic participation rate in 2019. Additionally, the roll-out of a new set of remote learning resources, including daily Nearpod self-guided lessons and new weekly formative assessments in Canvas, facilitated greater regional curricular alignment across our 7 middle schools schools than ever before.

BACKGROUND

Elementary School Math

The curriculum we use for our K-4 Math instruction is the Eureka Math curriculum, with some adaptations to the scope and sequence to fit our school calendar. We supplement this curriculum with daily CGI instruction, which pushes student problem solving skills through student-led discussions on open-ended, real-world problem prompts. Math routines, such as counting jar and money jar, as well as automaticity assessments, which are used to practice and assess student fluency with core skills.

One adaptation to this curriculum this year has been the design of digital interim assessments. This data helped regional curriculum developers determine regional deficits and adjust the scope and sequences accordingly.

Additionally, for the first time, our teachers had access to a list of "high priority lessons," which helped them prioritize learning time and analyze the highest leverage exit tickets.

Middle School Math

Our MS Math instruction is based on an in-house curriculum that has been refined over the course of the last 6 years and is mostly aligned to the sequence of units covered in Eureka Math, but the daily objectives and content covered is different. Within each Math lesson, students typically complete a fluency drill, engage in a discussion following a launch or explore problem, learn new content and follow a model problem in guided practice, and spend at least 25 minutes completing independent practice aligned to the daily objective. Students are assessed daily through formative checks for understanding and oftentimes an exit ticket.

Our Algebra 8th grade students follow a unique pacing calendar that integrates two years of content into one school calendar, with the 8th grade and Algebra I common core standards integrated into the same curriculum. Unlike the 8th grade Eureka Math curriculum, which follows a sequence that prepares students for the 8th grade NYS test, our Integrated Algebra curriculum consolidates the units from 8th grade Math with the Algebra units and helps prepare students to success on both the 8th grade Math exam and the Algebra Regents exam.

With the onset of remote learning, our regional MS Math curriculum was adapted into a 3-part instructional model for the 20-21 school year:

1. Asynchronous self-guided Nearpod lessons, designed by regional veteran content experts, containing direct instructional videos and aligned checks for understanding and practice problems, that students completed independently during a morning Math block.
2. Live synchronous instruction by content teachers in Zoom, including direct instruction, student discourse, checks for understanding, small group instruction, and real-time feedback on practice problems
3. Post live instruction practice, including an exit ticket where students scanned work into Canvas for teacher feedback, completed by students in printed math packets sent home with families each cycle.

To supplement our core curriculum in 2021-22, a team of summer curriculum fellows are building out comprehensive unit summary plans that provide teachers with both the specificity of the core skills and concepts, common misconceptions, and aligned assessment questions covered in each unit, along with a thematic overview, list of essential questions, and major standards covered that will facilitate the lesson internalization work led by our instructional leaders at schools.

In terms of assessment, this past year was the 3rd year of our MS Math regional bi-weekly assessment strategy, whereby students regionally complete short, 30 minute quizzes every other week that assess recently taught content. At the end of each of these weeks, grades are submitted to Illuminate and our regional content team analyzes the results in a biweekly regional analysis email that provides teachers with an overview, a suggested reteach topic and strategies for reteach, and previews the next two upcoming weeks along with the following assessment. The reteach topic is then assessed on the following bi-weekly quiz so that students and teachers can get immediate data on the effectiveness of their reteach lesson. These bi-weekly quizzes are occasionally replaced by our lengthier end of module assessments and interim assessments. The assessments were adapted during the 2020-21 school year to allow for remote testing and scoring of student work directly in Illuminate.

Professional development from 2020-2021 for K-8 Math focused primarily on training teachers with our new remote learning platforms - Nearpod, Canvas, Zearn, and Zoom - and establishing best practices for asynchronous, synchronous, and hybrid instruction.

Overall changes to the K-8 Math program to strengthen our remote learning model included:

- Supporting teachers in assigning aligned lessons through online platforms and tools students were familiar with during in-person instruction, such as Zearn and Khan Academy
- Highlighting the most essential skills and concepts students need to master by the end of the school year, and prioritizing this content in our regional pacing calendars and on our regional assessments
- Using Canvas as a platform for communicating with students daily, sharing instructional videos, and providing students with the opportunity to submit work for daily feedback
- Switching to online assessments by having students test directly in Illuminate
- Engaging students with daily synchronous instruction in Zoom
- Strengthening teacher execution by prioritizing the use of Nearpod Live as a tool for engaging students and providing feedback on student work during synchronous instruction

To supplement instruction, students were assigned additional work in Zearn and Khan Academy for more targeted practice, and these supplemental platforms were used as tools for small group intervention.

To account for potential unfinished learning, the 2021-22 pacing calendars have built in more weekly time allocated for reteach and remediation, as well as embedded lessons prior to each unit for teachers to pre-teach upcoming content by reviewing pre-requisite skills from years past. We will also be partnering with i-Ready to allow for new diagnostic assessments in the fall of 2021 to better gauge any unfinished learning and support teachers in 2021-22 with new reteach resources."

METHOD

- High priority exit tickets (2-3 times per week) - formative assessments that capture data on a daily objective that are typically 3-5 minutes and 1-4 questions in length
- Bi-weekly quizzes and formative assessments - approximately 30 minute assessments that are 5-8 questions in length assessing content learned primarily from the week prior including a few reassessment questions
- End of module assessments (optional) - summative 60-90 minute assessments at the end of specified modules that cumulatively assess the content learned from that unit
- 2-3 **digital** interim assessments - exams that cumulatively assess content covered throughout the year and provide the best predictors of student success towards our NYS exam goals
- PT Simulation and Regents Simulation - exams that mimic the format of the NYS exam and Algebra Regents exam to cumulatively assess content and determine topics for remediation
- Additional external assessment tools administered at the beginning and end of the year, primarily used to determine year over year growth and to identify students in need of intervention
- Assessments given in June to primarily assess the core skills and concepts learned that year and provide data to next year's teachers for the purposes of remediation (3rd interim assessment / EOY diagnostic)

RESULTS AND EVALUATION

We have not yet received results from the NYS exams or Algebra Regents exams, but these proficiency goals were not shared regionally at this school due to the pandemic.

Our Elementary School Students completed about 3.1 Zearn Math Lessons on average each week. Students in 1-4 across the region met this participation goal.

Our Middle School Students nearly exceed our regional assessment participation rate of 100%, with more than 90% of bi-weekly assessments administered across schools regionally. Our Algebra participation rate continued to increase from 64% in 2019 to exceed 70% in 2021. Most grades experienced modest student growth from IA#1 to IA#2 and from IA#2 to IA#3, where applicable, serving as a good indicator that instruction and learning improved significantly over the course of the school year, and that as a region, we are making progress towards improved test results from the onset of the pandemic in spring 2020.

Interim Assessments

All of our interim assessment items are aligned to New York State Common Core standards. The assessments are created using a combination of released New York State ELA and math items and questions created internally by our regional content leads. Additionally, our 3rd-8th grade interim assessments are generally formatted to align with the format of the New York State assessments (a combination of multiple choice, short response and extended response assessment items). All interim assessments are scoped to assess progress towards mastery of grade level standards by the end of the year.

Our Math interim assessments are cumulative – each interim assessment includes the content subsequent to the prior assessment plus spirals content from the prior assessment. Spiral questions are selected to measure growth against low performing questions from the prior assessment.

Our 3rd-8th grade ELA interim assessments assess all grade level standards at the beginning of the year. An effort is made to choose New York State released passages and items that are on the lower end of the Lexile range for each grade for the first interim. The Lexile level of the passages increases as the year progresses.

In Kinder-2nd grade ELA, interim assessments fold in additional common core aligned items in line with the scope and sequence as the year progresses. Again, content is spiraled in order to measure growth against low performing standards.

IA #1				
Grade	All Students		% of students with IEPs meeting proficiency goal	% of ELL students meeting proficiency goal
	x % of students meeting proficiency goal	Number tested		
K	91	64	100	80
1	84	88	77	100

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

2	89	83	100	80
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IA #2				
Grade	All Students		% of students with IEPs meeting proficiency goal	% of ELL students meeting proficiency goal
	x % of students meeting proficiency goal	Number tested		
K	87	67	73	50
1	89	87	69	100
2	87	85	90	100

IA #3				
Grade	All Students		% of students with IEPs meeting proficiency goal	% of ELL students meeting proficiency goal
	x % of students meeting proficiency goal	Number tested		
K	85	68	82	50
1	87	87	69	100
2	95	83	90	100

ADDITIONAL CONTEXT AND EVIDENCE

Due to the pandemic, students were provided with a waiver option for the Algebra I Regents examination. We had very limited administration of state tests - less than 1% of students tested - which were also opt-in for students/families. We therefore do not have any comprehensive or valid state test data that can be used to measure success against our goals.

SUMMARY OF THE ELEMENTARY AND MIDDLE MATHEMATICS GOAL

Once the pandemic interrupted instruction, our goals for the year were not prioritized in the same way they have been in years past. Since students did not sit for the NYS exams or for the Algebra Regents in 2020, we were not able to gather much data on whether these goals would have been met had the pandemic not occurred, and we did not set growth goals on state test data or Regents data for 2021. We similarly have much less data that can be used to create new NYS test goals for 2021-2022. Students completed an end of year assessment in Math classes that captured some data on student achievement in May/June, but these digital assessments administered in Illuminate were shorter in length and provide less valid data than a NYS state where students would be required to test in-person.

We did have an Algebra participation rate this past year of above 70% - this is based off of the number of students who took an Algebra course and would have sat for the Algebra I Regents exam if required to do so in-person. This participation rate shows continued growth from 56% in 2019 to 64% in 2020 towards our ultimate goal of having 90% of students sit and pass the Algebra Regents by 2023.

ACTION PLAN

The following strategies are being implemented to push schools towards achieving our Math goals in 2021-22:

- Accelerated pacing calendars - instead of prioritizing weeks of remediation to address any unfinished learning, our regional pacing calendars will continue to reduce the breadth of content covered and instead prioritize the in-depth study of core skills and concepts, with approximately 4 lessons of new content per week. The remaining lesson each week will be time allocated for reteaching aligned pre-requisite skills, supporting our struggling learners with small group intervention, and pushing the rigor for our students that continue to perform at or above grade-level.
- Emphasizing responsive instruction - supplementing our suite of Math assessments, this year teachers will use a new set of diagnostic assessments at various points through the year administered through the i-Ready platform, coupled with aligned reteach resources. When combined with the addition of new pre-unit assessments and more frequent formative assessments embedded throughout the year, teachers will have more opportunities to analyze student data on an ongoing basis and plan responsive instruction based on student needs.
- Establishing greater coherence in the K-8 Math curriculum by eliminating overlap of content taught in 4th and 5th grades, continuing to narrow the focus of content taught in each grade-level, and shifting more of the Geometry standards from 8th grade to 7th grade to open up more time in the pacing calendar and facilitate the instruction of 8th grade Algebra curriculum in preparation for the Regents exam
- Providing more intentional support regionally for Tier 2 intervention instruction, by creating regionally designed pre-teach lessons for each grade-level every week, training teachers to use i-Ready Math as a supplemental tool for intervention, and introducing more opportunities for collaboration among learning specialists during regional professional development days
- Engaging teachers and instructional leaders in continued professional development that focuses on lesson internalization, particularly unit launches with the arrival of a new set of unit launch plans created by summer curriculum fellows, as well as increasing student cognitive engagement, and improving our summary checks for understanding
- Aligning regionally on our regional in-house designed 8th grade non-Algebra curriculum to allow schools to more easily differentiate instruction for our 8th graders and receive regional support and collaboration
- Continuing to adapt our curriculum and prepare teachers for next year's planned shift in standards when NYS implements the new Next Generation Learning Standards for Math

GOAL 3: SCIENCE

ELEMENTARY AND MIDDLE SCIENCE

Goal 3: Science

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

Component	K-4 (120-180 min per week minimum)	5-8 (300-365 min per week + elective)	9-12 (1-2 STE Classes per year)
Science Content	All K-8 KIPP students learn the full course of Amplify Science (or equivalent) each year.		Grads w/ 3+ AP score: 24%
Design, CS, Engineering	All K-4 students complete a minimum of 25-30 hours of DCE instruction each year in addition to Amplify.	All 5-8 students complete at 140 hours of DCE instruction by the end of 8th grade (full Computer Science Discoveries coverage or its equivalent (PLTW, Amplify CS).	All KIPP High School students are provided the opportunity to take AP CS Principles . All KIPP High schoolers are provided an opportunity to take at least two advanced STEM courses (AP CS A, PLTW Engineering Pathway, PLTW BioMed Pathway, AP Seminar, Data Science, etc.)
Team Robotics	All K-4 schools operate at least one FIRST Lego League Jr. team with 50% female enrollment.	All 5-8 schools operate at least one FIRST Lego League team with 50% female enrollment.	All 9-12 schools operate at least one FIRST Tech Challenge team with 50% female enrollment.
Environmental Literacy	All K-12 students complete a minimum of two off-campus environmental literacy-learning experiences per year and at least one residential outdoor experience before graduation.		

BACKGROUND

- Hired on Director of Elementary School Science, Tech and Engineering Director to lead STE support in Elementary Schools for 21-22
- Elementary schools implemented the Amplify science curriculum for all grades (K-4). Each school had one K-2 science teacher and one 3-4 science teacher
- Middle Schools adopted Amplify science curriculum (switched from IQWST) to better align our K-8 science vision. All schools implemented curricula, but may not have been able to complete all units within the grade given reduced learning time during remote learning
- Assessments
 - ES: CFT & EOU assessments
 - MS: CFT & EOU assessments
- FIRST Robotics team took a pause during remote learning
- Launched the very first Curriculum Fellows Board for STE (Science and CT) with teacher leaders to create modifications to the curricula regarding literacy additions.
- Was able to continue with a modified launch of Year 2 Computational Thinking in elementary schools.
- Hands on group lab experiments were modified to fit social distancing requirements and will need to be considered again for next year
- Had a cohort of teacher leaders create remote self-guided science lessons to assist in remote instruction during the 20-21 school year.

METHOD

- Elementary School: Still continue with the CFT and EOU assessments and gauged success based on metrics set at the beginning of the year.
- Middle School Science: Implemented and administered CFT and EOU assessments as a part of the new amplify curricula.
- State Tests were optional this year for students in 4th and 8th grade.

RESULTS AND EVALUATION

Due to very limited administration of state tests that were opt in for students, we do not have passage rates on NYS tests that are comprehensive or valid.

Interim Assessments

All of our interim assessment items are aligned to New York State Common Core standards. The assessments are created using a combination of released New York State ELA and math items and questions created internally by our regional content leads. Additionally, our 3rd-8th grade interim assessments are generally formatted to align with the format of the New York State assessments (a combination of multiple choice, short response and extended response assessment items). All interim assessments are scoped to assess progress towards mastery of grade level standards by the end of the year.

Our Math interim assessments are cumulative – each interim assessment includes the content subsequent to the prior assessment plus spirals content from the prior assessment. Spiral questions are selected to measure growth against low performing questions from the prior assessment.

Our 3rd-8th grade ELA interim assessments assess all grade level standards at the beginning of the year. An effort is made to choose New York State released passages and items that are on the lower end of the Lexile range for each grade for the first interim. The Lexile level of the passages increases as the year progresses.

In Kinder-2nd grade ELA, interim assessments fold in additional common core aligned items in line with the scope and sequence as the year progresses. Again, content is spiraled in order to measure growth against low performing standards.

ADDITIONAL CONTEXT AND EVIDENCE

- Due to the pandemic, we made the NYS science test optional to fourth and eighth graders. Very few students opted to take the test this year and the test did not include a practical lab component.
- Virtual administration of Checkpoint formative assessments and End of Module assessment led to less validity on internal assessments. Currently thinking through how to collect on-going diagnostic data throughout the year to best assess current levels of student understanding given the effects of the pandemic.
- Due to the incongruent implementation of science across science by school, the scope/sequence and time teaching science did not lend itself to standardized internal assessments.

SUMMARY OF THE ELEMENTARY AND MIDDLE SCIENCE GOAL

All elementary schools are implementing Amplify science meeting the specified time minimums (K-2 at least 2 days a week for 45 minutes each; 3-4 at least 4 days a week for 45 minutes each). One of our goals is that at least 75% of students meet standards on the end of unit assessment using progress build formative assessments to progress monitor each unit. We will be adjusting our scope and sequences in science next year to pare down to essential understandings and skills of the unit in order to create one responsive day a week for spiral review and reteach. Students will continue with grade level curricula and will embed essential lessons from previous grades that may help with access to grade level content. Our assessment goals will be the same as years past in which 75% of students meet standards on our formative assessments. We will work to standardize all of our internal assessments so that teachers across all schools implement all formative assessments in the given windows.

ACTION PLAN

- Aligned K-8 curriculum: starting in the 2020-2021 school year, middle school science will implement Amplify science as its core curriculum allowing for alignment within the region and network including implementation of progress build formative assessments and end of module assessments.
- Schools adhering to the time minimums for science
- Training and Development of teachers and leaders on curriculum
- Continuation of STE programming (robotics, computational thinking, data science etc, environmental literacy)
- State test is phasing out for 4th grade this year and in the 2022-2023 school year it will be 5th and 8th grade testing. Currently we are making sure the shift to amplify will prepare our students for the shift in testing.

GOAL 4: ESSA

Due to COVID-19 and the subsequent changes to the state’s testing, accountability, and federal reporting requirements, the 2020-21 school accountability statuses are the same as those assigned for the 2019-20 school year. The 2019-20 accountability statuses were based on 2018-19 exam results. Assigned accountability designations and further context can be found [here](#).

Goal 7: Absolute Measure
 Under the state’s ESSA accountability system, the school is in good standing: the state has not identified the school for comprehensive or targeted improvement.

METHOD

Because *all* students are expected to meet the state's performance standards, the federal statute stipulates that various sub-populations and demographic categories of students among all tested students must meet the state standard in and of themselves aside from the overall school results. As New York State, like all states, is required to establish a specific system for making these determinations for its public schools, charter schools do not have latitude in establishing their own performance levels or criteria of success for meeting the ESSA accountability requirements. Each year, the state issues School Report Cards that indicate a school’s status under the state accountability system.

RESULTS AND EVALUATION

KIPP Bronx II is currently in good standing, and has been so for the accountability period.

ADDITIONAL EVIDENCE

KIPP Bronx II has been in good standing for each year during the accountability period.

Accountability Status by Year

Year	Status
2018-19	N/A
2019-20	Good Standing
2020-21	Good Standing



Transmittal Form
Annual Financial Statement Audit Report
for SUNY Authorized Charter Schools

Charter School Name:	KIPP Bronx Charter School II
Audit Period:	2020-21
Prior Period:	2019-20
Report Due Date:	Monday, November 1, 2021
School Fiscal Contact Name:	David Rose
School Fiscal Contact Email:	[REDACTED]
School Fiscal Contact Phone:	[REDACTED]
School Audit Firm Name:	CliftonLarsonAllen LLP
School Audit Contact Name:	David Sekerak
School Audit Contact Email:	[REDACTED]
School Audit Contact Phone:	[REDACTED]

SUNY CHARTER SCHOOLS INSTITUTE - Reporting Requirements:

Online Portal: <https://my.epicenternow.org/>

Required 8 Items:

- 1) The independent auditor's report on financial statements and notes;
- 2) Excel template file with appropriate sheets completed: Financial Position, Statement of Activities, Cash Flow and Functional Expenses worksheets; and
- 3) Reports on internal controls over financial reporting and on compliance.

And, if applicable:

The additional items listed below should be included if applicable. Please explain the reason(s) if the items are not included. Examples might include: a written management letter was not issued; the school did not expend federal funds in excess of the Single Audit Threshold of \$750,000; the management letter response will be submitted by the following date (should be no later than 30 days from the submission of the report); etc. If not applicable enter "N/A."

	<i>If not included, state the reason(s) below. Or, if not applicable fill in "N/A":</i>
4) Management Letter	
5) Management Letter Response	
6) Form 990; or Extension Form 8868	Extension to be filed by November 15, 2021, and can be uploaded by that date.
7) Federal Single Audit/ Uniform Guidance in 2 CFR Part 200, Subpart F	
8) Corrective Action Plan	N/A

KIPP BRONX CHARTER SCHOOL II
Statement of Financial Position
as of June 30, 2021

<u>ASSETS</u>	<u>2020-21</u>	<u>2019-20</u>
<u>CURRENT ASSETS</u>		
Cash and cash equivalents	\$ -	\$ -
Grants and contracts receivable	-	-
Accounts receivables	-	-
Prepaid expenses	-	-
Contributions and other receivables	-	-
TOTAL CURRENT ASSETS	-	-
<u>PROPERTY, BUILDING AND EQUIPMENT, net</u>		
	-	-
<u>OTHER ASSETS</u>		
	-	-
TOTAL ASSETS	-	-
<u>LIABILITIES AND NET ASSETS</u>		
<u>CURRENT LIABILITIES</u>		
Accounts payable and accrued expenses	\$ -	\$ -
Accrued payroll and benefits	-	-
Deferred Revenue	-	-
Current maturities of long-term debt	-	-
Short Term Debt - Bonds, Notes Payable	-	-
Other	-	-
TOTAL CURRENT LIABILITIES	-	-
<u>LONG-TERM LIABILITIES</u>		
Deferred Rent	-	-
All other long-term debt and notes payable, net current maturities	-	-
TOTAL LONG-TERM LIABILITIES	-	-
TOTAL LIABILITIES	-	-
<u>NET ASSETS</u>		
Without Donor Restrictions	-	-
With Donor Restrictions	-	-
TOTAL NET ASSETS	-	-
TOTAL LIABILITIES AND NET ASSETS	-	-

CK - Should be zero

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KIPP BRONX CHARTER SCHOOL II

**Statement of Activities
as of June 30, 2021**

	2020-21			2019-20
	Without Donor Restrictions	With Donor Restrictions	Total	Total
REVENUE, GAINS AND OTHER SUPPORT				
Public School District				
Resident Student Enrollment	\$ 3,943,057	\$ -	\$ 3,943,057	\$ 2,932,438
Students with disabilities	411,797	-	411,797	223,743
Grants and Contracts				
State and local	-	-	-	12,762
Federal - Title and IDEA	159,530	16,342	175,872	129,924
Federal - Other	96,152	-	96,152	177,032
Other	-	-	-	-
NYC DoE Rental Assistance	-	-	-	-
Food Service/Child Nutrition Program	-	-	-	-
TOTAL REVENUE, GAINS AND OTHER SUPPORT	4,610,536	16,342	4,626,878	3,475,899
EXPENSES				
Program Services				
Regular Education	\$ 4,955,268	\$ -	\$ 4,955,268	\$ 10,558,886
Special Education	219,584	-	219,584	933,451
Other Programs	-	-	-	-
Total Program Services	5,174,852	-	5,174,852	11,492,337
Management and general	577,565	-	577,565	1,715,598
Fundraising	-	-	-	20,821
TOTAL OPERATING EXPENSES	5,752,417	-	5,752,417	13,228,756
SURPLUS / (DEFICIT) FROM SCHOOL OPERATIONS	(1,141,881)	16,342	(1,125,539)	(9,752,857)
SUPPORT AND OTHER REVENUE				
Contributions				
Foundations	\$ 16,342	\$ -	\$ 16,342	\$ -
Individuals	-	-	-	-
Corporations	-	-	-	-
Fundraising	-	-	-	-
Interest income	-	-	-	-
Miscellaneous income	2,199,124	-	2,199,124	37,021
Net assets released from restriction	16,342	(16,342)	-	-
TOTAL SUPPORT AND OTHER REVENUE	2,231,808	(16,342)	2,215,466	37,021
CHANGE IN NET ASSETS	1,089,927	-	1,089,927	(9,715,836)
NET ASSETS BEGINNING OF YEAR	266,344	-	266,344	454,297
PRIOR YEAR/PERIOD ADJUSTMENTS	777	-	777	1,744
NET ASSETS END OF YEAR	\$ 1,357,048	\$ -	\$ 1,357,048	\$ (9,259,795)

KIPP BRONX CHARTER SCHOOL II
Statement of Cash Flows
as of June 30, 2021

	2020-21	2019-20
CASH FLOWS - OPERATING ACTIVITIES		
Increase (decrease) in net assets	\$ -	\$ -
Revenues from School Districts	-	-
Accounts Receivable	-	-
Due from School Districts	-	-
Depreciation	-	-
Grants Receivable	-	-
Due from NYS	-	-
Grant revenues	-	-
Prepaid Expenses	-	-
Accounts Payable	-	-
Accrued Expenses	-	-
Accrued Liabilities	-	-
Contributions and fund-raising activities	-	-
Miscellaneous sources	-	-
Deferred Revenue	-	-
Interest payments	-	-
Other	-	-
Other	-	-
NET CASH PROVIDED FROM OPERATING ACTIVITIES	\$ -	\$ -
CASH FLOWS - INVESTING ACTIVITIES		
Purchase of equipment	-	-
Other	-	-
NET CASH PROVIDED FROM INVESTING ACTIVITIES	\$ -	\$ -
CASH FLOWS - FINANCING ACTIVITIES		
Principal payments on long-term debt	-	-
Other	-	-
NET CASH PROVIDED FROM FINANCING ACTIVITIES	\$ -	\$ -
NET (DECREASE) INCREASE IN CASH AND CASH EQUIVALENTS	\$ -	\$ -
Cash at beginning of year	-	-
CASH AND CASH EQUIVALENTS AT END OF YEAR	\$ -	\$ -

KIPP BRONX CHARTER SCHOOL II
Statement of Functional Expenses
as of June 30, 2021

	No. of Positions	2020-21					2019-20	
		Program Services		Supporting Services Management and			Total	Total
		Regular Education	Special Education	Other Education	Total	Fund-raising		
		\$	\$	\$	\$	\$	\$	
Personnel Services Costs		776,718	-	-	776,718	-	776,718	549,207
Administrative Staff Personnel	7.17	1,834,155	165,507	-	1,999,663	-	1,999,663	1,269,435
Instructional Personnel	23.19	-	-	-	-	-	-	-
Non-Instructional Personnel	-	-	-	-	-	-	-	-
Total Salaries and Staff	30.36	2,610,873	165,507	-	2,776,381	-	2,776,381	1,818,642
Fringe Benefits & Payroll Taxes		509,951	26,532	-	536,483	-	536,483	344,449
Retirement		56,138	12,298	-	68,437	-	68,437	41,714
Management Company Fees		30,000	-	-	30,000	-	30,000	410,510
Legal Service		19,133	-	-	19,133	-	19,133	25,474
Accounting / Audit Services		-	-	-	-	1,779	1,779	2,803
Other Purchased / Professional / Consulting Services		20,900	15,246	-	36,146	-	36,146	42,884
Building and Land Rent / Lease / Facility Finance Interest		77,818	-	-	77,818	-	77,818	129,661
Repairs & Maintenance		613,188	-	-	613,188	-	613,188	150,713
Insurance		-	-	-	-	24,108	24,108	20,892
Utilities		-	-	-	-	-	-	-
Supplies / Materials		154,774	-	-	154,774	-	154,774	136,684
Equipment / Furnishings		127,375	-	-	127,375	-	127,375	39,524
Staff Development		41,298	-	-	41,298	-	41,298	39,883
Marketing / Recruitment		23,640	-	-	23,640	-	23,640	1,333
Technology		258,808	-	-	258,808	-	258,808	98,675
Food Service		-	-	-	-	-	-	-
Student Services		-	-	-	-	-	-	4,855
Office Expense		119,396	-	-	119,396	-	119,396	65,114
Depreciation		289,139	-	-	289,139	-	289,139	325,350
OTHER		2,060	-	-	2,060	-	2,060	1,712
Total Expenses		\$ 4,954,492	\$ 219,584	\$ -	\$ 5,174,076	\$ -	\$ 5,775,641	\$ 3,700,873



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School Fiscal Contact Email:	[REDACTED]
School Fiscal Contact Phone:	[REDACTED]
School Audit Firm Name:	CliftonLarsonAllen LLP
School Audit Contact Name:	David Sekerak
School Audit Contact Email:	[REDACTED]
School Audit Contact Phone:	[REDACTED]

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	<i>If not included, state the reason(s) below. Or, if not applicable fill in "N/A":</i>
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5) Management Letter Response	
6) Form 990; or Extension Form 8868	Extension to be filed by November 15, 2021, and can be uploaded by that date.
7) Federal Single Audit/ Uniform Guidance in 2 CFR Part 200, Subpart F	
8) Corrective Action Plan	N/A

KIPP BRONX CHARTER SCHOOL II
Statement of Financial Position
as of June 30, 2021

<u>ASSETS</u>	<u>2020-21</u>	<u>2019-20</u>
<u>CURRENT ASSETS</u>		
Cash and cash equivalents	\$ -	\$ -
Grants and contracts receivable	-	-
Accounts receivables	-	-
Prepaid expenses	-	-
Contributions and other receivables	-	-
TOTAL CURRENT ASSETS	-	-
<u>PROPERTY, BUILDING AND EQUIPMENT, net</u>		
	-	-
<u>OTHER ASSETS</u>		
	-	-
TOTAL ASSETS	-	-
<u>LIABILITIES AND NET ASSETS</u>		
<u>CURRENT LIABILITIES</u>		
Accounts payable and accrued expenses	\$ -	\$ -
Accrued payroll and benefits	-	-
Deferred Revenue	-	-
Current maturities of long-term debt	-	-
Short Term Debt - Bonds, Notes Payable	-	-
Other	-	-
TOTAL CURRENT LIABILITIES	-	-
<u>LONG-TERM LIABILITIES</u>		
Deferred Rent	-	-
All other long-term debt and notes payable, net current maturities	-	-
TOTAL LONG-TERM LIABILITIES	-	-
TOTAL LIABILITIES	-	-
<u>NET ASSETS</u>		
Without Donor Restrictions	-	-
With Donor Restrictions	-	-
TOTAL NET ASSETS	-	-
TOTAL LIABILITIES AND NET ASSETS	-	-

CK - Should be zero

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KIPP BRONX CHARTER SCHOOL II

**Statement of Activities
as of June 30, 2021**

	2020-21			2019-20
	Without Donor Restrictions	With Donor Restrictions	Total	Total
REVENUE, GAINS AND OTHER SUPPORT				
Public School District				
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Federal - Title and IDEA	159,530	16,342	175,872	129,924
Federal - Other	96,152	-	96,152	177,032
Other	-	-	-	-
NYC DoE Rental Assistance	-	-	-	-
Food Service/Child Nutrition Program	-	-	-	-
TOTAL REVENUE, GAINS AND OTHER SUPPORT	4,610,536	16,342	4,626,878	3,475,899
EXPENSES				
Program Services				
Regular Education	\$ 4,955,268	\$ -	\$ 4,955,268	\$ 10,558,886
Special Education	219,584	-	219,584	933,451
Other Programs	-	-	-	-
Total Program Services	5,174,852	-	5,174,852	11,492,337
Management and general	577,565	-	577,565	1,715,598
Fundraising	-	-	-	20,821
TOTAL OPERATING EXPENSES	5,752,417	-	5,752,417	13,228,756
SURPLUS / (DEFICIT) FROM SCHOOL OPERATIONS	(1,141,881)	16,342	(1,125,539)	(9,752,857)
SUPPORT AND OTHER REVENUE				
Contributions				
Foundations	\$ 16,342	\$ -	\$ 16,342	\$ -
Individuals	-	-	-	-
Corporations	-	-	-	-
Fundraising	-	-	-	-
Interest income	-	-	-	-
Miscellaneous income	2,199,124	-	2,199,124	37,021
Net assets released from restriction	16,342	(16,342)	-	-
TOTAL SUPPORT AND OTHER REVENUE	2,231,808	(16,342)	2,215,466	37,021
CHANGE IN NET ASSETS	1,089,927	-	1,089,927	(9,715,836)
NET ASSETS BEGINNING OF YEAR	266,344	-	266,344	454,297
PRIOR YEAR/PERIOD ADJUSTMENTS	777	-	777	1,744
NET ASSETS END OF YEAR	\$ 1,357,048	\$ -	\$ 1,357,048	\$ (9,259,795)

KIPP BRONX CHARTER SCHOOL II
Statement of Cash Flows
as of June 30, 2021

	2020-21	2019-20
CASH FLOWS - OPERATING ACTIVITIES		
Increase (decrease) in net assets	\$ -	\$ -
Revenues from School Districts	-	-
Accounts Receivable	-	-
Due from School Districts	-	-
Depreciation	-	-
Grants Receivable	-	-
Due from NYS	-	-
Grant revenues	-	-
Prepaid Expenses	-	-
Accounts Payable	-	-
Accrued Expenses	-	-
Accrued Liabilities	-	-
Contributions and fund-raising activities	-	-
Miscellaneous sources	-	-
Deferred Revenue	-	-
Interest payments	-	-
Other	-	-
Other	-	-
NET CASH PROVIDED FROM OPERATING ACTIVITIES	\$ -	\$ -
CASH FLOWS - INVESTING ACTIVITIES		
Purchase of equipment	-	-
Other	-	-
NET CASH PROVIDED FROM INVESTING ACTIVITIES	\$ -	\$ -
CASH FLOWS - FINANCING ACTIVITIES		
Principal payments on long-term debt	-	-
Other	-	-
NET CASH PROVIDED FROM FINANCING ACTIVITIES	\$ -	\$ -
NET (DECREASE) INCREASE IN CASH AND CASH EQUIVALENTS	\$ -	\$ -
Cash at beginning of year	-	-
CASH AND CASH EQUIVALENTS AT END OF YEAR	\$ -	\$ -



**GENERAL INSTRUCTIONS FOR
ANNUAL BUDGET/QUARTERLY REPORT**

TEMPLATE TABS

1- GRAY tab contains the Instructions

Instructions	Provides description of tabs and input requirements.
Funding by District	Charter School Tuition Rates

2- BLUE tabs require input of information

1.) Name of School	>Select school name from list. >Enter contact information.
2.) Enrollment	Enter enrollment information for Annual Budget (& Revisions) and Quarterly Actuals. Includes: >Enrollment by Grade >Enrollment by District
3.) Staffing Plan	Enter staffing plan information for Annual Budget (& Revisions) and Quarterly Actuals. Includes: >Full Time Equivalent (FTE), by Position Category, By Quarter >"Prior Year" column may <i>initially</i> be completed based upon preliminary data, and <i>subsequently</i> adjusted with Annual Audited data when the <u>Quarter 2 Actuals are being submitted.</u>
4.) Yearly Budget	Enter Yearly Budget information. Includes: >"Prior Year" column may <i>initially</i> be completed based upon preliminary data, and <i>subsequently</i> adjusted with Annual Audited data when the Quarter 2 Actuals are being submitted. (Note: Quarterly Revenue allocation may be set) >Budgeted Enrollment data and Per Pupil Revenue for the current year are populated based upon input on tab "2.) Enrollment." >Budgeted FTE for current year is populated based upon input on tab "3.) Staffing Plan." >All other sources of revenue >All expenses >Budget Revisions, as necessary and <i>approved</i> by the school's Board of Directors, should be submitted when submitting Quarterly Actuals.
5.) Balance Sheet	Enter Balance Sheet information for EdCorps. Separate schools merged into a primary EdCorp should NOT use this tab. >"Prior Year" column may be <i>initially</i> completed based upon preliminary data, and <i>subsequently</i> adjusted with Annual Audited data when the <u>Quarter 2 Actuals are being submitted</u>
6.) Quarterly Report	Enter Actual Quarterly Report information. Includes: >Actual Enrollment data and Per Pupil Revenue for the current year are populated based upon input on tab "2.) Enrollment." >Actual FTE for current year is populated based upon input on tab "3.) Staffing Plan." >All other sources of revenue >All expenses
7.) Annual Report Requirement	Complete when submitting Actual Quarter 4.

CELL COLORS & GUIDANCE COMMENTS

-  = Enter information into the light BLUE shaded cells.
-  = Cells labeled in ORANGE containe guidance regarding the input of information.
-  = Cells containing RED triangles in the upper right corner contain "guidance comments" on that particular line item. Please "mouse-over" the triangle to reveal each comment.

**Charter Funding Alphabetical By NYS School District
* (Sum of Charter School Basic Tuition and Supplemental Basic Tuition)**



ANNUAL BUDGET & QUARTERLY REPORT TEMPLATE

KIPP Bronx Charter School II

SCHOOL

Name:	KIPP Bronx Charter School II
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CONTACT INFORMATION

Contact Name:	David Rose
Contact Title:	Associate Director, Financial Planning & Analysis
Contact Email:	[REDACTED]
Contact Phone:	[REDACTED]

REPORT PERIOD

Current Academic Year:	2021-22
Prior Academic Year:	2020-21

KIPP BRONX CHARTER SCHOOL II
2021-22

ENROLLMENT BY GRADES

GRADES	1	2	3	4	5	6	7	8	9	10	11	12
INITIAL BUDGETED ENROLLMENT												
TOTAL ENROLLMENT = 175						95						

ENROLLMENT BY DISTRICT

PRIOR YEAR ACTUAL	ANNUAL BUDGET								ACTUAL QUARTERLY			
	TOTAL DISTRICTS/ENROLLMENT BY QUARTER				TOTAL DISTRICTS/ENROLLMENT				QUARTER 1	QUARTER 2	QUARTER 3	QUARTER 4
K 80	QUARTER 1	QUARTER 2	QUARTER 3	QUARTER 4	QUARTER 1	QUARTER 2	QUARTER 3	QUARTER 4	Actual	Actual	Actual	Actual
		Original	Revised	Original	Revised	Original	Revised	Original	Revised	0	0	0
	175	0	175	0	175	0	175	0	0	0	0	0
	*NOTE: If there are NO budget revisions at the time of quarterly submittal leave the 'REVISED' Column(s) COMPLETELY BLANK. If budget revisions ARE made, the entire REVISED budget columns for the affected quarter(s) must be completed on tabs 2, 3 and 4.											
PRIOR YEAR ACTUAL	ANNUAL BUDGET								ACTUAL ENROLLMENT BY QUARTER			
	TOTAL DISTRICTS/ENROLLMENT BY QUARTER				TOTAL DISTRICTS/ENROLLMENT				QUARTER 1	QUARTER 2	QUARTER 3	QUARTER 4
2020-21 Actual Enrollment	QUARTER 1	QUARTER 2	QUARTER 3	QUARTER 4	QUARTER 1	QUARTER 2	QUARTER 3	QUARTER 4	Actual Enrollment	Actual Enrollment	Actual Enrollment	Actual Enrollment
	175	175	175	175	175	175	175	175	175			
	Original	Revised	Original	Revised	Original	Revised	Original	Revised				
	175	0	175	0	175	0	175	0				
	*NOTE: If there are NO budget revisions at the time of quarterly submittal leave the 'REVISED' Column(s) COMPLETELY BLANK. If budget revisions ARE made, the entire REVISED budget columns for the affected quarter(s) must be completed on tabs 2, 3 and 4.											
PRIMARY/OTHER	ANNUAL BUDGET								ACTUAL ENROLLMENT BY QUARTER			
	TOTAL DISTRICTS/ENROLLMENT BY QUARTER				TOTAL DISTRICTS/ENROLLMENT				QUARTER 1	QUARTER 2	QUARTER 3	QUARTER 4
DISTRICT NAME(S)	QUARTER 1	QUARTER 2	QUARTER 3	QUARTER 4	QUARTER 1	QUARTER 2	QUARTER 3	QUARTER 4	Actual Enrollment	Actual Enrollment	Actual Enrollment	Actual Enrollment
	NYC CHANCELLOR'S OFFICE	175	175	175	175	175	175	175	175			
NYC CHANCELLOR'S OFFICE												
(Select from drop-down list) →												

PRIMARY/OTHER	DISTRICT NAME(S)

PRIOR YEAR	
2020-21	Actual Enrollment

ANNUAL BUDGET ENROLLMENT BY QUARTER											
QUARTER 1			QUARTER 2			QUARTER 3			QUARTER 4		
Original Budgeted Enrollment	Revised Budgeted Enrollment	Original Budgeted Enrollment	Revised Budgeted Enrollment	Original Budgeted Enrollment	Revised Budgeted Enrollment	Original Budgeted Enrollment	Revised Budgeted Enrollment	Original Budgeted Enrollment	Revised Budgeted Enrollment	Original Budgeted Enrollment	Revised Budgeted Enrollment

ACTUAL ENROLLMENT BY QUARTER				
QUARTER 1	QUARTER 2	QUARTER 3	QUARTER 4	
Actual Enrollment	Actual Enrollment	Actual Enrollment	Actual Enrollment	Actual Enrollment

KIPP BRONX CHARTER SCHOOL II
Budget / Operating Plan
2021-22

	Prior Year Actual 2020-21 Revenue Per Pupil	1st Quarter - 7/1 - 9/30			2nd Quarter - 10/1 - 12/31			3rd Quarter - 1/1 - 3/31			4th Quarter - 4/1 - 6/30		
		Original Budget	Revised Budget	Variance	Original Budget	Revised Budget	Variance	Original Budget	Revised Budget	Variance	Original Budget	Revised Budget	Variance
Total Revenue		1,555,406	-	1,575,649	-	923,079	-	898,340	-	-	-	-	
Total Expenses		1,430,087	-	1,451,214	-	1,382,766	-	1,421,693	-	-	-	-	
Net Income		125,319	-	124,435	-	(459,687)	-	(523,353)	-	-	-	-	
Actual Student Enrollment		175	-	175	-	175	-	175	-	-	-	-	
EXPENSES													
ADMINISTRATIVE STAFF PERSONNEL COSTS													
	Avg. No. of Positions	29,163	-	29,163	-	29,163	-	29,163	-	-	-	-	
Executive Management	0.44	78,030	-	78,030	-	78,030	-	78,030	-	-	-	-	
Instructional Management	2.00	26,124	-	26,124	-	26,124	-	26,124	-	-	-	-	
Deans, Directors & Coordinators	1.00	-	-	-	-	-	-	-	-	-	-	-	
CFO / Director of Finance	-	90,801	-	92,930	-	92,930	-	92,930	-	-	-	-	
Operation / Business Manager	4.00	-	-	-	-	-	-	-	-	-	-	-	
Administrative Staff	-	224,119	-	226,248	-	226,248	-	226,248	-	-	-	-	
TOTAL ADMINISTRATIVE STAFF	7.44												
INSTRUCTIONAL PERSONNEL COSTS													
		175,328	-	234,457	-	234,457	-	234,457	-	-	-	-	
Teachers - Regular	11.00	17,538	-	17,538	-	17,538	-	17,538	-	-	-	-	
Teachers - SPED	1.00	-	-	-	-	-	-	-	-	-	-	-	
Substitute Teachers	-	-	-	-	-	-	-	-	-	-	-	-	
Teaching Assistants	-	-	-	-	-	-	-	-	-	-	-	-	
Specialty Teachers	1.00	17,273	-	23,623	-	23,623	-	23,623	-	-	-	-	
Aides	-	31,376	-	42,911	-	42,911	-	42,911	-	-	-	-	
Therapists & Counselors	2.00	-	-	(0)	-	(0)	-	(0)	-	-	-	-	
Other	-	-	-	-	-	-	-	-	-	-	-	-	
TOTAL INSTRUCTIONAL	15.00												
NON-INSTRUCTIONAL PERSONNEL COSTS													
		-	-	-	-	-	-	-	-	-	-	-	
Nurse	-	-	-	-	-	-	-	-	-	-	-	-	
Librarian	-	-	-	-	-	-	-	-	-	-	-	-	
Custodian	-	-	-	-	-	-	-	-	-	-	-	-	
Security	-	-	-	-	-	-	-	-	-	-	-	-	
Other	0.10	3,875	-	3,875	-	3,875	-	3,875	-	-	-	-	
TOTAL NON-INSTRUCTIONAL	0.10												
SUBTOTAL PERSONNEL SERVICE COSTS													
		469,509	-	548,651	-	548,651	-	548,651	-	-	-	-	
PAYROLL TAXES AND BENEFITS													
Payroll Taxes		35,985	-	42,237	-	42,237	-	42,237	-	-	-	-	
Fringe / Employee Benefits		74,274	-	91,502	-	98,666	-	98,666	-	-	-	-	
Retirement / Pension		16,216	-	18,820	-	18,820	-	18,820	-	-	-	-	
TOTAL PAYROLL TAXES AND BENEFITS		126,475	-	152,559	-	159,723	-	159,723	-	-	-	-	
TOTAL PERSONNEL SERVICE COSTS													
		595,984	-	701,210	-	708,375	-	720,375	-	-	-	-	
CONTRACTED SERVICES													
		-	-	923	-	-	-	-	-	-	-	-	
Accounting / Audit		-	-	-	-	-	-	-	-	-	-	-	
Legal		-	-	-	-	-	-	-	-	-	-	-	
Management Company Fee		186,375	-	189,078	-	110,284	-	137,581	-	-	-	-	
Nurse Services		-	-	-	-	-	-	-	-	-	-	-	
Food Service / School Lunch		1,089	-	1,089	-	1,089	-	1,089	-	-	-	-	
Payroll Services		1,250	-	1,250	-	1,250	-	1,250	-	-	-	-	
Special Ed Services		-	-	-	-	-	-	-	-	-	-	-	
Titlement Services (i.e. Title I)		31,723	-	31,723	-	31,723	-	31,723	-	-	-	-	
Other Purchased / Professional / Consulting		220,437	-	224,063	-	144,345	-	172,038	-	-	-	-	
TOTAL CONTRACTED SERVICES													

KIPP BRONX CHARTER SCHOOL II
Budget / Operating Plan
2021-22

	2020-21				1st Quarter - 7/1 - 9/30				2nd Quarter - 10/1 - 12/31				3rd Quarter - 1/1 - 3/31				4th Quarter - 4/1 - 6/30			
	Prior Year Actual	Original Budget	Revised Budget	Variance	Original Budget	Revised Budget	Variance	Original Budget	Revised Budget	Variance	Original Budget	Revised Budget	Variance	Original Budget	Revised Budget	Variance	Original Budget	Revised Budget	Variance	
Total Revenue	-	1,555,406	-	-	1,575,649	-	-	923,079	-	-	898,340	-	-	-	-	-	-	-	-	
Total Expenses	-	1,430,087	-	-	1,451,214	-	-	1,382,766	-	-	1,421,693	-	-	-	-	-	-	-	-	
Net Income	-	125,319	-	-	124,435	-	-	(459,687)	-	-	(523,353)	-	-	-	-	-	-	-	-	
Actual Student Enrollment	-	175	-	-	175	-	-	175	-	-	175	-	-	-	-	-	-	-	-	
SCHOOL OPERATIONS																				
Board Expenses	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Classroom / Teaching Supplies & Materials	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Special Ed Supplies & Materials	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Textbooks / Workbooks	-	76,763	-	-	9,100	-	-	3,600	-	-	5,600	-	-	-	-	-	-	-	-	
Supplies & Materials other	-	5,875	-	-	3,875	-	-	2,875	-	-	2,875	-	-	-	-	-	-	-	-	
Equipment / Furniture	-	6,861	-	-	2,750	-	-	4,750	-	-	2,972	-	-	-	-	-	-	-	-	
Telephone	-	6,688	-	-	6,688	-	-	6,688	-	-	6,688	-	-	-	-	-	-	-	-	
Technology	-	68,693	-	-	68,693	-	-	68,693	-	-	68,693	-	-	-	-	-	-	-	-	
Student Testing & Assessment	-	111	-	-	111	-	-	1,331	-	-	3,011	-	-	-	-	-	-	-	-	
Field Trips	-	-	-	-	-	-	-	7,500	-	-	2,000	-	-	-	-	-	-	-	-	
Transportation (student)	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Student Services - other	-	9,500	-	-	2,500	-	-	3,553	-	-	3,500	-	-	-	-	-	-	-	-	
Office Expense	-	18,673	-	-	13,173	-	-	13,173	-	-	12,673	-	-	-	-	-	-	-	-	
Staff Development	-	25,541	-	-	26,462	-	-	24,796	-	-	26,680	-	-	-	-	-	-	-	-	
Staff Recruitment	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Student Recruitment / Marketing	-	500	-	-	500	-	-	1,000	-	-	2,500	-	-	-	-	-	-	-	-	
School Meals / Lunch	-	2,250	-	-	2,250	-	-	2,250	-	-	2,250	-	-	-	-	-	-	-	-	
Travel (Staff)	-	88	-	-	88	-	-	88	-	-	88	-	-	-	-	-	-	-	-	
Fundraising	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Other	-	3,880	-	-	1,507	-	-	1,507	-	-	1,507	-	-	-	-	-	-	-	-	
TOTAL SCHOOL OPERATIONS	-	225,422	-	-	137,696	-	-	141,802	-	-	141,036	-	-	-	-	-	-	-	-	
FACILITY OPERATION & MAINTENANCE																				
Insurance	-	7,211	-	-	7,211	-	-	7,211	-	-	7,211	-	-	-	-	-	-	-	-	
Janitorial	-	4,323	-	-	4,323	-	-	4,323	-	-	4,323	-	-	-	-	-	-	-	-	
Building and Land Rent / Lease / Facility Finance Interest	-	293,715	-	-	293,715	-	-	293,715	-	-	293,715	-	-	-	-	-	-	-	-	
Repairs & Maintenance	-	5,688	-	-	5,688	-	-	5,688	-	-	5,688	-	-	-	-	-	-	-	-	
Equipment / Furniture	-	2,500	-	-	2,500	-	-	2,500	-	-	2,500	-	-	-	-	-	-	-	-	
Security	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Utilities	-	10,664	-	-	10,664	-	-	10,664	-	-	10,664	-	-	-	-	-	-	-	-	
TOTAL FACILITY OPERATION & MAINTENANCE	-	324,102	-	-	324,102	-	-	324,102	-	-	324,102	-	-	-	-	-	-	-	-	
DEPRECIATION & AMORTIZATION																				
COVID-19 / CONTINGENCY	-	62,750	-	-	62,750	-	-	62,750	-	-	62,750	-	-	-	-	-	-	-	-	
DEFERRED RENT	-	1,392	-	-	1,392	-	-	1,392	-	-	1,392	-	-	-	-	-	-	-	-	
TOTAL EXPENSES	-	1,430,087	-	-	1,451,214	-	-	1,382,766	-	-	1,421,693	-	-	-	-	-	-	-	-	
NET INCOME	-	125,319	-	-	124,435	-	-	(459,687)	-	-	(523,353)	-	-	-	-	-	-	-	-	

KIPP BRONX CHARTER SCHOOL II

Budget / Operating Plan
2021-22

DESCRIPTION OF ASSUMPTIONS

Total Revenue	4,952,475	4,952,475	-	4,952,475	4,952,475
Total Expenses	5,685,760	5,685,760	-	(5,685,760)	(5,685,760)
Net Income	(733,285)	(733,285)	-	(733,285)	(733,285)
Actual Student Enrollment					

	Total Year		Variance	VARIANCE	
	Original Budget	Revised Budget		Original Budget vs. PY Budget	Revised Budget

EXPENSES

ADMINISTRATIVE STAFF PERSONNEL COSTS

Avg. No. of Positions

Executive Management	0.44	116,653	116,653	-	(116,653)	(116,653)
Instructional Management	2.00	324,120	324,120	-	(324,120)	(324,120)
Deans, Directors & Coordinators	1.00	104,497	104,497	-	(104,497)	(104,497)
CFO / Director of Finance	-	-	-	-	-	-
Operation / Business Manager	4.00	369,591	369,591	-	(369,591)	(369,591)
Administrative Staff	-	-	-	-	-	-
TOTAL ADMINISTRATIVE STAFF	7.44	914,861	914,861	-	(914,861)	(914,861)

INSTRUCTIONAL PERSONNEL COSTS

Teachers - Regular	11.00	878,698	878,698	-	(878,698)	(878,698)
Teachers - SPED	1.00	70,152	70,152	-	(70,152)	(70,152)
Substitute Teachers	-	-	-	-	-	-
Teaching Assistants	-	-	-	-	-	-
Specialty Teachers	1.00	88,143	88,143	-	(88,143)	(88,143)
Aides	-	-	-	-	-	-
Therapists & Counselors	2.00	160,108	160,108	-	(160,108)	(160,108)
Other	-	(0)	(0)	-	0	0
TOTAL INSTRUCTIONAL	15.00	1,197,102	1,197,102	-	(1,197,102)	(1,197,102)

NON-INSTRUCTIONAL PERSONNEL COSTS

Nurse	-	-	-	-	-	-
Librarian	-	-	-	-	-	-
Custodian	-	-	-	-	-	-
Security	-	-	-	-	-	-
Other	0.10	15,500	15,500	-	(15,500)	(15,500)
TOTAL NON-INSTRUCTIONAL	0.10	15,500	15,500	-	(15,500)	(15,500)

SUBTOTAL PERSONNEL SERVICE COSTS

	22.54	2,127,463	2,127,463	-	(2,127,463)	(2,127,463)
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PAYROLL TAXES AND BENEFITS

Payroll Taxes		162,697	162,697	-	(162,697)	(162,697)
Fringe / Employee Benefits		363,108	363,108	-	(363,108)	(363,108)
Retirement / Pension		72,676	72,676	-	(72,676)	(72,676)
TOTAL PAYROLL TAXES AND BENEFITS		598,481	598,481	-	(598,481)	(598,481)

TOTAL PERSONNEL SERVICE COSTS

	22.54	2,725,944	2,725,944	-	(2,725,944)	(2,725,944)
--	-------	-----------	-----------	---	-------------	-------------

CONTRACTED SERVICES

Accounting / Audit		1,319	1,319	-	(1,319)	(1,319)
Legal		623,317	623,317	-	(623,317)	(623,317)
Management Company Fee		-	-	-	-	-
Nurse Services		4,355	4,355	-	(4,355)	(4,355)
Food Service / School Lunch		5,000	5,000	-	(5,000)	(5,000)
Payroll Services		-	-	-	-	-
Special Ed Services		-	-	-	-	-
Titelium Services (i.e. Title I)		126,893	126,893	-	(126,893)	(126,893)
Other Purchased / Professional / Consulting		760,884	760,884	-	(760,884)	(760,884)
TOTAL CONTRACTED SERVICES		1,520,413	1,520,413	-	(1,520,413)	(1,520,413)

Shared building manager

Allocation as part of larger entity
12% of government revenues

KIPP BRONX CHARTER SCHOOL II

Budget / Operating Plan
2021-22

DESCRIPTION OF ASSUMPTIONS

	Total Year			VARIANCE	
	Original Budget	Revised Budget	Variance	Original Budget vs. PY Budget	Revised Budget
Total Revenue	4,952,475	4,952,475	-	4,952,475	4,952,475
Total Expenses	5,685,760	5,685,760	-	(5,685,760)	(5,685,760)
Net Income	(733,285)	(733,285)	-	(733,285)	(733,285)
Actual Student Enrollment					
SCHOOL OPERATIONS					
Board Expenses	-	-	-	-	-
Classroom / Teaching Supplies & Materials	-	-	-	-	-
Special Ed Supplies & Materials	-	-	-	-	-
Textbooks / Workbooks	95,062	95,062	-	(95,062)	(95,062)
Supplies & Materials other	15,500	15,500	-	(15,500)	(15,500)
Equipment / Furniture	17,333	17,333	-	(17,333)	(17,333)
Telephone	26,751	26,751	-	(26,751)	(26,751)
Technology	274,772	274,772	-	(274,772)	(274,772)
Student Testing & Assessment	4,564	4,564	-	(4,564)	(4,564)
Field Trips	9,500	9,500	-	(9,500)	(9,500)
Transportation (student)	-	-	-	-	-
Student Services - other	19,053	19,053	-	(19,053)	(19,053)
Office Expense	57,690	57,690	-	(57,690)	(57,690)
Staff Development	103,479	103,479	-	(103,479)	(103,479)
Staff Recruitment	-	-	-	-	-
Student Recruitment / Marketing	4,500	4,500	-	(4,500)	(4,500)
School Meals / Lunch	9,000	9,000	-	(9,000)	(9,000)
Travel (Staff)	350	350	-	(350)	(350)
Fundraising	-	-	-	-	-
Other	8,401	8,401	-	(8,401)	(8,401)
TOTAL SCHOOL OPERATIONS	645,955	645,955	-	(645,955)	(645,955)
FACILITY OPERATION & MAINTENANCE					
Insurance	28,845	28,845	-	(28,845)	(28,845)
Janitorial	17,294	17,294	-	(17,294)	(17,294)
Building and Land Rent / Lease / Facility Finance Interest	1,174,861	1,174,861	-	(1,174,861)	(1,174,861)
Repairs & Maintenance	22,750	22,750	-	(22,750)	(22,750)
Equipment / Furniture	10,000	10,000	-	(10,000)	(10,000)
Security	-	-	-	-	-
Utilities	42,658	42,658	-	(42,658)	(42,658)
TOTAL FACILITY OPERATION & MAINTENANCE	1,296,408	1,296,408	-	(1,296,408)	(1,296,408)
DEPRECIATION & AMORTIZATION					
COVID-19 / CONTINGENCY	251,000	251,000	-	(251,000)	(251,000)
DEFERRED RENT	5,570	5,570	-	(5,570)	(5,570)
TOTAL EXPENSES	5,685,760	5,685,760	-	(5,685,760)	(5,685,760)
NET INCOME	(733,285)	(733,285)	-	(733,285)	(733,285)

Allocation as part of larger entity

KIPP BRONX CHARTER SCHOOL II
Budget / Operating Plan
2021-22

	1st Quarter - 7/1 - 9/30			2nd Quarter - 10/1 - 12/31			3rd Quarter - 1/1 - 3/31			4th Quarter - 4/1 - 6/30				
	Prior Year Actual 2020-21 Revenue Per Pupil	Original Budget	Revised Budget	Variance	Original Budget	Revised Budget	Variance	Original Budget	Revised Budget	Variance	Original Budget	Revised Budget	Variance	Original Budget
Total Revenue	-	1,555,406	-	-	1,575,649	-	-	923,079	-	-	898,340	-	-	4,952,475
Total Expenses	-	1,430,087	-	-	1,451,214	-	-	1,382,766	-	-	1,421,693	-	-	5,685,760
Net Income	-	125,319	-	-	124,435	-	-	(459,687)	-	-	(523,353)	-	-	(733,285)
Actual Student Enrollment	-	175	-	-	175	-	-	175	-	-	175	-	-	-
CASH FLOW ADJUSTMENTS														
OPERATING ACTIVITIES (enter descriptions below)														
Depreciation	-	62,750	-	-	62,750	-	-	62,750	-	-	62,750	-	-	251,000
Other	-	62,750	-	-	62,750	-	-	62,750	-	-	62,750	-	-	251,000
Total Operating Activities	-	(24,434)	-	-	(24,434)	-	-	(24,434)	-	-	(24,434)	-	-	(97,737)
INVESTMENT ACTIVITIES (enter descriptions below)														
Technology Capex	-	(35,000)	-	-	(35,000)	-	-	(35,000)	-	-	(35,000)	-	-	(140,000)
Facilities Capex	-	(59,434)	-	-	(59,434)	-	-	(59,434)	-	-	(59,434)	-	-	(237,737)
Total Investment Activities	-	-	-	-	-	-	-	-	-	-	-	-	-	-
FINANCING ACTIVITIES (enter descriptions below)														
Example - Add Expected Proceeds from a Loan or Line of Credit	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Financing Activities	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Cash Flow Adjustments	-	3,316	-	-	3,316	-	-	3,316	-	-	3,316	-	-	13,263
NET INCOME	-	128,635	-	-	127,751	-	-	(456,371)	-	-	(520,037)	-	-	(720,022)
Beginning Cash Balance	-	-	-	-	128,635	-	-	256,386	-	-	(199,985)	-	-	-
ENDING CASH BALANCE	-	128,635	-	-	256,386	-	-	(199,985)	-	-	(720,022)	-	-	(720,022)

KIPP BRONX CHARTER SCHOOL II

Budget / Operating Plan

2021-22

	2021-22		VARIANCE		DESCRIPTION OF ASSUMPTIONS
	Total Year Revised Budget	Variance	Original Budget vs. PY Budget	Revised Budget vs. PY Budget	
Total Revenue	4,952,475	-	4,952,475	4,952,475	
Total Expenses	5,685,760	-	(5,685,760)	(5,685,760)	
Net Income	(733,285)	-	(733,285)	(733,285)	
Actual Student Enrollment					
CASH FLOW ADJUSTMENTS					
OPERATING ACTIVITIES (enter descriptions below)					
Depreciation	251,000	-	251,000	251,000	
Other	-	-	-	-	
Total Operating Activities	251,000	-	251,000	251,000	
INVESTMENT ACTIVITIES (enter descriptions below)					
Technology Capex	(97,737)	-	(97,737)	(97,737)	
Facilities Capex	(140,000)	-	(140,000)	(140,000)	
Total Investment Activities	(237,737)	-	(237,737)	(237,737)	
FINANCING ACTIVITIES (enter descriptions below)					
Example - Add Expected Proceeds from a Loan or Line of Credit	-	-	-	-	
Other	-	-	-	-	
Total Financing Activities	-	-	-	-	
Total Cash Flow Adjustments	13,263	-	13,263	13,263	
NET INCOME	(720,022)	-	(720,022)	(720,022)	
Beginning Cash Balance	-	-	-	-	
ENDING CASH BALANCE	(720,022)	-	(720,022)	(720,022)	

KIPP BRONX CHARTER SCHOOL II
Budget / Operating Plan
2021-22

Total Revenue	-	1,555,406	-	1,575,649	-	923,079	-	898,340
Total Expenses	-	1,430,087	-	1,430,214	-	1,382,766	-	1,421,693
Net Income	-	125,319	-	124,435	-	(459,687)	-	(523,353)
Actual Student Enrollment	-	175	-	175	-	175	-	175

	1st Quarter - 7/1 - 9/30			2nd Quarter - 10/1 - 12/31			3rd Quarter - 1/1 - 3/31			4th Quarter - 4/1 - 6/30		
	Actual	Current Budget	Variance	Actual	Current Budget	Variance	Actual	Current Budget	Variance	Actual	Current Budget	Variance

*NOTE: Enrollment, Revenue and Expenditure Data in the 'Total and Variance Analysis' Section is Based on LAST ACTUAL Quarter Completed

EXPENSES	Quarter 0 No. of Positions	1st Quarter - 7/1 - 9/30			2nd Quarter - 10/1 - 12/31			3rd Quarter - 1/1 - 3/31			4th Quarter - 4/1 - 6/30		
		Actual	Current Budget	Variance	Actual	Current Budget	Variance	Actual	Current Budget	Variance	Actual	Current Budget	Variance
ADMINISTRATIVE STAFF PERSONNEL COSTS													
Executive Management	-	29,163	-	29,163	-	29,163	-	29,163	-	29,163	-	29,163	
Instructional Management	-	78,030	-	78,030	-	78,030	-	78,030	-	78,030	-	78,030	
Deans, Directors & Coordinators	-	26,124	-	26,124	-	26,124	-	26,124	-	26,124	-	26,124	
CFO / Director of Finance	-	90,801	-	92,930	-	92,930	-	92,930	-	92,930	-	92,930	
Operation / Business Manager	-	-	-	-	-	-	-	-	-	-	-	-	
Administrative Staff	-	-	-	-	-	-	-	-	-	-	-	-	
TOTAL ADMINISTRATIVE STAFF	-	224,119	-	226,248	-	226,248	-	226,248	-	226,248	-	238,248	
INSTRUCTIONAL PERSONNEL COSTS													
Teachers - Regular	-	175,328	-	234,457	-	234,457	-	234,457	-	234,457	-	234,457	
Teachers - SPED	-	17,538	-	17,538	-	17,538	-	17,538	-	17,538	-	17,538	
Substitute Teachers	-	-	-	-	-	-	-	-	-	-	-	-	
Teaching Assistants	-	-	-	-	-	-	-	-	-	-	-	-	
Specialty Teachers	-	17,273	-	23,623	-	23,623	-	23,623	-	23,623	-	23,623	
Aides	-	-	-	-	-	-	-	-	-	-	-	-	
Therapists & Counselors	-	31,376	-	42,911	-	42,911	-	42,911	-	42,911	-	42,911	
Other	-	-	-	(0)	-	(0)	-	(0)	-	(0)	-	(0)	
TOTAL INSTRUCTIONAL	-	241,515	-	318,529	-	318,529	-	318,529	-	318,529	-	318,529	
NON-INSTRUCTIONAL PERSONNEL COSTS													
Nurse	-	-	-	-	-	-	-	-	-	-	-	-	
Librarian	-	-	-	-	-	-	-	-	-	-	-	-	
Custodian	-	-	-	-	-	-	-	-	-	-	-	-	
Security	-	-	-	-	-	-	-	-	-	-	-	-	
Other	-	3,875	-	3,875	-	3,875	-	3,875	-	3,875	-	3,875	
TOTAL NON-INSTRUCTIONAL	-	3,875	-	3,875	-	3,875	-	3,875	-	3,875	-	3,875	
SUBTOTAL PERSONNEL SERVICE COSTS	-	469,509	-	548,651	-	548,651	-	548,651	-	548,651	-	560,651	
PAYROLL TAXES AND BENEFITS													
Payroll Taxes	-	35,985	-	42,237	-	42,237	-	42,237	-	42,237	-	42,237	
Fringe / Employee Benefits	-	74,274	-	91,502	-	98,666	-	98,666	-	98,666	-	98,666	
Retirement / Pension	-	16,216	-	18,820	-	18,820	-	18,820	-	18,820	-	18,820	
TOTAL PAYROLL TAXES AND BENEFITS	-	126,475	-	152,559	-	159,723	-	159,723	-	159,723	-	159,723	
TOTAL PERSONNEL SERVICE COSTS	-	595,984	-	701,210	-	708,375	-	708,375	-	708,375	-	720,375	
CONTRACTED SERVICES													
Accounting / Audit	-	-	-	923	-	923	-	923	-	923	-	923	
Legal	-	-	-	-	-	-	-	-	-	-	-	-	
Management Company Fee	-	186,375	-	189,078	-	110,284	-	110,284	-	137,581	-	137,581	
Nurse Services	-	-	-	-	-	-	-	-	-	-	-	-	
Food Service / School Lunch	-	-	-	-	-	-	-	-	-	-	-	-	
Payroll Services	-	1,089	-	1,089	-	1,089	-	1,089	-	1,089	-	1,089	
Special Ed Services	-	1,250	-	1,250	-	1,250	-	1,250	-	1,250	-	1,250	
Titlement Services (i.e. Title I)	-	-	-	-	-	-	-	-	-	-	-	-	
Other Purchased / Professional / Consulting	-	31,723	-	31,723	-	31,723	-	31,723	-	31,723	-	31,723	
TOTAL CONTRACTED SERVICES	-	220,437	-	224,063	-	144,345	-	144,345	-	172,038	-	172,038	

KIPP BRONX CHARTER SCHOOL II
Budget / Operating Plan
2021-22

	1st Quarter - 7/1 - 9/30			2nd Quarter - 10/1 - 12/31			3rd Quarter - 1/1 - 3/31			4th Quarter - 4/1 - 6/30		
	Actual	Current Budget	Variance	Actual	Current Budget	Variance	Actual	Current Budget	Variance	Actual	Current Budget	Variance
Total Revenue	-	1,555,406	-	-	1,575,649	-	-	923,079	-	-	898,340	-
Total Expenses	-	1,430,087	-	-	1,451,214	-	-	1,382,766	-	-	1,421,693	-
Net Income	-	125,319	-	-	124,435	-	-	(459,687)	-	-	(523,353)	-
Actual Student Enrollment	-	175	-	-	175	-	-	175	-	-	175	-
*NOTE: Enrollment, Revenue and Expenditure Data IN the Total and Variance Analysis' Section is Based on LAST ACTUAL Quarter Completed												
SCHOOL OPERATIONS												
Board Expenses	-	-	-	-	-	-	-	-	-	-	-	-
Classroom / Teaching Supplies & Materials	-	-	-	-	-	-	-	-	-	-	-	-
Special Ed Supplies & Materials	-	-	-	-	-	-	-	-	-	-	-	-
Textbooks / Workbooks	76,763	9,100	-	9,100	3,600	-	3,600	5,600	-	5,600	-	
Supplies & Materials other	5,875	3,875	-	3,875	2,875	-	2,875	2,875	-	2,875	-	
Equipment / Furniture	6,861	6,861	-	6,861	4,750	-	4,750	2,911	-	2,911	-	
Telephone	6,688	6,688	-	6,688	6,688	-	6,688	6,688	-	6,688	-	
Technology	68,693	68,693	-	68,693	68,693	-	68,693	68,693	-	68,693	-	
Student Testing & Assessment	111	111	-	111	1,331	-	1,331	3,011	-	3,011	-	
Field Trips	-	-	-	-	7,500	-	7,500	2,000	-	2,000	-	
Transportation (student)	-	-	-	-	-	-	-	-	-	-	-	
Student Services - other	9,500	2,500	-	2,500	3,553	-	3,553	3,500	-	3,500	-	
Office Expense	18,673	13,173	-	13,173	13,173	-	13,173	12,673	-	12,673	-	
Staff Development	25,541	26,462	-	26,462	24,796	-	24,796	26,680	-	26,680	-	
Staff Recruitment	-	-	-	-	-	-	-	-	-	-	-	
Student Recruitment / Marketing	500	500	-	500	1,000	-	1,000	2,500	-	2,500	-	
School Meals / Lunch	2,250	2,250	-	2,250	2,250	-	2,250	2,250	-	2,250	-	
Travel (Staff)	88	88	-	88	88	-	88	88	-	88	-	
Fundraising	-	-	-	-	-	-	-	-	-	-	-	
Other	3,880	1,507	-	1,507	1,507	-	1,507	1,507	-	1,507	-	
TOTAL SCHOOL OPERATIONS	-	225,422	-	-	137,696	-	-	141,802	-	-	141,036	-
FACILITY OPERATION & MAINTENANCE												
Insurance	7,211	7,211	-	7,211	7,211	-	7,211	7,211	-	7,211	-	
Janitorial	4,323	4,323	-	4,323	4,323	-	4,323	4,323	-	4,323	-	
Building and Land Rent / Lease / Facility Finance Interest	293,715	293,715	-	293,715	293,715	-	293,715	293,715	-	293,715	-	
Repairs & Maintenance	5,688	5,688	-	5,688	5,688	-	5,688	5,688	-	5,688	-	
Equipment / Furniture	2,500	2,500	-	2,500	2,500	-	2,500	2,500	-	2,500	-	
Security	-	-	-	-	-	-	-	-	-	-	-	
Utilities	10,664	10,664	-	10,664	10,664	-	10,664	10,664	-	10,664	-	
TOTAL FACILITY OPERATION & MAINTENANCE	-	324,102	-	-	324,102	-	-	324,102	-	-	324,102	-
DEPRECIATION & AMORTIZATION	62,750	62,750	-	62,750	62,750	-	62,750	62,750	-	62,750	-	
COVID-19 / CONTINGENCY	1,392	1,392	-	1,392	1,392	-	1,392	1,392	-	1,392	-	
DEFERRED RENT	-	-	-	-	-	-	-	-	-	-	-	
TOTAL EXPENSES	-	1,430,087	-	-	1,451,214	-	-	1,382,766	-	-	1,421,693	-
NET INCOME	-	125,319	-	-	124,435	-	-	(459,687)	-	-	(523,353)	-

KIPP BRONX CHARTER SCHOOL II
Budget / Operating Plan

2021-22

Total Revenue	-	4,952,475	(4,952,475)	-	4,952,475	(4,952,475)	-
Total Expenses	-	5,685,760	5,685,760	-	5,685,760	5,685,760	-
Net Income	-	(733,285)	733,285	-	(733,285)	733,285	-
Actual Student Enrollment	-	-	-	-	-	-	-

*NOTE: Enrollment, Revenue and Expenditure Data IN the Total and Variance Analysis' Section is Based on LAST ACTUAL Quarter Completed

	Actual	Current Budget (Current Quarter)	Actual vs. Current Budget	Current Budget - TY	TOTALS AND VARIANCE ANALYSIS				Actual vs. Original Budget - TY	Actual vs. Original Budget TY	PY Actual (PY TY) / No. of COMPLETED Actual CY Quarters	Actual CY vs. Actual PY
					Actual Current Budget (Current Quarter)	Actual vs. Current Budget	Original Budget (Current Quarter)	Actual vs. Original Budget				
SCHOOL OPERATIONS												
Board Expenses	-	-	-	-	-	-	-	-	-	-	-	-
Classroom / Teaching Supplies & Materials	-	-	-	-	-	-	-	-	-	-	-	-
Special Ed Supplies & Materials	-	-	-	-	-	-	-	-	-	-	-	-
Textbooks / Workbooks	-	95,062	95,062	-	95,062	95,062	-	95,062	95,062	-	-	-
Supplies & Materials other	-	15,500	15,500	-	15,500	15,500	-	15,500	15,500	-	-	-
Equipment / Furniture	-	17,333	17,333	-	17,333	17,333	-	17,333	17,333	-	-	-
Telephone	-	26,751	26,751	-	26,751	26,751	-	26,751	26,751	-	-	-
Technology	-	274,772	274,772	-	274,772	274,772	-	274,772	274,772	-	-	-
Student Testing & Assessment	-	4,564	4,564	-	4,564	4,564	-	4,564	4,564	-	-	-
Field Trips	-	9,500	9,500	-	9,500	9,500	-	9,500	9,500	-	-	-
Transportation (student)	-	-	-	-	-	-	-	-	-	-	-	-
Student Services - other	-	19,053	19,053	-	19,053	19,053	-	19,053	19,053	-	-	-
Office Expense	-	57,690	57,690	-	57,690	57,690	-	57,690	57,690	-	-	-
Staff Recruitment	-	103,479	103,479	-	103,479	103,479	-	103,479	103,479	-	-	-
Staff Recruitment	-	-	-	-	-	-	-	-	-	-	-	-
Student Recruitment / Marketing	-	4,500	4,500	-	4,500	4,500	-	4,500	4,500	-	-	-
School Meals / Lunch	-	9,000	9,000	-	9,000	9,000	-	9,000	9,000	-	-	-
Travel (Staff)	-	350	350	-	350	350	-	350	350	-	-	-
Fundraising	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	8,401	8,401	-	8,401	8,401	-	8,401	8,401	-	-	-
TOTAL SCHOOL OPERATIONS	-	645,955	645,955	-	645,955	645,955	-	645,955	645,955	-	-	-
FACILITY OPERATION & MAINTENANCE												
Insurance	-	28,845	28,845	-	28,845	28,845	-	28,845	28,845	-	-	-
Janitorial	-	17,294	17,294	-	17,294	17,294	-	17,294	17,294	-	-	-
Building and Land Rent / Lease / Facility Finance Interest	-	1,174,861	1,174,861	-	1,174,861	1,174,861	-	1,174,861	1,174,861	-	-	-
Repairs & Maintenance	-	22,750	22,750	-	22,750	22,750	-	22,750	22,750	-	-	-
Equipment / Furniture	-	10,000	10,000	-	10,000	10,000	-	10,000	10,000	-	-	-
Security	-	-	-	-	-	-	-	-	-	-	-	-
Utilities	-	42,658	42,658	-	42,658	42,658	-	42,658	42,658	-	-	-
TOTAL FACILITY OPERATION & MAINTENANCE	-	1,296,408	1,296,408	-	1,296,408	1,296,408	-	1,296,408	1,296,408	-	-	-
DEPRECIATION & AMORTIZATION												
COVID-19 / CONTINGENCY	-	251,000	251,000	-	251,000	251,000	-	251,000	251,000	-	-	-
DEFERRED RENT	-	5,570	5,570	-	5,570	5,570	-	5,570	5,570	-	-	-
TOTAL EXPENSES	-	5,685,760	5,685,760	-	5,685,760	5,685,760	-	5,685,760	5,685,760	-	-	-
NET INCOME	-	(733,285)	733,285	-	(733,285)	733,285	-	(733,285)	733,285	-	-	-



Annual Report Requirement
for SUNY Authorized Charter Schools
KIPP BRONX CHARTER SCHOOL II
2021-22

Administrative expenditures per pupil:

\$0.00

Per NYS Statute

Administrative expenditures per pupil: the sum of all general administration salaries and other general administration expenditures divided by the total number of enrolled students. Employee benefit costs or expenditures should not be reported here.

***NOTE: THIS TAB ONLY NEEDS TO BE COMPLETED FOR Q4**

Conflicts of Interest Policy

KIPP NYC Public Charter Schools & KIPP Academy Charter School

Purpose:

KIPP NYC Public Charter Schools and KIPP Academy Charter School (collectively, “KIPP NYC”) has adopted a Code of Ethics setting forth for the guidance of trustees, officers and employees the standards of conduct expected of them, including standards with respect to disclosure of conflicts of interest regarding any matter brought or required to be brought before their respective Boards. The Conflict of Interest Policy is part of the Codes of Ethics adopted by each of the Corporations. It provides procedures for addressing, disclosing, and documenting conflicts of interest as such term is used in §§ 800 through 806 of the New York State General Municipal Law (hereafter “the Municipal Law”) and in § 715-a of the Not-for-Profit Corporation Law. It also includes procedures for addressing Related Party Transactions, as such term is defined in § 102 (24) of the Not-for-Profit Corporation Law. The Policy supplements, and does not replace any applicable provisions of the General Municipal Law and other state and federal laws governing conflicts of interest. It applies to all Trustees, Officers and Key Employees of each of the Corporations. The Schools will be referred to herein, individually, as “the Corporation.”

Definitions:

“Affiliate” means an entity controlled by, in control of, or under common control with the Corporation.

“Audit Committee” means the Audit Committee of the Corporation, as described in the By-laws of the Corporation. The Audit Committee is comprised of at least three Trustees who are Independent Directors as defined in § 102 (21) of the Not-for-Profit Corporation Law and in this Policy.

“Board” means the Board of Trustees.

“Compensation” means direct or indirect remuneration, as well as gifts or favors. A gift or favor that is valued at \$75 or more is expressly prohibited by the Municipal Law when offered to a Trustee, Officer or Key Employee in connection with official duties, but gifts of lesser value may also be subject to this policy.

“Corporation” refers to each of the KIPP NYC Public Charter Schools which have adopted this policy and which are Education Corporations and, as such, subject to provisions of the Not-for-Profit Corporation Law made applicable to education corporations by § 216-a of the Education Law. Each Corporation, as a chartered entity, is also subject to the Conflict of Interest Provisions of §§ 800 through 806 of the General Municipal Law,

“Financial Interest”: A person has a “Financial Interest” in a transaction if such person would receive an economic benefit, directly or indirectly, from such transaction or compensation agreement.

“Independent Director” means a Trustee who (i) is not, and has not been within the last three years, an employee of the Corporation or an Affiliate and does not have a Relative who is, or has been within the last three years, a Key Employee of the Corporation or of an Affiliate; (ii) has not received, and does not have a Relative who has received, in any of the last three fiscal years, more than \$10,000 in direct compensation from the Corporation or from an Affiliate (other than reimbursement for expenses reasonably incurred as a Trustee, Officer or Key Employee); and (iii) is not a current employee of, or does not have a substantial financial interest in, and does not have a Relative who is a current officer of or who has a substantial financial interest in, any entity that has made payments to, or received payments from the Corporation or from an Affiliate for property or services in an amount which, in any of the last three fiscal years, exceeds the lesser of \$25,000 or 2 % of such entity’s consolidated gross revenues. For these purposes, “payment” does not include charitable contributions.

“Key Employee” includes but is not limited to any person who is in a position to exercise substantial influence over the Corporation, as defined from time to time by the Corporation, or who has or shares authority to control or determine a substantial portion of the operating budgets of the Corporation or the schools or compensation for employees.

“Related Party” means: (1) any Trustee, Officer, or Key Employee of the Corporation or an Affiliate; (2) A Relative of any Trustee, Officer, or Key Employee of the Corporation or an Affiliate or (3) any entity in which any individual described in clause (1) or (2) of this definition has a 35% or greater ownership or beneficial interest, except that in the case of a partnership or professional corporation, a Related Party will include an entity in which any individual described in clause (1) or (2) above has a direct or indirect ownership interest in excess of 5%.

“Related Party Transaction” means any transaction or agreement or other kind of arrangement between the Corporation and a Related Party or an entity in which the Related Party has an interest. Related Party Transactions are subject to special provisions for disclosure, evaluation and documentation. In addition, certain Related Party Transactions are subject to limitations described in the Municipal Law. These special provisions and limitations are summarized in this Policy.

“Relative” means an individual’s spouse or domestic partner, as defined in Public Health Law §2994-a, ancestors, siblings (whether whole or half-blood), children (whether natural or adopted), grandchildren, great grandchildren and spouses or domestic partners of ancestors, siblings, children, grandchildren, and great-grandchildren. Children of siblings and their spouses and partners will also be considered Relatives under this Policy.

“School” any school managed by the Corporation.

“Trustees” and “Officers” are the elected individuals responsible for managing the affairs of the Corporation as described in the By-laws.

What is a Conflict of Interest?

For purposes of this Policy, a “Conflict of Interest” arises when the personal, professional or financial interests of a Trustee, Officer or Key Employee diverge or may potentially diverge from the interests of the Corporation. A conflict of interest will arise when a transaction involving the Corporation could financially harm or benefit a person covered by this Policy, but a conflict of interest does not always involve financial interests. A conflict may also involve the use of the services or facilities of the Corporation or may involve the use of staff assistance for purposes other than carrying out professional or fiduciary duties.

Conflicts may also arise if a Trustee, Officer or Key Employee is asked to communicate on behalf of a person or firm with the Corporation. Accordingly, a Trustee, Officer or Key Employee may not communicate with the Board or a School on behalf of a person or a firm, unless requested to do so by the Corporation, and shall avoid engaging in activities that would appear to be unduly influenced by other persons who have a special interest in matters under consideration by the Trustee of the Corporation or employees of one of the Schools. If a Trustee, Officer or Key Employee inadvertently engages in such activities, he/she shall promptly notify the Board in writing of such activities and shall disclose all known facts prior to participating in a Board discussion of these matters.

Disclosure of Conflicts of Interest:

Written disclosure of all potential Conflicts of Interest is required of Trustees, Officers and Key Employees prior to election or appointment and annually thereafter. However, Conflicts of Interest may arise between annual updates and, accordingly, an individual with a duality of interest shall disclose the potential Conflict (a) prior to voting on or otherwise discharging his or her duties with respect to any matter involving the potential Conflict; (b) prior to entering into any contract or transaction involving the Corporation; and (c) as soon as possible after he or she learns of an actual or potential Conflict of Interest. Disclosure of the material facts surrounding the Conflict of Interest shall be made to the Chairperson of the Board and the Chairperson of the Audit Committee. The interested Trustee or Officer shall thereafter refrain from participating in deliberations and decisions relating to the matter unless he or she is asked for information by the Chairperson of the Board or the Audit Committee.

The existence and resolution (as applicable) of any reported Conflict of Interest shall be documented in the appropriate records of the Corporation, including in the minutes of any meeting at which the Conflict of Interest was discussed and voted upon.

A Key Employee who wishes to use staff assistance, services or facilities for purposes other than carrying out professional responsibilities will disclose the Conflict to the Principal of the School who will exercise discretion in allowing or disallowing the proposed use in accordance with this Policy.

Annual Statements:

Without limiting the general and continuing disclosure obligation set forth in the preceding section, the Chairperson of the Audit Committee shall distribute annually to all Trustees, Officers and Key Employees, a form soliciting the disclosure of all potential Conflicts of Interests, including specific information concerning the terms of any contract or transaction with the Corporation and whether the applicable processes set forth in this Policy were used. Each Trustee, Officer and Key Employee shall also annually sign a statement included with the form distributed by the Corporation which affirms such person:

- a. has received a copy of this Policy;
- b. has read and understands this Policy, and
- c. has agreed to comply with this Policy.

Written disclosures shall be submitted to and reviewed by the Chairperson of the Board and the Chairperson of the Audit Committee.

Related Party Transactions:

A Related Party Transaction is a transaction in which the Corporation is a party and a Related Party (as defined above) has a financial interest or another material interest. All rules and principles related to disclosure of Conflicts of Interest apply to Related Party Transactions, but in addition, the Trustees must initiate a formal Audit Committee review or a review by a quorum of the Board consisting of Independent Trustees.

Any Trustee, Officer or Key Employee with an interest in a Related Party Transaction shall make a good faith disclosure of all material facts related to such interest to the Audit Committee. The Audit Committee shall review all the material facts related to the proposed Related Party Transaction and request any additional information that it deems necessary to complete such review.

The Municipal Law prohibits transactions between Charter Schools and for-profit business entities in which a member of the Board of Trustees or a Key Employee has an interest if such Trustee or Key Employee has certain enumerated responsibilities. Accordingly, the Audit Committee will first determine whether or not the Trustee, Officer or Key Employee who has an interest in any proposed contract with a for-profit entity, has the power or duty, individually or as a member of the Board, to (1) negotiate, prepare, authorize or approve the contract or authorize payment thereunder; (2) audit bills or claims under the contract; or (3) appoint an officer or employee who has any of these powers or duties. If the interested Trustee, Officer or Key Employee does not have any of the enumerated responsibilities or if the proposed contract is with a not-for-profit entity, or is otherwise authorized by § 802 of the Municipal Law, the Committee may continue its review.

If a Related Party Transaction is otherwise authorized and the Related Party has a “substantial” financial interest or other material interest in such transaction, as assessed by the Audit Committee, the Audit Committee shall consider alternative transactions to the proposed transaction and the Chairperson of the Committee shall, if appropriate, appoint a disinterested person or committee to investigate alternatives. The Committee, after reviewing any such alternatives, shall determine whether the Corporation can obtain, with reasonable efforts, a more advantageous transaction or arrangement from a person or entity that would not give rise to a conflict of interest.

The Audit Committee shall after considering alternative transactions and/or comparability data, determine whether the transaction or arrangement is fair, reasonable, and in the best interest of the Corporation at the time of its decision.

Following its review the Audit Committee may approve the transaction, or may refer the matter to the Board of Trustees for approval by the Board.

Upon receiving a recommendation from the Audit Committee, the Board may accept the recommendation or make an independent determination as to whether the proposed transaction is fair, reasonable and in the best interests of the Corporation. Upon the affirmative vote of not less than a majority of independent Trustees present, the Trustees may authorize the transaction.

At the time of any deliberation or decision by the Audit Committee or the Board concerning the authorization of a proposed Related Party Transaction, the interested Trustee, Officer or Key Employee shall not be present and shall not attempt to improperly influence any deliberations or voting, provided that the Board, or Audit Committee, may request such individual to provide information regarding the Related Party Transaction prior to the commencement of deliberations or voting.

The minutes of the meeting of the Board and the Audit Committee that conducted the initial review shall provide contemporaneous documentation of the basis for approval, including the Board’s consideration of any alternative transactions. The minutes shall also contain the names of the persons who were present for discussions and votes relating to the transaction or arrangement, the content of the discussion, and a record of any votes taken in connection with the proceedings.

The Corporation shall not enter into a Related Party Transaction unless it is approved in accordance with this Policy. **Any Related Party Transaction that is approved without complying with the procedure set forth in this section shall be void.**

Periodic Reviews

To ensure that the KIPP NYC Public Charter Schools operate in a manner consistent with charitable purposes and do not engage in activities that could jeopardize tax-exempt status, periodic reviews shall be conducted by the Audit Committee of each Corporation. The Audit

Committee shall report to the Board of Trustees. The periodic reviews shall, at a minimum, include the following subjects:

- a. Whether compensation arrangements and benefits are fair and reasonable, based on competent survey information, and in the best interests of the Corporation.
- b. Whether any related party transactions or arrangements with or on behalf of the Corporation are properly recorded, reflect reasonable investment or payments for goods and services, further charitable purposes and do not result in inurement, impermissible private benefit or in an excess benefit transaction.

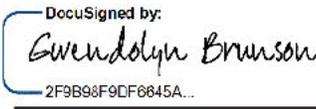
Violations of the Conflicts of Interest Policy:

If the Board has reasonable cause to believe that a Trustee, Officer or Key Employee has failed to disclose an actual or possible Conflict of Interest, it shall inform the individual of the basis for such belief and afford that person an opportunity to explain the alleged failure to disclose. If, after hearing the response and after making further investigation as warranted by the circumstances, the Board determines that the Trustee, Officer or Key Employee has failed to disclose an actual or possible Conflict of Interest, it shall take appropriate disciplinary and corrective action.



**KIPP NYC Conflict of Interest Policy 2020-21
Acknowledgement of Receipt**

1. Name of Board Member: Gwendolyn Brunson
2. Board(s) on Which Member Serves: KIPP Academy Board; KIPP NYC Public Schools Boards
3. Office(s) Held by Board Member:
4. By my signature below, I certify that I have:
 - a. Received a copy of KIPP NYC's Conflict of Interest Policy;
 - b. Read and understood this Policy; and,
 - c. Agreed to comply with this Policy.

Signature of Board Member: 
2F9B98F9DF6645A...

Date: 7/2/2021



2021 DISCLOSURE OF FINANCIAL INTEREST FORM

Disclosure of financial interest by a not-for-profit charter school education corporation trustee
For the school year ended June 30, 2021

Education Corporation, Trustee Name and Position(s)	
Name of education corporation:	KIPP NYC Public Charter Schools
Name of trustee (print):	Gwendolyn Brunson
Position(s) on board, if any (e.g., chair, treasurer, committee chair, etc.):	
Email Address:	

Home Address	
Please complete with <i>changes</i> only:	
Street:	
City, State Zip:	
Phone:	

Business Address	
Please complete with <i>changes</i> only:	
Business Name:	
Street:	
City, State Zip:	
Phone:	

Questions	
1) Are you, or have you been during the last school year (July 1-June 30), an employee of the education corporation? [If you check yes , answer 1a), 1b), and 1c)].	<input type="radio"/> Yes <input checked="" type="radio"/> No
1a) Description of the position:	
1b) Salary:	
1c) Start date:	
2) Are you related, by blood, marriage, or legal adoption/guardianship, to, or do you cohabit with, any person (any of the foregoing being an "interested person") who is, or, during the last school year (July 1-June 30), was employed by the education corporation, or who could otherwise benefit from your being a trustee? If yes, please identify each interest/transaction (and provide the requested information) that you ("self") or any interested persons have held or engaged in with the education corporation during the prior school year.	

None

Name and Relationship	Nature of Financial Interest/Transaction	Approximate Value of the Business Conducted	Steps Taken to Avoid a Conflict of Interest, (e.g., did not vote, did not participate in discussion)	Date of Transaction(s) or "Ongoing"
None				

3) Identify each individual, business, corporation, union association, firm, partnership, committee, proprietorship, franchise holding company, joint stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the education corporation *and* in which such entity, during the preceding school year (July 1 – June 30), you and/or an interested person had a financial interest or other relationship. If you or an interested person are a member, director, officer, or employee of an organization doing business with the education corporation through a management, shared services, or other services agreement, you need not list every transaction between such entity and the education corporation; rather, please identify only the name of the entity, the applicable position in the entity as well as the relationship between such entity and the education corporation.

None

Name and Relationship	Entity Conducting Business with the Education Corporation	Nature of the Person's Interest in the Entity	Nature of Business Conducted	Approximate Value of the Business Conducted	Steps Taken to Avoid Conflict of Interest	Date of Transaction(s) or "Ongoing"
None						

Trustee Signature

DocuSigned by:

 2F9B98F9DF6645A...

Signature:

By signing this Disclosure of Financial Interest Form, the trustee certifies that the information contained in this disclosure is true and accurate to the best of his or her knowledge.

Conflicts of Interest Policy

KIPP NYC Public Charter Schools & KIPP Academy Charter School

Purpose:

KIPP NYC Public Charter Schools and KIPP Academy Charter School (collectively, “KIPP NYC”) has adopted a Code of Ethics setting forth for the guidance of trustees, officers and employees the standards of conduct expected of them, including standards with respect to disclosure of conflicts of interest regarding any matter brought or required to be brought before their respective Boards. The Conflict of Interest Policy is part of the Codes of Ethics adopted by each of the Corporations. It provides procedures for addressing, disclosing, and documenting conflicts of interest as such term is used in §§ 800 through 806 of the New York State General Municipal Law (hereafter “the Municipal Law”) and in § 715-a of the Not-for-Profit Corporation Law. It also includes procedures for addressing Related Party Transactions, as such term is defined in § 102 (24) of the Not-for-Profit Corporation Law. The Policy supplements, and does not replace any applicable provisions of the General Municipal Law and other state and federal laws governing conflicts of interest. It applies to all Trustees, Officers and Key Employees of each of the Corporations. The Schools will be referred to herein, individually, as “the Corporation.”

Definitions:

“Affiliate” means an entity controlled by, in control of, or under common control with the Corporation.

“Audit Committee” means the Audit Committee of the Corporation, as described in the By-laws of the Corporation. The Audit Committee is comprised of at least three Trustees who are Independent Directors as defined in § 102 (21) of the Not-for-Profit Corporation Law and in this Policy.

“Board” means the Board of Trustees.

“Compensation” means direct or indirect remuneration, as well as gifts or favors. A gift or favor that is valued at \$75 or more is expressly prohibited by the Municipal Law when offered to a Trustee, Officer or Key Employee in connection with official duties, but gifts of lesser value may also be subject to this policy.

“Corporation” refers to each of the KIPP NYC Public Charter Schools which have adopted this policy and which are Education Corporations and, as such, subject to provisions of the Not-for-Profit Corporation Law made applicable to education corporations by § 216-a of the Education Law. Each Corporation, as a chartered entity, is also subject to the Conflict of Interest Provisions of §§ 800 through 806 of the General Municipal Law,

“Financial Interest”: A person has a “Financial Interest” in a transaction if such person would receive an economic benefit, directly or indirectly, from such transaction or compensation agreement.

“Independent Director” means a Trustee who (i) is not, and has not been within the last three years, an employee of the Corporation or an Affiliate and does not have a Relative who is, or has been within the last three years, a Key Employee of the Corporation or of an Affiliate; (ii) has not received, and does not have a Relative who has received, in any of the last three fiscal years, more than \$10,000 in direct compensation from the Corporation or from an Affiliate (other than reimbursement for expenses reasonably incurred as a Trustee, Officer or Key Employee); and (iii) is not a current employee of, or does not have a substantial financial interest in, and does not have a Relative who is a current officer of or who has a substantial financial interest in, any entity that has made payments to, or received payments from the Corporation or from an Affiliate for property or services in an amount which, in any of the last three fiscal years, exceeds the lesser of \$25,000 or 2 % of such entity’s consolidated gross revenues. For these purposes, “payment” does not include charitable contributions.

“Key Employee” includes but is not limited to any person who is in a position to exercise substantial influence over the Corporation, as defined from time to time by the Corporation, or who has or shares authority to control or determine a substantial portion of the operating budgets of the Corporation or the schools or compensation for employees.

“Related Party” means: (1) any Trustee, Officer, or Key Employee of the Corporation or an Affiliate; (2) A Relative of any Trustee, Officer, or Key Employee of the Corporation or an Affiliate or (3) any entity in which any individual described in clause (1) or (2) of this definition has a 35% or greater ownership or beneficial interest, except that in the case of a partnership or professional corporation, a Related Party will include an entity in which any individual described in clause (1) or (2) above has a direct or indirect ownership interest in excess of 5%.

“Related Party Transaction” means any transaction or agreement or other kind of arrangement between the Corporation and a Related Party or an entity in which the Related Party has an interest. Related Party Transactions are subject to special provisions for disclosure, evaluation and documentation. In addition, certain Related Party Transactions are subject to limitations described in the Municipal Law. These special provisions and limitations are summarized in this Policy.

“Relative” means an individual’s spouse or domestic partner, as defined in Public Health Law §2994-a, ancestors, siblings (whether whole or half-blood), children (whether natural or adopted), grandchildren, great grandchildren and spouses or domestic partners of ancestors, siblings, children, grandchildren, and great-grandchildren. Children of siblings and their spouses and partners will also be considered Relatives under this Policy.

“School” any school managed by the Corporation.

“Trustees” and “Officers” are the elected individuals responsible for managing the affairs of the Corporation as described in the By-laws.

What is a Conflict of Interest?

For purposes of this Policy, a “Conflict of Interest” arises when the personal, professional or financial interests of a Trustee, Officer or Key Employee diverge or may potentially diverge from the interests of the Corporation. A conflict of interest will arise when a transaction involving the Corporation could financially harm or benefit a person covered by this Policy, but a conflict of interest does not always involve financial interests. A conflict may also involve the use of the services or facilities of the Corporation or may involve the use of staff assistance for purposes other than carrying out professional or fiduciary duties.

Conflicts may also arise if a Trustee, Officer or Key Employee is asked to communicate on behalf of a person or firm with the Corporation. Accordingly, a Trustee, Officer or Key Employee may not communicate with the Board or a School on behalf of a person or a firm, unless requested to do so by the Corporation, and shall avoid engaging in activities that would appear to be unduly influenced by other persons who have a special interest in matters under consideration by the Trustee of the Corporation or employees of one of the Schools. If a Trustee, Officer or Key Employee inadvertently engages in such activities, he/she shall promptly notify the Board in writing of such activities and shall disclose all known facts prior to participating in a Board discussion of these matters.

Disclosure of Conflicts of Interest:

Written disclosure of all potential Conflicts of Interest is required of Trustees, Officers and Key Employees prior to election or appointment and annually thereafter. However, Conflicts of Interest may arise between annual updates and, accordingly, an individual with a duality of interest shall disclose the potential Conflict (a) prior to voting on or otherwise discharging his or her duties with respect to any matter involving the potential Conflict; (b) prior to entering into any contract or transaction involving the Corporation; and (c) as soon as possible after he or she learns of an actual or potential Conflict of Interest. Disclosure of the material facts surrounding the Conflict of Interest shall be made to the Chairperson of the Board and the Chairperson of the Audit Committee. The interested Trustee or Officer shall thereafter refrain from participating in deliberations and decisions relating to the matter unless he or she is asked for information by the Chairperson of the Board or the Audit Committee.

The existence and resolution (as applicable) of any reported Conflict of Interest shall be documented in the appropriate records of the Corporation, including in the minutes of any meeting at which the Conflict of Interest was discussed and voted upon.

A Key Employee who wishes to use staff assistance, services or facilities for purposes other than carrying out professional responsibilities will disclose the Conflict to the Principal of the School who will exercise discretion in allowing or disallowing the proposed use in accordance with this Policy.

Annual Statements:

Without limiting the general and continuing disclosure obligation set forth in the preceding section, the Chairperson of the Audit Committee shall distribute annually to all Trustees, Officers and Key Employees, a form soliciting the disclosure of all potential Conflicts of Interests, including specific information concerning the terms of any contract or transaction with the Corporation and whether the applicable processes set forth in this Policy were used. Each Trustee, Officer and Key Employee shall also annually sign a statement included with the form distributed by the Corporation which affirms such person:

- a. has received a copy of this Policy;
- b. has read and understands this Policy, and
- c. has agreed to comply with this Policy.

Written disclosures shall be submitted to and reviewed by the Chairperson of the Board and the Chairperson of the Audit Committee.

Related Party Transactions:

A Related Party Transaction is a transaction in which the Corporation is a party and a Related Party (as defined above) has a financial interest or another material interest. All rules and principles related to disclosure of Conflicts of Interest apply to Related Party Transactions, but in addition, the Trustees must initiate a formal Audit Committee review or a review by a quorum of the Board consisting of Independent Trustees.

Any Trustee, Officer or Key Employee with an interest in a Related Party Transaction shall make a good faith disclosure of all material facts related to such interest to the Audit Committee. The Audit Committee shall review all the material facts related to the proposed Related Party Transaction and request any additional information that it deems necessary to complete such review.

The Municipal Law prohibits transactions between Charter Schools and for-profit business entities in which a member of the Board of Trustees or a Key Employee has an interest if such Trustee or Key Employee has certain enumerated responsibilities. Accordingly, the Audit Committee will first determine whether or not the Trustee, Officer or Key Employee who has an interest in any proposed contract with a for-profit entity, has the power or duty, individually or as a member of the Board, to (1) negotiate, prepare, authorize or approve the contract or authorize payment thereunder; (2) audit bills or claims under the contract; or (3) appoint an officer or employee who has any of these powers or duties. If the interested Trustee, Officer or Key Employee does not have any of the enumerated responsibilities or if the proposed contract is with a not-for-profit entity, or is otherwise authorized by § 802 of the Municipal Law, the Committee may continue its review.

If a Related Party Transaction is otherwise authorized and the Related Party has a “substantial” financial interest or other material interest in such transaction, as assessed by the Audit Committee, the Audit Committee shall consider alternative transactions to the proposed transaction and the Chairperson of the Committee shall, if appropriate, appoint a disinterested person or committee to investigate alternatives. The Committee, after reviewing any such alternatives, shall determine whether the Corporation can obtain, with reasonable efforts, a more advantageous transaction or arrangement from a person or entity that would not give rise to a conflict of interest.

The Audit Committee shall after considering alternative transactions and/or comparability data, determine whether the transaction or arrangement is fair, reasonable, and in the best interest of the Corporation at the time of its decision.

Following its review the Audit Committee may approve the transaction, or may refer the matter to the Board of Trustees for approval by the Board.

Upon receiving a recommendation from the Audit Committee, the Board may accept the recommendation or make an independent determination as to whether the proposed transaction is fair, reasonable and in the best interests of the Corporation. Upon the affirmative vote of not less than a majority of independent Trustees present, the Trustees may authorize the transaction.

At the time of any deliberation or decision by the Audit Committee or the Board concerning the authorization of a proposed Related Party Transaction, the interested Trustee, Officer or Key Employee shall not be present and shall not attempt to improperly influence any deliberations or voting, provided that the Board, or Audit Committee, may request such individual to provide information regarding the Related Party Transaction prior to the commencement of deliberations or voting.

The minutes of the meeting of the Board and the Audit Committee that conducted the initial review shall provide contemporaneous documentation of the basis for approval, including the Board’s consideration of any alternative transactions. The minutes shall also contain the names of the persons who were present for discussions and votes relating to the transaction or arrangement, the content of the discussion, and a record of any votes taken in connection with the proceedings.

The Corporation shall not enter into a Related Party Transaction unless it is approved in accordance with this Policy. **Any Related Party Transaction that is approved without complying with the procedure set forth in this section shall be void.**

Periodic Reviews

To ensure that the KIPP NYC Public Charter Schools operate in a manner consistent with charitable purposes and do not engage in activities that could jeopardize tax-exempt status, periodic reviews shall be conducted by the Audit Committee of each Corporation. The Audit

Committee shall report to the Board of Trustees. The periodic reviews shall, at a minimum, include the following subjects:

- a. Whether compensation arrangements and benefits are fair and reasonable, based on competent survey information, and in the best interests of the Corporation.
- b. Whether any related party transactions or arrangements with or on behalf of the Corporation are properly recorded, reflect reasonable investment or payments for goods and services, further charitable purposes and do not result in inurement, impermissible private benefit or in an excess benefit transaction.

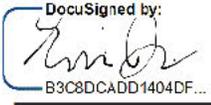
Violations of the Conflicts of Interest Policy:

If the Board has reasonable cause to believe that a Trustee, Officer or Key Employee has failed to disclose an actual or possible Conflict of Interest, it shall inform the individual of the basis for such belief and afford that person an opportunity to explain the alleged failure to disclose. If, after hearing the response and after making further investigation as warranted by the circumstances, the Board determines that the Trustee, Officer or Key Employee has failed to disclose an actual or possible Conflict of Interest, it shall take appropriate disciplinary and corrective action.



**KIPP NYC Conflict of Interest Policy 2020-21
Acknowledgement of Receipt**

1. Name of Board Member: Erica Dewan
2. Board(s) on Which Member Serves: KIPP NYC Public School Boards
3. Office(s) Held by Board Member:
4. By my signature below, I certify that I have:
 - a. Received a copy of KIPP NYC's Conflict of Interest Policy;
 - b. Read and understood this Policy; and,
 - c. Agreed to comply with this Policy.

Signature of Board Member:  _____
B3C8DCADD1404DF...

Date: 7/11/2021 _____



2021 DISCLOSURE OF FINANCIAL INTEREST FORM

Disclosure of financial interest by a not-for-profit charter school education corporation trustee
For the school year ended June 30, 2021

Education Corporation, Trustee Name and Position(s)	
Name of education corporation:	KIPP NYC Public Charter Schools
Name of trustee (print):	Erica Dewan
Position(s) on board, if any (e.g., chair, treasurer, committee chair, etc.):	
Email Address:	[REDACTED]

Home Address	
Please complete with <i>changes</i> only:	
Street:	[REDACTED]
City, State Zip:	[REDACTED]
Phone:	[REDACTED]

Business Address	
Please complete with <i>changes</i> only:	
Business Name:	
Street:	
City, State Zip:	
Phone:	

Questions	
1) Are you, or have you been during the last school year (July 1-June 30), an employee of the education corporation? [If you check yes , answer 1a), 1b), and 1c)].	<input type="radio"/> Yes <input checked="" type="radio"/> No
1a) Description of the position:	
1b) Salary:	
1c) Start date:	
2) Are you related, by blood, marriage, or legal adoption/guardianship, to, or do you cohabitate with, any person (any of the foregoing being an "interested person") who is, or, during the last school year (July 1-June 30), was employed by the education corporation, or who could otherwise benefit from your being a trustee? If yes, please identify each interest/transaction (and provide the requested information) that you ("self") or any interested persons have held or engaged in with the education corporation during the prior school year.	

None

Name and Relationship	Nature of Financial Interest/Transaction	Approximate Value of the Business Conducted	Steps Taken to Avoid a Conflict of Interest, (e.g., did not vote, did not participate in discussion)	Date of Transaction(s) or "Ongoing"
None				

3) Identify each individual, business, corporation, union association, firm, partnership, committee, proprietorship, franchise holding company, joint stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the education corporation *and* in which such entity, during the preceding school year (July 1 – June 30), you and/or an interested person had a financial interest or other relationship. If you or an interested person are a member, director, officer, or employee of an organization doing business with the education corporation through a management, shared services, or other services agreement, you need not list every transaction between such entity and the education corporation; rather, please identify only the name of the entity, the applicable position in the entity as well as the relationship between such entity and the education corporation.

None

Name and Relationship	Entity Conducting Business with the Education Corporation	Nature of the Person's Interest in the Entity	Nature of Business Conducted	Approximate Value of the Business Conducted	Steps Taken to Avoid Conflict of Interest	Date of Transaction(s) or "Ongoing"
None						

Trustee Signature

Signature:  B3C8DCADD1404DF...

By signing this Disclosure of Financial Interest Form, the trustee certifies that the information contained in this disclosure is true and accurate to the best of his or her knowledge.

Conflicts of Interest Policy

KIPP NYC Public Charter Schools & KIPP Academy Charter School

Purpose:

KIPP NYC Public Charter Schools and KIPP Academy Charter School (collectively, “KIPP NYC”) has adopted a Code of Ethics setting forth for the guidance of trustees, officers and employees the standards of conduct expected of them, including standards with respect to disclosure of conflicts of interest regarding any matter brought or required to be brought before their respective Boards. The Conflict of Interest Policy is part of the Codes of Ethics adopted by each of the Corporations. It provides procedures for addressing, disclosing, and documenting conflicts of interest as such term is used in §§ 800 through 806 of the New York State General Municipal Law (hereafter “the Municipal Law”) and in § 715-a of the Not-for-Profit Corporation Law. It also includes procedures for addressing Related Party Transactions, as such term is defined in § 102 (24) of the Not-for-Profit Corporation Law. The Policy supplements, and does not replace any applicable provisions of the General Municipal Law and other state and federal laws governing conflicts of interest. It applies to all Trustees, Officers and Key Employees of each of the Corporations. The Schools will be referred to herein, individually, as “the Corporation.”

Definitions:

“Affiliate” means an entity controlled by, in control of, or under common control with the Corporation.

“Audit Committee” means the Audit Committee of the Corporation, as described in the By-laws of the Corporation. The Audit Committee is comprised of at least three Trustees who are Independent Directors as defined in § 102 (21) of the Not-for-Profit Corporation Law and in this Policy.

“Board” means the Board of Trustees.

“Compensation” means direct or indirect remuneration, as well as gifts or favors. A gift or favor that is valued at \$75 or more is expressly prohibited by the Municipal Law when offered to a Trustee, Officer or Key Employee in connection with official duties, but gifts of lesser value may also be subject to this policy.

“Corporation” refers to each of the KIPP NYC Public Charter Schools which have adopted this policy and which are Education Corporations and, as such, subject to provisions of the Not-for-Profit Corporation Law made applicable to education corporations by § 216-a of the Education Law. Each Corporation, as a chartered entity, is also subject to the Conflict of Interest Provisions of §§ 800 through 806 of the General Municipal Law,

“Financial Interest”: A person has a “Financial Interest” in a transaction if such person would receive an economic benefit, directly or indirectly, from such transaction or compensation agreement.

“Independent Director” means a Trustee who (i) is not, and has not been within the last three years, an employee of the Corporation or an Affiliate and does not have a Relative who is, or has been within the last three years, a Key Employee of the Corporation or of an Affiliate; (ii) has not received, and does not have a Relative who has received, in any of the last three fiscal years, more than \$10,000 in direct compensation from the Corporation or from an Affiliate (other than reimbursement for expenses reasonably incurred as a Trustee, Officer or Key Employee); and (iii) is not a current employee of, or does not have a substantial financial interest in, and does not have a Relative who is a current officer of or who has a substantial financial interest in, any entity that has made payments to, or received payments from the Corporation or from an Affiliate for property or services in an amount which, in any of the last three fiscal years, exceeds the lesser of \$25,000 or 2 % of such entity’s consolidated gross revenues. For these purposes, “payment” does not include charitable contributions.

“Key Employee” includes but is not limited to any person who is in a position to exercise substantial influence over the Corporation, as defined from time to time by the Corporation, or who has or shares authority to control or determine a substantial portion of the operating budgets of the Corporation or the schools or compensation for employees.

“Related Party” means: (1) any Trustee, Officer, or Key Employee of the Corporation or an Affiliate; (2) A Relative of any Trustee, Officer, or Key Employee of the Corporation or an Affiliate or (3) any entity in which any individual described in clause (1) or (2) of this definition has a 35% or greater ownership or beneficial interest, except that in the case of a partnership or professional corporation, a Related Party will include an entity in which any individual described in clause (1) or (2) above has a direct or indirect ownership interest in excess of 5%.

“Related Party Transaction” means any transaction or agreement or other kind of arrangement between the Corporation and a Related Party or an entity in which the Related Party has an interest. Related Party Transactions are subject to special provisions for disclosure, evaluation and documentation. In addition, certain Related Party Transactions are subject to limitations described in the Municipal Law. These special provisions and limitations are summarized in this Policy.

“Relative” means an individual’s spouse or domestic partner, as defined in Public Health Law §2994-a, ancestors, siblings (whether whole or half-blood), children (whether natural or adopted), grandchildren, great grandchildren and spouses or domestic partners of ancestors, siblings, children, grandchildren, and great-grandchildren. Children of siblings and their spouses and partners will also be considered Relatives under this Policy.

“School” any school managed by the Corporation.

“Trustees” and “Officers” are the elected individuals responsible for managing the affairs of the Corporation as described in the By-laws.

What is a Conflict of Interest?

For purposes of this Policy, a “Conflict of Interest” arises when the personal, professional or financial interests of a Trustee, Officer or Key Employee diverge or may potentially diverge from the interests of the Corporation. A conflict of interest will arise when a transaction involving the Corporation could financially harm or benefit a person covered by this Policy, but a conflict of interest does not always involve financial interests. A conflict may also involve the use of the services or facilities of the Corporation or may involve the use of staff assistance for purposes other than carrying out professional or fiduciary duties.

Conflicts may also arise if a Trustee, Officer or Key Employee is asked to communicate on behalf of a person or firm with the Corporation. Accordingly, a Trustee, Officer or Key Employee may not communicate with the Board or a School on behalf of a person or a firm, unless requested to do so by the Corporation, and shall avoid engaging in activities that would appear to be unduly influenced by other persons who have a special interest in matters under consideration by the Trustee of the Corporation or employees of one of the Schools. If a Trustee, Officer or Key Employee inadvertently engages in such activities, he/she shall promptly notify the Board in writing of such activities and shall disclose all known facts prior to participating in a Board discussion of these matters.

Disclosure of Conflicts of Interest:

Written disclosure of all potential Conflicts of Interest is required of Trustees, Officers and Key Employees prior to election or appointment and annually thereafter. However, Conflicts of Interest may arise between annual updates and, accordingly, an individual with a duality of interest shall disclose the potential Conflict (a) prior to voting on or otherwise discharging his or her duties with respect to any matter involving the potential Conflict; (b) prior to entering into any contract or transaction involving the Corporation; and (c) as soon as possible after he or she learns of an actual or potential Conflict of Interest. Disclosure of the material facts surrounding the Conflict of Interest shall be made to the Chairperson of the Board and the Chairperson of the Audit Committee. The interested Trustee or Officer shall thereafter refrain from participating in deliberations and decisions relating to the matter unless he or she is asked for information by the Chairperson of the Board or the Audit Committee.

The existence and resolution (as applicable) of any reported Conflict of Interest shall be documented in the appropriate records of the Corporation, including in the minutes of any meeting at which the Conflict of Interest was discussed and voted upon.

A Key Employee who wishes to use staff assistance, services or facilities for purposes other than carrying out professional responsibilities will disclose the Conflict to the Principal of the School who will exercise discretion in allowing or disallowing the proposed use in accordance with this Policy.

Annual Statements:

Without limiting the general and continuing disclosure obligation set forth in the preceding section, the Chairperson of the Audit Committee shall distribute annually to all Trustees, Officers and Key Employees, a form soliciting the disclosure of all potential Conflicts of Interests, including specific information concerning the terms of any contract or transaction with the Corporation and whether the applicable processes set forth in this Policy were used. Each Trustee, Officer and Key Employee shall also annually sign a statement included with the form distributed by the Corporation which affirms such person:

- a. has received a copy of this Policy;
- b. has read and understands this Policy, and
- c. has agreed to comply with this Policy.

Written disclosures shall be submitted to and reviewed by the Chairperson of the Board and the Chairperson of the Audit Committee.

Related Party Transactions:

A Related Party Transaction is a transaction in which the Corporation is a party and a Related Party (as defined above) has a financial interest or another material interest. All rules and principles related to disclosure of Conflicts of Interest apply to Related Party Transactions, but in addition, the Trustees must initiate a formal Audit Committee review or a review by a quorum of the Board consisting of Independent Trustees.

Any Trustee, Officer or Key Employee with an interest in a Related Party Transaction shall make a good faith disclosure of all material facts related to such interest to the Audit Committee. The Audit Committee shall review all the material facts related to the proposed Related Party Transaction and request any additional information that it deems necessary to complete such review.

The Municipal Law prohibits transactions between Charter Schools and for-profit business entities in which a member of the Board of Trustees or a Key Employee has an interest if such Trustee or Key Employee has certain enumerated responsibilities. Accordingly, the Audit Committee will first determine whether or not the Trustee, Officer or Key Employee who has an interest in any proposed contract with a for-profit entity, has the power or duty, individually or as a member of the Board, to (1) negotiate, prepare, authorize or approve the contract or authorize payment thereunder; (2) audit bills or claims under the contract; or (3) appoint an officer or employee who has any of these powers or duties. If the interested Trustee, Officer or Key Employee does not have any of the enumerated responsibilities or if the proposed contract is with a not-for-profit entity, or is otherwise authorized by § 802 of the Municipal Law, the Committee may continue its review.

If a Related Party Transaction is otherwise authorized and the Related Party has a “substantial” financial interest or other material interest in such transaction, as assessed by the Audit Committee, the Audit Committee shall consider alternative transactions to the proposed transaction and the Chairperson of the Committee shall, if appropriate, appoint a disinterested person or committee to investigate alternatives. The Committee, after reviewing any such alternatives, shall determine whether the Corporation can obtain, with reasonable efforts, a more advantageous transaction or arrangement from a person or entity that would not give rise to a conflict of interest.

The Audit Committee shall after considering alternative transactions and/or comparability data, determine whether the transaction or arrangement is fair, reasonable, and in the best interest of the Corporation at the time of its decision.

Following its review the Audit Committee may approve the transaction, or may refer the matter to the Board of Trustees for approval by the Board.

Upon receiving a recommendation from the Audit Committee, the Board may accept the recommendation or make an independent determination as to whether the proposed transaction is fair, reasonable and in the best interests of the Corporation. Upon the affirmative vote of not less than a majority of independent Trustees present, the Trustees may authorize the transaction.

At the time of any deliberation or decision by the Audit Committee or the Board concerning the authorization of a proposed Related Party Transaction, the interested Trustee, Officer or Key Employee shall not be present and shall not attempt to improperly influence any deliberations or voting, provided that the Board, or Audit Committee, may request such individual to provide information regarding the Related Party Transaction prior to the commencement of deliberations or voting.

The minutes of the meeting of the Board and the Audit Committee that conducted the initial review shall provide contemporaneous documentation of the basis for approval, including the Board’s consideration of any alternative transactions. The minutes shall also contain the names of the persons who were present for discussions and votes relating to the transaction or arrangement, the content of the discussion, and a record of any votes taken in connection with the proceedings.

The Corporation shall not enter into a Related Party Transaction unless it is approved in accordance with this Policy. **Any Related Party Transaction that is approved without complying with the procedure set forth in this section shall be void.**

Periodic Reviews

To ensure that the KIPP NYC Public Charter Schools operate in a manner consistent with charitable purposes and do not engage in activities that could jeopardize tax-exempt status, periodic reviews shall be conducted by the Audit Committee of each Corporation. The Audit

Committee shall report to the Board of Trustees. The periodic reviews shall, at a minimum, include the following subjects:

- a. Whether compensation arrangements and benefits are fair and reasonable, based on competent survey information, and in the best interests of the Corporation.
- b. Whether any related party transactions or arrangements with or on behalf of the Corporation are properly recorded, reflect reasonable investment or payments for goods and services, further charitable purposes and do not result in inurement, impermissible private benefit or in an excess benefit transaction.

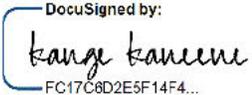
Violations of the Conflicts of Interest Policy:

If the Board has reasonable cause to believe that a Trustee, Officer or Key Employee has failed to disclose an actual or possible Conflict of Interest, it shall inform the individual of the basis for such belief and afford that person an opportunity to explain the alleged failure to disclose. If, after hearing the response and after making further investigation as warranted by the circumstances, the Board determines that the Trustee, Officer or Key Employee has failed to disclose an actual or possible Conflict of Interest, it shall take appropriate disciplinary and corrective action.



**KIPP NYC Conflict of Interest Policy 2020-21
Acknowledgement of Receipt**

1. Name of Board Member: Kange Kaneene
2. Board(s) on Which Member Serves: PCS
3. Office(s) Held by Board Member: N/A
4. By my signature below, I certify that I have:
 - a. Received a copy of KIPP NYC's Conflict of Interest Policy;
 - b. Read and understood this Policy; and,
 - c. Agreed to comply with this Policy.

Signature of Board Member: 
FC17C8D2E5F14F4...

Date: 6/29/2021



2021 DISCLOSURE OF FINANCIAL INTEREST FORM

Disclosure of financial interest by a not-for-profit charter school education corporation trustee
For the school year ended June 30, 2021

Education Corporation, Trustee Name and Position(s)	
Name of education corporation:	KIPP NYC
Name of trustee (print):	Kange Kaneene
Position(s) on board, if any (e.g., chair, treasurer, committee chair, etc.):	N/A
Email Address:	[REDACTED]

Home Address	
Please complete with <i>changes</i> only:	
Street:	[REDACTED]
City, State Zip:	[REDACTED]
Phone:	[REDACTED]

Business Address	
Please complete with <i>changes</i> only:	
Business Name:	[REDACTED]
Street:	[REDACTED]
City, State Zip:	[REDACTED]
Phone:	[REDACTED]

Questions	
1) Are you, or have you been during the last school year (July 1-June 30), an employee of the education corporation? [If you check yes , answer 1a), 1b), and 1c)].	<input type="radio"/> Yes <input checked="" type="radio"/> No
1a) Description of the position:	
1b) Salary:	
1c) Start date:	
2) Are you related, by blood, marriage, or legal adoption/guardianship, to, or do you cohabit with, any person (any of the foregoing being an "interested person") who is, or, during the last school year (July 1-June 30), was employed by the education corporation, or who could otherwise benefit from your being a trustee? If yes, please identify each interest/transaction (and provide the requested information) that you ("self") or any interested persons have held or engaged in with the education corporation during the prior school year.	

None

Name and Relationship	Nature of Financial Interest/Transaction	Approximate Value of the Business Conducted	Steps Taken to Avoid a Conflict of Interest, (e.g., did not vote, did not participate in discussion)	Date of Transaction(s) or "Ongoing"

3) Identify each individual, business, corporation, union association, firm, partnership, committee, proprietorship, franchise holding company, joint stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the education corporation *and* in which such entity, during the preceding school year (July 1 – June 30), you and/or an interested person had a financial interest or other relationship. If you or an interested person are a member, director, officer, or employee of an organization doing business with the education corporation through a management, shared services, or other services agreement, you need not list every transaction between such entity and the education corporation; rather, please identify only the name of the entity, the applicable position in the entity as well as the relationship between such entity and the education corporation.

None

Name and Relationship	Entity Conducting Business with the Education Corporation	Nature of the Person's Interest in the Entity	Nature of Business Conducted	Approximate Value of the Business Conducted	Steps Taken to Avoid Conflict of Interest	Date of Transaction(s) or "Ongoing"

Trustee Signature

DocuSigned by:

 FC17C8D2E5F14F4...

Signature:

By signing this Disclosure of Financial Interest Form, the trustee certifies that the information contained in this disclosure is true and accurate to the best of his or her knowledge.

Conflicts of Interest Policy

KIPP NYC Public Charter Schools & KIPP Academy Charter School

Purpose:

KIPP NYC Public Charter Schools and KIPP Academy Charter School (collectively, “KIPP NYC”) has adopted a Code of Ethics setting forth for the guidance of trustees, officers and employees the standards of conduct expected of them, including standards with respect to disclosure of conflicts of interest regarding any matter brought or required to be brought before their respective Boards. The Conflict of Interest Policy is part of the Codes of Ethics adopted by each of the Corporations. It provides procedures for addressing, disclosing, and documenting conflicts of interest as such term is used in §§ 800 through 806 of the New York State General Municipal Law (hereafter “the Municipal Law”) and in § 715-a of the Not-for-Profit Corporation Law. It also includes procedures for addressing Related Party Transactions, as such term is defined in § 102 (24) of the Not-for-Profit Corporation Law. The Policy supplements, and does not replace any applicable provisions of the General Municipal Law and other state and federal laws governing conflicts of interest. It applies to all Trustees, Officers and Key Employees of each of the Corporations. The Schools will be referred to herein, individually, as “the Corporation.”

Definitions:

“Affiliate” means an entity controlled by, in control of, or under common control with the Corporation.

“Audit Committee” means the Audit Committee of the Corporation, as described in the By-laws of the Corporation. The Audit Committee is comprised of at least three Trustees who are Independent Directors as defined in § 102 (21) of the Not-for-Profit Corporation Law and in this Policy.

“Board” means the Board of Trustees.

“Compensation” means direct or indirect remuneration, as well as gifts or favors. A gift or favor that is valued at \$75 or more is expressly prohibited by the Municipal Law when offered to a Trustee, Officer or Key Employee in connection with official duties, but gifts of lesser value may also be subject to this policy.

“Corporation” refers to each of the KIPP NYC Public Charter Schools which have adopted this policy and which are Education Corporations and, as such, subject to provisions of the Not-for-Profit Corporation Law made applicable to education corporations by § 216-a of the Education Law. Each Corporation, as a chartered entity, is also subject to the Conflict of Interest Provisions of §§ 800 through 806 of the General Municipal Law,

“Financial Interest”: A person has a “Financial Interest” in a transaction if such person would receive an economic benefit, directly or indirectly, from such transaction or compensation agreement.

“Independent Director” means a Trustee who (i) is not, and has not been within the last three years, an employee of the Corporation or an Affiliate and does not have a Relative who is, or has been within the last three years, a Key Employee of the Corporation or of an Affiliate; (ii) has not received, and does not have a Relative who has received, in any of the last three fiscal years, more than \$10,000 in direct compensation from the Corporation or from an Affiliate (other than reimbursement for expenses reasonably incurred as a Trustee, Officer or Key Employee); and (iii) is not a current employee of, or does not have a substantial financial interest in, and does not have a Relative who is a current officer of or who has a substantial financial interest in, any entity that has made payments to, or received payments from the Corporation or from an Affiliate for property or services in an amount which, in any of the last three fiscal years, exceeds the lesser of \$25,000 or 2 % of such entity’s consolidated gross revenues. For these purposes, “payment” does not include charitable contributions.

“Key Employee” includes but is not limited to any person who is in a position to exercise substantial influence over the Corporation, as defined from time to time by the Corporation, or who has or shares authority to control or determine a substantial portion of the operating budgets of the Corporation or the schools or compensation for employees.

“Related Party” means: (1) any Trustee, Officer, or Key Employee of the Corporation or an Affiliate; (2) A Relative of any Trustee, Officer, or Key Employee of the Corporation or an Affiliate or (3) any entity in which any individual described in clause (1) or (2) of this definition has a 35% or greater ownership or beneficial interest, except that in the case of a partnership or professional corporation, a Related Party will include an entity in which any individual described in clause (1) or (2) above has a direct or indirect ownership interest in excess of 5%.

“Related Party Transaction” means any transaction or agreement or other kind of arrangement between the Corporation and a Related Party or an entity in which the Related Party has an interest. Related Party Transactions are subject to special provisions for disclosure, evaluation and documentation. In addition, certain Related Party Transactions are subject to limitations described in the Municipal Law. These special provisions and limitations are summarized in this Policy.

“Relative” means an individual’s spouse or domestic partner, as defined in Public Health Law §2994-a, ancestors, siblings (whether whole or half-blood), children (whether natural or adopted), grandchildren, great grandchildren and spouses or domestic partners of ancestors, siblings, children, grandchildren, and great-grandchildren. Children of siblings and their spouses and partners will also be considered Relatives under this Policy.

“School” any school managed by the Corporation.

“Trustees” and “Officers” are the elected individuals responsible for managing the affairs of the Corporation as described in the By-laws.

What is a Conflict of Interest?

For purposes of this Policy, a “Conflict of Interest” arises when the personal, professional or financial interests of a Trustee, Officer or Key Employee diverge or may potentially diverge from the interests of the Corporation. A conflict of interest will arise when a transaction involving the Corporation could financially harm or benefit a person covered by this Policy, but a conflict of interest does not always involve financial interests. A conflict may also involve the use of the services or facilities of the Corporation or may involve the use of staff assistance for purposes other than carrying out professional or fiduciary duties.

Conflicts may also arise if a Trustee, Officer or Key Employee is asked to communicate on behalf of a person or firm with the Corporation. Accordingly, a Trustee, Officer or Key Employee may not communicate with the Board or a School on behalf of a person or a firm, unless requested to do so by the Corporation, and shall avoid engaging in activities that would appear to be unduly influenced by other persons who have a special interest in matters under consideration by the Trustee of the Corporation or employees of one of the Schools. If a Trustee, Officer or Key Employee inadvertently engages in such activities, he/she shall promptly notify the Board in writing of such activities and shall disclose all known facts prior to participating in a Board discussion of these matters.

Disclosure of Conflicts of Interest:

Written disclosure of all potential Conflicts of Interest is required of Trustees, Officers and Key Employees prior to election or appointment and annually thereafter. However, Conflicts of Interest may arise between annual updates and, accordingly, an individual with a duality of interest shall disclose the potential Conflict (a) prior to voting on or otherwise discharging his or her duties with respect to any matter involving the potential Conflict; (b) prior to entering into any contract or transaction involving the Corporation; and (c) as soon as possible after he or she learns of an actual or potential Conflict of Interest. Disclosure of the material facts surrounding the Conflict of Interest shall be made to the Chairperson of the Board and the Chairperson of the Audit Committee. The interested Trustee or Officer shall thereafter refrain from participating in deliberations and decisions relating to the matter unless he or she is asked for information by the Chairperson of the Board or the Audit Committee.

The existence and resolution (as applicable) of any reported Conflict of Interest shall be documented in the appropriate records of the Corporation, including in the minutes of any meeting at which the Conflict of Interest was discussed and voted upon.

A Key Employee who wishes to use staff assistance, services or facilities for purposes other than carrying out professional responsibilities will disclose the Conflict to the Principal of the School who will exercise discretion in allowing or disallowing the proposed use in accordance with this Policy.

Annual Statements:

Without limiting the general and continuing disclosure obligation set forth in the preceding section, the Chairperson of the Audit Committee shall distribute annually to all Trustees, Officers and Key Employees, a form soliciting the disclosure of all potential Conflicts of Interests, including specific information concerning the terms of any contract or transaction with the Corporation and whether the applicable processes set forth in this Policy were used. Each Trustee, Officer and Key Employee shall also annually sign a statement included with the form distributed by the Corporation which affirms such person:

- a. has received a copy of this Policy;
- b. has read and understands this Policy, and
- c. has agreed to comply with this Policy.

Written disclosures shall be submitted to and reviewed by the Chairperson of the Board and the Chairperson of the Audit Committee.

Related Party Transactions:

A Related Party Transaction is a transaction in which the Corporation is a party and a Related Party (as defined above) has a financial interest or another material interest. All rules and principles related to disclosure of Conflicts of Interest apply to Related Party Transactions, but in addition, the Trustees must initiate a formal Audit Committee review or a review by a quorum of the Board consisting of Independent Trustees.

Any Trustee, Officer or Key Employee with an interest in a Related Party Transaction shall make a good faith disclosure of all material facts related to such interest to the Audit Committee. The Audit Committee shall review all the material facts related to the proposed Related Party Transaction and request any additional information that it deems necessary to complete such review.

The Municipal Law prohibits transactions between Charter Schools and for-profit business entities in which a member of the Board of Trustees or a Key Employee has an interest if such Trustee or Key Employee has certain enumerated responsibilities. Accordingly, the Audit Committee will first determine whether or not the Trustee, Officer or Key Employee who has an interest in any proposed contract with a for-profit entity, has the power or duty, individually or as a member of the Board, to (1) negotiate, prepare, authorize or approve the contract or authorize payment thereunder; (2) audit bills or claims under the contract; or (3) appoint an officer or employee who has any of these powers or duties. If the interested Trustee, Officer or Key Employee does not have any of the enumerated responsibilities or if the proposed contract is with a not-for-profit entity, or is otherwise authorized by § 802 of the Municipal Law, the Committee may continue its review.

If a Related Party Transaction is otherwise authorized and the Related Party has a “substantial” financial interest or other material interest in such transaction, as assessed by the Audit Committee, the Audit Committee shall consider alternative transactions to the proposed transaction and the Chairperson of the Committee shall, if appropriate, appoint a disinterested person or committee to investigate alternatives. The Committee, after reviewing any such alternatives, shall determine whether the Corporation can obtain, with reasonable efforts, a more advantageous transaction or arrangement from a person or entity that would not give rise to a conflict of interest.

The Audit Committee shall after considering alternative transactions and/or comparability data, determine whether the transaction or arrangement is fair, reasonable, and in the best interest of the Corporation at the time of its decision.

Following its review the Audit Committee may approve the transaction, or may refer the matter to the Board of Trustees for approval by the Board.

Upon receiving a recommendation from the Audit Committee, the Board may accept the recommendation or make an independent determination as to whether the proposed transaction is fair, reasonable and in the best interests of the Corporation. Upon the affirmative vote of not less than a majority of independent Trustees present, the Trustees may authorize the transaction.

At the time of any deliberation or decision by the Audit Committee or the Board concerning the authorization of a proposed Related Party Transaction, the interested Trustee, Officer or Key Employee shall not be present and shall not attempt to improperly influence any deliberations or voting, provided that the Board, or Audit Committee, may request such individual to provide information regarding the Related Party Transaction prior to the commencement of deliberations or voting.

The minutes of the meeting of the Board and the Audit Committee that conducted the initial review shall provide contemporaneous documentation of the basis for approval, including the Board’s consideration of any alternative transactions. The minutes shall also contain the names of the persons who were present for discussions and votes relating to the transaction or arrangement, the content of the discussion, and a record of any votes taken in connection with the proceedings.

The Corporation shall not enter into a Related Party Transaction unless it is approved in accordance with this Policy. **Any Related Party Transaction that is approved without complying with the procedure set forth in this section shall be void.**

Periodic Reviews

To ensure that the KIPP NYC Public Charter Schools operate in a manner consistent with charitable purposes and do not engage in activities that could jeopardize tax-exempt status, periodic reviews shall be conducted by the Audit Committee of each Corporation. The Audit

Committee shall report to the Board of Trustees. The periodic reviews shall, at a minimum, include the following subjects:

- a. Whether compensation arrangements and benefits are fair and reasonable, based on competent survey information, and in the best interests of the Corporation.
- b. Whether any related party transactions or arrangements with or on behalf of the Corporation are properly recorded, reflect reasonable investment or payments for goods and services, further charitable purposes and do not result in inurement, impermissible private benefit or in an excess benefit transaction.

Violations of the Conflicts of Interest Policy:

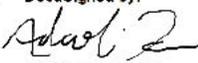
If the Board has reasonable cause to believe that a Trustee, Officer or Key Employee has failed to disclose an actual or possible Conflict of Interest, it shall inform the individual of the basis for such belief and afford that person an opportunity to explain the alleged failure to disclose. If, after hearing the response and after making further investigation as warranted by the circumstances, the Board determines that the Trustee, Officer or Key Employee has failed to disclose an actual or possible Conflict of Interest, it shall take appropriate disciplinary and corrective action.



**KIPP NYC Conflict of Interest Policy 2020-21
Acknowledgement of Receipt**

1. Name of Board Member: **Adaobi Kanu**
2. Board(s) on Which Member Serves: **KIPP NYC Public School Boards**
3. Office(s) Held by Board Member:
4. By my signature below, I certify that I have:
 - a. Received a copy of KIPP NYC's Conflict of Interest Policy;
 - b. Read and understood this Policy; and,
 - c. Agreed to comply with this Policy.

Signature of Board Member:

DocuSigned by:

8780D55d81344BF...

7/26/2021

Date:



2021 DISCLOSURE OF FINANCIAL INTEREST FORM

Disclosure of financial interest by a not-for-profit charter school education corporation trustee
For the school year ended June 30, 2021

Education Corporation, Trustee Name and Position(s)	
Name of education corporation:	KIPP NYC Public Charter Schools
Name of trustee (print):	Adaobi Kanu
Position(s) on board, if any (e.g., chair, treasurer, committee chair, etc.):	
Email Address:	[REDACTED]

Home Address	
Please complete with <i>changes</i> only:	
Street:	[REDACTED]
City, State Zip:	[REDACTED]
Phone:	[REDACTED]

Business Address	
Please complete with <i>changes</i> only:	
Business Name:	[REDACTED]
Street:	[REDACTED]
City, State Zip:	[REDACTED]
Phone:	[REDACTED]

Questions	
1) Are you, or have you been during the last school year (July 1-June 30), an employee of the education corporation? [If you check yes , answer 1a), 1b), and 1c)].	<input type="radio"/> Yes <input checked="" type="radio"/> No
1a) Description of the position:	
1b) Salary:	
1c) Start date:	
2) Are you related, by blood, marriage, or legal adoption/guardianship, to, or do you cohabit with, any person (any of the foregoing being an "interested person") who is, or, during the last school year (July 1-June 30), was employed by the education corporation, or who could otherwise benefit from your being a trustee? If yes, please identify each interest/transaction (and provide the requested information) that you ("self") or any interested persons have held or engaged in with the education corporation during the prior school year.	

None

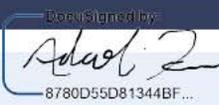
Name and Relationship	Nature of Financial Interest/Transaction	Approximate Value of the Business Conducted	Steps Taken to Avoid a Conflict of Interest, (e.g., did not vote, did not participate in discussion)	Date of Transaction(s) or "Ongoing"

3) Identify each individual, business, corporation, union association, firm, partnership, committee, proprietorship, franchise holding company, joint stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the education corporation *and* in which such entity, during the preceding school year (July 1 – June 30), you and/or an interested person had a financial interest or other relationship. If you or an interested person are a member, director, officer, or employee of an organization doing business with the education corporation through a management, shared services, or other services agreement, you need not list every transaction between such entity and the education corporation; rather, please identify only the name of the entity, the applicable position in the entity as well as the relationship between such entity and the education corporation.

None

Name and Relationship	Entity Conducting Business with the Education Corporation	Nature of the Person's Interest in the Entity	Nature of Business Conducted	Approximate Value of the Business Conducted	Steps Taken to Avoid Conflict of Interest	Date of Transaction(s) or "Ongoing"

Trustee Signature

Signature:  8780D55D81344BF...

By signing this Disclosure of Financial Interest Form, the trustee certifies that the information contained in this disclosure is true and accurate to the best of his or her knowledge.

Conflicts of Interest Policy

KIPP NYC Public Charter Schools & KIPP Academy Charter School

Purpose:

KIPP NYC Public Charter Schools and KIPP Academy Charter School (collectively, “KIPP NYC”) has adopted a Code of Ethics setting forth for the guidance of trustees, officers and employees the standards of conduct expected of them, including standards with respect to disclosure of conflicts of interest regarding any matter brought or required to be brought before their respective Boards. The Conflict of Interest Policy is part of the Codes of Ethics adopted by each of the Corporations. It provides procedures for addressing, disclosing, and documenting conflicts of interest as such term is used in §§ 800 through 806 of the New York State General Municipal Law (hereafter “the Municipal Law”) and in § 715-a of the Not-for-Profit Corporation Law. It also includes procedures for addressing Related Party Transactions, as such term is defined in § 102 (24) of the Not-for-Profit Corporation Law. The Policy supplements, and does not replace any applicable provisions of the General Municipal Law and other state and federal laws governing conflicts of interest. It applies to all Trustees, Officers and Key Employees of each of the Corporations. The Schools will be referred to herein, individually, as “the Corporation.”

Definitions:

“Affiliate” means an entity controlled by, in control of, or under common control with the Corporation.

“Audit Committee” means the Audit Committee of the Corporation, as described in the By-laws of the Corporation. The Audit Committee is comprised of at least three Trustees who are Independent Directors as defined in § 102 (21) of the Not-for-Profit Corporation Law and in this Policy.

“Board” means the Board of Trustees.

“Compensation” means direct or indirect remuneration, as well as gifts or favors. A gift or favor that is valued at \$75 or more is expressly prohibited by the Municipal Law when offered to a Trustee, Officer or Key Employee in connection with official duties, but gifts of lesser value may also be subject to this policy.

“Corporation” refers to each of the KIPP NYC Public Charter Schools which have adopted this policy and which are Education Corporations and, as such, subject to provisions of the Not-for-Profit Corporation Law made applicable to education corporations by § 216-a of the Education Law. Each Corporation, as a chartered entity, is also subject to the Conflict of Interest Provisions of §§ 800 through 806 of the General Municipal Law,

“Financial Interest”: A person has a “Financial Interest” in a transaction if such person would receive an economic benefit, directly or indirectly, from such transaction or compensation agreement.

“Independent Director” means a Trustee who (i) is not, and has not been within the last three years, an employee of the Corporation or an Affiliate and does not have a Relative who is, or has been within the last three years, a Key Employee of the Corporation or of an Affiliate; (ii) has not received, and does not have a Relative who has received, in any of the last three fiscal years, more than \$10,000 in direct compensation from the Corporation or from an Affiliate (other than reimbursement for expenses reasonably incurred as a Trustee, Officer or Key Employee); and (iii) is not a current employee of, or does not have a substantial financial interest in, and does not have a Relative who is a current officer of or who has a substantial financial interest in, any entity that has made payments to, or received payments from the Corporation or from an Affiliate for property or services in an amount which, in any of the last three fiscal years, exceeds the lesser of \$25,000 or 2 % of such entity’s consolidated gross revenues. For these purposes, “payment” does not include charitable contributions.

“Key Employee” includes but is not limited to any person who is in a position to exercise substantial influence over the Corporation, as defined from time to time by the Corporation, or who has or shares authority to control or determine a substantial portion of the operating budgets of the Corporation or the schools or compensation for employees.

“Related Party” means: (1) any Trustee, Officer, or Key Employee of the Corporation or an Affiliate; (2) A Relative of any Trustee, Officer, or Key Employee of the Corporation or an Affiliate or (3) any entity in which any individual described in clause (1) or (2) of this definition has a 35% or greater ownership or beneficial interest, except that in the case of a partnership or professional corporation, a Related Party will include an entity in which any individual described in clause (1) or (2) above has a direct or indirect ownership interest in excess of 5%.

“Related Party Transaction” means any transaction or agreement or other kind of arrangement between the Corporation and a Related Party or an entity in which the Related Party has an interest. Related Party Transactions are subject to special provisions for disclosure, evaluation and documentation. In addition, certain Related Party Transactions are subject to limitations described in the Municipal Law. These special provisions and limitations are summarized in this Policy.

“Relative” means an individual’s spouse or domestic partner, as defined in Public Health Law §2994-a, ancestors, siblings (whether whole or half-blood), children (whether natural or adopted), grandchildren, great grandchildren and spouses or domestic partners of ancestors, siblings, children, grandchildren, and great-grandchildren. Children of siblings and their spouses and partners will also be considered Relatives under this Policy.

“School” any school managed by the Corporation.

“Trustees” and “Officers” are the elected individuals responsible for managing the affairs of the Corporation as described in the By-laws.

What is a Conflict of Interest?

For purposes of this Policy, a “Conflict of Interest” arises when the personal, professional or financial interests of a Trustee, Officer or Key Employee diverge or may potentially diverge from the interests of the Corporation. A conflict of interest will arise when a transaction involving the Corporation could financially harm or benefit a person covered by this Policy, but a conflict of interest does not always involve financial interests. A conflict may also involve the use of the services or facilities of the Corporation or may involve the use of staff assistance for purposes other than carrying out professional or fiduciary duties.

Conflicts may also arise if a Trustee, Officer or Key Employee is asked to communicate on behalf of a person or firm with the Corporation. Accordingly, a Trustee, Officer or Key Employee may not communicate with the Board or a School on behalf of a person or a firm, unless requested to do so by the Corporation, and shall avoid engaging in activities that would appear to be unduly influenced by other persons who have a special interest in matters under consideration by the Trustee of the Corporation or employees of one of the Schools. If a Trustee, Officer or Key Employee inadvertently engages in such activities, he/she shall promptly notify the Board in writing of such activities and shall disclose all known facts prior to participating in a Board discussion of these matters.

Disclosure of Conflicts of Interest:

Written disclosure of all potential Conflicts of Interest is required of Trustees, Officers and Key Employees prior to election or appointment and annually thereafter. However, Conflicts of Interest may arise between annual updates and, accordingly, an individual with a duality of interest shall disclose the potential Conflict (a) prior to voting on or otherwise discharging his or her duties with respect to any matter involving the potential Conflict; (b) prior to entering into any contract or transaction involving the Corporation; and (c) as soon as possible after he or she learns of an actual or potential Conflict of Interest. Disclosure of the material facts surrounding the Conflict of Interest shall be made to the Chairperson of the Board and the Chairperson of the Audit Committee. The interested Trustee or Officer shall thereafter refrain from participating in deliberations and decisions relating to the matter unless he or she is asked for information by the Chairperson of the Board or the Audit Committee.

The existence and resolution (as applicable) of any reported Conflict of Interest shall be documented in the appropriate records of the Corporation, including in the minutes of any meeting at which the Conflict of Interest was discussed and voted upon.

A Key Employee who wishes to use staff assistance, services or facilities for purposes other than carrying out professional responsibilities will disclose the Conflict to the Principal of the School who will exercise discretion in allowing or disallowing the proposed use in accordance with this Policy.

Annual Statements:

Without limiting the general and continuing disclosure obligation set forth in the preceding section, the Chairperson of the Audit Committee shall distribute annually to all Trustees, Officers and Key Employees, a form soliciting the disclosure of all potential Conflicts of Interests, including specific information concerning the terms of any contract or transaction with the Corporation and whether the applicable processes set forth in this Policy were used. Each Trustee, Officer and Key Employee shall also annually sign a statement included with the form distributed by the Corporation which affirms such person:

- a. has received a copy of this Policy;
- b. has read and understands this Policy, and
- c. has agreed to comply with this Policy.

Written disclosures shall be submitted to and reviewed by the Chairperson of the Board and the Chairperson of the Audit Committee.

Related Party Transactions:

A Related Party Transaction is a transaction in which the Corporation is a party and a Related Party (as defined above) has a financial interest or another material interest. All rules and principles related to disclosure of Conflicts of Interest apply to Related Party Transactions, but in addition, the Trustees must initiate a formal Audit Committee review or a review by a quorum of the Board consisting of Independent Trustees.

Any Trustee, Officer or Key Employee with an interest in a Related Party Transaction shall make a good faith disclosure of all material facts related to such interest to the Audit Committee. The Audit Committee shall review all the material facts related to the proposed Related Party Transaction and request any additional information that it deems necessary to complete such review.

The Municipal Law prohibits transactions between Charter Schools and for-profit business entities in which a member of the Board of Trustees or a Key Employee has an interest if such Trustee or Key Employee has certain enumerated responsibilities. Accordingly, the Audit Committee will first determine whether or not the Trustee, Officer or Key Employee who has an interest in any proposed contract with a for-profit entity, has the power or duty, individually or as a member of the Board, to (1) negotiate, prepare, authorize or approve the contract or authorize payment thereunder; (2) audit bills or claims under the contract; or (3) appoint an officer or employee who has any of these powers or duties. If the interested Trustee, Officer or Key Employee does not have any of the enumerated responsibilities or if the proposed contract is with a not-for-profit entity, or is otherwise authorized by § 802 of the Municipal Law, the Committee may continue its review.

If a Related Party Transaction is otherwise authorized and the Related Party has a “substantial” financial interest or other material interest in such transaction, as assessed by the Audit Committee, the Audit Committee shall consider alternative transactions to the proposed transaction and the Chairperson of the Committee shall, if appropriate, appoint a disinterested person or committee to investigate alternatives. The Committee, after reviewing any such alternatives, shall determine whether the Corporation can obtain, with reasonable efforts, a more advantageous transaction or arrangement from a person or entity that would not give rise to a conflict of interest.

The Audit Committee shall after considering alternative transactions and/or comparability data, determine whether the transaction or arrangement is fair, reasonable, and in the best interest of the Corporation at the time of its decision.

Following its review the Audit Committee may approve the transaction, or may refer the matter to the Board of Trustees for approval by the Board.

Upon receiving a recommendation from the Audit Committee, the Board may accept the recommendation or make an independent determination as to whether the proposed transaction is fair, reasonable and in the best interests of the Corporation. Upon the affirmative vote of not less than a majority of independent Trustees present, the Trustees may authorize the transaction.

At the time of any deliberation or decision by the Audit Committee or the Board concerning the authorization of a proposed Related Party Transaction, the interested Trustee, Officer or Key Employee shall not be present and shall not attempt to improperly influence any deliberations or voting, provided that the Board, or Audit Committee, may request such individual to provide information regarding the Related Party Transaction prior to the commencement of deliberations or voting.

The minutes of the meeting of the Board and the Audit Committee that conducted the initial review shall provide contemporaneous documentation of the basis for approval, including the Board’s consideration of any alternative transactions. The minutes shall also contain the names of the persons who were present for discussions and votes relating to the transaction or arrangement, the content of the discussion, and a record of any votes taken in connection with the proceedings.

The Corporation shall not enter into a Related Party Transaction unless it is approved in accordance with this Policy. **Any Related Party Transaction that is approved without complying with the procedure set forth in this section shall be void.**

Periodic Reviews

To ensure that the KIPP NYC Public Charter Schools operate in a manner consistent with charitable purposes and do not engage in activities that could jeopardize tax-exempt status, periodic reviews shall be conducted by the Audit Committee of each Corporation. The Audit

Committee shall report to the Board of Trustees. The periodic reviews shall, at a minimum, include the following subjects:

- a. Whether compensation arrangements and benefits are fair and reasonable, based on competent survey information, and in the best interests of the Corporation.
- b. Whether any related party transactions or arrangements with or on behalf of the Corporation are properly recorded, reflect reasonable investment or payments for goods and services, further charitable purposes and do not result in inurement, impermissible private benefit or in an excess benefit transaction.

Violations of the Conflicts of Interest Policy:

If the Board has reasonable cause to believe that a Trustee, Officer or Key Employee has failed to disclose an actual or possible Conflict of Interest, it shall inform the individual of the basis for such belief and afford that person an opportunity to explain the alleged failure to disclose. If, after hearing the response and after making further investigation as warranted by the circumstances, the Board determines that the Trustee, Officer or Key Employee has failed to disclose an actual or possible Conflict of Interest, it shall take appropriate disciplinary and corrective action.



**KIPP NYC Conflict of Interest Policy 2020-21
Acknowledgement of Receipt**

1. Name of Board Member: **Rafael Mayer**
2. Board(s) on Which Member Serves: **KIPP Academy Charter School; KIPP NYC
Public Charter Schools**
3. Office(s) Held by Board Member: **Chair**
4. By my signature below, I certify that I have:
 - a. Received a copy of KIPP NYC's Conflict of Interest Policy;
 - b. Read and understood this Policy; and,
 - c. Agreed to comply with this Policy.

Signature of Board Member: 
0E7B54E4F3924B8...

Date: **6/30/2021**



2021 DISCLOSURE OF FINANCIAL INTEREST FORM

Disclosure of financial interest by a not-for-profit charter school education corporation trustee
For the school year ended June 30, 2021

Education Corporation, Trustee Name and Position(s)	
Name of education corporation:	KIPP NYC Public Charter Schools
Name of trustee (print):	Rafael Mayer
Position(s) on board, if any (e.g., chair, treasurer, committee chair, etc.):	Chair
Email Address:	[REDACTED]

Home Address	
Please complete with <i>changes</i> only:	
Street:	[REDACTED]
City, State Zip:	[REDACTED]
Phone:	[REDACTED]

Business Address	
Please complete with <i>changes</i> only:	
Business Name:	
Street:	
City, State Zip:	
Phone:	

Questions	
1) Are you, or have you been during the last school year (July 1-June 30), an employee of the education corporation? [If you check yes , answer 1a), 1b), and 1c)].	<input type="radio"/> Yes <input checked="" type="radio"/> No
1a) Description of the position:	
1b) Salary:	
1c) Start date:	
2) Are you related, by blood, marriage, or legal adoption/guardianship, to, or do you cohabit with, any person (any of the foregoing being an "interested person") who is, or, during the last school year (July 1-June 30), was employed by the education corporation, or who could otherwise benefit from your being a trustee? If yes, please identify each interest/transaction (and provide the requested information) that you ("self") or any interested persons have held or engaged in with the education corporation during the prior school year.	

None

Name and Relationship	Nature of Financial Interest/Transaction	Approximate Value of the Business Conducted	Steps Taken to Avoid a Conflict of Interest, (e.g., did not vote, did not participate in discussion)	Date of Transaction(s) or "Ongoing"
None				

3) Identify each individual, business, corporation, union association, firm, partnership, committee, proprietorship, franchise holding company, joint stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the education corporation *and* in which such entity, during the preceding school year (July 1 – June 30), you and/or an interested person had a financial interest or other relationship. If you or an interested person are a member, director, officer, or employee of an organization doing business with the education corporation through a management, shared services, or other services agreement, you need not list every transaction between such entity and the education corporation; rather, please identify only the name of the entity, the applicable position in the entity as well as the relationship between such entity and the education corporation.

None

Name and Relationship	Entity Conducting Business with the Education Corporation	Nature of the Person's Interest in the Entity	Nature of Business Conducted	Approximate Value of the Business Conducted	Steps Taken to Avoid Conflict of Interest	Date of Transaction(s) or "Ongoing"
None						

Trustee Signature

DocuSigned by:

 Signature: 0E7B54E4F3924B8...

By signing this Disclosure of Financial Interest Form, the trustee certifies that the information contained in this disclosure is true and accurate to the best of his or her knowledge.

Conflicts of Interest Policy

KIPP NYC Public Charter Schools & KIPP Academy Charter School

Purpose:

KIPP NYC Public Charter Schools and KIPP Academy Charter School (collectively, “KIPP NYC”) has adopted a Code of Ethics setting forth for the guidance of trustees, officers and employees the standards of conduct expected of them, including standards with respect to disclosure of conflicts of interest regarding any matter brought or required to be brought before their respective Boards. The Conflict of Interest Policy is part of the Codes of Ethics adopted by each of the Corporations. It provides procedures for addressing, disclosing, and documenting conflicts of interest as such term is used in §§ 800 through 806 of the New York State General Municipal Law (hereafter “the Municipal Law”) and in § 715-a of the Not-for-Profit Corporation Law. It also includes procedures for addressing Related Party Transactions, as such term is defined in § 102 (24) of the Not-for-Profit Corporation Law. The Policy supplements, and does not replace any applicable provisions of the General Municipal Law and other state and federal laws governing conflicts of interest. It applies to all Trustees, Officers and Key Employees of each of the Corporations. The Schools will be referred to herein, individually, as “the Corporation.”

Definitions:

“Affiliate” means an entity controlled by, in control of, or under common control with the Corporation.

“Audit Committee” means the Audit Committee of the Corporation, as described in the By-laws of the Corporation. The Audit Committee is comprised of at least three Trustees who are Independent Directors as defined in § 102 (21) of the Not-for-Profit Corporation Law and in this Policy.

“Board” means the Board of Trustees.

“Compensation” means direct or indirect remuneration, as well as gifts or favors. A gift or favor that is valued at \$75 or more is expressly prohibited by the Municipal Law when offered to a Trustee, Officer or Key Employee in connection with official duties, but gifts of lesser value may also be subject to this policy.

“Corporation” refers to each of the KIPP NYC Public Charter Schools which have adopted this policy and which are Education Corporations and, as such, subject to provisions of the Not-for-Profit Corporation Law made applicable to education corporations by § 216-a of the Education Law. Each Corporation, as a chartered entity, is also subject to the Conflict of Interest Provisions of §§ 800 through 806 of the General Municipal Law,

“Financial Interest”: A person has a “Financial Interest” in a transaction if such person would receive an economic benefit, directly or indirectly, from such transaction or compensation agreement.

“Independent Director” means a Trustee who (i) is not, and has not been within the last three years, an employee of the Corporation or an Affiliate and does not have a Relative who is, or has been within the last three years, a Key Employee of the Corporation or of an Affiliate; (ii) has not received, and does not have a Relative who has received, in any of the last three fiscal years, more than \$10,000 in direct compensation from the Corporation or from an Affiliate (other than reimbursement for expenses reasonably incurred as a Trustee, Officer or Key Employee); and (iii) is not a current employee of, or does not have a substantial financial interest in, and does not have a Relative who is a current officer of or who has a substantial financial interest in, any entity that has made payments to, or received payments from the Corporation or from an Affiliate for property or services in an amount which, in any of the last three fiscal years, exceeds the lesser of \$25,000 or 2 % of such entity’s consolidated gross revenues. For these purposes, “payment” does not include charitable contributions.

“Key Employee” includes but is not limited to any person who is in a position to exercise substantial influence over the Corporation, as defined from time to time by the Corporation, or who has or shares authority to control or determine a substantial portion of the operating budgets of the Corporation or the schools or compensation for employees.

“Related Party” means: (1) any Trustee, Officer, or Key Employee of the Corporation or an Affiliate; (2) A Relative of any Trustee, Officer, or Key Employee of the Corporation or an Affiliate or (3) any entity in which any individual described in clause (1) or (2) of this definition has a 35% or greater ownership or beneficial interest, except that in the case of a partnership or professional corporation, a Related Party will include an entity in which any individual described in clause (1) or (2) above has a direct or indirect ownership interest in excess of 5%.

“Related Party Transaction” means any transaction or agreement or other kind of arrangement between the Corporation and a Related Party or an entity in which the Related Party has an interest. Related Party Transactions are subject to special provisions for disclosure, evaluation and documentation. In addition, certain Related Party Transactions are subject to limitations described in the Municipal Law. These special provisions and limitations are summarized in this Policy.

“Relative” means an individual’s spouse or domestic partner, as defined in Public Health Law §2994-a, ancestors, siblings (whether whole or half-blood), children (whether natural or adopted), grandchildren, great grandchildren and spouses or domestic partners of ancestors, siblings, children, grandchildren, and great-grandchildren. Children of siblings and their spouses and partners will also be considered Relatives under this Policy.

“School” any school managed by the Corporation.

“Trustees” and “Officers” are the elected individuals responsible for managing the affairs of the Corporation as described in the By-laws.

What is a Conflict of Interest?

For purposes of this Policy, a “Conflict of Interest” arises when the personal, professional or financial interests of a Trustee, Officer or Key Employee diverge or may potentially diverge from the interests of the Corporation. A conflict of interest will arise when a transaction involving the Corporation could financially harm or benefit a person covered by this Policy, but a conflict of interest does not always involve financial interests. A conflict may also involve the use of the services or facilities of the Corporation or may involve the use of staff assistance for purposes other than carrying out professional or fiduciary duties.

Conflicts may also arise if a Trustee, Officer or Key Employee is asked to communicate on behalf of a person or firm with the Corporation. Accordingly, a Trustee, Officer or Key Employee may not communicate with the Board or a School on behalf of a person or a firm, unless requested to do so by the Corporation, and shall avoid engaging in activities that would appear to be unduly influenced by other persons who have a special interest in matters under consideration by the Trustee of the Corporation or employees of one of the Schools. If a Trustee, Officer or Key Employee inadvertently engages in such activities, he/she shall promptly notify the Board in writing of such activities and shall disclose all known facts prior to participating in a Board discussion of these matters.

Disclosure of Conflicts of Interest:

Written disclosure of all potential Conflicts of Interest is required of Trustees, Officers and Key Employees prior to election or appointment and annually thereafter. However, Conflicts of Interest may arise between annual updates and, accordingly, an individual with a duality of interest shall disclose the potential Conflict (a) prior to voting on or otherwise discharging his or her duties with respect to any matter involving the potential Conflict; (b) prior to entering into any contract or transaction involving the Corporation; and (c) as soon as possible after he or she learns of an actual or potential Conflict of Interest. Disclosure of the material facts surrounding the Conflict of Interest shall be made to the Chairperson of the Board and the Chairperson of the Audit Committee. The interested Trustee or Officer shall thereafter refrain from participating in deliberations and decisions relating to the matter unless he or she is asked for information by the Chairperson of the Board or the Audit Committee.

The existence and resolution (as applicable) of any reported Conflict of Interest shall be documented in the appropriate records of the Corporation, including in the minutes of any meeting at which the Conflict of Interest was discussed and voted upon.

A Key Employee who wishes to use staff assistance, services or facilities for purposes other than carrying out professional responsibilities will disclose the Conflict to the Principal of the School who will exercise discretion in allowing or disallowing the proposed use in accordance with this Policy.

Annual Statements:

Without limiting the general and continuing disclosure obligation set forth in the preceding section, the Chairperson of the Audit Committee shall distribute annually to all Trustees, Officers and Key Employees, a form soliciting the disclosure of all potential Conflicts of Interests, including specific information concerning the terms of any contract or transaction with the Corporation and whether the applicable processes set forth in this Policy were used. Each Trustee, Officer and Key Employee shall also annually sign a statement included with the form distributed by the Corporation which affirms such person:

- a. has received a copy of this Policy;
- b. has read and understands this Policy, and
- c. has agreed to comply with this Policy.

Written disclosures shall be submitted to and reviewed by the Chairperson of the Board and the Chairperson of the Audit Committee.

Related Party Transactions:

A Related Party Transaction is a transaction in which the Corporation is a party and a Related Party (as defined above) has a financial interest or another material interest. All rules and principles related to disclosure of Conflicts of Interest apply to Related Party Transactions, but in addition, the Trustees must initiate a formal Audit Committee review or a review by a quorum of the Board consisting of Independent Trustees.

Any Trustee, Officer or Key Employee with an interest in a Related Party Transaction shall make a good faith disclosure of all material facts related to such interest to the Audit Committee. The Audit Committee shall review all the material facts related to the proposed Related Party Transaction and request any additional information that it deems necessary to complete such review.

The Municipal Law prohibits transactions between Charter Schools and for-profit business entities in which a member of the Board of Trustees or a Key Employee has an interest if such Trustee or Key Employee has certain enumerated responsibilities. Accordingly, the Audit Committee will first determine whether or not the Trustee, Officer or Key Employee who has an interest in any proposed contract with a for-profit entity, has the power or duty, individually or as a member of the Board, to (1) negotiate, prepare, authorize or approve the contract or authorize payment thereunder; (2) audit bills or claims under the contract; or (3) appoint an officer or employee who has any of these powers or duties. If the interested Trustee, Officer or Key Employee does not have any of the enumerated responsibilities or if the proposed contract is with a not-for-profit entity, or is otherwise authorized by § 802 of the Municipal Law, the Committee may continue its review.

If a Related Party Transaction is otherwise authorized and the Related Party has a “substantial” financial interest or other material interest in such transaction, as assessed by the Audit Committee, the Audit Committee shall consider alternative transactions to the proposed transaction and the Chairperson of the Committee shall, if appropriate, appoint a disinterested person or committee to investigate alternatives. The Committee, after reviewing any such alternatives, shall determine whether the Corporation can obtain, with reasonable efforts, a more advantageous transaction or arrangement from a person or entity that would not give rise to a conflict of interest.

The Audit Committee shall after considering alternative transactions and/or comparability data, determine whether the transaction or arrangement is fair, reasonable, and in the best interest of the Corporation at the time of its decision.

Following its review the Audit Committee may approve the transaction, or may refer the matter to the Board of Trustees for approval by the Board.

Upon receiving a recommendation from the Audit Committee, the Board may accept the recommendation or make an independent determination as to whether the proposed transaction is fair, reasonable and in the best interests of the Corporation. Upon the affirmative vote of not less than a majority of independent Trustees present, the Trustees may authorize the transaction.

At the time of any deliberation or decision by the Audit Committee or the Board concerning the authorization of a proposed Related Party Transaction, the interested Trustee, Officer or Key Employee shall not be present and shall not attempt to improperly influence any deliberations or voting, provided that the Board, or Audit Committee, may request such individual to provide information regarding the Related Party Transaction prior to the commencement of deliberations or voting.

The minutes of the meeting of the Board and the Audit Committee that conducted the initial review shall provide contemporaneous documentation of the basis for approval, including the Board’s consideration of any alternative transactions. The minutes shall also contain the names of the persons who were present for discussions and votes relating to the transaction or arrangement, the content of the discussion, and a record of any votes taken in connection with the proceedings.

The Corporation shall not enter into a Related Party Transaction unless it is approved in accordance with this Policy. **Any Related Party Transaction that is approved without complying with the procedure set forth in this section shall be void.**

Periodic Reviews

To ensure that the KIPP NYC Public Charter Schools operate in a manner consistent with charitable purposes and do not engage in activities that could jeopardize tax-exempt status, periodic reviews shall be conducted by the Audit Committee of each Corporation. The Audit

Committee shall report to the Board of Trustees. The periodic reviews shall, at a minimum, include the following subjects:

- a. Whether compensation arrangements and benefits are fair and reasonable, based on competent survey information, and in the best interests of the Corporation.
- b. Whether any related party transactions or arrangements with or on behalf of the Corporation are properly recorded, reflect reasonable investment or payments for goods and services, further charitable purposes and do not result in inurement, impermissible private benefit or in an excess benefit transaction.

Violations of the Conflicts of Interest Policy:

If the Board has reasonable cause to believe that a Trustee, Officer or Key Employee has failed to disclose an actual or possible Conflict of Interest, it shall inform the individual of the basis for such belief and afford that person an opportunity to explain the alleged failure to disclose. If, after hearing the response and after making further investigation as warranted by the circumstances, the Board determines that the Trustee, Officer or Key Employee has failed to disclose an actual or possible Conflict of Interest, it shall take appropriate disciplinary and corrective action.



**KIPP NYC Conflict of Interest Policy 2020-21
Acknowledgement of Receipt**

1. Name of Board Member: **Joe Negron**
2. Board(s) on Which Member Serves: **KIPP Academy Board**
3. Office(s) Held by Board Member:
4. By my signature below, I certify that I have:
 - a. Received a copy of KIPP NYC's Conflict of Interest Policy;
 - b. Read and understood this Policy; and,
 - c. Agreed to comply with this Policy.

Signature of Board Member: DocuSigned by:
Joe Negron
7B20C3EDA85D44F... _____

Date: 6/30/2021

Disclosure of Financial Interest by a Current or Proposed Board of Trustees Member

Name: Joe Negrón

Name of Charter School Education Corporation (the Charter School Name, if the charter school is the only school operated by the education corporation):

KIPP Academy

1. List all positions held on the education corporation Board of Trustees ("Board") (e.g. president, treasurer, parent representative).

N/A

2. Are you an employee of any school operated by the education corporation?
 Yes **No**

If **Yes**, for each school, please provide a description of the position(s) you hold, your responsibilities, your salary and your start date.

Principal - KIPP Infinity, STAR, and Beyond - Start 7/2005 (\$175K)

3. Are you related, by blood or marriage, to any person employed by the school?

If **Yes**, please describe the nature of your relationship and how this person could benefit from your participation.

4. Are you related, by blood, marriage, or legal adoption/guardianship, to any student currently enrolled in the school?

If **Yes**, please describe the nature of your relationship and how this person could benefit from your participation.

5. Are you related, by blood or marriage, to any person that could otherwise benefit from your participation as a board member of this school?

If Yes, please describe the nature of your relationship and how this person could benefit from your participation.

6. Are you a past, current, or prospective employee of the charter school, education corporation, and/or an entity that provides comprehensive management services (“CMO”), whether for-profit or not-for-profit, which contracts, or may contract, with the charter school or education corporation; or do you serve as an employee, officer, or director of, or own a controlling interest in, a business or entity that contracts, or does business with, or plans to contract or do business with, the charter school, education corporation, and/or a CMO, whether for-profit or not-for-profit, including, but not limited to, the lease of real or personal property to the said entities?

Yes **No**

If **Yes**, please provide a description of the position(s) you hold, your responsibilities, your salary and your start date.

See above

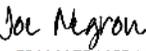
7. Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members or any persons who live with you in your house have held or engaged in with the charter school(s) operated by the education corporation during the time you have served on the Board, and in the six-month period prior to such service. If there has been no such interest or transaction, write **None**. Please note that if you answered **Yes** to Questions 2-3 above, you need not disclose again your employment status, salary, etc.

Date(s)	Nature of financial interest/transaction	Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion)	Name of person holding interest or engaging in transaction and relationship to you
None	None	None	None

Please write "None" if applicable. Do not leave this space blank.

8. Identify each individual, business, corporation, union association, firm, partnership, franchise holding company, joint-stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the school(s) operated by the education corporation **and** in which such entity, during the time of your tenure as a trustee, you and/or your immediate family member(s) or person(s) living in your house had a financial interest or other relationship. If you are a member, director, officer or employee of an organization formally partnered with the school(s) that is/are doing business with the school(s) through a management or services agreement, please identify only the name of the organization, your position in the organization, and the relationship between such organization and the school(s). If there was no financial interest, write “None.”

Organization conducting business with the school(s)	Nature of business conducted	Approximate value of the business conducted	Name of Trustee and/or immediate family member of household holding an interest in the organization conducting business with the school(s) and the nature of the interest	Steps taken to avoid conflict of interest
<i>Please write "None" if applicable. Do not leave this space blank.</i>				

DocuSigned by:

 7B20C3EDA65D44F...

6/30/2021

Signature

Date

Please note that this document is considered a public record and, as such, may be made available to members of the public upon request under the Freedom of Information Law. Personal contact information provided below will be redacted.





last revised 06/8/2020

Conflicts of Interest Policy

KIPP NYC Public Charter Schools & KIPP Academy Charter School

Purpose:

KIPP NYC Public Charter Schools and KIPP Academy Charter School (collectively, “KIPP NYC”) has adopted a Code of Ethics setting forth for the guidance of trustees, officers and employees the standards of conduct expected of them, including standards with respect to disclosure of conflicts of interest regarding any matter brought or required to be brought before their respective Boards. The Conflict of Interest Policy is part of the Codes of Ethics adopted by each of the Corporations. It provides procedures for addressing, disclosing, and documenting conflicts of interest as such term is used in §§ 800 through 806 of the New York State General Municipal Law (hereafter “the Municipal Law”) and in § 715-a of the Not-for-Profit Corporation Law. It also includes procedures for addressing Related Party Transactions, as such term is defined in § 102 (24) of the Not-for-Profit Corporation Law. The Policy supplements, and does not replace any applicable provisions of the General Municipal Law and other state and federal laws governing conflicts of interest. It applies to all Trustees, Officers and Key Employees of each of the Corporations. The Schools will be referred to herein, individually, as “the Corporation.”

Definitions:

“Affiliate” means an entity controlled by, in control of, or under common control with the Corporation.

“Audit Committee” means the Audit Committee of the Corporation, as described in the By-laws of the Corporation. The Audit Committee is comprised of at least three Trustees who are Independent Directors as defined in § 102 (21) of the Not-for-Profit Corporation Law and in this Policy.

“Board” means the Board of Trustees.

“Compensation” means direct or indirect remuneration, as well as gifts or favors. A gift or favor that is valued at \$75 or more is expressly prohibited by the Municipal Law when offered to a Trustee, Officer or Key Employee in connection with official duties, but gifts of lesser value may also be subject to this policy.

“Corporation” refers to each of the KIPP NYC Public Charter Schools which have adopted this policy and which are Education Corporations and, as such, subject to provisions of the Not-for-Profit Corporation Law made applicable to education corporations by § 216-a of the Education Law. Each Corporation, as a chartered entity, is also subject to the Conflict of Interest Provisions of §§ 800 through 806 of the General Municipal Law,

“Financial Interest”: A person has a “Financial Interest” in a transaction if such person would receive an economic benefit, directly or indirectly, from such transaction or compensation agreement.

“Independent Director” means a Trustee who (i) is not, and has not been within the last three years, an employee of the Corporation or an Affiliate and does not have a Relative who is, or has been within the last three years, a Key Employee of the Corporation or of an Affiliate; (ii) has not received, and does not have a Relative who has received, in any of the last three fiscal years, more than \$10,000 in direct compensation from the Corporation or from an Affiliate (other than reimbursement for expenses reasonably incurred as a Trustee, Officer or Key Employee); and (iii) is not a current employee of, or does not have a substantial financial interest in, and does not have a Relative who is a current officer of or who has a substantial financial interest in, any entity that has made payments to, or received payments from the Corporation or from an Affiliate for property or services in an amount which, in any of the last three fiscal years, exceeds the lesser of \$25,000 or 2 % of such entity’s consolidated gross revenues. For these purposes, “payment” does not include charitable contributions.

“Key Employee” includes but is not limited to any person who is in a position to exercise substantial influence over the Corporation, as defined from time to time by the Corporation, or who has or shares authority to control or determine a substantial portion of the operating budgets of the Corporation or the schools or compensation for employees.

“Related Party” means: (1) any Trustee, Officer, or Key Employee of the Corporation or an Affiliate; (2) A Relative of any Trustee, Officer, or Key Employee of the Corporation or an Affiliate or (3) any entity in which any individual described in clause (1) or (2) of this definition has a 35% or greater ownership or beneficial interest, except that in the case of a partnership or professional corporation, a Related Party will include an entity in which any individual described in clause (1) or (2) above has a direct or indirect ownership interest in excess of 5%.

“Related Party Transaction” means any transaction or agreement or other kind of arrangement between the Corporation and a Related Party or an entity in which the Related Party has an interest. Related Party Transactions are subject to special provisions for disclosure, evaluation and documentation. In addition, certain Related Party Transactions are subject to limitations described in the Municipal Law. These special provisions and limitations are summarized in this Policy.

“Relative” means an individual’s spouse or domestic partner, as defined in Public Health Law §2994-a, ancestors, siblings (whether whole or half-blood), children (whether natural or adopted), grandchildren, great grandchildren and spouses or domestic partners of ancestors, siblings, children, grandchildren, and great-grandchildren. Children of siblings and their spouses and partners will also be considered Relatives under this Policy.

“School” any school managed by the Corporation.

“Trustees” and “Officers” are the elected individuals responsible for managing the affairs of the Corporation as described in the By-laws.

What is a Conflict of Interest?

For purposes of this Policy, a “Conflict of Interest” arises when the personal, professional or financial interests of a Trustee, Officer or Key Employee diverge or may potentially diverge from the interests of the Corporation. A conflict of interest will arise when a transaction involving the Corporation could financially harm or benefit a person covered by this Policy, but a conflict of interest does not always involve financial interests. A conflict may also involve the use of the services or facilities of the Corporation or may involve the use of staff assistance for purposes other than carrying out professional or fiduciary duties.

Conflicts may also arise if a Trustee, Officer or Key Employee is asked to communicate on behalf of a person or firm with the Corporation. Accordingly, a Trustee, Officer or Key Employee may not communicate with the Board or a School on behalf of a person or a firm, unless requested to do so by the Corporation, and shall avoid engaging in activities that would appear to be unduly influenced by other persons who have a special interest in matters under consideration by the Trustee of the Corporation or employees of one of the Schools. If a Trustee, Officer or Key Employee inadvertently engages in such activities, he/she shall promptly notify the Board in writing of such activities and shall disclose all known facts prior to participating in a Board discussion of these matters.

Disclosure of Conflicts of Interest:

Written disclosure of all potential Conflicts of Interest is required of Trustees, Officers and Key Employees prior to election or appointment and annually thereafter. However, Conflicts of Interest may arise between annual updates and, accordingly, an individual with a duality of interest shall disclose the potential Conflict (a) prior to voting on or otherwise discharging his or her duties with respect to any matter involving the potential Conflict; (b) prior to entering into any contract or transaction involving the Corporation; and (c) as soon as possible after he or she learns of an actual or potential Conflict of Interest. Disclosure of the material facts surrounding the Conflict of Interest shall be made to the Chairperson of the Board and the Chairperson of the Audit Committee. The interested Trustee or Officer shall thereafter refrain from participating in deliberations and decisions relating to the matter unless he or she is asked for information by the Chairperson of the Board or the Audit Committee.

The existence and resolution (as applicable) of any reported Conflict of Interest shall be documented in the appropriate records of the Corporation, including in the minutes of any meeting at which the Conflict of Interest was discussed and voted upon.

A Key Employee who wishes to use staff assistance, services or facilities for purposes other than carrying out professional responsibilities will disclose the Conflict to the Principal of the School who will exercise discretion in allowing or disallowing the proposed use in accordance with this Policy.

Annual Statements:

Without limiting the general and continuing disclosure obligation set forth in the preceding section, the Chairperson of the Audit Committee shall distribute annually to all Trustees, Officers and Key Employees, a form soliciting the disclosure of all potential Conflicts of Interests, including specific information concerning the terms of any contract or transaction with the Corporation and whether the applicable processes set forth in this Policy were used. Each Trustee, Officer and Key Employee shall also annually sign a statement included with the form distributed by the Corporation which affirms such person:

- a. has received a copy of this Policy;
- b. has read and understands this Policy, and
- c. has agreed to comply with this Policy.

Written disclosures shall be submitted to and reviewed by the Chairperson of the Board and the Chairperson of the Audit Committee.

Related Party Transactions:

A Related Party Transaction is a transaction in which the Corporation is a party and a Related Party (as defined above) has a financial interest or another material interest. All rules and principles related to disclosure of Conflicts of Interest apply to Related Party Transactions, but in addition, the Trustees must initiate a formal Audit Committee review or a review by a quorum of the Board consisting of Independent Trustees.

Any Trustee, Officer or Key Employee with an interest in a Related Party Transaction shall make a good faith disclosure of all material facts related to such interest to the Audit Committee. The Audit Committee shall review all the material facts related to the proposed Related Party Transaction and request any additional information that it deems necessary to complete such review.

The Municipal Law prohibits transactions between Charter Schools and for-profit business entities in which a member of the Board of Trustees or a Key Employee has an interest if such Trustee or Key Employee has certain enumerated responsibilities. Accordingly, the Audit Committee will first determine whether or not the Trustee, Officer or Key Employee who has an interest in any proposed contract with a for-profit entity, has the power or duty, individually or as a member of the Board, to (1) negotiate, prepare, authorize or approve the contract or authorize payment thereunder; (2) audit bills or claims under the contract; or (3) appoint an officer or employee who has any of these powers or duties. If the interested Trustee, Officer or Key Employee does not have any of the enumerated responsibilities or if the proposed contract is with a not-for-profit entity, or is otherwise authorized by § 802 of the Municipal Law, the Committee may continue its review.

If a Related Party Transaction is otherwise authorized and the Related Party has a “substantial” financial interest or other material interest in such transaction, as assessed by the Audit Committee, the Audit Committee shall consider alternative transactions to the proposed transaction and the Chairperson of the Committee shall, if appropriate, appoint a disinterested person or committee to investigate alternatives. The Committee, after reviewing any such alternatives, shall determine whether the Corporation can obtain, with reasonable efforts, a more advantageous transaction or arrangement from a person or entity that would not give rise to a conflict of interest.

The Audit Committee shall after considering alternative transactions and/or comparability data, determine whether the transaction or arrangement is fair, reasonable, and in the best interest of the Corporation at the time of its decision.

Following its review the Audit Committee may approve the transaction, or may refer the matter to the Board of Trustees for approval by the Board.

Upon receiving a recommendation from the Audit Committee, the Board may accept the recommendation or make an independent determination as to whether the proposed transaction is fair, reasonable and in the best interests of the Corporation. Upon the affirmative vote of not less than a majority of independent Trustees present, the Trustees may authorize the transaction.

At the time of any deliberation or decision by the Audit Committee or the Board concerning the authorization of a proposed Related Party Transaction, the interested Trustee, Officer or Key Employee shall not be present and shall not attempt to improperly influence any deliberations or voting, provided that the Board, or Audit Committee, may request such individual to provide information regarding the Related Party Transaction prior to the commencement of deliberations or voting.

The minutes of the meeting of the Board and the Audit Committee that conducted the initial review shall provide contemporaneous documentation of the basis for approval, including the Board’s consideration of any alternative transactions. The minutes shall also contain the names of the persons who were present for discussions and votes relating to the transaction or arrangement, the content of the discussion, and a record of any votes taken in connection with the proceedings.

The Corporation shall not enter into a Related Party Transaction unless it is approved in accordance with this Policy. **Any Related Party Transaction that is approved without complying with the procedure set forth in this section shall be void.**

Periodic Reviews

To ensure that the KIPP NYC Public Charter Schools operate in a manner consistent with charitable purposes and do not engage in activities that could jeopardize tax-exempt status, periodic reviews shall be conducted by the Audit Committee of each Corporation. The Audit

Committee shall report to the Board of Trustees. The periodic reviews shall, at a minimum, include the following subjects:

- a. Whether compensation arrangements and benefits are fair and reasonable, based on competent survey information, and in the best interests of the Corporation.
- b. Whether any related party transactions or arrangements with or on behalf of the Corporation are properly recorded, reflect reasonable investment or payments for goods and services, further charitable purposes and do not result in inurement, impermissible private benefit or in an excess benefit transaction.

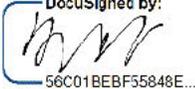
Violations of the Conflicts of Interest Policy:

If the Board has reasonable cause to believe that a Trustee, Officer or Key Employee has failed to disclose an actual or possible Conflict of Interest, it shall inform the individual of the basis for such belief and afford that person an opportunity to explain the alleged failure to disclose. If, after hearing the response and after making further investigation as warranted by the circumstances, the Board determines that the Trustee, Officer or Key Employee has failed to disclose an actual or possible Conflict of Interest, it shall take appropriate disciplinary and corrective action.



**KIPP NYC Conflict of Interest Policy 2020-21
Acknowledgement of Receipt**

1. Name of Board Member: Richard Taft
2. Board(s) on Which Member Serves: KIPP Academy Board; KIPP NYC Public Schools Boards
3. Office(s) Held by Board Member: Treasurer
4. By my signature below, I certify that I have:
 - a. Received a copy of KIPP NYC's Conflict of Interest Policy;
 - b. Read and understood this Policy; and,
 - c. Agreed to comply with this Policy.

Signature of Board Member: 
56C01BEBF55848E...

Date: 6/29/2021



2021 DISCLOSURE OF FINANCIAL INTEREST FORM

Disclosure of financial interest by a not-for-profit charter school education corporation trustee
For the school year ended June 30, 2021

Education Corporation, Trustee Name and Position(s)	
Name of education corporation:	KIPP
Name of trustee (print):	Richard Taft
Position(s) on board, if any (e.g., chair, treasurer, committee chair, etc.):	Board
Email Address:	[REDACTED]

Home Address	
Please complete with <i>changes</i> only:	
Street:	[REDACTED]
City, State Zip:	[REDACTED]
Phone:	[REDACTED]

Business Address	
Please complete with <i>changes</i> only:	
Business Name:	[REDACTED]
Street:	[REDACTED]
City, State Zip:	[REDACTED]
Phone:	[REDACTED]

Questions	
1) Are you, or have you been during the last school year (July 1-June 30), an employee of the education corporation? [If you check yes , answer 1a), 1b), and 1c)].	<input type="radio"/> Yes <input checked="" type="radio"/> No
1a) Description of the position:	
1b) Salary:	
1c) Start date:	
2) Are you related, by blood, marriage, or legal adoption/guardianship, to, or do you cohabit with, any person (any of the foregoing being an "interested person") who is, or, during the last school year (July 1-June 30), was employed by the education corporation, or who could otherwise benefit from your being a trustee? If yes, please identify each interest/transaction (and provide the requested information) that you ("self") or any interested persons have held or engaged in with the education corporation during the prior school year.	

None

Name and Relationship	Nature of Financial Interest/Transaction	Approximate Value of the Business Conducted	Steps Taken to Avoid a Conflict of Interest, (e.g., did not vote, did not participate in discussion)	Date of Transaction(s) or "Ongoing"

3) Identify each individual, business, corporation, union association, firm, partnership, committee, proprietorship, franchise holding company, joint stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the education corporation *and* in which such entity, during the preceding school year (July 1 – June 30), you and/or an interested person had a financial interest or other relationship. If you or an interested person are a member, director, officer, or employee of an organization doing business with the education corporation through a management, shared services, or other services agreement, you need not list every transaction between such entity and the education corporation; rather, please identify only the name of the entity, the applicable position in the entity as well as the relationship between such entity and the education corporation.

None

Name and Relationship	Entity Conducting Business with the Education Corporation	Nature of the Person's Interest in the Entity	Nature of Business Conducted	Approximate Value of the Business Conducted	Steps Taken to Avoid Conflict of Interest	Date of Transaction(s) or "Ongoing"

Trustee Signature

Signature:  56C01BEBF55848E...

By signing this Disclosure of Financial Interest Form, the trustee certifies that the information contained in this disclosure is true and accurate to the best of his or her knowledge.

Conflicts of Interest Policy

KIPP NYC Public Charter Schools & KIPP Academy Charter School

Purpose:

KIPP NYC Public Charter Schools and KIPP Academy Charter School (collectively, “KIPP NYC”) has adopted a Code of Ethics setting forth for the guidance of trustees, officers and employees the standards of conduct expected of them, including standards with respect to disclosure of conflicts of interest regarding any matter brought or required to be brought before their respective Boards. The Conflict of Interest Policy is part of the Codes of Ethics adopted by each of the Corporations. It provides procedures for addressing, disclosing, and documenting conflicts of interest as such term is used in §§ 800 through 806 of the New York State General Municipal Law (hereafter “the Municipal Law”) and in § 715-a of the Not-for-Profit Corporation Law. It also includes procedures for addressing Related Party Transactions, as such term is defined in § 102 (24) of the Not-for-Profit Corporation Law. The Policy supplements, and does not replace any applicable provisions of the General Municipal Law and other state and federal laws governing conflicts of interest. It applies to all Trustees, Officers and Key Employees of each of the Corporations. The Schools will be referred to herein, individually, as “the Corporation.”

Definitions:

“Affiliate” means an entity controlled by, in control of, or under common control with the Corporation.

“Audit Committee” means the Audit Committee of the Corporation, as described in the By-laws of the Corporation. The Audit Committee is comprised of at least three Trustees who are Independent Directors as defined in § 102 (21) of the Not-for-Profit Corporation Law and in this Policy.

“Board” means the Board of Trustees.

“Compensation” means direct or indirect remuneration, as well as gifts or favors. A gift or favor that is valued at \$75 or more is expressly prohibited by the Municipal Law when offered to a Trustee, Officer or Key Employee in connection with official duties, but gifts of lesser value may also be subject to this policy.

“Corporation” refers to each of the KIPP NYC Public Charter Schools which have adopted this policy and which are Education Corporations and, as such, subject to provisions of the Not-for-Profit Corporation Law made applicable to education corporations by § 216-a of the Education Law. Each Corporation, as a chartered entity, is also subject to the Conflict of Interest Provisions of §§ 800 through 806 of the General Municipal Law,

“Financial Interest”: A person has a “Financial Interest” in a transaction if such person would receive an economic benefit, directly or indirectly, from such transaction or compensation agreement.

“Independent Director” means a Trustee who (i) is not, and has not been within the last three years, an employee of the Corporation or an Affiliate and does not have a Relative who is, or has been within the last three years, a Key Employee of the Corporation or of an Affiliate; (ii) has not received, and does not have a Relative who has received, in any of the last three fiscal years, more than \$10,000 in direct compensation from the Corporation or from an Affiliate (other than reimbursement for expenses reasonably incurred as a Trustee, Officer or Key Employee); and (iii) is not a current employee of, or does not have a substantial financial interest in, and does not have a Relative who is a current officer of or who has a substantial financial interest in, any entity that has made payments to, or received payments from the Corporation or from an Affiliate for property or services in an amount which, in any of the last three fiscal years, exceeds the lesser of \$25,000 or 2 % of such entity’s consolidated gross revenues. For these purposes, “payment” does not include charitable contributions.

“Key Employee” includes but is not limited to any person who is in a position to exercise substantial influence over the Corporation, as defined from time to time by the Corporation, or who has or shares authority to control or determine a substantial portion of the operating budgets of the Corporation or the schools or compensation for employees.

“Related Party” means: (1) any Trustee, Officer, or Key Employee of the Corporation or an Affiliate; (2) A Relative of any Trustee, Officer, or Key Employee of the Corporation or an Affiliate or (3) any entity in which any individual described in clause (1) or (2) of this definition has a 35% or greater ownership or beneficial interest, except that in the case of a partnership or professional corporation, a Related Party will include an entity in which any individual described in clause (1) or (2) above has a direct or indirect ownership interest in excess of 5%.

“Related Party Transaction” means any transaction or agreement or other kind of arrangement between the Corporation and a Related Party or an entity in which the Related Party has an interest. Related Party Transactions are subject to special provisions for disclosure, evaluation and documentation. In addition, certain Related Party Transactions are subject to limitations described in the Municipal Law. These special provisions and limitations are summarized in this Policy.

“Relative” means an individual’s spouse or domestic partner, as defined in Public Health Law §2994-a, ancestors, siblings (whether whole or half-blood), children (whether natural or adopted), grandchildren, great grandchildren and spouses or domestic partners of ancestors, siblings, children, grandchildren, and great-grandchildren. Children of siblings and their spouses and partners will also be considered Relatives under this Policy.

“School” any school managed by the Corporation.

“Trustees” and “Officers” are the elected individuals responsible for managing the affairs of the Corporation as described in the By-laws.

What is a Conflict of Interest?

For purposes of this Policy, a “Conflict of Interest” arises when the personal, professional or financial interests of a Trustee, Officer or Key Employee diverge or may potentially diverge from the interests of the Corporation. A conflict of interest will arise when a transaction involving the Corporation could financially harm or benefit a person covered by this Policy, but a conflict of interest does not always involve financial interests. A conflict may also involve the use of the services or facilities of the Corporation or may involve the use of staff assistance for purposes other than carrying out professional or fiduciary duties.

Conflicts may also arise if a Trustee, Officer or Key Employee is asked to communicate on behalf of a person or firm with the Corporation. Accordingly, a Trustee, Officer or Key Employee may not communicate with the Board or a School on behalf of a person or a firm, unless requested to do so by the Corporation, and shall avoid engaging in activities that would appear to be unduly influenced by other persons who have a special interest in matters under consideration by the Trustee of the Corporation or employees of one of the Schools. If a Trustee, Officer or Key Employee inadvertently engages in such activities, he/she shall promptly notify the Board in writing of such activities and shall disclose all known facts prior to participating in a Board discussion of these matters.

Disclosure of Conflicts of Interest:

Written disclosure of all potential Conflicts of Interest is required of Trustees, Officers and Key Employees prior to election or appointment and annually thereafter. However, Conflicts of Interest may arise between annual updates and, accordingly, an individual with a duality of interest shall disclose the potential Conflict (a) prior to voting on or otherwise discharging his or her duties with respect to any matter involving the potential Conflict; (b) prior to entering into any contract or transaction involving the Corporation; and (c) as soon as possible after he or she learns of an actual or potential Conflict of Interest. Disclosure of the material facts surrounding the Conflict of Interest shall be made to the Chairperson of the Board and the Chairperson of the Audit Committee. The interested Trustee or Officer shall thereafter refrain from participating in deliberations and decisions relating to the matter unless he or she is asked for information by the Chairperson of the Board or the Audit Committee.

The existence and resolution (as applicable) of any reported Conflict of Interest shall be documented in the appropriate records of the Corporation, including in the minutes of any meeting at which the Conflict of Interest was discussed and voted upon.

A Key Employee who wishes to use staff assistance, services or facilities for purposes other than carrying out professional responsibilities will disclose the Conflict to the Principal of the School who will exercise discretion in allowing or disallowing the proposed use in accordance with this Policy.

Annual Statements:

Without limiting the general and continuing disclosure obligation set forth in the preceding section, the Chairperson of the Audit Committee shall distribute annually to all Trustees, Officers and Key Employees, a form soliciting the disclosure of all potential Conflicts of Interests, including specific information concerning the terms of any contract or transaction with the Corporation and whether the applicable processes set forth in this Policy were used. Each Trustee, Officer and Key Employee shall also annually sign a statement included with the form distributed by the Corporation which affirms such person:

- a. has received a copy of this Policy;
- b. has read and understands this Policy, and
- c. has agreed to comply with this Policy.

Written disclosures shall be submitted to and reviewed by the Chairperson of the Board and the Chairperson of the Audit Committee.

Related Party Transactions:

A Related Party Transaction is a transaction in which the Corporation is a party and a Related Party (as defined above) has a financial interest or another material interest. All rules and principles related to disclosure of Conflicts of Interest apply to Related Party Transactions, but in addition, the Trustees must initiate a formal Audit Committee review or a review by a quorum of the Board consisting of Independent Trustees.

Any Trustee, Officer or Key Employee with an interest in a Related Party Transaction shall make a good faith disclosure of all material facts related to such interest to the Audit Committee. The Audit Committee shall review all the material facts related to the proposed Related Party Transaction and request any additional information that it deems necessary to complete such review.

The Municipal Law prohibits transactions between Charter Schools and for-profit business entities in which a member of the Board of Trustees or a Key Employee has an interest if such Trustee or Key Employee has certain enumerated responsibilities. Accordingly, the Audit Committee will first determine whether or not the Trustee, Officer or Key Employee who has an interest in any proposed contract with a for-profit entity, has the power or duty, individually or as a member of the Board, to (1) negotiate, prepare, authorize or approve the contract or authorize payment thereunder; (2) audit bills or claims under the contract; or (3) appoint an officer or employee who has any of these powers or duties. If the interested Trustee, Officer or Key Employee does not have any of the enumerated responsibilities or if the proposed contract is with a not-for-profit entity, or is otherwise authorized by § 802 of the Municipal Law, the Committee may continue its review.

If a Related Party Transaction is otherwise authorized and the Related Party has a “substantial” financial interest or other material interest in such transaction, as assessed by the Audit Committee, the Audit Committee shall consider alternative transactions to the proposed transaction and the Chairperson of the Committee shall, if appropriate, appoint a disinterested person or committee to investigate alternatives. The Committee, after reviewing any such alternatives, shall determine whether the Corporation can obtain, with reasonable efforts, a more advantageous transaction or arrangement from a person or entity that would not give rise to a conflict of interest.

The Audit Committee shall after considering alternative transactions and/or comparability data, determine whether the transaction or arrangement is fair, reasonable, and in the best interest of the Corporation at the time of its decision.

Following its review the Audit Committee may approve the transaction, or may refer the matter to the Board of Trustees for approval by the Board.

Upon receiving a recommendation from the Audit Committee, the Board may accept the recommendation or make an independent determination as to whether the proposed transaction is fair, reasonable and in the best interests of the Corporation. Upon the affirmative vote of not less than a majority of independent Trustees present, the Trustees may authorize the transaction.

At the time of any deliberation or decision by the Audit Committee or the Board concerning the authorization of a proposed Related Party Transaction, the interested Trustee, Officer or Key Employee shall not be present and shall not attempt to improperly influence any deliberations or voting, provided that the Board, or Audit Committee, may request such individual to provide information regarding the Related Party Transaction prior to the commencement of deliberations or voting.

The minutes of the meeting of the Board and the Audit Committee that conducted the initial review shall provide contemporaneous documentation of the basis for approval, including the Board’s consideration of any alternative transactions. The minutes shall also contain the names of the persons who were present for discussions and votes relating to the transaction or arrangement, the content of the discussion, and a record of any votes taken in connection with the proceedings.

The Corporation shall not enter into a Related Party Transaction unless it is approved in accordance with this Policy. **Any Related Party Transaction that is approved without complying with the procedure set forth in this section shall be void.**

Periodic Reviews

To ensure that the KIPP NYC Public Charter Schools operate in a manner consistent with charitable purposes and do not engage in activities that could jeopardize tax-exempt status, periodic reviews shall be conducted by the Audit Committee of each Corporation. The Audit

Committee shall report to the Board of Trustees. The periodic reviews shall, at a minimum, include the following subjects:

- a. Whether compensation arrangements and benefits are fair and reasonable, based on competent survey information, and in the best interests of the Corporation.
- b. Whether any related party transactions or arrangements with or on behalf of the Corporation are properly recorded, reflect reasonable investment or payments for goods and services, further charitable purposes and do not result in inurement, impermissible private benefit or in an excess benefit transaction.

Violations of the Conflicts of Interest Policy:

If the Board has reasonable cause to believe that a Trustee, Officer or Key Employee has failed to disclose an actual or possible Conflict of Interest, it shall inform the individual of the basis for such belief and afford that person an opportunity to explain the alleged failure to disclose. If, after hearing the response and after making further investigation as warranted by the circumstances, the Board determines that the Trustee, Officer or Key Employee has failed to disclose an actual or possible Conflict of Interest, it shall take appropriate disciplinary and corrective action.



**KIPP NYC Conflict of Interest Policy 2020-21
Acknowledgement of Receipt**

1. Name of Board Member: Whitney Tilson
2. Board(s) on Which Member Serves: KIPP Academy Board
3. Office(s) Held by Board Member:
4. By my signature below, I certify that I have:
 - a. Received a copy of KIPP NYC's Conflict of Interest Policy;
 - b. Read and understood this Policy; and,
 - c. Agreed to comply with this Policy.

Signature of Board Member: DocuSigned by:
Whitney Tilson
F1BF9AC880214D2... _____

Date: 7/4/2021

Disclosure of Financial Interest by a Current or Proposed Board of Trustees Member

Name: whitney Tilson

Name of Charter School Education Corporation (the Charter School Name, if the charter school is the only school operated by the education corporation):

KIPP Academy Board

1. List all positions held on the education corporation Board of Trustees ("Board") (e.g. president, treasurer, parent representative).

2. Are you an employee of any school operated by the education corporation?
 Yes **No**

If **Yes**, for each school, please provide a description of the position(s) you hold, your responsibilities, your salary and your start date.

3. Are you related, by blood or marriage, to any person employed by the school?

If **Yes**, please describe the nature of your relationship and how this person could benefit from your participation.

None

4. Are you related, by blood, marriage, or legal adoption/guardianship, to any student currently enrolled in the school?

If **Yes**, please describe the nature of your relationship and how this person could benefit from your participation.

None

5. Are you related, by blood or marriage, to any person that could otherwise benefit from your participation as a board member of this school?

If Yes, please describe the nature of your relationship and how this person could benefit from your participation.

None

6. Are you a past, current, or prospective employee of the charter school, education corporation, and/or an entity that provides comprehensive management services (“CMO”), whether for-profit or not-for-profit, which contracts, or may contract, with the charter school or education corporation; or do you serve as an employee, officer, or director of, or own a controlling interest in, a business or entity that contracts, or does business with, or plans to contract or do business with, the charter school, education corporation, and/or a CMO, whether for-profit or not-for-profit, including, but not limited to, the lease of real or personal property to the said entities?

Yes No

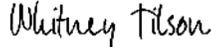
If **Yes**, please provide a description of the position(s) you hold, your responsibilities, your salary and your start date.

7. Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members or any persons who live with you in your house have held or engaged in with the charter school(s) operated by the education corporation during the time you have served on the Board, and in the six-month period prior to such service. If there has been no such interest or transaction, write **None**. Please note that if you answered **Yes** to Questions 2-3 above, you need not disclose again your employment status, salary, etc.

Date(s)	Nature of financial interest/transaction	Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion)	Name of person holding interest or engaging in transaction and relationship to you
<p><i>Please write "None" if applicable. Do not leave this space blank.</i></p> <p>None</p>			

8. Identify each individual, business, corporation, union association, firm, partnership, franchise holding company, joint-stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the school(s) operated by the education corporation **and** in which such entity, during the time of your tenure as a trustee, you and/or your immediate family member(s) or person(s) living in your house had a financial interest or other relationship. If you are a member, director, officer or employee of an organization formally partnered with the school(s) that is/are doing business with the school(s) through a management or services agreement, please identify only the name of the organization, your position in the organization, and the relationship between such organization and the school(s). If there was no financial interest, write “None.”

Organization conducting business with the school(s)	Nature of business conducted	Approximate value of the business conducted	Name of Trustee and/or immediate family member of household holding an interest in the organization conducting business with the school(s) and the nature of the interest	Steps taken to avoid conflict of interest
<p><i>Please write “None” if applicable. Do not leave this space blank.</i></p>				
None				

DocuSigned by:

 F1BF9AC880214D2...

7/4/2021

Signature

Date

Please note that this document is considered a public record and, as such, may be made available to members of the public upon request under the Freedom of Information Law. Personal contact information provided below will be redacted.





last revised 06/8/2020

	Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
	Jun 27	Jun 28	Jun 29	Jun 30	Jul 1	Jul 2	Jul 3
	Jul 4	Jul 5	Jul 6	Jul 7	Jul 8	Jul 9	Jul 10
		<i>Independence Day (Observed)</i>		<i>SST Break</i>			
	Jul 11	Jul 12	Jul 13	Jul 14	Jul 15	Jul 16	Jul 17
		TIR Start Date		TIR (KIPP) Remote Summer PD and Orientation			
	Jul 18	Jul 19	Jul 20	Jul 21	Jul 22	Jul 23	Jul 24
		CPHS & KTCC NTK Start Day					
	Jul 25	Jul 26	Jul 27	Jul 28	Jul 29	Jul 30	Jul 31
		K-12 Principal and School Ops Return Date		School Leader Return Date			
		K-8 NTK Start Day		School Leader PD and Work Time			
		NTK Regional Orientation and PD					
	Aug 1	Aug 2	Aug 3	Aug 4	Aug 5	Aug 6	Aug 7
		TIR (KIPP) Summer PD					
Returning Staff Vacation: 5 1/2 weeks NEW: Staff return two days earlier than usual. One week of school based PD prior to students returning		All Returning Staff Start Date					
	Aug 8	Aug 9	Aug 10	Aug 11	Aug 12	Aug 13	Aug 14
		All Staff School Based PD and School Set-Up					
Student Schedule: 8am-2pm five days a week.		K-8 Student First Day of School for Select Students (school flexibility)		BOY K-4 STEP Assessment (for Kindergarten, NTK, and kids returning from remote learning) BoY 5-8 SRI/F&P Assessment			
	Aug 15	Aug 16	Aug 17	Aug 18	Aug 19	Aug 20	Aug 21
		BOY K-4 STEP Assessment (for Kindergarten, NTK, and kids returning from remote learning) BoY 5-8 SRI/F&P Assessment					
Instructional Days: 5	Aug 22	Aug 23	Aug 24	Aug 25	Aug 26	Aug 27	Aug 28
W1		K-8 Student First Day of School for All Students					
		3-8 iReady Math Diagnostic					
Student Schedule: 8am-2pm five days a week until Sept 3. Schools have flexibility on which grades start on Monday. All students should be in school by Wednesday, August 25		BOY K-4 STEP Assessment (for Kindergarten, NTK, and kids returning from remote learning) BoY 5-8 SRI/F&P Assessment					

	Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday		
Instructional Days: 5	Aug 29	Aug 30	Aug 31	Sep 1	Sep 2	Sep 3	Sep 4	5	
W2	BOY K-4 STEP Assessment (for Kindergarten, NTK, and kids returning from remote learning) BoY 5-8 SR/F&P Assessment								
	3-8 Ready Math Diagnostic								
Instructional Days: 0	Sep 5	Sep 6	Sep 7	Sep 8	Sep 9	Sep 10	Sep 11	0	
W3		Labor Day- No School for staff and students	Rosh Hashanah- No School for staff and students	School-Based Work Day	Regional PD/School-Based PD				
Instructional Days: 4	Sep 12	Sep 13	Sep 14	Sep 15	No School for Students			4	
W4		DOE First Day of School for Students			Yom Kippur- No School for Staff and Students	Sep 17	Sep 18		
Instructional Days: 5	Sep 19	K-12 Students Return						5	
W5		Sep 20	Sep 21	Sep 22	Sep 23	Sep 24	Sep 25		
Instructional Days: 5	Sep 26	Sep 27	Sep 28	Sep 29	Sep 30	Oct 1	Oct 2	5	
W6				K-8 Wellness Wednesday #1					
Instructional Days: 5	Oct 3	Oct 4	Oct 5	Oct 6	Oct 7	Oct 8	Oct 9	5	
W7									
Instructional Days: 4	Oct 10	Oct 11	Oct 12	Oct 13	Oct 14	Oct 15	Oct 16	5	
W8		Indigenous People's Day (Previously Columbus Day) - No School for Staff and Students							
Instructional Days: 5	Oct 17	Oct 18	Oct 19	Oct 20	Oct 21	Oct 22	Oct 23	5	
W9				K-8 T1 Progress Reports					
Instructional Days: 5	Oct 24	Oct 25	Oct 26	Oct 27	Oct 28	Oct 29	Oct 30	5	
W10				K-8 Wellness Wednesday #2					
Instructional Days: 5	Oct 31	Nov 1	Nov 2	Nov 3	Nov 4	Nov 5	Nov 6	5	
W11			Election Day (DOE fully remote, asynchronous instructional day)						
Instructional Days: 5	Nov 7	Nov 8	Nov 9	Nov 10	Nov 11	Nov 12	Nov 13	5	
W12		K-4 STEP/f&p Cycle 1							
		K-4 STEP/f&p Cycle 1							
Instructional Days: 5	Nov 14	Nov 15	Nov 16	Nov 17	Nov 18	Nov 19	Nov 20	5	
W13					Veterans (DOE Closed-- KIPP NYC in session)				

	Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	
W13				K-4 Math IA #1		T1 Ends		
T1: 13 weeks		K-4 STEP/F&P Cycle 1					Data Deadline for K-1 JAR IA #1	
	Nov 21	Nov 22	Nov 23	Nov 24	Nov 25	Nov 26	Nov 27	
		Thanksgiving break						
					DOE Closed			
Instructional Days: 4	Nov 28	Nov 29	Nov 30	Dec 1	Dec 2	Dec 3	Dec 4	
W14		T2 Starts						
		Regional PD/ School-Based PD Day						
		No School for Students						
Instructional Days: 5	Dec 5	Dec 6	Dec 7	Dec 8	Dec 9	Dec 10	Dec 11	
W15				K-8 T1 Report Card Night				
		3-4 iReady Math						
Instructional Days: 5	Dec 12	Dec 13	Dec 14	Dec 15	Dec 16	Dec 17	Dec 18	
W16								
Instructional Days: 3	Dec 19	Dec 20	Dec 21	Dec 22	Dec 23	Dec 24	Dec 25	
W17				K-8 Wellness Wednesday #3	Winter Recess			
						DOE Winter Recess		
	Dec 26	Dec 27	Dec 28	Dec 29	Dec 30	Dec 31	Jan 1	
		Winter Recess						
		DOE Winter Recess						
Instructional Days: 4	Jan 2	Jan 3	Jan 4	Jan 5	Jan 6	Jan 7	Jan 8	
W18		Winter Recess	All Staff and Students Return Date					
Instructional Days: 5	Jan 9	Jan 10	Jan 11	Jan 12	Jan 13	Jan 14	Jan 15	
W19								
Instructional Days: 4	Jan 16	Jan 17	Jan 18	Jan 19	Jan 20	Jan 21	Jan 22	
W20		MLK Day-- No School for Staff and Students		3-8 ELA IA #1				
Instructional Days: 5	Jan 23	Jan 24	Jan 25	Jan 26	Jan 27	Jan 28	Jan 29	
W21				5-8 ELA IA#1 (Book I & II)				
				5-8 iReady Math Mid Year Assessment				
				Regents				
Instructional Days: 3	Jan 30	Jan 31	Feb 1	Feb 2	Feb 3	Feb 4	Feb 5	
W22		Regional PD Day/School-Based PD	Lunar New Year-- No School for Staff and Students	START DATE: 5-8 F&P Assessment for Tier 2/Tier 3 Students				
		No School for Students						

