

Application: KIPP Freedom Charter School

Brian Choi - bchoi@kippnyc.org
2022-2023 Annual Report

Summary

ID: 0000000227

Status: Annual Report Submission

Last submitted: Dec 8 2023 09:17 AM (EST)

Labels: SUNY Trustees

Entry 1 School Info and Cover Page

Completed - Jul 26 2023

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 the [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 2022-2023 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, 2023**) or you may not be assigned the correct tasks.

BASIC INFORMATION

a. SCHOOL NAME

(Select name from the drop down menu)

KIPP FREEDOM CHARTER SCHOOL 800000089926

a1. Popular School Name

KIPP Freedom Charter School

b. CHARTER AUTHORIZER (As of June 30th, 2023)

Please select the correct authorizer as of June 30, 2023 or you may not be assigned the correct tasks.

SUNY BOARD OF TRUSTEES

c. School Unionized

Is your charter school unionized?

No

d. DISTRICT / CSD OF LOCATION

CSD #10 - BRONX

e. Date of Approved Initial Charter

Jul 1 2018

f. Date School First Opened for Instruction

Aug 1 2018

g. Approved School Mission and Key Design Elements

(Regents, NYCDOE and Buffalo BOE authorized schools only)

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.”

h. School Website Address

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

i. Total Approved Charter Enrollment for 2022-2023 School Year

810

j. Total Enrollment on June 30, 2023 - excluding Pre-K program enrollment

687

k. Grades Served

Grades served during the 2022-2023 school year (exclude Pre-K program students):

Use the CTRL button to select multiple grades to accurately capture every grade level served.

Responses Selected:

| |
|---|
| k |
| 1 |

2

3

4

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6

7

8

I. Charter Management Organization

Do you have a [Charter Management Organization](#)?

Yes

I1. Charter Management Organization Name

KIPP NYC, LLC

I2. Charter Management Organization Email Address

aljohnson@kippnyc.org

I3. Charter Management Organization Email Phone Number

212-991-2600

FACILITIES INFORMATION

m. FACILITIES

Will the school maintain or operate multiple sites in 2023-2024?

| | |
|--|--------------|
| | Yes, 2 sites |
|--|--------------|

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 previous year (K-5, 6-9, etc.) | 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 | 1825 Prospect Avenue, Bronx NY 10457 | 718-841-6165 | NYC CSD 10 | | 6-8 | |

m1a. Please provide the contact information for Site 1.

| | Name | Title | Work Phone | Alternate Phone | Email Address |
|---|------------------|-------------------------|--------------|-----------------|--|
| School Leader | Lariely Sanchez | Principal | 718-841-6165 | | lsanchez@kippnyc.org |
| Operational Leader | Rasheeda Simmons | Director of Operations | 718-841-6165 | | RSimmons@kippnyc.org |
| Compliance Contact | Alicia Johnson | Chief Executive Officer | 212-991-2610 | | aljohnson@kippnyc.org |
| Complaint Contact | Alicia Johnson | Chief Executive Officer | 212-991-2610 | | aljohnson@kippnyc.org |
| 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 expansion 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, 2023.

- Fire inspection certificates must be updated annually. For the upcoming school year 2023-2024, submit a current fire inspection certificate.
- If the fire inspection certificate is dated after the August 1, 2022 submission of the Annual Report, please submit the new certificate with the Annual Report entries due on November 1, 2023.

Site 1 Certificate of Occupancy (COO)

Site 1 Fire Inspection Report

This is required, marked optional for administrative purposes.

School Site 2

m2. SCHOOL SITES

Please provide information on Site 2 for the upcoming school year.

| | Physical Address | Phone Number | District/CSD | Grades to be Served at Site for previous year (K-5, 6-9, etc.) | 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 2 | 2246 Jerome Avenue, Bronx NY 10453 | 718-841-6160 | NYC CSD 10 | | K-2 | |

m2a. Please provide the contact information for Site 2.

| | Name | Title | Work Phone | Alternate Phone | Email Address |
|---|----------------|-------------------------|--------------|-----------------|--|
| School Leader | Sarah Kuwonu | Principal | 718-841-6160 | | SKuwonu@kippnyc.org |
| Operational Leader | Camille Kerr | Director of Operations | 718-841-6160 | | CaKerr@kippnyc.org |
| Compliance Contact | Alicia Johnson | Chief Executive Officer | 212-991-2610 | | aljohnson@kippnyc.org |
| Complaint Contact | Alicia Johnson | Chief Executive Officer | 212-991-2610 | | aljohnson@kippnyc.org |
| DASA Coordinator | | | | | |
| Phone Contact for After Hours Emergencies | | | | | |

m2b. Is site 2 in public (co-located) space or in private space?

Co-located Space

m2c. 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 expansion 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 2 | No plan to leave | No | | No | | Yes |

n. List of owned, rented, leased facilities not used to educate students

Separate by semi-colon (;)

N/A

CHARTER REVISIONS DURING THE 2022-2023 SCHOOL YEAR

o. Were there any revisions to the school's charter during the 2022-2023 school year? (Please include approved or pending material and non-material charter revisions).

Please note, listing the revisions here does not constitute a request. Schools are advised to seek revision requests through their authorizer directly.

No

ATTESTATIONS

p. Individual Primarily Responsible for Submitting the Annual Report. (To write type in a phone number with an extension, please use this format: 123-456-7890-3. The dash and number 3 at the end of the phone number refers to the individual's phone extension. Do not type in the work extension or the abbreviation for it - just the dash and the extension number after the phone number).

| | |
|-----------------|--|
| Name | Brian Choi |
| Position | Associate Director of Compliance |
| Phone/Extension | 212-991-2610 |
| Email | bchoi@kippnyc.org |

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

As outlined in ENTRY 10:

Our signatures (Executive Director/School Leader/Head of School 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

Signature, Head of Charter School



Signature, President of the Board of Trustees



Date

Jul 26 2023



Thank you.

Entry 2 Links to Critical Documents on School Website

Completed - Jul 27 2023

Instructions

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

1. Current Annual Report (i.e., 2021-2022 Annual Report);[\[1\]](#)
2. Board meeting notices, agendas and documents;
3. New York State School Report Card;
4. Authorizer-approved DASA Policy and NYSED-Approved School Discipline Policy **(For Regents, NYCDOE, and Buffalo BOE-Authorized Charter Schools ONLY)**;
5. District-wide safety plan, not a building level safety plan (as per the September 2021 [Emergency Response Plan Memo](#);
6. Authorizer-approved FOIL Policy; and
7. Subject matter list of FOIL records. (Example: See [NYSED Subject Matter List](#))

[1] Each charter school is required to make the Annual Report publicly available by August 1 and to post on their respective charter school website. Each school should post an updated and complete version to include accountability data and financial statements that are not or may not be available until after the August deadline (i.e., Repost when financials have been submitted in November.)

Form for Entry 2 Links to Critical Documents on School Website

School Name: KIPP Freedom Charter School

Required of ALL Charter Schools noting that SUNY-authorized charter schools are not required to submit item

4: Authorizer-approved DASA policy and NYSED-Approved School Discipline 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:

[New York State Report Card](#)

[Emergency Response Plan Memo](#)

[NYSED Subject Matter List](#)

| | Link to Documents |
|---|--|
| 1. Current Annual Report (i.e., 2022-2023 Annual Report) | <u>https://www.kippnyc.org/charter-documentation</u> |
| 2. Board meeting notices, agendas and documents | <u>https://www.kippnyc.org/charter-documentation</u> |
| 3. New York State School Report Card | <u>https://data.nysed.gov/essa.php?year=2022&instid=800000089926</u> |
| 4. Authorizer-approved DASA Policy and NYSED-Approved School Discipline Policy (For Regents, NYCDOE, and Buffalo BOE-Authorized Charter Schools ONLY) | <u>https://www.kippnyc.org/charter-documentation</u> |
| 5. District-wide safety plan, not a building level safety plan (as per the September 2021 Emergency Response Plan Memo | <u>https://www.kippnyc.org/charter-documentation</u> |
| 6. Authorizer-approved FOIL Policy | <u>https://www.kippnyc.org/charter-documentation</u> |
| 7. Subject matter list of FOIL records. (Example: See NYSED Subject Matter List) | <u>https://www.kippnyc.org/charter-documentation</u> |

Thank you.



Entry 3 Progress Toward Goals

Incomplete - Hidden from applicant

Instructions

Regents, NYCDOE, and Buffalo BOE-Authorized Charter Schools ONLY

The following tables reflect formatting in the online portal required for Board of Regents, NYCDOE, and Buffalo BOE authorized charter schools only. These charter schools should report all Progress Toward Charter Goals as per their currently approved charters no later than **November 1, 2023**.

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

Entry 3 Progress Toward Goals

PROGRESS TOWARD CHARTER GOALS

Regents, NYCDOE, and Buffalo BOE-Authorized Charter Schools ONLY

Complete the tables provided. List each goal and measure as contained in the school's currently approved charter, and indicate whether the school has met or not met the goal. Please provide information for all goals no later than November 1, 2023.

1. ACADEMIC STUDENT PERFORMANCE GOALS

Regents, NYCDOE, and Buffalo BOE-Authorized Charter Schools ONLY

The following tables reflect formatting in the online portal required for Board of Regents, NYCDOE, and Buffalo BOE authorized charter schools only. These charter schools should report all Progress Toward Charter Goals as per their currently approved charters no later than **November 1, 2023**.

2022-2023 Progress Toward Attainment of Academic Goals

| | Academic Student Performance Goal | Measure Used to Evaluate Progress Toward Attainment of Goal | Goal - Met, Not Met or Unable to Assess | If not met, describe efforts the school will take to meet goal. If unable to assess goal, type N/A for Not Applicable |
|------------------|-----------------------------------|---|---|---|
| Academic Goal 1 | | | | |
| Academic Goal 2 | | | | |
| Academic Goal 3 | | | | |
| Academic Goal 4 | | | | |
| Academic Goal 5 | | | | |
| Academic Goal 6 | | | | |
| Academic Goal 7 | | | | |
| Academic Goal 8 | | | | |
| Academic Goal 9 | | | | |
| Academic Goal 10 | | | | |

2. Do have more academic goals to add?

(No response)

2022-2023 Progress Toward Attainment of Academic Goals

| | Academic Student Performance Goal | Measure Used to Evaluate Progress Toward Attainment of Goal | Goal - Met, Not Met or Unable to Meet | If not met, describe efforts the school will take to meet goal. If unable to assess goal, type N/A for Not Applicable |
|------------------|-----------------------------------|---|---------------------------------------|---|
| Academic Goal 21 | | | | |
| Academic Goal 22 | | | | |
| Academic Goal 23 | | | | |
| Academic Goal 24 | | | | |
| Academic Goal 25 | | | | |
| Academic Goal 26 | | | | |
| Academic Goal 27 | | | | |
| Academic Goal 28 | | | | |
| Academic Goal 29 | | | | |
| Academic Goal 30 | | | | |
| Academic Goal 31 | | | | |
| Academic Goal 32 | | | | |
| Academic Goal 33 | | | | |
| Academic Goal 34 | | | | |
| Academic Goal 35 | | | | |
| Academic Goal 36 | | | | |
| Academic Goal 37 | | | | |
| Academic Goal 38 | | | | |
| Academic Goal 39 | | | | |
| Academic Goal 40 | | | | |
| Academic Goal 41 | | | | |

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|------------------|--|--|--|--|
| Academic Goal 42 | | | | |
| Academic Goal 43 | | | | |
| Academic Goal 44 | | | | |
| Academic Goal 45 | | | | |
| Academic Goal 46 | | | | |
| Academic Goal 47 | | | | |
| Academic Goal 48 | | | | |
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| Academic Goal 63 | | | | |
| Academic Goal 64 | | | | |
| Academic Goal 65 | | | | |
| Academic Goal 66 | | | | |
| Academic Goal 67 | | | | |
| Academic Goal 59 | | | | |

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|------------------|--|--|--|--|
| Academic Goal 60 | | | | |
| Academic Goal 61 | | | | |
| Academic Goal 62 | | | | |

4. ORGANIZATION GOALS

For the 2022-2023 school year, any organization goals that cannot be evaluated due to school closure resulting in a lack of data and changes in testing, surveying, and other usual practices should be reported as “N/A”.

2022-2023 Progress Toward Attainment of Organization Goals

| | Organizational Goal | Measure Used to Evaluate Progress | Goal - Met, Not Met, or Unable to Assess | If not met, describe efforts the school will take to meet goal. If unable to assess goal, type N/A for Not Applicable |
|-------------|---------------------|-----------------------------------|--|---|
| Org Goal 1 | | | | |
| Org Goal 2 | | | | |
| Org Goal 3 | | | | |
| Org Goal 4 | | | | |
| Org Goal 5 | | | | |
| Org Goal 6 | | | | |
| Org Goal 7 | | | | |
| Org Goal 8 | | | | |
| Org Goal 9 | | | | |
| Org Goal 10 | | | | |
| Org Goal 11 | | | | |
| Org Goal 12 | | | | |
| Org Goal 13 | | | | |
| Org Goal 14 | | | | |
| Org Goal 15 | | | | |
| Org Goal 16 | | | | |
| Org Goal 17 | | | | |
| Org Goal 18 | | | | |
| Org Goal 19 | | | | |
| Org Goal 20 | | | | |

5. Do have more organizational goals to add?

(No response)

6. FINANCIAL GOALS

2022-2023 Progress Toward Attainment of Financial Goals

| | Financial Goals | Measure Used to Evaluate Progress | Goal - Met, Not Met, or Partially Met | If not met, describe efforts the school will take to meet goal. |
|------------------|-----------------|-----------------------------------|---------------------------------------|---|
| Financial Goal 1 | | | | |
| Financial Goal 2 | | | | |
| Financial Goal 3 | | | | |
| Financial Goal 4 | | | | |
| Financial Goal 5 | | | | |

7. Do have more financial goals to add?

(No response)

2021-2022 Progress Toward Attainment of Financial Goals

| | Financial Goals | Measure Used to Evaluate Progress | Goal - Met, Not Met, or Partially Met | If not met, describe efforts the school will take to meet goal. |
|-------------------|-----------------|-----------------------------------|---------------------------------------|---|
| Financial Goal 6 | | | | |
| Financial Goal 7 | | | | |
| Financial Goal 8 | | | | |
| Financial Goal 9 | | | | |
| Financial Goal 10 | | | | |

Thank you.

Entry 3 Accountability Plan Progress Reports

Completed - Nov 3 2023

Instructions

SUNY-Authorized Charter Schools ONLY- Complete Template and Upload to Epicenter

SUNY-authorized charter schools must download an Accountability Plan Progress Report template at [Accountability Plan Progress Report](#). After completing, SUNY-authorized charter schools must upload the document into the Annual Report Portal, and into the SUNY Epicenter document management system by September 15, 2023.

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

2022-23 KIPP Freedom Charter School (APPR)

Filename: 2022-23_KIPP_Freedom_Charter_School_APPR.pdf Size: 1.1 MB

Entry 4 - Audited Financial Statements

Completed - Dec 8 2023

Required of ALL Charter Schools

ALL SUNY-authorized charter schools must upload the financial statements and related documents in PDF format into the [Annual Report Portal](#) and into the SUNY Epicenter document management system no later than **November 1, 2023**. SUNY-authorized charter schools are asked to ensure that security features such as password protection are turned off.

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, 2023**. 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 protections are removed from all school uploaded documents.

PLEASE NOTE: This task appears as visible and optional task in the online portal until August 1 2023 but will be identified as a required task thereafter and due on November 1, 2023. This is a required task, and it is marked optional for administrative purposes only.

KIPP NYC Public Charter Schools FY2023 Uniform Guidance Financial Statements

Filename: KIPP_NYC_Public_Charter_Schools_FY_50oJYh5.pdf Size: 2.4 MB

Entry 4a – Audited Financial Report Template (SUNY)

Completed - Dec 8 2023

Instructions - SUNY-Authorized Charter Schools ONLY

SUNY-authorized schools must download the Excel spreadsheet entitled “Audited Financial Statement Template” at <http://www.newyorkcharters.org/fiscal/>. After completing, schools must upload the document into the [Annual Report Portal](#) and into the SUNY Epicenter document management system no later than **November 1, 2023**.

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

2022-23-Audited-Financial-Statement-Template FREE Update - 113023

Filename: 2022-23-Audited-Financial-Statement_kzpwGni.xlsx Size: 182.2 kB

Entry 4b – Audited Financial Report Template (BOR/NYC/BOE)

Incomplete - Hidden from applicant

Instructions - Regents-Authorized Charter Schools ONLY

Regents-authorized schools must download and complete the Excel spreadsheet entitled "Audited Financial Report Template" from the online portal or the [2022-2023 Annual Reports](#) webpage. Upload the completed file in Excel format and submit by **November 1, 2023**.

Please complete one spreadsheet at the Education Corporation level and submit the same spreadsheet for each of the schools.

EDUCATION CORPORATIONS WITH MORE THAN ONE SCHOOL SHOULD COMPLETE THE EXCEL SPREADSHEET FOR THE EDUCATION CORPORATION AS A WHOLE, NOT FOR THE INDIVIDUAL SCHOOLS. PLEASE SUBMIT THE SAME EXCEL SPREADSHEET FOR EACH OF THE SCHOOLS.

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

Entry 4c – Additional Financial Documents

Incomplete - Hidden from applicant

Regents, NYCDOE and Buffalo BOE authorized schools must upload financial documents and submit by **November 1, 2023**. 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
3. 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 Contact Information

Incomplete - Hidden from applicant

Regents, NYCDOE, and Buffalo BOE authorized schools should enter financial contact information directly into the form within the portal by **November 1, 2023**.

Form for "Financial 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 2023-2024 Budget

Completed - Dec 8 2023

SUNY-authorized charter schools should download the [2023-2024 Budget and Quarterly Report Template and the 2023-2024 Budget Narrative Questionnaire](#) from the SUNY website and upload the completed templates into the Annual Report Portal and into the Epicenter document management system. **Due November 1, 2023.**

Regents, NYCDOE, and Buffalo BOE authorized charter schools should upload a copy of the school's FY22 Budget using the [2023-2024 Budget Template](#) into the Annual Report Portal or from the Annual Report website. **Due November 1, 2023.**

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.

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

[FRE SY23-24 Budget 063023](#)

Filename: FRE_SY23-24_Budget_063023.xlsx Size: 722.2 kB

Entry 6 – Board of Trustees Disclosure of Financial Interest Form

Completed - Aug 1 2023

Required of ALL Charter Schools

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 2022-2023 school year must complete and sign a Trustee [Disclosure of Financial Interest Form](#) is due on August 1, 2023. Acceptable signature formats include:

- Digitally certified PDF signature (i.e., DocuSign)
- Manual signature (1. download to print, 2. manually sign, 3. scan signed document to PDF, and 4. upload into portal)

All completed forms must be collected and uploaded in .PDF format for each individual member. **The education corporation is responsible for ensuring that each member who served on the board during the 2022-2023 school year completes the form.**

Charter schools **must** submit the latest version of the form. 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 Trustee Disclosure of Financial Interest Form, trustees must disclose information relevant to any of the schools served by the governing education corporation.

[Brunson KIPP NYC Disclosure June 2023](#)

Filename: Brunson_KIPP_NYC_Disclosure_June_2_aPGvTqC.pdf Size: 977.4 kB

[Kaneene KIPP NYC Disclosure June 2023](#)

Filename: Kaneene_KIPP_NYC_Disclosure_June_2_xzouiZk.pdf Size: 928.8 kB

[Kanu KIPP NYC Disclosure June 2023](#)

Filename: Kanu_KIPP_NYC_Disclosure_June_2023_NTALEEi.pdf Size: 933.9 kB

[Mayer KIPP NYC Disclosure June 2023](#)

Filename: Mayer_KIPP_NYC_Disclosure_June_202_STX03mo.pdf Size: 931.6 kB

[Taft KIPP NYC Disclosure June 2023](#)

Filename: Taft_KIPP_NYC_Disclosure_June_2023_D8JziHk.pdf Size: 931.5 kB

Entry 7 BOT Membership Table

Completed - Jul 27 2023

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.

Authorizer:

Who is the authorizer of your charter school?

SUNY

1. 2022-2023 Board Member Information (Enter info for each BOT member)

| | Trustee Name | Trustee Email Address | Position on the Board | Committee Affiliations | Voting Member Per By-Laws (Y/N) | Number of Completed Terms Served | Start Date of Current Term (MM/DD/YYYY) | End Date of Current Term (MM/DD/YYYY) | Board Meetings Attended During 2022-2023 |
|---|-------------------|-----------------------|-----------------------|------------------------|---------------------------------|----------------------------------|---|---------------------------------------|--|
| 1 | Kange Kaneene | [REDACTED] | Chair | None | Yes | 2 | 7/1/2022 | 6/30/2023 | 11 |
| 2 | Richard Taft | [REDACTED] | Treasurer | Audit; Finance | Yes | 7 | 7/1/2022 | 6/30/2023 | 10 |
| 3 | Adaobi Kanu | [REDACTED] | Trustee/Member | Audit; Finance | Yes | 2 | 7/1/2022 | 6/30/2023 | 5 or less |
| 4 | Gwendolyn Brunson | [REDACTED] | Trustee/Member | None | Yes | 10 | 7/1/2022 | 6/30/2023 | 9 |
| 5 | Rafael Mayer | [REDACTED] | Trustee/Member | Audit; Finance | Yes | 10 | 7/1/2022 | 6/30/2023 | 10 |
| 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, 2023 | 5 |
| b.Total Number of Members Added During 2022-2023 | 0 |
| c. Total Number of Members who Departed during 2022-2023 | 1 |
| d.Total Number of members, as set in Bylaws, Resolution or Minutes | 5 |

3. Number of Board meetings held during 2022-2023

12

4. Number of Board meetings scheduled for 2023-2024

12

Total number of Voting Members on June 30, 2023:

5

Total number of Voting Members added during the 2022-2023 school year:

0

Total number of Voting Members who departed during the 2022-2023 school year:

1

Total Maximum Number of Voting members in 2022-2023, as set by the board in bylaws, resolution, or minutes:

5

Thank you.

Entry 8 Board Meeting Minutes

Completed - Jul 26 2023 - 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 2022-June 2023), which should match the number of meetings held during the 2022-2023 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 1, 2023**.

KIPP NYC PCS Minutes (2022-23)

Filename: KIPP_NYC_PCS_Minutes_2022-23_Cn4TMZ7.pdf Size: 4.1 MB

Entry 9 Enrollment & Retention

Completed - Jul 27 2023

Instructions for submitting Enrollment and Retention Efforts

Required of ALL Charter Schools

Describe the good faith efforts the charter school has made in 2022-2023 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 2023-2024.

***SUNY-authorized charter schools**

The education corporation must include a plan for the charter to meet or exceed enrollment and retention targets established by the SUNY Trustees for students with disabilities, ELLs, and students who are eligible to participate in the FRPL program. See the [enrollment and retention target calculator](#) to find specific targets.

Entry 9 Enrollment and Retention of Special Populations

Good Faith Efforts to Meet Recruitment Targets (Attract)

| | Describe Recruitment Efforts in 2022-2023 | Describe Recruitment Plans in 2023-2024 |
|----------------------------|---|---|
| Economically Disadvantaged | 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. | 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. |
| English Language Learners | To specifically target families with limited English proficiency we recruit using bilingual materials and bilingual staff members. | To specifically target families with limited English proficiency we recruit using bilingual materials and bilingual staff members. |
| Students with Disabilities | 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. | 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. |

Good Faith Efforts To Meet Enrollment Retention Targets

| | Describe Retention Efforts in 2022-2023 | Describe Retention Plans in 2023-2024 |
|----------------------------|--|--|
| 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> | <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> | <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> | <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

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

A. TEACH System – Employee Clearance

Required of ALL Charter Schools

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 who 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. Emergency Conditional Clearances

Charter schools are **strongly discouraged** from using the emergency conditional clearance provisions for prospective employees. This is because the school must 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 [NYSED CSO Employee Clearance and Fingerprint Memo 10-2019](#).

^[1] Employees who 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.nysed.gov/common/nysed/files/programs/charter-schools/employee-fingerprint-oct19.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

Emergency Conditional Clearances

Charter schools are **strongly discouraged** from using the emergency conditional clearance provisions for prospective employees. This is because the school must 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 [NYSED CSO Employee Clearance and Fingerprint Memo 10-2019](#).

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 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.

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, 2023) | |
| ii. FTE count of uncertified teachers who are tenured or tenure track college faculty (as of June 30, 2023) | |
| iii. FTE count of uncertified teachers with two years of Teach for America experience (as of June 30, 2023) | |
| iv. FTE count of uncertified teachers with exceptional business, professional, artistic, athletic, or military experience (as June 30, 2023) | |
| 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. Mathematics | |
| ii. Science | |
| iii. Computer Science | |
| iv. Technology | |
| v. Career and Technical Education | |
| 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, 2023) | |
| ii. FTE count of uncertified teachers who are tenured or tenure track college faculty (as of June 30, 2023) | |
| iii. FTE count of uncertified teachers with two years of Teach for America experience (as of June 30, 2023) | |
| iv. FTE count of uncertified teachers with exceptional business, professional, artistic, athletic, or military experience (as June 30, 2023) | |
| Total Category C: not to exceed 5 | 0 |

TOTAL FTE COUNT OF UNCERTIFIED TEACHERS (Sum of Categories A, B AND C)

(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: 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

Completed - Jul 26 2023 - Hidden from applicant

[Instructions](#)

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

Upload the 2022-2023 **Organization Chart**. The organization chart should be a graphic representation (A list will not be accepted.) and should include position titles and reporting (hierarchical) relationships. Employee names should **not** appear on the chart.

KIPP NYC K-8 Organization Chart

Filename: KIPP_NYC_K-8_Organization_Chart_Xivvke1.pdf Size: 1.0 MB

Entry 13 School Calendar

Completed - Jul 27 2023

[Instructions for submitting School Calendar](#)

Required of ALL Charter Schools

If the charter school has a tentative calendar based on available information and guidance at the time, please submit with the August 1, 2023 submission. Charter schools must upload a final school calendar into the portal and may do so at any time but no later than **September 15, 2023**.

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 also 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 (also used to align to schools with extended days/years referenced in their mission statements/key design elements). See an example of a calendar showing the requested information. Schools **must** use a calendar format and ensure there is a monthly tally of instructional days.

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

2023-2024 School Calendar

Filename: 2023-2024_School_Calendar_q7KolqB.pdf Size: 768.3 kB

Entry 14 Staff Roster

Incomplete - Hidden from applicant

INSTRUCTIONS

Required of Regents and NYCDOE-authorized Charter Schools ONLY

Please click on the MS Excel [Faculty/Staff Roster Template](#) and provide the following information for **ANY and ALL** instructional and non-instructional employees (all faculty and staff employed by the school during the 2022-2023 school year).

Use of the 2022-2023 Annual Report Faculty/Staff Roster Template is required. Each of the data elements, with the exception of the Notes, are required, and use of the drop-down options, when provided, is also required.

Reminders: Please use the Notes section provided to add any additional information as deemed necessary. Failure to adhere to the guidelines and validations in the Faculty/Staff Roster Template will result in a resubmission of a fully corrected roster.

Here is the complete list of data elements in the roster template and an explanation of what information is required to correctly complete this task.

| Roster Data Elements | Explanations |
|---|---|
| Authorizer NOTE: MUST BE DONE FIRST | Select your school's authorizer from the drop-down list first, before completing the roster. |
| School Name and Institution ID | Select your school's name from the drop-down list . |
| Faculty/Staff First Name | Enter the first name of the Faculty/Staff person. |
| Faculty/Staff Last Name | Enter the last name of the Faculty/Staff person. |

| | |
|--------------------------------------|--|
| TEACH ID | Enter the 7 digit TEACH ID for the Faculty/Staff person. |
| Role in School | Select the best choice of role of the Faculty/Staff person from the drop-down list . |
| CPR/AED Certification Status | Select the appropriate choice from the drop-down list . |
| Hire Date | Enter the date that the Faculty/Staff person was hired. |
| Start Date | Enter the date that the Faculty/Staff person actually began employment in this school. |
| Total Years' Experience in this Role | Enter Total Years of Experience that the Faculty/Staff person has in their current role. |
| Total Years at this School | Enter the Total Years that the Faculty/Staff person has been employed in this school. |
| Out-of-Certification Justification | Select the appropriate choice from the drop-down list . |
| Subject Taught | Select the appropriate choice from the drop-down list . |
| Notes | Optional |

Optional Additional Documents to Upload (BOR)

Incomplete

KIPP Freedom Charter School

2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

Submitted to the SUNY Charter Schools Institute on:

Nov 3, 2023

By Shawnae Montagueo

2023-2024 Accountability Plan Progress Report

Accountability Plan Progress Report



2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

Shawnae Montagueo, Associate Director of Compliance and Brian Choi, Associate Director of Compliance prepared this 2022-23 Accountability Progress Report on behalf of the charter school's board of trustees:

| Trustee's Name | Board Position | |
|--------------------------|--|---------------------------------------|
| | Office (e.g., chair, treasurer, secretary) | Committees (e.g., finance, executive) |
| Kange Kaneene | Chair | None |
| Richard Taft | Treasurer | Audit Committee, Finance |
| Gwendolyn Brunson | Trustee/Member | None |
| Ann-Janette Fuentes | Trustee/Member | None |
| David Levin (in process) | Trustee/Member | TBD |

Sarah Kuwonu has served as the school leader of Freedom ES since 2018.

Amanda Martinez has served as the school leader of Freedom MS since July 2023.

SCHOOL OVERVIEW

Mission. The KIPP NYC mission is to work together with families and the community to create joyful and academically excellent schools that prepare students with the skills and confidence to pursue paths of their choosing. This August we will welcome over 8,000 students in grades K-12 back to school in pursuit of those pathways. In addition to the work we are doing K-12, we continue to make significant investments to provide support to over 2,300 KIPP NYC alumni in high school, college and beyond. With over 1,000 staff at KIPP NYC, we remain dedicated to making our organization an employer of choice and supporting our staff in doing their best work while supporting high quality life outcomes for our students. Since its earliest founding, KIPP has operated on the foundation of a shared commitment between school, community and dedicated staff working at all levels of our organization.

Desired impact.

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

As KIPP NYC considers how we want to grow in pursuit of increasing academic outcomes for students we have begun with the idea that for our organization to grow we must begin to look at student success through a wider perspective. We have undergone a multi-year process of research and reflection which has resulted in the development of a set of Graduate Aims that form the foundation of our organization's work into the future. As we consider both our past success and current opportunities, our strategy for moving forward is informed by the holistic vision of the academic and adaptive skills we are seeking to develop in each student who attends a KIPP school in New York City.

Graduate Aims:



The Graduate Aims were developed through a two-year community-driven, research-based process

The following eight Approaches will further the Graduate Aims outlined above. These strategies are central to how KIPP NYC will pursue continued growth. Our Graduate Aims work will focus on these eight key approaches - two of them are more methodological in nature, and the other six approaches focus on inside and outside of the classroom experiences and structures that drive holistic student development. The approaches are:

1. **Project Based Capstones:** Culminating projects at key points during the KIPP NYC education program through which students apply the skills and knowledge gained in project based units to improve their communities, explore personal interests and more deeply consider core academic topics
2. **Classroom Debate:** Written and oral debate rooted in fact based analysis of topics, including developmentally appropriate social justice issues, across KIPP NYC subjects
3. **Financial Literacy:** Financial literacy skills and knowledge taught to all students at KIPP NYC College Prep High School
4. **Advisory:** A region wide advisory period in which different strategies are used to support students to understand themselves and others, develop and work towards goals, and build community
5. **Culturally responsive pedagogy:** Methodologies and curricula that center and affirm student cultures, promote high expectations and positive identity development for all students, and enable students to develop and practice critical consciousness across KIPP NYC
6. **SEL informed pedagogy:** Methodologies that integrate and cultivate social emotional learning (SEL) competencies throughout a student's experience at KIPP NYC

7. **Student leadership and community engagement:** Student leadership opportunities and community action initiatives that enable students to re-envision and improve their communities, within and outside of KIPP NYC
8. **Extracurricular programming:** Extracurricular programming during or after school through which students can explore interests, practice leadership, build community, and in some instances, plan and execute on long-term projects

In 2022-23, KIPP NYC continued to focus on addressing learning loss due to the pandemic that has been a significant factor in our education program for a portion of the charter term. KIPP will continue to address these challenges in the upcoming school year and throughout the following charter term.

In our K-8 academic Tier 1 program, we continue to identify grade-level priority standards and replace non-priority standards once a week with a responsive day. On this day, students either go deeper and extend their learning on priority lessons and/or engage in in-the-moment remediation to provide access to grade level material in the upcoming lessons. These instructional decisions are based on rigorous, curriculum-aligned, and regionally normed formative assessments.

In our middle schools, Intervention Blocks will continue to be part of the school schedule in each school. This time is split between math intervention and literacy intervention, and is differentiated so that only students requiring one or both of these interventions need to attend. For math, we use a combination of teacher-driven lessons from the iReady curriculum, the online iReady platform, and teacher-created materials to remediate where needed and to pre-teach prerequisite skills that students need in order to be successful on upcoming Tier 1 lessons. For literacy, students reading 3 grades below grade level, students are tested on DIBELS and based on their placement participate in small group intervention using the Amplify DIBELS mClass suite or Orton Gillingham.

In our elementary schools, students continue to receive intervention within the core classroom and outside of it, as needed. Our students continue to receive guided reading, and this year we committed to training all of our teachers on Success for All (SFA), which is our core phonics program. We continue to leverage SFA in K-4 so that all teachers can address remedial reading needs for students who have not mastered decoding and fluency. Last year we piloted the DIBELS program in Kinder, 1st and 2nd grade in several schools which provided a greater ability to assess and monitor progress on fluency and phonemic awareness and address deficits early. We will be expanding this program to all of our Kinder-2nd grade students in 2023-24. We also piloted iReady reading in middle school. Building on the success of the iReady math program, we are hoping that iReady reading will provide a meaningful, consistent reading metric for all middle school students to monitor progress toward grade level mastery. Additionally, iReady reading will provide more actionable data as well as resources to support middle schools students in reading intervention, which will help us remediate reading learning loss in our middle school students. In math, we continue our focus on core instruction using Eureka and CGI, and have also built in structured time where possible for students to use Zearn, which is an online learning platform that targets students' math instruction at the point of highest need.

Across the board in grades K-12, KIPP NYC continues to focus on the Power of Two and maximizing the potential of our co-teaching structures. We continue to focus coaching and professional development on this both regionally and at the school-based level, so that all of our co-teaching pairs develop a deeper fluency with different models for co-teaching. We continue to focus on how to maximize the opportunities to provide in-the-moment remediation, to pre-teach prerequisite concepts, and use student data to drive intervention, groupings, and co-teaching models for instruction in all of our co-taught classrooms.

ENROLLMENT SUMMARY

| School Enrollment by Grade Level and School Year | | | | | | | | | | | | | | |
|--|----|----|-----|-----|-----|----|----|----|-----|-----|-----|-----|-----|-------|
| School Year | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | Total |
| 2020-21 | 80 | 98 | N/A | N/A | N/A | 86 | 95 | 97 | N/A | N/A | N/A | N/A | N/A | 456 |
| 2021-22 | 83 | 84 | 89 | 90 | N/A | 52 | 80 | 93 | 92 | N/A | N/A | N/A | N/A | 663 |
| 2022-23 | 91 | 95 | 91 | 88 | 81 | 50 | 71 | 75 | 86 | N/A | N/A | N/A | N/A | 728 |

GOAL 1: ENGLISH LANGUAGE ARTS

Elementary ELA SY 22-23 goal: Every student will meet their individual growth goal in DIBELS for GK-1. For G2-4, students should make 100% of their typical growth goal in iReady and meet their individual proficiency goal on the NYS ELA assessment in G3-4. Our overall proficiency goals on NYS ELA are 67% in G3 and 61% in G4.

MS ELA SY 22-23 goal: Students will demonstrate, on average, a 75% average on their End of Year Assessment and will make the equivalent of 1 year's worth of reading growth according to the STAR Reading assessment. We also set individual NYS test proficiency goals for each school/grade based on student reading level data and prior years' proficiency. Our overall proficiency goals on NYS ELA are: 62% proficiency in G5, 54% proficiency on G6, 60% proficiency on G7, and 67% proficiency on G8.

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. - 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. In SY 22, we will continue to update texts using the text selection criteria and in ES to ensure more alignment between reading and writing including mentor texts that better bridge the two curricula together.

Elementary School ELA Elementary Schools focused on better aligning our existing KIPP NYC Wheatley curriculum using the KIPP Foundation Wheatley curriculum as a baseline. For the 2022-2023 school year, elementary schools had a more robust and aligned curriculum based on the revisions on the KIPP NYC Wheatley curriculum. Furthermore, we aligned KIPP NYC Wheatley thematically or genre-based with our Writer's Workshop curriculum to create a more aligned ELA block. In addition, we continued our focus on Success for All for our foundation literacy and using our STEP data and SFA progress monitoring data to better tailor our guided reading program.

Middle School ELA We used a custom KIPP NYC Wheatley (reading) and Baldwin (writing) curriculum. These are not to be confused with the KIPP Foundation's Wheatley curriculum. These curricula are designed to engage students in the three primary genres of text (narrative, informational, and argumentative) and to develop transferable and authentic literacy practices. They are aligned with the Next Generation Learning Standards and have been designed with principles of culturally responsive pedagogy and differentiation practices at the center. No significant changes to these curricula were made in SY22-23, except for the expansion of Wheatley unit options, enabling schools to choose between multiple core unit texts for each unit offering. - 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. We also prioritize developing integrated co-teaching practices.

ELEMENTARY AND MIDDLE ELA

ELA Measure 1 - Absolute

Each year, 75 percent of all tested students enrolled in at least their second year will perform at or above proficiency on the New York State English language arts examination for grades 3-8.

The tables below summarize the participation information for this year's test administration as well as the performance of all students and students enrolled for at least two years.

2022-23 State English Language Arts Exam
Number of Students Tested and Not Tested

| Grade | Total Tested | Not Tested | | | | | | Total Enrolled |
|-------|--------------|------------|---------|---------|----------------------|-------------------|--------------|----------------|
| | | Absent | Refusal | ELL/IEP | Administrative error | Medically excused | Other reason | |
| 3 | 76 | 0 | 7 | 6 | 0 | 0 | 0 | 83 |
| 4 | 69 | 0 | 7 | 6 | 0 | 0 | 3 | 79 |

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| | | | | | | | | |
|-----|-----|---|----|----|---|---|----|-----|
| 5 | 44 | 0 | 2 | 0 | 0 | 0 | 3 | 49 |
| 6 | 60 | 0 | 1 | 1 | 0 | 0 | 5 | 66 |
| 7 | 66 | 0 | 1 | 0 | 0 | 0 | 4 | 71 |
| 8 | 74 | 0 | 3 | 2 | 0 | 0 | 1 | 78 |
| All | 389 | 0 | 21 | 15 | 0 | 0 | 16 | 426 |

Performance on 2022 23 State English Language Arts Exam By All Students and Students Enrolled in At Least Their Second Year¹

| Grade | All Students | | | Enrolled in at least their Second Year | | |
|-------|---------------|-------------------|--------------------|--|-------------------|--------------------|
| | Number Tested | Number Proficient | Percent Proficient | Number Tested | Number Proficient | Percent Proficient |
| 3 | 76 | 42 | 55% | 69 | 37 | 54% |
| 4 | 69 | 55 | 80% | 62 | 51 | 82% |
| 5 | 44 | 16 | 36% | 4 | 1 | 25% |
| 6 | 60 | 25 | 42% | 25 | 12 | 48% |
| 7 | 66 | 33 | 50% | 54 | 25 | 46% |
| 8 | 74 | 46 | 62% | 63 | 39 | 62% |
| All | 389 | 217 | 56% | 277 | 165 | 60% |

ELA Measure 2 - Absolute

Each year, the school's aggregate Performance Index ("PI") on the State English language arts exam will meet that year's state Measure of Interim Progress ("MIP") set forth in the state's ESSA accountability system.

Schools are not required to report attainment of this measure for 2022-23. Subsequent to the completion of this document, the Institute may calculate and report out results to schools pending further information from the NYSED.

ELA Measure 3 - Comparative

¹ Students are considered "enrolled in at least their second year" if they were enrolled on BEDS day of the school year prior to the most recent exam administration.

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A school compares tested students enrolled in at least their second year to all tested students in the public school district of comparison. Comparisons are between the results for each grade in which the school had tested students in at least their second year at the school and the total result for all students at the corresponding grades in the school district.²

2022 23 State English Language Arts Exam Charter School and District Performance by Grade Level

| Grade | Percent of Students at or Above Proficiency | | | |
|-------|---|------------------|-----------------------|------------------|
| | Charter School Students In At Least 2 nd Year | | All District Students | |
| | Percent Proficient | Number Tested | Percent Proficient | Number Tested |
| 3 | 54% | 69 | 29% | 1235 |
| 4 | 82% | 62 | 28% | 1233 |
| 5 | 25% | 4 | 32% | 1321 |
| 6 | 48% | 25 | 27% | 1052 |
| 7 | 46% | 54 | 29% | 1204 |
| 8 | 62% | 63 | 41% | 1306 |
| All | 60% | 277 | 31% | 7351 |

ELA Measure 4 - Comparative

Each year, the school will exceed its predicted level of performance on the state English language arts exam by an effect size of 0.3 or above (performing higher than expected to a meaningful degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State.

The Institute conducts a Comparative Performance Analysis, which compares the school's performance to that of demographically similar public schools statewide. The Institute uses a regression analysis to control for the percentage of economically disadvantaged students among all public schools in New York State. The difference between the school's actual and predicted performance, relative to other schools with similar economically disadvantaged statistics, produces an Effect Size. An Effect Size of 0.3, or performing higher than expected to a meaningful degree, is the target for this measure. Given the timing of the state's release of economically disadvantaged

² Schools can access these data when the NYSED releases its database containing grade level ELA and mathematics results for all schools and districts statewide. The NYSED announces the releases of these data [here](#).

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data and the demands of the data analysis, the 2022-23 analysis is not yet available. This report contains 2021-22 results.³

2021 22 English Language Arts Comparative Performance by Grade Level

| Grade | Percent Economically Disadvantaged | Percent of Students at Levels 3&4 ⁴ | | Effect Size |
|-------|------------------------------------|--|-----------|-------------|
| | | Actual | Predicted | |
| 3 | 88.9% | 73.8% | 33.0% | 2.19 |
| 4 | N/A | N/A | N/A | N/A |
| 5 | 82.7% | 42.6% | 27.2% | 0.92 |
| 6 | 82.5% | 52.9% | 47.6% | 0.31 |
| 7 | 85.9% | 51.9% | 37.9% | 0.84 |
| 8 | 94.6% | 42.9% | 38.5% | 0.26 |
| All | 87.6% | 53.6% | 37.4% | 0.91 |

ELA Measure 5 - Growth

Each year, under the state's Growth Model, the school's mean unadjusted growth percentile in English language arts for all tested students in grades 4-8 will be above the target of 50.

Given the timing of the state's release of Growth Model data, the 2022-23 analysis is not yet available. As such, schools are not required to report on this measure for 2022-23. The Institute will calculate and report out results to schools pending availability of the data.

ELA INTERNAL EXAM RESULTS

Elementary ELA: Reading is measured through DIBELS in Grades Kindergarten and First Grade. Majority of our schools are piloting DIBELS this year in G2-4 and we are also supplementing G2-4 with iReady ELA to provide a beginning of year proficiency status and to generate growth goals by students. We also provide two ELA IAs during the year in addition to exit tickets and end of module assessments in our Tier 1 Reading Curriculum (Wheatley).

Middle ELA: In addition to the exit tickets and end of unit assessments (CPA) and published writing pieces within our tier 1 ELA curriculum. We have internal IAs for ELA. This year we also launched iReady ELA in G5-8 to ensure that every student has a grade level equivalency and growth goal that will be progress monitored using iReady three times during the year. We also have an Authentic end of year ELA assessment that is in two parts: 1) Portfolio and 2) Guided Research

³ These data can be found in the school's Accountability Summary provided by the Institute in spring 2023.

⁴ Typically, the Institute uses schools' mean scale scores (when available) to calculate the comparative performance analysis. Due to the late availability of the 2021-22 mean scale scores, the Institute formally reported out the analysis using proficiency rates. The Institute will retroactively send schools the 2021-22 comparative performance analysis using mean scale scores in fall 2023.

2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

During 2022-23, in addition to the New York State 3rd – 8th grade exams, the school primarily used the following assessment to measure student growth and achievement in ELA:

| 2022-2023 KIPP NYC Elementary School Student Growth by Number of Years | | |
|---|-----------------|------------------------|
| Kindergarten | KIPP NYC | KIPP Freedom ES |
| < 1 Step (<1/3 year of growth) | 2% | DIBELS Pilot |
| 1 Steps (1/3 year of growth) | 3% | DIBELS Pilot |
| 2 Steps (2/3 year of growth) | 6% | DIBELS Pilot |
| 3 Steps (1 year of growth) | 21% | DIBELS Pilot |
| 4+ Steps (1 1/3 year+ of growth) | 68% | DIBELS Pilot |
| 1st Grade | KIPP NYC | KIPP Freedom ES |
| < 1 Step (<1/3 year of growth) | 1% | DIBELS Pilot |
| 1 Steps (1/3 year of growth) | 13% | DIBELS Pilot |
| 2 Steps (2/3 year of growth) | 30% | DIBELS Pilot |
| 3 Steps (1 year of growth) | 28% | DIBELS Pilot |
| 4+ Steps (1 1/3 year+ of growth) | 27% | DIBELS Pilot |
| 2nd Grade | KIPP NYC | KIPP Freedom ES |
| < 1 Step (<1/3 year of growth) | 3% | DIBELS Pilot |
| 1 Steps (1/3 year of growth) | 14% | DIBELS Pilot |
| 2 Steps (2/3 year of growth) | 31% | DIBELS Pilot |
| 3 Steps (1 year of growth) | 27% | DIBELS Pilot |
| 4+ Steps (1 1/3 year+ of growth) | 26% | DIBELS Pilot |
| 3rd Grade | KIPP NYC | KIPP Freedom ES |
| < 1 Step (<1/3 year of growth) | 4% | 12% |
| 1 Steps (1/3 year of growth) | 16% | 10% |
| 2 Steps (2/3 year of growth) | 25% | 14% |
| 3 Steps (1 year of growth) | 26% | 47% |
| 4+ Steps (1 1/3 year+ of growth) | 28% | 17% |
| 4th Grade | KIPP NYC | KIPP Freedom ES |
| < 1 Step (<1/3 year of growth) | 11% | 5% |
| 1 Steps (1/3 year of growth) | 18% | 9% |
| 2 Steps (2/3 year of growth) | 24% | 18% |
| 3 Steps (1 year of growth) | 17% | 18% |
| 4+ Steps (1 1/3 year+ of growth) | 29% | 50% |

SUMMARY OF THE ELA GOAL

Elementary ELA Reading is measured through DIBELS in Grades Kindergarten and First Grade. Majority of our schools are piloting DIBELS this year in G2-4 and we are also supplementing G2-4 with iReady ELA to provide a beginning of year proficiency status and to generate growth goals by students. We also provide two ELA IAs during the year in addition to exit tickets and end of module assessments in our Tier 1 Reading Curriculum (Wheatley).

Middle ELA

- Formative assessments: Exit tickets of "essential" or prioritized lessons
- Interim assessments
- 2x/year, designed to mimic the NYS exam - CPAs (end of unit assessments)
- Baldwin (writing) published pieces, scored on internally developed rubrics
- 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.

| Type | Measure | Outcome |
|-------------|--|---------------------------------------|
| Absolute | Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at proficiency on the New York State English language arts exam for grades 3-8. | No, 60% |
| Absolute | Each year, the school's aggregate PI on the state's English language arts exam will meet that year's state MIP as set forth in the state's ESSA accountability system. | N/A |
| Comparative | Each year, the percent of all tested students who are enrolled in at least their second year and performing at proficiency on the state English language arts exam will be greater than that of students in the same tested grades in the school district of comparison. | Yes, 60% (Freedom) vs. 31% (District) |
| Comparative | Each year, the school will exceed its predicted level of performance on the state English language arts exam by an effect size of 0.3 or above (performing higher than expected to a meaningful degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State. | N/A |
| Growth | Each year, under the state's Growth Model the school's mean unadjusted growth percentile in English language arts for all tested students in grades 4-8 will be above the target of 50. | N/A |

EVALUATION OF ELA GOAL

Elementary ELA Reading Data At the end of the 2022-2023 school year, 51% of students were at grade level on reading according to STEP and DIBELS. 57% of students grew at least one year (3 STEP levels) this past year. While only 17% of students with IEPs are on grade level at the end of the 2022-23 school year, 48% of students with IEPs made a year's worth of growth indicating that SpEd students are growing at similar rates as their general education peers. On the NYS ELA assessment, 57% of our G3 students scored proficient while in G4, 62% of our students scored proficient.

Middle School ELA We administered several common assessments across our ELA program. At the end of every unit, we administer a common performance assessment (CPA) that requires students to apply the skills they learned in their most recent reading unit to a new, on-grade-level text. Our results for both Unit 1 (fiction) and Unit 2 (nonfiction) suggest we outperformed our pre-pandemic (19-20) levels of mastery and demonstrated both YOY and cohort growth. Similarly, in Writing, we use common rubrics to assess student writing in various genres. Cumulative writing data from across the year suggest that our students are performing about 20% better than they did last school year on their process pieces. Finally, we again administered our End-of-Year ELA assessment, an assessment designed with input from the community and intentionally crafted as an authentic assessment. Overall, we grew 3% from SY21-22, although the 7th and 8th grade cohorts demonstrated much more significant growth from their performance in the previous school year. On the NYS test, MS ELA continued to demonstrate progress, with 54% of grades 5-8 students performing proficient or advanced (+1% from last school year). 28 out of 32 cohorts across our nine middle schools demonstrated growth in proficiency levels from their previous school year, while 21 out of 32 cohorts demonstrated progress in reducing the number of students performing at a Level 1.

ADDITIONAL CONTEXT AND EVIDENCE

Elementary ELA We are in full implementation of both iReady ELA and DIBELS this year. Because of this, we expect that there are some learning curves with test administration consistency and using a computer based assessment for the first time that may impact initial results. We are committed to continued norming and administration practice PD throughout the year to ensure validity of assessments. **Middle School ELA** This year we prioritized more robust scoring norming practices across all our internal assessments. As a result, we believe our results to be more valid than in years past.

ELA 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

For the 2022-2023 school year, our K-8 Math program had a variety of goals:

1. Assessment Goals

- i-Ready, an adaptive online assessment, was used for grades 3-8 to diagnose student learning needs entering each grade. The i-Ready mid-year and end of year assessments became our primary measure for growth. In our second year of using the i-Ready assessments, we did not set specific goals for each school and grade-level, but set the expectation regionally that 100% of students should be able to achieve their typical growth goals, which meant the equivalent of growing a full year in Math on their i-Ready grade-level placement, and shared the expectation, based on comparative KIPP network data and national data, that 30-40% of students would achieve their stretch growth goals set by i-Ready at the end of the year, meaning that 30-40% of students would achieve growth equivalent to 1.5-2 years of Math content by the end of the year. For the subset of students who were placing 2 or more grades below on the fall diagnostic, we set an even higher stretch growth goal of 50% of students achieving stretch growth, with the rationale that these were the students who needed to grow the most in order to eventually get back onto grade-level.

- We created NYS test Math goals for grades 3-8 based off of our fall i-Ready diagnostic data and last year's state test results, for all schools and grades within each school. The regional proficiency goals for the state test were as follows: 62% for 3rd grade, 72% for 4th grade, 58% for 5th grade, 56% for 6th grade, and 50% for 7th grade. We did not create an 8th grade state test goal as none of our 8th graders were expected to take the 8th grade state test and instead were preparing for the Algebra I Regents exam in June.

- We continued to make progress towards our moonshot Algebra participation rate goals of having 90% of 8th graders sit for the Algebra I Regents exam, with 90% of these students passing with a score of 80+. Additionally, we created school specific goals for pass rates on the Algebra I Regents for our 8th graders, with a regional goal of 64% of students scoring 70+, as this benchmark would allow students to progress in their Math sequence to Geometry when entering our high school as 9th graders.

2. Instructional Priorities In order to attain the assessment goals above, our regional and school-based leaders aligned on the following priorities for instruction. For our Elementary Schools: (1) Increase proficiency / the number of students on or above level through strengthening T1 Instruction. (2) Reduce L1s / the number of students severely below through monitoring progress against student goals. For our Middle Schools:

1. Intellectual preparation and strong content knowledge are foundational for teacher development and effectiveness

2. Active monitoring and responding to data during and after class is a key driver of student learning

and growth

3. **Intentional intervention** We also believe that in order to address gaps from unfinished learning, we must strategically use our intervention blocks with students to support in providing access to Tier 1 instruction. For ES Math, we aimed to have students complete at least 3 Zearn lessons per week and for MS Math, we aimed to have students complete and pass at least 2 i-Ready lessons per week.

4. **Shift to Next Generation Learning Standards** One of the primary initiatives in 22-23 was to adjust our K-8 Math curriculum and assessments to be aligned with the new Next Generation Learning Standards, as the 2023 administration of the state test was the first time the exams would be aligned to the new set of standards. This required adjusting our formative, summative, and interim assessments to be aligned with the language of the new standards and the shifts in content covered across grades; the introduction of new lessons and shifting of certain lessons across grade levels; and the professional development to familiarize teachers and leaders with the language and shifts of the new standards..

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. In addition, we use 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. As a core complement to Eureka Math, teachers are encouraged to have students complete at least 3 Zearn Math lessons per week aligned to Tier 1 instruction. i-Ready instructional materials are also used as a resource to support teachers with pre-teach and reteaching in small group instruction.

Middle School Math Our MS Math instruction is based on an in-house curriculum that has been refined over the course of the last 7+ 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 activate prior knowledge in a Do Now activity, complete a fluency drill, engage in a discussion following a launch/explore/hook activity, learn new content and vocabulary, then follow a model problem in guided practice, and spend at least 20 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 nearly 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 pre-Algebra content from 8th grade Math with the Algebra units and helps prepare students for success on the June Algebra I Regents exam.

To supplement our core curriculum in 2022-23, a team of summer curriculum fellows built out comprehensive daily lesson plans that provide teachers with the key ideas of a lesson, the aligned Next Generation Learning Standards, the new vocabulary to introduce, the moments to engage students in discourse, the problems to prioritize, the common misconceptions to address, and much more to support teachers in preparing for instruction.

In terms of assessment, this year was the second iteration of our K-4 Math formative assessments, and the launch of new end of module assessments in 2nd grade, along with our 5th year of our MS Math formative assessments, whereby students regionally complete short, 30 minute quizzes every few weeks 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 an analysis email/template that provides teachers with an overview, a suggested reteach topic and strategies for reteach, and previews the next few weeks along with the following assessment. The reteach topic is then assessed on the following formative assessment so that students and teachers can get immediate data on the effectiveness of their reteach lesson. These formative assessments are occasionally replaced by our lengthier end of module summative assessments as well as interim assessments for K-8.

Professional development in 2022-2023 for K-8 Math focused primarily on supporting teachers with our regional priorities, specifically:

- How to continue to address unfinished learning gaps through responsive instruction and strategic intervention
 - The power of ICT instruction and effective co-teaching models
 - Active monitoring and strategies for collecting and responding to data captured in-the-moment during instruction
 - Building teacher content knowledge by collaborating with teachers and instructional leaders on lesson internalization and unit/module internalization, particularly around the Next Generation Learning Standards
- To supplement instruction, students were assigned additional work in i-Ready, Zearn, and Khan Academy for more targeted practice, and these supplemental platforms were also used as tools for small group intervention.

ELEMENTARY AND MIDDLE MATHEMATICS

Math Measure 1 - Absolute

Each year, 75 percent of all tested students enrolled in at least their second year will perform at or above proficiency on the New York State Mathematics examination for grades 3-8.

The tables below summarize the participation information for this year's test administration as well as the performance of all students and students enrolled for at least two years.

2022 23 State Mathematics Exam
Number of Students Tested and Not Tested

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| Grade | Total Tested | Not Tested | | | | | | | Total Enrolled |
|-------|--------------|------------|---------|---------|-------------|-------------------|--------------|--------------|----------------|
| | | Absent | Refusal | ELL/IEP | Admin error | Medically excused | Other reason | Took Regents | |
| 3 | 79 | 0 | 4 | 3 | 0 | 0 | 0 | 0 | 83 |
| 4 | 70 | 0 | 8 | 3 | 0 | 0 | 0 | 0 | 78 |
| 5 | 45 | 0 | 3 | 0 | 0 | 0 | 1 | 0 | 49 |
| 6 | 57 | 0 | 6 | 2 | 0 | 0 | 3 | 0 | 66 |
| 7 | 67 | 2 | 2 | 0 | 0 | 0 | 0 | 0 | 71 |
| 8 | 0 | 0 | 0 | 18 | 0 | 0 | 77 | 77 | 77 |
| All | 318 | 2 | 23 | 26 | 0 | 0 | 81 | 77 | 424 |

Performance on 2022 23 State Mathematics Exam By All Students and Students Enrolled in At Least Their Second Year

| Grade | All Students | | | Enrolled in at least their Second Year | | |
|-------|---------------|-------------------|--------------------|--|-------------------|--------------------|
| | Number Tested | Number Proficient | Percent Proficient | Number Tested | Number Proficient | Percent Proficient |
| 3 | 79 | 61 | 77% | 70 | 56 | 80% |
| 4 | 70 | 61 | 87% | 64 | 56 | 88% |
| 5 | 45 | 21 | 47% | 5 | 2 | 40% |
| 6 | 57 | 35 | 61% | 25 | 19 | 76% |
| 7 | 67 | 44 | 66% | 53 | 34 | 64% |
| 8 | N/A | N/A | N/A | N/A | N/A | N/A |
| All | 318 | 222 | 70% | 217 | 167 | 77% |

Math Measure 2 - Absolute

Each year, the school's aggregate Performance Index ("PI") on the state mathematics exam will meet that year's state Measure of Interim Progress ("MIP") set forth in the state's ESSA accountability system.

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Schools are not required to report attainment of this measure for 2022-23. Subsequent to the completion of this document, the Institute may calculate and report out results to schools pending further information from the NYSED.

Math Measure 3 - Comparative

Each year, the percent of all tested students who are enrolled in at least their second year and performing at proficiency on the state mathematics exam will be greater than that of all students in the same tested grades in the school district of comparison.

A school compares tested students enrolled in at least their second year to all tested students in the public school district of comparison. Comparisons are between the results for each grade in which the school had tested students in at least their second year at the school and the total result for all students at the corresponding grades in the school district.

2022 23 State Mathematics Exam
Charter School and District Performance by Grade Level

| Grade | Percent of Students at or Above Proficiency | | | |
|-------|---|------------------|-----------------------|------------------|
| | Charter School Students In At Least 2 nd Year | | All District Students | |
| | Percent Proficient | Number Tested | Percent Proficient | Number Tested |
| 3 | 80% | 70 | 36% | 1295 |
| 4 | 88% | 64 | 29% | 1286 |
| 5 | 40% | 5 | 29% | 1373 |
| 6 | 76% | 25 | 21% | 1107 |
| 7 | 64% | 53 | 28% | 1228 |
| 8 | N/A | N/A | 30% | 1009 |
| All | 77% | 217 | 29% | 7298 |

Math Measure 4 - Comparative

Each year, the school will exceed its predicted level of performance on the state mathematics exam by an effect size of 0.3 or above (performing higher than expected to a meaningful degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State.

The Institute conducts a Comparative Performance Analysis, which compares the school's performance to that of demographically similar public schools statewide. The Institute uses a regression analysis to control for the percentage of economically disadvantaged students among all

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public schools in New York State. The difference between the school's actual and predicted performance, relative to other schools with similar economically disadvantaged statistics, produces an Effect Size. An Effect Size of 0.3, or performing higher than expected to a meaningful degree, is the target for this measure. Given the timing of the state's release of economically disadvantaged data and the demands of the data analysis, the 2022-23 analysis is not yet available. This report contains 2021-22 results.

2021-22 Mathematics Comparative Performance by Grade Level

| Grade | Percent Economically Disadvantaged | Percent of Students at Levels 3&4 | | Effect Size |
|-------|------------------------------------|-----------------------------------|-----------|-------------|
| | | Actual | Predicted | |
| 3 | 88.9% | 67.1% | 33.0% | 1.66 |
| 4 | N/A | N/A | N/A | N/A |
| 5 | 82.7% | 31.3% | 24.2% | 0.38 |
| 6 | 82.5% | 24.2% | 25.9% | -0.09 |
| 7 | 85.9% | 25.3% | 20.6% | 0.28 |
| 8 | 94.6% | 5.3% | 14.6% | -0.63 |
| All | 87.0% | 33.2% | 24.3% | 0.42 |

Math Measure 5 - Growth

Each year, under the state's Growth Model, the school's mean unadjusted growth percentile in mathematics for all tested students in grades 4-8 will be above the target of 50.

Given the timing of the state's release of Growth Model data, the 2022-23 analysis is not yet available. As such, schools are not required to report on this measure for 2022-23. The Institute will calculate and report out results to schools pending availability of the data.

MATHEMATICS INTERNAL EXAM RESULTS

Assessment tools for measuring student proficiency and growth included:

- Daily checks for understanding, including 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
- Formative assessments - approximately 30 minute assessments that are 5-8 questions in length assessing content learned primarily from the two weeks prior including a few reassessment questions
- End of module assessments - summative 60 minute assessments at the end of specified modules that cumulatively assess the content learned from that unit
- 2-3 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

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- i-Ready diagnostic and standards mastery assessments - adaptive assessments administered at the beginning of the year, middle of the year, and end of the year, primarily used to measure growth, determine grade-level placement by domain, and identify students in greatest need for 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)

During 2022-23, in addition to the New York State 3rd – 8th grade exams, the school primarily used the following assessment to measure student growth and achievement in mathematics:

| School | 3 | 4 | 5 | 6 | 7 | 8 |
|---|---------------------|---------------------|---------------------|---------------------|---------------------|---------------|
| % of Students At or Above Grade Level on iReady Mid-Year + 1 Level Below | | | | | | |
| KIPP Freedom | 58%+36 % | 80%+18 % | 54%+28 % | 40%+34 % | 61%+19 % | N/A |
| KNYC | 59%+34 % | 64%+26 % | 59%+24 % | 55%+26 % | 54%+26 % | 0%+10% |
| % of Students Making 100%+ of their iReady EOY Growth Goal | | | | | | |
| KIPP Freedom | 64% | 63% | 76% | 74% | 83% | N/A |
| KNYC | 68% | 58% | 71% | 73% | 69% | 44% |
| % of Students Who Improved Their Relative Grade Level Placement from Diagnostic to EOY | | | | | | |
| KIPP Freedom | 82% | 81% | 80% | 74% | 86% | N/A |
| KNYC | 82% | 77% | 77% | 75% | 70% | 52% |

SUMMARY OF THE MATHEMATICS GOAL

Our results on the grade 3-7 state tests for Math were outstanding, as all grades showed year over year and cohort growth in proficiency ratings from the 2021-2022 school year, as well as significant drops in the percent of students scoring a level 1. Most significant growth was made with our 6th grade cohort, who increased proficiency from 34% in 2021-2022 to 70% in 2022-2023, and our 7th grade cohort, who grew from 48% proficiency in 2021-2022 to 70% proficiency in 2022-2023. Overall, Math proficiency was up 24% points regionally, increasing from 45% in 2021-2022 to 69% in 2022-2023. Regionally, the percent of students scoring level 1 decreased 17% from 27% in 21-22 to 10% in 22-23.

More students than ever before were given the opportunity to take Algebra I in 8th grade at KIPP NYC in 2022-23. 85% of 8th graders across KIPP NYC took the Algebra I Regents exam, an increase from a 52% participation rate in 2021-22, and exceeding the highest pre-pandemic participation rate of 70%. This increased access to Algebra I in 8th grade puts more and more students on the path to take Advanced Placement Math courses such as AP Calculus in high school, and ultimately opens up more opportunities for our high school graduates to major in STEM fields when they matriculate to college. While there is still room for growth in the percentage of students scoring 80+, we are making progress with a large percentage of students scoring 70+ this past year.

The i-Ready growth results also show some mixed results - on the one hand, we are far exceeding i-Ready's projected stretch growth (20-30%) across most of our schools and across most student sub-groups, however, the students who need to grow the most are our students who begin the year furthest behind, and these students are actually showing the least amount of growth relatively. Furthermore, we are regionally only moving approximately 2/3 of our students to achieve 1 full year's worth of Math growth, so there is still plenty of room for growth in ensuring that 100% of students demonstrate 1 year's worth of growth from BOY to EOY.

| Type | Measure | Outcome |
|-------------|--|---------------------------------------|
| Absolute | Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at proficiency on the New York State Mathematics exam for grades 3-8. | Yes, 77% |
| Absolute | Each year, the school's aggregate PI on the state's mathematics exam will meet that year's state MIP as set forth in the state's ESSA accountability system. | N/A |
| Comparative | Each year, the percent of all tested students who are enrolled in at least their second year and performing at proficiency on the state mathematics exam will be greater than that of students in the same tested grades in the school district of comparison. | Yes, 77% (Freedom) vs. 29% (District) |
| Comparative | Each year, the school will exceed its predicted level of performance on the state mathematics exam by an effect size of 0.3 or above (performing higher than expected to a meaningful degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State. | N/A |
| Growth | Each year, under the state's Growth Model the school's mean unadjusted growth percentile in mathematics for all tested students in grades 4-8 will be above the target of 50. | N/A |

EVALUATION OF THE MATHEMATICS GOAL

We achieved our highest participation in 8th grade Algebra to date, with 85% of our 627 8th graders sitting for the June Algebra I Regents, inching closer to our moonshot goal of 90% of students regionally. Of the 7 middle schools that had 8th graders, 4 of these 7 schools had Algebra for All, meaning that 100% of their 8th graders were enrolled in the Algebra course. While only 25% of students regionally who sat for the Regents scored 80+, 61% of students passed with a score of 70 or higher, which means they're eligible to progress to the next course in our high school sequence, and 70% passed with a score of 65+. KIPP ALL MS and KIPP WHMS met their Algebra I proficiency goals for students scoring 70+, and KIPP AMP MS and KIPP WHMS had more than 70% of students score 70+.

Our i-Ready growth results indicated that our median student across grades 3-8 made 131% progress towards their typical growth goal, meaning half of our students made more than 131% growth and half made less. 63% of students regionally met their typical growth goals and 34% met their stretch growth goals, which means that we fell short of our expectation that all students make typical growth, and fell within the range of expectations with regards to the number of students making stretch growth. 1 elementary school, KIPP Elements, and 4 of 9 middle schools, KIPP ALL MS, KIPP AFF MS, KIPP FREE MS, and KIPP WHMS, had more than 75% of their students achieve typical growth. 2 elementary schools - KIPP STAR ES and KIPP ELEMENTS ES, and 6 of 9 middle schools, exceeded the goal of 40% of students making stretch growth - KIPP ACA MS, KIPP AFF MS, KIPP ALL MS, KIPP FREE MS, KIPP

INF MS, and KIPP WHMS. Overall, our growth goals indicate that we fell short of getting close to 100% of students to achieve typical growth, did meet the stretch growth goal of 40%, but fell short of 50% of students testing 2+ grades below meeting their stretch growth goals. All grades and cohorts showed growth in our 3-7 New York State Test Math results from their performance in 2021-22 to the performance in 2022-23. All schools exceeded their proficiency projections in grades 3, 6, and 7. All but 3 schools exceeded their proficiency projection in grade 5, and 3 out of 7 schools exceeded their proficiency projection in grade 4, making this grade the greatest opportunity for growth in 2023-24. Most significant growth was made with our 6th grade cohort, who increased proficiency from 34% in 2021-2022 to 70% in 2022-2023, and our 7th grade cohort, who grew from 48% proficiency in 2021-2022 to 70% proficiency in 2022-2023. KIPP Infinity 3rd grade and KIPP Star 3rd grade did not have a single student score a level 1 for the first time ever, and KIPP Beyond middle school and KIPP Affirm middle school exceeded every single one of their goals. KIPP Freedom Elementary 4th grade, KIPP Infinity 5th grade, and 6th grade for all 9 middle schools and 7th grade for all 9 middle schools saw their percentage of students scoring a level 1 on the state test decrease by 50% from 2021-22 to 2022-23 school year.

We achieved our highest participation in 8th grade Algebra to date, with 85% of our 627 8th graders sitting for the June Algebra I Regents, inching closer to our moonshot goal of 90% of students regionally. Of the 7 middle schools that had 8th graders, 4 of these 7 schools had Algebra for All, meaning that 100% of their 8th graders were enrolled in the Algebra course. While only 25% of students regionally who sat for the Regents scored 80+, 61% of students passed with a score of 70 or higher, which means they're eligible to progress to the next course in our high school sequence, and 70% passed with a score of 65+. KIPP ALL MS and KIPP WHMS met their Algebra I proficiency goals for students scoring 70+, and KIPP AMP MS and KIPP WHMS had more than 70% of students score 70+.

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ADDITIONAL CONTEXT AND EVIDENCE

We did not have any 8th graders sit for the 8th grade state test in Math this year. With 85% of students enrolled in Algebra I, we decided to prioritize preparing students to pass the Algebra I Regents exam in June and did not cover the 8th grade Geometry standards as a result, so students would not have

covered all of the necessary content on the 8th grade state test. For the 15% of 8th graders who were not enrolled in Algebra, we administered an internal end of year high school screener exam to support our high school with placing these students into the appropriate 9th grade courses, since the state test results are received too late for our high school to take these results into account when determining placement.

On a related note, our 8th grade Algebra students did not sit for the end of year i-Ready assessment, so that more instructional time in June could be devoted to preparing for the Regents. This decision means that our 8th grade i-Ready growth data only accounts for a small subset of our 8th grade students, and could also skew the results in a lower direction in comparison to the other grades.

MATHEMATICS ACTION PLAN

The following strategies are being implemented to push schools towards achieving our Math goals in 2023-24 and maintaining the growth we made in 22-23:

- 1) New resources to support teachers with lesson internalization - building off of the unit launch plans designed in the summer of 2021, we have a team of middle school Math veteran teachers and leaders designing unit launch slide decks for every unit in our in-house 5-8 and Algebra curriculum, which will support teachers and leaders in unit internalization and lesson internalization with the goal of all teachers becoming masters of the content they're teaching daily.
- 2) To ensure a more aligned vision of Math intervention and re-prioritize our students who enter the year 2 or more grades below, a team of veteran teachers and leaders embedded new pre-teach lesson resources into our pacing calendars for grades 5-8 that will provide students greater access to Tier 1 instruction. Additionally, we have created a renewed urgency around automaticity and fluency in grades K-8, as this was a routine that continues to be an area of growth post remote learning.
- 3) Continued Emphasis on responsive instruction - supplementing our suite of Math formative, summative, and interim assessments, we have expanded our assessment suite by including new summative assessments for grades K-2 and new priority exit tickets. These frequent formative assessments embedded throughout the year, will provide teachers with more opportunities to analyze student data on an ongoing basis and plan responsive instruction based on student needs. Coupled with our new suite of assessments, our data team has developed a new K-8 Math data dashboard that facilitates the tracking of student progress on specific standards and across assessments to allow for teachers to be even more strategic in their decision-making around pre-teach and reteach.
- 4) Greater alignment to the Next Generation Learning Standards - in year 2 of our alignment to the Next Generation Learning Standards, we're working on establishing greater coherence in the K-8 Math curriculum by eliminating overlap of content taught in 4th and 5th grades and 7th grade and Algebra, continuing to narrow the focus of content taught in each grade-level, and opening up more time in the pacing calendar to facilitate the instruction of 8th grade Algebra curriculum in preparation for the

Regents exam. This will also be the first year of the Algebra I Regents alignment to Next Generation Learning Standards, and our Algebra I curriculum and assessments are being adapted to NGLS as a result

5) The introduction of i-Ready as a tool for diagnosis and instruction for grade 2 will allow us to diagnose student gaps at a younger age and remediate those gaps earlier-on before testing grades

6) Engaging teachers and instructional leaders in continued professional development that focuses on developing teacher content knowledge and provides targeted teaching practices on responsive instruction

GOAL 3: SCIENCE

-100% of teachers will complete 100% of the K-8 Scope & Sequence

-100% of EOU will be entered into illuminate -70% Overall End of Unit Average

-70% Overall Average on Chapter Tasks

-70% of students will achieve PB3 in their EOU assessment (Based on overall data currently in Amplify)

-Growth Goal: 95% of students will grow at least 1 Progress Build by the end of each unit.

-Growth Goal: <70% grow at least 15% from EOU 1 to EOU 3

-100% of K-4 students will receive at least 20 hours of Computational Thinking -100% of 5-8 students will receive at least 20 hours of DCE

-100% of schools should have at least 1 robotics team consisting of 50% female identifying students

| Component | K-4 (120-180 min per week minimum) | 5-8 (100-365 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

Elementary Science

- Continued implementation of the Amplify science curriculum in all 8 Elementary schools.
- Expanded the Computational Thinking units from 5 units to 11 units with all K-4 students receiving at least 20 hours of Computational Thinking - Reached 100% adoption of Amplify at all 8 elementary schools.
- Created a cohort of Elementary Science leaders. These leaders will work with the Director of Elementary Science, Technology & Engineering to continue implementation of the Amplify curriculum and to coach and develop teachers. - Increased the number of science teachers. Each elementary school now has one K-2 science teacher and one 3-4 science teacher. This will help to ensure that all students have access to high-quality science instruction.
- Participated in FIRST Robotics. A total of 18 teams, about one from each K-8 school, participated in the FIRST Robotics season. KIPP Infinity Middle School participated in the regional FIRST robotics competition based on being a top team in the regional qualifier. KIPP Academy ES and KIPP WHES embedded robotics as part of their curriculum for grades 3-4 and K-2 respectively. These schools hosted EOY fairs for parents & students to showcase their work from the season.
- Received a grant renewal from Robin Hood to continue the work of Computational Thinking in elementary schools. This grant will allow KIPP NYC to continue to provide students with the opportunity to develop the problem-solving and critical thinking skills that are essential in STEM fields. Assessments were a focus for the 2022-2023 school year by using the Amplify Data Base & illuminate to track student data. The main assessments for each band is below
 - o ES (K-4): CFT & EOU assessments

Middle School Science

- Continued expansion of Amplify science curriculum in all 9 middle schools.
- Completed year 3 of Amplify adoption in all middle schools.
- Continued the work of the curriculum Fellows Board for STE (Science and CT). This year, the work is focused on authentic learning experiences for students through presentation. For example, Middle School Science will add on a science fair unit with students participating in a school science fair. The top students from the school science fair will advance to KIPP NYC's first regional science fair. This will take place in June 2023. The elementary school additions will focus on project based learning.
- Assessments were a focus for the 2022-2023 school year by using the Amplify Data Base & illuminate to track student data. The main assessments for each band is below
 - o MS (5-8): CFT, CJA & EOU assessments
- All middle schools have a dedicated science dean to support teachers in internalization, pedagogy, and coherence.

ELEMENTARY AND MIDDLE SCIENCE

Science Measure 1 - Absolute

Each year, 75 percent of all tested students enrolled in at least their second year will perform at or above proficiency on the New York State science examination.

The Grade 4 NYS Science Exam was removed in the 2022-2023 School Year and will be moving to 5th grade starting in the 2023-2024 school year. All students in 8th grade took the NYS Science Exam in June 2023

Charter School Performance on 2022 23 State Science Exam By Students Enrolled in At Least Their 2nd Year

| Grade | Students in At Least Their 2 nd Year | | |
|-------|---|-------------------|--------------------|
| | Number Tested | Number Proficient | Percent Proficient |
| 4 | N/A | N/A | N/A |
| 8 | N/A | N/A | N/A |
| All | N/A | N/A | N/A |

Science Measure 2 - Comparative

Each year, the percent of all tested students enrolled in at least their second year and performing at proficiency on the state science exam will be greater than that of all students in the same tested grades in the school district of comparison.

The school compares tested students enrolled in at least their second year to all tested students in the public school district of comparison. Comparisons are between the results for each grade in which the school had tested students in at least their second year and the results for the respective grades in the school district of comparison.

2022 23 State Science Exam Charter School and District Performance by Grade Level

| Grade | Charter School Students in at Least 2 nd Year | | | All District Students | | |
|-------|--|-------------------|--------------------|-----------------------|-------------------|--------------------|
| | Number Tested | Number Proficient | Percent Proficient | Number Tested | Number Proficient | Percent Proficient |
| 4 | N/A | N/A | N/A | N/A | N/A | N/A |
| 8 | N/A | N/A | N/A | N/A | N/A | N/A |
| All | N/A | N/A | N/A | N/A | N/A | N/A |

SUMMARY OF THE ELEMENTARY/MIDDLE SCIENCE GOAL

Elementary Science 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.

Middle School Science All middle schools focused on completing the full scope of the Amplify science curriculum to fidelity to meet the grade level NGSS standards. We assessed student outcomes through a combination of formative and summative assessments through chapter focus tasks, critical juncture assessments, and end of unit assessments with the goal that 75% of students reach progress build 3. We also emphasized increasing design, computational thinking, and engineering opportunities in middle school by pushing for greater participation in the robotics program, and by implementing computational thinking/ computer science extensions in our middle schools. We also leveraged our curriculum fellows team during the year to create regionally aligned extension activities to increase cultural relevance of science and design a regional science fair unit with 100% participation from all of our Middle Schools.

K-8 Science -KIPP NYC had a total of 20 K-8 Robotics Teams with the KIPP Robotics STEM Expo happening in May 2023. This is an increase from the previous year of 18 teams. KIPP Infinity Middle School Robotics team competed advanced to the regional qualifier in April. KIPP NYC also hosted a FIRST Robotics scrimmage that took place in Jan 2023. This included 4 KIPP NYC middle school teams and 3 teams from NYCDOE.

| Type | Measure | Outcome |
|-------------|--|---------|
| Absolute | Each year, 75 percent of all tested students enrolled in at least their second year will perform at proficiency on the New York State examination. | N/A |
| Comparative | Each year, the percent of all tested students enrolled in at least their second year and performing at proficiency on the state exam will be greater than that of all students in the same tested grades in the school district of comparison. | N/A |

EVALUATION OF THE SCIENCE GOAL

Elementary Science

- There was no 4th grade state test during the 2022-2023 school year
- 73% of Kindergarten students met Progress Build 3 by the end of the year of assessed students.
- 82% of 1st grade students met Progress Build 3 by the end of the year of assessed students.
- 74% of 2nd grade students met Progress Build 3 by the end of the year of assessed students.
- 79% of 3rd grade students met Progress Build 3 by the end of the year of assessed students.
- 73% of 4th grade students met Progress Build 3 by the end of the year of assessed students.

Middle School Science

- 8th Graders took the state test and 45% of students tested as proficient or higher in science.
- We anticipate that students will improve on these scores in 23-24 as the 8th grade test is an encompassing test from 6-8th grade science standards, and a large percentage of students missed key learning during remote/hybrid learning.
- 83% of teachers completed 100% of the scope & sequence

ADDITIONAL CONTEXT AND EVIDENCE

We are committed to maintaining and improving academic performance in science. We are going to continue focusing on providing high-quality instruction by implementing the Amplify science curriculum, which is aligned to the Next Generation Science Standards (NGSS). We will create stronger horizontal and vertical alignment by providing professional development for teachers to ensure that they are using the curriculum effectively. This will be led by our regional science leaders in both elementary and middle school. We will continue to strengthen existing systems and develop new systems to create cohesion amongst our schools and to ensure that we can monitor academic progress and collect data effectively in all of our elementary and middle schools. We plan on creating a regional scope and sequence to support teachers and schools in providing formative and summative data check points to allow for strong progress monitoring, teacher observations, and instructional coaching. We also look to strengthen providing targeted interventions by using the collected data to identify students who are struggling in science and provide them with targeted interventions. These interventions may include after-school tutoring, reteach, or small group instruction. We also want to continue creating a supportive environment in which all students feel like they belong and can be successful in science. This includes providing opportunities for students to work collaboratively, to take risks, and to celebrate their successes.

Performance on a Regents Science Exam
Of 8th Grade All Students by Year

| Grade | Year | Regents Exam | Number Tested | Number Passing | Percent Passing |
|-------|---------|--------------|---------------|----------------|-----------------|
| 8 | 2018-19 | N/A | N/A | N/A | N/A |
| 8 | 2021-22 | N/A | N/A | N/A | N/A |
| 8 | 2022-23 | N/A | N/A | N/A | N/A |

ACTION PLAN

KIPP NYC will strive to maintain consistency in its data collection and reporting in science by:

- Align on regional science scope and sequence in all of K-8 science for the 2022-23 school year.
 - Full alignment of K-8 using the Amplify Science curriculum as Tier 1 Instruction
 - Adhere to minimum time requirements for science instruction for elementary and middle schools
 - Using the same data collection tools and methods for all students and grades through Illuminate and Amplify
 - Training all staff on the proper procedures for collecting and reporting data.
 - Implementing a data quality assurance process to ensure that the data is accurate and complete. Regularly reviewing and updating the data collection and reporting process.
 - Schools will use the data to identify areas where students are struggling and to develop strategic interventions to help them improve.
 - Provide continuous training and professional development to all teachers and leaders on science priorities and content
 - Implement and ready students for upcoming new 23-24 5th and 8th grade science state tests
 - Continue expansion of Computational Thinking, Computer Science, and Data Science programming
 - Continue ongoing robotics programming at all Elementary and Middle School campuses
- KIPP NYC will strive to maintain consistency in its data collection and reporting in science by:

- Align on regional science scope and sequence in all of K-8 science for the 2022-23 school year.
- Full alignment of K-8 using the Amplify Science curriculum as Tier 1 Instruction
- Adhere to minimum time requirements for science instruction for elementary and middle schools

- Using the same data collection tools and methods for all students and grades through Illuminate and Amplify
- Training all staff on the proper procedures for collecting and reporting data.
- Implementing a data quality assurance process to ensure that the data is accurate and complete. Regularly reviewing and updating the data collection and reporting process.
- Schools will use the data to identify areas where students are struggling and to develop strategic interventions to help them improve.
- Provide continuous training and professional development to all teachers and leaders on science priorities and content
- Implement and ready students for upcoming new 23-24 5th and 8th grade science state tests
- Continue expansion of Computational Thinking, Computer Science, and Data Science programming
- Continue ongoing robotics programming at all Elementary and Middle School campuses

GOAL 4: ESSA

ESSA Measure 1

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.

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. More information on assigned accountability designations and context can be found [here](#).

Accountability Status by Year

| Year | Status |
|---------|---------------|
| 2020-21 | Good Standing |
| 2021-22 | Good Standing |
| 2022-23 | Good Standing |

ADDITIONAL CONTEXT AND EVIDENCE

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



KIPP NYC PUBLIC CHARTER SCHOOLS

**CONSOLIDATED FINANCIAL STATEMENTS IN ACCORDANCE WITH
GOVERNMENT AUDITING STANDARDS AND
UNIFORM GUIDANCE
JUNE 30, 2023 AND 2022**

KIPP NYC PUBLIC CHARTER SCHOOLS

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June 30, 2023 and 2022

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Unmodified Opinion on Financial Statements Accompanied by Supplementary Information – Not-For-Profit Entity

Independent Auditor's Report

To the Board of Directors of
KIPP NYC Public Charter Schools:

Report on the Audit of the Financial Statements

Opinion

We have audited the consolidated financial statements of KIPP NYC Public Charter Schools (a New York nonprofit corporation) (the School), which comprise the consolidated statement of financial position as of June 30, 2023, and the related consolidated statements of activities and changes in net assets, cash flows, and functional expenses for the year then ended, and the related notes to the consolidated financial statements.

In our opinion, the accompanying consolidated financial statements present fairly, in all material respects, the consolidated financial position of KIPP NYC Public Charter Schools as of June 30, 2023, and the changes in their net assets and their cash flows for the year then ended in accordance with accounting principles generally accepted in the United States of America.

Basis for Opinion

We conducted our audit in accordance with auditing standards generally accepted in the United States of America (GAAS) and the standards applicable to financial audits contained in *Government Auditing Standards (Government Auditing Standards)*, issued by the Comptroller General of the United States. Our responsibilities under those standards are further described in the Auditor's Responsibilities for the Audit of the Financial Statements section of our report. We are required to be independent of the School and to meet our other ethical responsibilities, in accordance with the relevant ethical requirements relating to our audit. We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinion.

Emphasis of Matter - Adoption of New Accounting Standard

As discussed in Note 2 to the consolidated financial statements, effective July 1, 2022, the School adopted the Financial Accounting Standards Board's (FASB) Accounting Standards Update (ASU) 2016-02, *Leases (Topic 842)*, using the optional transition method which does not require prior periods to be recast. Our opinion is not modified with respect to that matter.

Adjustment to Prior Period Financial Statements

The consolidated financial statements of the School as of and for the year ended June 30, 2022, were audited by other auditors whose report dated October 28, 2022, expressed an unmodified opinion on those consolidated financial statements. As more fully described in Note 15 to the consolidated financial statements, the School has restated its fiscal year 2022 consolidated financial statements during the current year to properly state certain account balances, in accordance with accounting principles generally accepted in the United States of America. The other auditors reported on the fiscal year 2022 consolidated financial statements before the restatement.

Adjustment to Prior Period Financial Statements (Continued)

As part of our audit of the fiscal year 2023 consolidated financial statements, we also audited the adjustments described in Note 15 that were applied to restate the fiscal year 2022 consolidated financial statements. In our opinion, such adjustments are appropriate and have been properly applied. We were not engaged to audit, review, or apply any procedures to the fiscal year 2022 consolidated financial statements of the School other than with respect to the adjustments and, accordingly, we do not express an opinion or any other form of assurance on the fiscal year 2022 consolidated financial statements as a whole.

Responsibilities of Management for the Financial Statements

Management is responsible for the preparation and fair presentation of the consolidated financial statements in accordance with accounting principles generally accepted in the United States of America, and for the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of consolidated financial statements that are free from material misstatement, whether due to fraud or error.

In preparing the consolidated financial statements, management is required to evaluate whether there are conditions or events, considered in the aggregate, that raise substantial doubt about the School's ability to continue as a going concern within one year after the date that the consolidated financial statements are available to be issued.

Auditor's Responsibilities for the Audit of the Financial Statements

Our objectives are to obtain reasonable assurance about whether the consolidated financial statements as a whole are free from material misstatement, whether due to fraud or error, and to issue an auditor's report that includes our opinion. Reasonable assurance is a high level of assurance but is not absolute assurance and therefore is not a guarantee that an audit conducted in accordance with GAAS and *Government Auditing Standards* will always detect a material misstatement when it exists. The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control. Misstatements, including omissions, are considered material if there is a substantial likelihood that, individually or in the aggregate, they would influence the judgment made by a reasonable user based on the consolidated financial statements.

In performing an audit in accordance with GAAS and *Government Auditing Standards*, we:

- Exercise professional judgment and maintain professional skepticism throughout the audit.
- Identify and assess the risks of material misstatement of the consolidated financial statements, whether due to fraud or error, and design and perform audit procedures responsive to those risks. Such procedures include examining, on a test basis, evidence regarding the amounts and disclosures in the consolidated financial statements.
- Obtain an understanding of internal control relevant to the audit in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the School's internal control. Accordingly, no such opinion is expressed.
- Evaluate the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluate the overall presentation of the consolidated financial statements.
- Conclude whether, in our judgment, there are conditions or events, considered in the aggregate, that raise substantial doubt about the School's ability to continue as a going concern for a reasonable period of time.

We are required to communicate with those charged with governance regarding, among other matters, the planned scope and timing of the audit, significant audit findings, and certain internal control related matters that we identified during the audit.

Supplementary Information

Our audit was conducted for the purpose of forming an opinion on the consolidated financial statements as a whole. The accompanying supplementary information shown on pages 20 through 34 and the Schedule of Expenditures of Federal Awards for the year ended June 30, 2023, as required by Title 2 U.S. Code of Federal Regulations Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards*, are presented for purposes of additional analysis and are not a required part of the consolidated financial statements. Such information is the responsibility of management and was derived from and relates directly to the underlying accounting and other records used to prepare the consolidated financial statements. The information has been subjected to the auditing procedures applied in the audit of the consolidated financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the consolidated financial statements or to the consolidated financial statements themselves, and other additional procedures in accordance with auditing standards generally accepted in the United States of America. In our opinion, the supplementary information shown on pages 20 through 34 and the Schedule of Expenditures of Federal Awards are fairly stated, in all material respects, in relation to the consolidated financial statements as a whole.

Other Reporting Required by *Government Auditing Standards*

In accordance with *Government Auditing Standards*, we have also issued our report dated November 29, 2023, on our consideration of the School's internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements and other matters. The purpose of that report is solely to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the School's internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the School's internal control over financial reporting and compliance.



Westborough, Massachusetts
November 29, 2023

KIPP NYC PUBLIC CHARTER SCHOOLS

 Consolidated Statements of Financial Position
 June 30, 2023 and 2022

| Assets | 2023 | 2022 (As Restated) |
|---|----------------------|-------------------------------------|
| Current Assets: | | |
| Cash and cash equivalents | \$ 11,328,875 | \$ 15,505,321 |
| Grants and contracts receivable | 6,387,050 | 6,768,392 |
| Prepaid expenses and other assets | 7,435,477 | 6,553,654 |
| Total current assets | 25,151,402 | 28,827,367 |
| Other Assets: | | |
| Right-of-use lease assets - operating, net | 42,418,762 | - |
| Right-of-use lease assets - finance | 553,376 | - |
| Property and equipment, net | 6,660,164 | 6,610,756 |
| Total assets | <u>\$ 74,783,704</u> | <u>\$ 35,438,123</u> |
| Liabilities and Net Assets | | |
| Current Liabilities: | | |
| Current portion of loan payable | \$ 200,000 | \$ 100,000 |
| Current portion of finance lease liabilities | 153,141 | 245,803 |
| Current portion of operating lease liabilities | 4,379,252 | - |
| Accounts payable and accrued expenses | 4,714,012 | 5,836,247 |
| Due to KIPP NYC Enterprise | 289,254 | 4,436,631 |
| Deferred revenue | 166,332 | 794,644 |
| Deferred rent | - | 1,976,021 |
| Total current liabilities | 9,901,991 | 13,389,346 |
| Other Liabilities: | | |
| Loan payable, net of current portion | 100,000 | 200,000 |
| Finance lease liabilities, net of current portion | 410,926 | - |
| Operating lease liabilities, net of current portion | 40,361,597 | - |
| Total liabilities | <u>50,774,514</u> | <u>13,589,346</u> |
| Net Assets: | | |
| Without donor restrictions | 23,936,723 | 21,540,041 |
| With donor restrictions | 72,467 | 308,736 |
| Total net assets | <u>24,009,190</u> | <u>21,848,777</u> |
| Total liabilities and net assets | <u>\$ 74,783,704</u> | <u>\$ 35,438,123</u> |

KIPP NYC PUBLIC CHARTER SCHOOLS

Consolidated Statements of Activities and Changes in Net Assets
For the Years Ended June 30, 2023 and 2022

| | 2023 | | | 2022 (As Restated) | | |
|---|---|--|----------------------|---|--|----------------------|
| | Without Donor Restrictions | With Donor Restrictions | Total | Without Donor Restrictions | With Donor Restrictions | Total |
| Operating Revenue: | | | | | | |
| Per-pupil tuition | \$ 118,909,553 | \$ - | \$ 118,909,553 | \$ 107,449,851 | \$ - | \$ 107,449,851 |
| Government grants and contracts | 28,772,092 | - | 28,772,092 | 25,670,373 | - | 25,670,373 |
| Interest and other | 1,018,346 | - | 1,018,346 | 533,916 | - | 533,916 |
| Grants and contributions | 56,054 | 138,715 | 194,769 | 868,451 | 273,491 | 1,141,942 |
| Donated goods and services | 126,080 | - | 126,080 | 43,086 | - | 43,086 |
| Net assets released from purpose restrictions | 374,984 | (374,984) | - | 337,257 | (337,257) | - |
| Total operating revenue | 149,257,109 | (236,269) | 149,020,840 | 134,902,934 | (63,766) | 134,839,168 |
| Operating Expenses: | | | | | | |
| Program services | 127,766,897 | - | 127,766,897 | 120,218,587 | - | 120,218,587 |
| Supporting services | 19,093,530 | - | 19,093,530 | 16,710,325 | - | 16,710,325 |
| Total operating expenses | 146,860,427 | - | 146,860,427 | 136,928,912 | - | 136,928,912 |
| Changes in net assets from operations | 2,396,682 | (236,269) | 2,160,413 | (2,025,978) | (63,766) | (2,089,744) |
| Net Assets: | | | | | | |
| Beginning of year | 21,540,041 | 308,736 | 21,848,777 | 23,566,019 | 372,502 | 23,938,521 |
| End of year | <u>\$ 23,936,723</u> | <u>\$ 72,467</u> | <u>\$ 24,009,190</u> | <u>\$ 21,540,041</u> | <u>\$ 308,736</u> | <u>\$ 21,848,777</u> |

The accompanying notes are an integral part of these consolidated statements.

KIPP NYC PUBLIC CHARTER SCHOOLS

 Consolidated Statements of Cash Flows
 For the Years Ended June 30, 2023 and 2022

| | <u>2023</u> | <u>2022</u> (As Restated) |
|---|-----------------------|------------------------------|
| Cash Flows from Operating Activities: | | |
| Receipts from per-pupil tuition and government grants and contracts | \$ 146,778,001 | \$ 130,255,694 |
| Receipts from other sources | 1,869,789 | 1,675,858 |
| Payments for personnel and related | (98,627,221) | (87,487,042) |
| Payments for supplies and services | (51,633,033) | (34,070,312) |
| Payments for interest | (18,780) | - |
| | <u>(1,631,244)</u> | <u>10,374,198</u> |
| Net cash provided by (used in) operating activities | (1,631,244) | 10,374,198 |
| Cash Flows from Investing Activities: | | |
| Acquisition of property and equipment | (2,225,936) | (1,630,628) |
| Cash Flows from Financing Activities: | | |
| Principal payments on finance lease liabilities | (319,266) | (245,802) |
| Net Change in Cash and Cash Equivalents | (4,176,446) | 8,497,768 |
| Cash and Cash Equivalents: | | |
| Beginning of year | 15,505,321 | 7,007,553 |
| End of year | <u>\$ 11,328,875</u> | <u>\$ 15,505,321</u> |
| Reconciliation of Changes in Net Assets to Net Cash and Cash Equivalents | | |
| Provided by (Used in) Operating Activities: | | |
| Changes in net assets | \$ 2,160,413 | \$ (2,089,744) |
| Adjustments to reconcile changes in net assets to net cash and cash equivalents provided by (used in) operating activities: | | |
| Depreciation and amortization | 2,260,682 | 1,927,304 |
| Non-cash operating lease expense | 6,504,581 | - |
| Changes in operating assets and liabilities: | | |
| Grants and contracts receivable | 381,342 | (2,550,466) |
| Prepaid expenses and other assets | (881,823) | 2,572,772 |
| Change in operating lease liabilities | (4,182,494) | - |
| Accounts payable and accrued expenses | (1,122,235) | 1,639,154 |
| Due to/from KIPP NYC Enterprise | (4,147,377) | 6,190,312 |
| Deferred revenue | (628,312) | 708,845 |
| Deferred rent | (1,976,021) | 1,976,021 |
| | <u>\$ (1,631,244)</u> | <u>\$ 10,374,198</u> |
| Net cash provided by (used in) operating activities | (1,631,244) | 10,374,198 |
| Supplemental Disclosure of Non-Cash Transaction: | | |
| Right-of-use lease assets - operating exchanged for operating lease liabilities | <u>\$ 46,882,227</u> | <u>\$ -</u> |
| Right-of-use lease assets - finance exchanged for finance lease liabilities | <u>\$ 637,530</u> | <u>\$ -</u> |

KIPP NYC PUBLIC CHARTER SCHOOLS

Consolidated Statement of Functional Expenses

For the Year Ended June 30, 2023

(With Summarized Comparative Totals for the Year Ended June 30, 2022)

| | 2023 | | | | 2022 (As Restated) | |
|-------------------------------------|-----------------------|---------------------|-----------------------|------------------------|-----------------------|-----------------------|
| | Program Services | | | Support Services | Total Expenses | |
| | Regular Education | Special Education | Total | Management and General | Total Expenses | |
| Personnel and Related: | | | | | | |
| Employee wages | \$ 71,596,705 | \$ 5,286,367 | \$ 76,883,072 | \$ - | \$ 76,883,072 | \$ 69,135,452 |
| Payroll taxes and employee benefits | 18,212,747 | 1,323,478 | 19,536,225 | - | 19,536,225 | 17,976,149 |
| Professional development | 1,851,641 | - | 1,851,641 | - | 1,851,641 | 1,219,556 |
| Total personnel and related | 91,661,093 | 6,609,845 | 98,270,938 | - | 98,270,938 | 88,331,157 |
| Occupancy and Related: | | | | | | |
| Rent | 7,303,591 | - | 7,303,591 | - | 7,303,591 | 5,811,454 |
| Security and cleaning | 1,980,852 | - | 1,980,852 | - | 1,980,852 | 2,257,425 |
| Depreciation | 1,526,048 | - | 1,526,048 | - | 1,526,048 | 1,335,942 |
| Repairs and maintenance | 1,067,214 | - | 1,067,214 | - | 1,067,214 | 1,673,980 |
| Insurance | - | - | - | 1,003,291 | 1,003,291 | 845,360 |
| Contracted services | 723,237 | - | 723,237 | - | 723,237 | 1,168,254 |
| Utilities | 450,119 | - | 450,119 | - | 450,119 | 389,438 |
| Supplies and equipment | 304,733 | - | 304,733 | - | 304,733 | 380,375 |
| Total occupancy and related | 13,355,794 | - | 13,355,794 | 1,003,291 | 14,359,085 | 13,862,228 |
| Other: | | | | | | |
| Management fee | - | - | - | 17,592,854 | 17,592,854 | 15,451,852 |
| Student supplies and materials | 5,704,500 | 22,949 | 5,727,449 | - | 5,727,449 | 5,638,381 |
| Technology | 3,728,232 | - | 3,728,232 | - | 3,728,232 | 4,913,287 |
| Contracted services | 1,437,230 | 128,021 | 1,565,251 | - | 1,565,251 | 1,604,171 |
| Office | 1,546,960 | - | 1,546,960 | - | 1,546,960 | 1,840,158 |
| Student services | 1,429,668 | - | 1,429,668 | - | 1,429,668 | 947,636 |
| Equipment and maintenance | 888,017 | - | 888,017 | - | 888,017 | 1,276,666 |
| Depreciation | 650,480 | - | 650,480 | - | 650,480 | 591,362 |
| Miscellaneous | 54,539 | - | 54,539 | 384,343 | 438,882 | 666,676 |
| Recruiting | 305,639 | - | 305,639 | - | 305,639 | 76,757 |
| Professional fees | 132,174 | - | 132,174 | 113,042 | 245,216 | 432,767 |
| Amortization | 84,154 | - | 84,154 | - | 84,154 | - |
| Interest | 18,780 | - | 18,780 | - | 18,780 | - |
| COVID-19 testing | 8,822 | - | 8,822 | - | 8,822 | 1,104,599 |
| Grants to related entities | - | - | - | - | - | 191,215 |
| Total other | 15,989,195 | 150,970 | 16,140,165 | 18,090,239 | 34,230,404 | 34,735,527 |
| Total expenses | \$ 121,006,082 | \$ 6,760,815 | \$ 127,766,897 | \$ 19,093,530 | \$ 146,860,427 | \$ 136,928,912 |

The accompanying notes are an integral part of these consolidated statements.

KIPP NYC PUBLIC CHARTER SCHOOLS

 Consolidated Statement of Functional Expenses
 For the Year Ended June 30, 2022 (As Restated)

| | Program Services | | | Support Services | |
|-------------------------------------|-------------------|-------------------|----------------|------------------------|----------------|
| | Regular Education | Special Education | Total | Management and General | Total Expenses |
| Personnel and Related: | | | | | |
| Employee wages | \$ 64,225,478 | \$ 4,909,974 | \$ 69,135,452 | \$ - | \$ 69,135,452 |
| Payroll taxes and employee benefits | 16,859,631 | 1,116,518 | 17,976,149 | - | 17,976,149 |
| Professional development | 1,219,556 | - | 1,219,556 | - | 1,219,556 |
| Total personnel and related | 82,304,665 | 6,026,492 | 88,331,157 | - | 88,331,157 |
| Occupancy and Related: | | | | | |
| Rent | 5,811,454 | - | 5,811,454 | - | 5,811,454 |
| Security and cleaning | 2,257,425 | - | 2,257,425 | - | 2,257,425 |
| Depreciation | 1,335,942 | - | 1,335,942 | - | 1,335,942 |
| Repairs and maintenance | 1,673,980 | - | 1,673,980 | - | 1,673,980 |
| Insurance | - | - | - | 845,360 | 845,360 |
| Contracted services | 1,168,254 | - | 1,168,254 | - | 1,168,254 |
| Utilities | 389,438 | - | 389,438 | - | 389,438 |
| Supplies and equipment | 380,375 | - | 380,375 | - | 380,375 |
| Total occupancy and related | 13,016,868 | - | 13,016,868 | 845,360 | 13,862,228 |
| Other: | | | | | |
| Management fee | - | - | - | 15,451,852 | 15,451,852 |
| Student supplies and materials | 5,634,554 | 3,827 | 5,638,381 | - | 5,638,381 |
| Technology | 4,913,287 | - | 4,913,287 | - | 4,913,287 |
| Contracted services | 1,529,217 | 74,954 | 1,604,171 | - | 1,604,171 |
| Office | 1,840,158 | - | 1,840,158 | - | 1,840,158 |
| Student services | 947,636 | - | 947,636 | - | 947,636 |
| Equipment and maintenance | 1,276,666 | - | 1,276,666 | - | 1,276,666 |
| Depreciation | 591,362 | - | 591,362 | - | 591,362 |
| Miscellaneous | 283,574 | - | 283,574 | 383,102 | 666,676 |
| Recruiting | 76,757 | - | 76,757 | - | 76,757 |
| Professional fees | 402,756 | - | 402,756 | 30,011 | 432,767 |
| COVID-19 testing | 1,104,599 | - | 1,104,599 | - | 1,104,599 |
| Grants to related entities | 191,215 | - | 191,215 | - | 191,215 |
| Total other | 18,791,781 | 78,781 | 18,870,562 | 15,864,965 | 34,735,527 |
| Total expenses | \$ 114,113,314 | \$ 6,105,273 | \$ 120,218,587 | \$ 16,710,325 | \$ 136,928,912 |

The accompanying notes are an integral part of these consolidated statements.

KIPP NYC PUBLIC CHARTER SCHOOLS

Notes to Consolidated Financial Statements
June 30, 2023 and 2022

1. OPERATIONS AND NONPROFIT STATUS

KIPP NYC Public Charter Schools (the School) is an education corporation consisting of the consolidation of the former KIPP NYC Washington Heights Academy Charter School (Washington Heights), KIPP STAR College Prep Charter School (STAR), KIPP Infinity Charter School (Infinity), KIPP Always Mentally Prepared Academy Charter School (AMP), KIPP Freedom Charter School (Freedom), KIPP Bronx Charter School II, KIPP Bronx Charter School III, and KIPP Beyond Charter School. In fiscal years 2023 and 2022, the School served students in grades kindergarten through twelve. The schools have aligned the charter renewal timings to all be on the same timeline to increase operational efficiency. All eight charters are undergoing the renewal process during fiscal year 2024.

The School is exempt from Federal income taxes as an organization (not private foundation) formed for charitable purposes under Section 501(c)(3) of the Internal Revenue Code (IRC). The School is also exempt from state income taxes. Contributions made to the School are deductible within the requirements of the IRC.

The School served approximately 6,070 and 5,700 students in fiscal years 2023 and 2022, respectively.

2. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

The School prepares its consolidated financial statements in accordance with generally accepted accounting standards and principles (U.S. GAAP) established by the Financial Accounting Standards Board (FASB). References to U.S. GAAP in these notes are to the FASB Accounting Standards Codification (ASC).

Principles of Consolidation

The consolidated financial statements include the accounts of the KIPP NYC Public Charter Schools and its eight wholly-owned subsidiaries: Washington Heights PCS, LLC, STAR Harlem PCS, LLC, Infinity PCS, LLC, AMP PCS, LLC, Freedom PCS, LLC, Bronx PCS II, Bronx PCS III, and KIPP Beyond PCS, LLC (collectively, KIPP PCS). All intercompany accounts and transactions have been eliminated in consolidation.

Recently Adopted Accounting Pronouncement

In February 2016, FASB issued Accounting Standards Update (ASU) 2016-02, *Leases (Topic 842)*, which supersedes the guidance in Topic 840, *Leases*. Topic 842 amends both lessor and lessee accounting with the most significant change being the requirement for lessees to recognize right-of-use (ROU) assets and lease liabilities in the consolidated statement of financial position for operating leases. The School adopted Topic 842 effective July 1, 2022, using the optional transition method provided in ASU 2018-11, *Leases (Topic 842): Targeted Improvements*. Under this transition method, financial information related to years prior to adoption remains as originally reported under Topic 840. The School elected the package of practical expedients permitted under the transition guidance within the new standard, which allowed the School to carry forward the historical lease classification, as well as to skip reassessment of the treatment of initial direct costs and of whether a contract is or contains a lease. The School also elected to combine lease and non-lease components and to exclude short-term leases from the consolidated statements of financial position. The School did not elect the hindsight practical expedient in determining the lease terms for existing leases as of July 1, 2022.

The most significant impact of adoption was the recognition of operating lease assets and operating lease liabilities of \$46,882,227 and \$48,923,343, respectively, as of July 1, 2022, while the School's accounting for finance leases remained substantially unchanged. As part of this adoption, the School also modified its control procedures and processes, none of which materially affected the internal control over financial reporting.

KIPP NYC PUBLIC CHARTER SCHOOLS

Notes to Consolidated Financial Statements
June 30, 2023 and 2022

2. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (Continued)

Recently Adopted Accounting Pronouncement (Continued)

The cumulative effect of the changes made to the consolidated statement of financial position for the adoption of the new lease standard as of July 1, 2022, was as follows:

| <u>Consolidated Statement of Financial Position</u> | <u>As Previously Reported</u> | <u>Effect of Adoption</u> | <u>As Adjusted</u> |
|---|-------------------------------|---------------------------|--------------------|
| Right-of-use lease assets - operating | \$ - | \$ 46,882,227 | \$ 46,882,227 |
| Operating lease liabilities | \$ - | \$ 48,923,343 | \$ 48,923,343 |
| Deferred rent | \$ 1,976,021 | \$ (2,041,116) | \$ (65,095) |

Cash and Cash Equivalents

For the purposes of the consolidated statements of cash flows, management considers all highly liquid investments with an initial maturity of ninety days or less to be cash and cash equivalents. Cash and cash equivalents at June 30, 2023 and 2022, includes an escrow account with balances of \$300,000 and \$275,000, respectively, established by the School in accordance with the terms of its charter agreement. The escrow account was adequately funded as of June 30, 2023 and 2022. This account must be held in a separate account and can only be used in the event the School closes.

Grants and Contracts Receivable

Reserves for grants and contracts receivable are recorded based on management's analysis of specific grants and contracts receivable and their estimate of amounts that may become uncollectible, if any. Amounts are written off when they are determined to be uncollectible. There was no reserve deemed necessary at June 30, 2023 and 2022.

Property and Equipment and Depreciation

Property and equipment (see Note 5) are recorded at cost, if purchased, with a cost of \$2,500 or greater and a useful life of greater than one year, or at fair value at the date of donation. Repair and maintenance costs are expensed when incurred. Depreciation of property and equipment is computed using the straight-line method over the following estimated useful lives:

| | |
|--------------------------|--------------|
| Furniture and fixtures | 3 - 7 years |
| Technology and equipment | 3 - 15 years |
| Leasehold improvements | 3 - 15 years |

Improvements to the facility are amortized over the useful life as there is no set lease term for the school building.

Leases

The School assesses whether an arrangement qualifies as a lease (i.e., conveys the right to control the use of an identified asset for a period of time in exchange for consideration) and determines lease classification as operating or finance at inception. The School only reassesses its determination if the terms and conditions of the arrangement are changed. Leases with an initial term of twelve months or less are not recorded in the consolidated statements of financial position.

2. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (Continued)**Leases (Continued)**

All of the School's leases are presented as ROU assets with a corresponding current and long-term lease liability in the accompanying consolidated statements of financial position. ROU assets represent the School's right to use an underlying asset during its lease term, and lease liabilities represent the obligation to make lease payments.

Operating lease liabilities are recognized at the lease commencement date based on the present value of lease payments over the lease term. The ROU assets equal the lease liabilities adjusted for any initial direct costs, prepaid or deferred rent, and lease incentives. The School uses the implicit discount rate when it is readily determinable. Since the School's leases do not provide an implicit rate, the School uses the risk-free discount rate at the lease commencement date to determine the present value of the lease payments. Variable rent payments, if included in the lease agreement and not determinable at the lease commencement, are not included in the measurement of the lease liabilities. Lease expense is recognized on a straight-line basis over the lease term. The School's lease terms may include options to extend or terminate leases when it is reasonably certain that the options will be exercised.

Net Assets Classification*Net Assets Without Donor Restrictions*

Net assets without donor restrictions are those net resources that bear no external restrictions and are generally available for use by the School.

Net Assets With Donor Restrictions

The School receives contributions and grants that are designated by donors for specific time periods or purposes. These contributions are recorded as net assets with donor restrictions until they have been expended for their designated purposes or as time restrictions expired. Net assets with donor restrictions are restricted for purpose at June 30, 2023 and 2022.

Revenue Recognition

The School's main sources of revenue are per-pupil tuition, government grants and contracts, and grants and contributions. These amounts have been recorded in accordance with FASB's ASU 2018-08, Not-For-Profit Entities (Topic 958): *Clarifying the Scope and the Accounting Guidance for Contributions Received and Contributions*. These conditional contributions are recognized as services are provided or as costs are incurred.

In accordance with Topic 958, the School must determine whether a contribution (or a promise) is conditional or unconditional for transactions deemed to be a contribution. A contribution is considered to be a conditional contribution if an agreement includes a barrier that must be overcome and either a right of return of assets or a right of release of a promise to transfer assets exists. Indicators of a barrier include a measurable performance-related barrier or another measurable barrier, a stipulation that limits discretion by the recipient on the conduct of an activity, and stipulations that are related to the purpose of the agreement. Topic 958 prescribes that the School should not consider probability of compliance with the barrier when determining if such awards are conditional and should be reported as conditional grant advance liabilities until such conditions are met. These amounts are reflected as deferred revenue in the accompanying consolidated financial statements.

2. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (Continued)

Revenue Recognition (Continued)

Unconditional contributions without donor restrictions are recorded as revenue and net assets without donor restrictions when unconditionally received or committed by the donor. Grants and contributions with donor restrictions are generally transferred to revenues and net assets without donor restrictions as services are performed, costs are incurred, or through the passage of time.

Interest and other income is recorded as earned.

Estimates

The preparation of the consolidated financial statements in accordance with U.S. GAAP requires management to make estimates and assumptions that affect the reported amounts of assets and liabilities and disclosure of contingent assets and liabilities at the date of the consolidated financial statements and the reported amounts of revenue and expenses during the reporting period. Actual results could differ from those estimates.

Fair Value Measurements

The School follows the accounting and disclosure standards pertaining to ASC Topic, *Fair Value Measurements*, for qualifying assets and liabilities. Fair value is defined as the price that the School would receive upon selling an asset or pay to settle a liability in an orderly transaction between market participants.

The School uses a framework for measuring fair value that includes a hierarchy that categorizes and prioritizes the sources used to measure and disclose fair value. This hierarchy is broken down into three levels based on inputs that market participants would use in valuing the financial instruments based on market data obtained from sources independent of the School. Inputs refer broadly to the assumptions that market participants would use in pricing the financial instrument, including assumptions about risk. Inputs may be observable or unobservable. Observable inputs are inputs that reflect the assumptions market participants would use in pricing the financial instrument developed based on market data obtained from sources independent of the reporting entity. Unobservable inputs are inputs that reflect the reporting entity's own assumptions about the assumptions market participants would use in pricing the asset developed based on the best information available.

The three-tier hierarchy of inputs is summarized in the three broad levels as follows:

- Level 1: Inputs that reflect unadjusted quoted prices in active markets for identical assets at the measurement date.
- Level 2: Inputs other than quoted prices that are observable for the asset either directly or indirectly, including inputs in markets that are not considered to be active.
- Level 3: Inputs that are unobservable and which require significant judgment or estimation.

An asset or liability's level within the framework is based upon the lowest level of any input that is significant to the fair value measurement. All of the School's qualifying assets and liabilities are valued using Level 1 inputs.

2. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (Continued)**Allocation of Expenses**

The costs of providing services have been summarized on a functional basis in the accompanying consolidated statements of activities and changes in net assets and functional expenses. Allocation of expenses to program services and support services is completed by direct expenses related to each function and based on enrollment, where applicable. Allocated expenses include employee wages and payroll taxes and employee benefits.

Income Taxes

The School accounts for uncertainty in income taxes in accordance with ASC Topic, *Income Taxes*. This standard clarifies the accounting for uncertainty in tax positions and prescribes a recognition threshold and measurement attribute for the consolidated financial statements regarding a tax position taken or expected to be taken in a tax return. The School has determined that there are no uncertain tax positions which qualify for either recognition or disclosure in the consolidated financial statements at June 30, 2023 and 2022. The School's informational returns are subject to examination by the appropriate jurisdictions.

Donated Goods and Services

The School receives donated goods and services. These amounts, which are based upon information provided by the donors who contributed these goods and services, are recorded at their estimated fair value determined on the date of contribution. Donated goods and services consist of food commodities for the years ended June 30, 2023 and 2022, and are included in donated goods and services in the accompanying consolidated statements of activities and changes in net assets and student supplies and materials in the accompanying consolidated statements of functional expenses. Donated goods and services were utilized by the School's program services and there were no donor-imposed restrictions associated with them.

The School also receives the services of volunteers who have made significant contributions of their time in furtherance of the School's mission. These services were not reflected in the accompanying consolidated statements of activities and changes in net assets because they do not meet the necessary criteria for recognition under U.S. GAAP.

The School occupies facilities through agreements with the New York City Department of Education at no charge (see Note 9). In addition, the New York City Department of Food Services provides free and reduced-price lunches, and the New York City Department of Transportation provides transportation vouchers directly to a majority of the School's students. The School was unable to determine a value for these services.

Subsequent Events

Subsequent events have been evaluated through November 29, 2023, which is the date the consolidated financial statements were available to be issued. There were no events that met the criteria for recognition or disclosure in the consolidated financial statements other than those disclosed in Notes 6 and 10.

KIPP NYC PUBLIC CHARTER SCHOOLS

Notes to Consolidated Financial Statements
June 30, 2023 and 2022

3. LIQUIDITY

The School regularly monitors liquidity required to meet its operating needs and commitments, while also striving to maximize the investment of available funds. For purposes of analyzing resources available to meet general expenditures over the next year, the School considers all expenditures related to its ongoing school activities of teaching, educating, and other school activities. In addition to financial assets available to meet general expenditures over the next year, the School operates with a balanced budget and anticipates collecting sufficient revenue from state and local per-pupil subsidy and Federal and state grants and contributions in the next fiscal year to cover general expenditures.

As of June 30, 2023 and 2022, the following financial assets could be readily made available within one year of the consolidated statements of financial position date meet general expenditures:

| | <u>2023</u> | <u>2022</u> |
|-----------------------------------|----------------------|----------------------|
| Cash and cash equivalents | \$ 11,328,875 | \$ 15,505,321 |
| Grants and contracts receivable | <u>6,387,050</u> | <u>6,768,392</u> |
| | 17,715,925 | 22,273,713 |
| Less - cash escrow | (300,000) | (275,000) |
| Less - donor-imposed restrictions | <u>(72,467)</u> | <u>(308,736)</u> |
| Total | <u>\$ 17,343,458</u> | <u>\$ 21,689,977</u> |

4. KIPP NYC ENTERPRISE

The School is related to KIPP Academy Charter Schools through overlapping governance. Although not formally related to any other organizations, the School's mission is aligned with a set of other tax-exempt organizations, all of which support education in New York City. The other mission-aligned tax-exempt organizations include KIPP New York, Inc. (KNYI) (including its wholly-owned subsidiary limited liability companies), KIPP Facilities Holdings, Inc. (including its wholly-owned subsidiary limited liability companies), and PCS Properties Foundation, Inc. (collectively referred to as the KIPP NYC Enterprise). From time-to-time, these organizations support each other through access to capital in support of their missions. These amounts are reflected in the accompanying consolidated statements of financial position as due to KIPP NYC Enterprise.

Amounts due to and from the KIPP NYC Enterprise represent short-term timing differences of expenses incurred on behalf of the School that have not been paid or received as of the consolidated financial statement date.

In addition, the School leases and subleases spaces from subsidiaries of KNYI, subleases space from a subsidiary of KIPP Facilities Holdings, Inc., and leases space from a subsidiary of PCS Properties Foundation, Inc. (see Note 10), and a subsidiary of KNYI provides management services to the School (see Note 12).

KIPP NYC PUBLIC CHARTER SCHOOLS

Notes to Consolidated Financial Statements
June 30, 2023 and 2022

5. PROPERTY AND EQUIPMENT

Property and equipment consist of the following at June 30:

| | <u>2023</u> | <u>2022</u> |
|---------------------------------|---------------------|---------------------|
| Furniture and fixtures | \$ 731,681 | \$ 688,076 |
| Technology and equipment | 8,310,114 | 7,976,156 |
| Leasehold improvements | 12,123,986 | 11,467,057 |
| Work-in-progress | <u>1,240,767</u> | <u>49,323</u> |
| | 22,406,548 | 20,180,612 |
| Less - accumulated depreciation | <u>15,746,384</u> | <u>13,569,856</u> |
| Property and equipment, net | <u>\$ 6,660,164</u> | <u>\$ 6,610,756</u> |

Work-in-progress at June 30, 2023 and 2022, consists of various projects that were underway at year-end. These assets will begin to be depreciated when placed in service.

6. LOAN PAYABLE

The School has entered into a \$300,000 unsecured loan agreement with KIPP Foundation, bearing interest at 1% per annum and maturing on June 30, 2025. As of June 30, 2023 and 2022, the outstanding principal balance of this loan was \$300,000. Interest expense incurred for the years ended June 30, 2023 and 2022, was \$3,000. Principal payments of \$100,000 are due annually beginning on June 30, 2023. The fiscal year 2023 principal payment was made subsequent to June 30, 2023.

Minimum loan payments are as follows for each of the fiscal years ending:

| <u>Year Ending June 30,</u> | <u>Amount</u> |
|---------------------------------|-------------------|
| 2024 | \$ 200,000 |
| 2025 | <u>100,000</u> |
| Total | <u>\$ 300,000</u> |

7. PENSION PLANS

The School is part of the KIPP NYC 403(b) Retirement Plan, a multiemployer defined contribution plan, under Section 403(b) of the IRC, which employees of the School can elect to contribute. Employees who choose this plan can contribute up to the level set by the Internal Revenue Service. The employer match is a discretionary contribution. The employer contributions to the plan totaled \$2,265,685 and \$2,127,604 for the years ended June 30, 2023 and 2022, respectively, and are included in payroll taxes and employee benefits in the accompanying consolidated statements of functional expenses.

The School also contributes to the Teachers Retirement System of the City of New York, a multiemployer defined benefit pension plan (the Plan), on behalf of eligible teachers. The Plan provides New York City educators with retirement, disability, and death benefit services. The School's participation in the Plan constitutes less than 1% of total plan contributions. The funded status of the Plan was 80.4% at June 30, 2020, the date of the most recent actuarial calculation as indicated in the June 30, 2022 plan audit. The amount charged to operations for contributions to this Plan totaled \$532,601 and \$689,375 for the years ended June 30, 2023 and 2022, respectively, and are included in payroll taxes and employee benefits in the accompanying consolidated statements of functional expenses.

KIPP NYC PUBLIC CHARTER SCHOOLS

Notes to Consolidated Financial Statements
June 30, 2023 and 2022

8. CAPITAL LEASE OBLIGATION

In September 2018, the School and KIPP Academy Charter School entered into a lease for computer equipment under a capital lease that expired in 2023. As of June 30, 2022, the leased equipment is reflected at a cost of \$1,299,870 and related accumulated depreciation of \$1,054,067. The lease required annual principal payments of \$245,803. The capital lease agreement states the total annual payments are equal to the cost value of the leased equipment and no interest is included in the payments. This lease was paid in full during fiscal year 2023.

9. SCHOOL FACILITIES

The School occupies several facilities at no cost. The School has an agreement with the New York City Department of Education for the following dedicated and shared space:

- P.S. 125, a New York City public school, located at 433 West 123rd Street, New York City, New York;
- P.S. 115, New York City public school, located at 586 West 177th Street, New York City, New York;
- I.S. 90, a New York City public school, located at 21 Jumel Place, New York City, New York;
- M.S. 390, a New York City public school, located at 1224 Park Place, Brooklyn, New York;
- M.S. 195, a New York City public school, located at 625 West 133rd Street, New York City, New York;
- X859, a New York City public school, located at 2246 Jerome Avenue, Bronx, New York;
- P.S. 44, a New York City public school, located at 1825 Prospect Avenue, Bronx, New York; and
- M.S. 45, a New York City public school, located at 2502 Lorillard Place, Bronx, New York.

The School is responsible for any overtime-related costs for services provided beyond regular opening hours in all facilities. Costs for these kinds of services are included in contracted services in the accompanying consolidated statements of functional expenses.

The School also occupies approximately 132,500 square feet of space at 201 East 144th Street in the South Bronx, where the joint high school for KIPP NYC Public Charter Schools and KIPP Academy Charter School resides. The facility was provided to the School at no cost, but the School must provide for continuing maintenance and operating expenses. The expenses are also included in repairs and maintenance in the accompanying consolidated statements of functional expenses.

10. LEASES

Operating Leases

The School rents two facilities under operating lease agreements. The School is also responsible for its proportionate share of facility maintenance, repairs, utilities, safety, and other expenses as stated in the agreements.

On March 24, 2021, a subsidiary of KNYI and the School entered into a sublease for the facility located at 501 Gerard Avenue, Bronx, New York. The sublease was amended and restated on November 30, 2021, and on January 20, 2023. The term of the sublease payments started on September 1, 2021, and is through June 30, 2042. The School has an option to terminate at its first option on June 30, 2032.

KIPP NYC PUBLIC CHARTER SCHOOLS

Notes to Consolidated Financial Statements
June 30, 2023 and 2022

10. LEASES (Continued)

Operating Leases (Continued)

On July 26, 2021, a subsidiary of KIPP Facilities Holdings, Inc. and the School entered into a sublease agreement for the facility located at 533-535 West 121st Street, New York. The sublease commenced on August 1, 2021, and terminates on July 30, 2028.

The School has also entered into three additional facility lease agreements (for the Macombs Facility, the Jerome Facility and the Canal Facility) and one equipment lease agreement (for Canal Equipment) with subsidiaries of KNYI and PCS Properties Foundation, Inc. The Macombs Facility and Jerome Facility leases commenced on August 26, 2023, at the time of substantial completion. Rent for the Canal Facility lease and the Canal Equipment lease have not commenced yet as the facility is under construction and the rent commencement date is the date of substantial completion. Management expects substantial completion for school year 2025-2026. The School has made a payment of \$5,453,000 in connection with the Canal Facility and Canal Equipment leases, which is included in prepaid expenses and other assets as of June 30, 2023 and 2022.

The School has certain leases that are for a period of twelve months or less or contain renewals for periods of twelve months or less. The School has elected the practical expedient to not include these leases within the operating ROU assets and lease liabilities.

The following summarizes facility lease costs for the year ended June 30, 2023:

Facility Lease Costs:

| | |
|---|---------------------|
| Operating lease cost (included in rent expense) | \$ 5,806,388 |
| Add - variable lease cost (included in rent expense) | 1,490,553 |
| Add - short-term lease costs (included in rent expense) | <u>6,650</u> |
| Total lease costs (rent expense) | <u>\$ 7,303,591</u> |

The maturities of operating lease liabilities by fiscal year as of June 30, 2023, are as follows:

| | |
|------------------------------------|----------------------|
| 2024 | \$ 5,598,637 |
| 2025 | 5,672,439 |
| 2026 | 5,790,767 |
| 2027 | 5,866,859 |
| 2028 | 5,944,597 |
| Thereafter | <u>21,871,650</u> |
| Total | 50,744,949 |
| Less - present value discount | <u>6,004,100</u> |
| Present value of lease liabilities | <u>\$ 44,740,849</u> |

KIPP NYC PUBLIC CHARTER SCHOOLS

Notes to Consolidated Financial Statements
June 30, 2023 and 2022

10. LEASES (Continued)

Operating Leases (Continued)

The following summarizes the weighted-average remaining lease term and discount rate for operating leases as of June 30, 2023:

| | |
|---|------------|
| Weighted-average remaining lease term (years) | 8.51 years |
| Weighted-average discount rate | 2.9% |

The following summarizes the line items in the accompanying consolidated statement of financial position which include amounts for operating leases as of June 30, 2023:

| | |
|--|----------------------|
| Right-of-use lease assets - operating | \$ 46,882,227 |
| Less - accumulated amortization | <u>(4,463,465)</u> |
| Right-of-use lease assets - operating, net | <u>\$ 42,418,762</u> |
| Operating lease liabilities: | |
| Current portion | \$ 4,379,252 |
| Long-term portion | <u>40,361,597</u> |
| Total operating lease liabilities | <u>\$ 44,740,849</u> |

In accordance with Topic 840, the School recognized rent expense on a straight-line basis over the term of the leases regardless of actual cash payments. Facility rent expense was \$5,811,454 for the year ended June 30, 2022, and is reflected as rent in the accompanying consolidated statement of functional expenses. At June 30, 2022, the School had \$1,976,021 of deferred rent.

The following is a schedule of future minimum lease payments by fiscal year in accordance with the lease agreements as of June 30, 2022:

| | |
|------------|----------------------|
| 2023 | \$ 5,525,416 |
| 2024 | 5,598,637 |
| 2025 | 5,672,439 |
| 2026 | 5,790,767 |
| 2027 | 5,866,859 |
| Thereafter | <u>27,816,247</u> |
| Total | <u>\$ 56,270,365</u> |

Finance Lease

The School leases office equipment under a finance lease agreement effective December 2022 and expiring in December 2026.

KIPP NYC PUBLIC CHARTER SCHOOLS

Notes to Consolidated Financial Statements
June 30, 2023 and 2022

10. LEASES (Continued)

Finance Lease (Continued)

The following summarizes the line items in the accompanying consolidated statement of financial position which include amounts for finance leases as of June 30, 2023:

| | |
|-------------------------------------|-------------------|
| Right-of-use lease assets - finance | \$ 637,530 |
| Less - accumulated amortization | <u>(84,154)</u> |
| Right-of-use lease assets - finance | <u>\$ 553,376</u> |
| Finance lease liabilities: | |
| Current portion | \$ 153,141 |
| Long-term portion | <u>410,926</u> |
| Total finance lease liabilities | <u>\$ 564,067</u> |

The following summarizes the line items in the accompanying consolidated statement of activities and changes in net assets which include the components of finance lease expense for the year ended June 30, 2023:

| | |
|---|------------------|
| Amortization of lease asset presented as amortization expense | \$ 84,154 |
| Interest on finance lease liabilities included in interest expense | <u>12,780</u> |
| Total lease expense | <u>\$ 96,934</u> |

The maturities of finance lease liabilities by fiscal year as of June 30, 2023, are as follows:

| | |
|------------------------------------|-------------------|
| 2024 | \$ 172,486 |
| 2025 | 172,486 |
| 2026 | 172,486 |
| 2027 | <u>86,242</u> |
| Total | 603,700 |
| Less - present value discount | <u>(39,633)</u> |
| Present value of lease liabilities | <u>\$ 564,067</u> |

The following summarizes the weighted-average remaining lease term and discount rate for finance lease as of June 30, 2023:

| | |
|---|------------|
| Weighted-average remaining lease term (years) | 3.42 years |
| Weighted-average discount rate | 4.0% |

11. TRADEMARK LICENSE AGREEMENT

The Knowledge is Power Program Foundation (KIPP Foundation) is a national, nonprofit organization that trains school leaders to open and run academically rigorous public schools. The School is a member of KIPP Foundation's KIPP Network of Schools and, as such, is eligible for a range of benefits and fee-based services.

11. TRADEMARK LICENSE AGREEMENT (Continued)

The School has entered into a trademark license agreement with KIPP Foundation subject to a license fee of 1% per-pupil operating revenue not to exceed \$30,000 per elementary school, middle school, or high school. The School incurred licensing fees amounting to \$384,343 and \$383,102 for the years ended June 30, 2023 and 2022, respectively, which are included in miscellaneous expense in the accompanying consolidated statements of functional expenses.

The School can elect to terminate this agreement. However, if the School elects to terminate the agreement, it is required to reimburse KIPP Foundation up to \$300,000, which is intended to offset costs KIPP Foundation incurred in the training of staff and assistance in opening the School.

12. SHARED SERVICES AGREEMENT

The School is party to a fee agreement with KIPP NYC, LLC (LLC), a wholly-owned disregarded entity of KNYI (see Note 4), for the back-office functions. The management fee is 12% of the revenue as defined in the services agreement. The School incurred a management fee to LLC in the amount of \$17,592,854 and \$15,451,852 for the years ended June 30, 2023 and 2022, respectively. The amount due to LLC for shared services as of June 30, 2023 and 2022, was \$2,162,504 and \$687,796, respectively, and is included in accounts payable and accrued expenses as of June 30, 2023 and 2022.

13. FUNDING AND CONCENTRATIONS

The School receives significant funding from the State of New York for its per-pupil tuition revenue and grant support. This funding is subject to audit by the appropriate governmental agency. In the opinion of management, the results of such audits, if any, will not have a material effect on the consolidated statements of financial position of the School as of June 30, 2023 and 2022, or on the consolidated changes in net assets for the years then ended.

The School received approximately 99% of its revenue from the State of New York for the years ended June 30, 2023 and 2022. Approximately 91% and 88% of grants and contracts receivable are due from the State of New York at June 30, 2023 and 2022, respectively.

The School maintains its cash balances in a New York bank, which is insured within the limits of the Federal Deposit Insurance Corporation (FDIC). At certain times during the year, these cash balances exceeded the insured amount. The School has not experienced any losses in such accounts. The School's management believes the School is not exposed to any significant credit risk on cash and cash equivalents.

14. CONTINGENCIES

The School, from time-to-time, is the defendant in lawsuits. It is management's experience that the results of these infrequent actions will not have a material impact on the consolidated statements of activities and changes in net assets of the School. Accordingly, no amounts have been reflected in the accompanying consolidated financial statements.

KIPP NYC PUBLIC CHARTER SCHOOLS

Notes to Consolidated Financial Statements
June 30, 2023 and 2022

15. PRIOR PERIOD ADJUSTMENT

During the year ended June 30, 2023, the School became aware of certain amounts within the consolidated financial statements for the year ended June 30, 2022, were improperly stated. The effect of this misstatement resulted in an overstatement of operating revenue by \$1,040,296, overstatement of operating expenses by \$87,089, overstatement of net assets without donor restrictions by \$953,207, and an understatement of current liabilities by \$953,207.

The effect of the restatement on the consolidated changes in net assets and the consolidated financial position as of and for the year ended June 30, 2022, is as follows:

| | <u>As Previously Reported</u> | <u>Adjustment</u> | <u>Restated</u> |
|---------------------------------------|-----------------------------------|-------------------|-----------------|
| Operating revenue | \$ 135,879,464 | \$ (1,040,296) | \$ 134,839,168 |
| Operating expenses | \$ 137,016,001 | \$ (87,089) | \$ 136,928,912 |
| Changes in net assets from operations | \$ (1,136,537) | \$ (953,207) | \$ (2,089,744) |
| Current liabilities | \$ 12,436,139 | \$ 953,207 | \$ 13,389,346 |
| Net assets without donor restrictions | \$ 22,493,248 | \$ (953,207) | \$ 21,540,041 |

16. RECLASSIFICATIONS

Certain amounts in the fiscal year 2022 consolidated financial statements have been reclassified to conform with the fiscal year 2023 presentation.

KIPP NYC PUBLIC CHARTER SCHOOLS

Statement of Financial Position by Entity
June 30, 2023

| | KIPP Star College Prep | KIPP NYC Washington Heights Academy | KIPP AMP Academy | KIPP Infinity | KIPP Freedom | KIPP Bronx II | KIPP Bronx III | KIPP Beyond | KIPP PCS | Total |
|---|---------------------------|--|---------------------|---------------------|---------------------|----------------------|----------------------|---------------------|---------------------|----------------------|
| Assets | | | | | | | | | | |
| Current Assets: | | | | | | | | | | |
| Cash and cash equivalents | \$ 1,278,030 | \$ 3,183,361 | \$ 1,861,298 | \$ 1,380,012 | \$ 1,219,380 | \$ 322,131 | \$ 1,061,678 | \$ 163,830 | \$ 859,155 | \$ 11,328,875 |
| Grants and contracts receivable | 809,039 | 506,702 | 454,002 | 1,395,841 | 473,054 | 1,077,205 | 1,290,227 | 202,825 | 178,155 | 6,387,050 |
| Prepaid expenses and other assets | 1,049,083 | 1,569,690 | 1,224,692 | 132,318 | 1,073,638 | 584,440 | 1,715,757 | 85,859 | - | 7,435,477 |
| Total current assets | 3,136,152 | 5,259,753 | 3,539,992 | 2,908,171 | 2,766,072 | 1,983,776 | 4,067,662 | 452,514 | 1,037,310 | 25,151,402 |
| Other Assets: | | | | | | | | | | |
| Right-of-use lease assets - operating | - | - | - | - | - | 7,776,028 | 30,026,735 | 4,615,999 | - | 42,418,762 |
| Right-of-use lease assets - finance | - | - | - | - | - | - | - | - | 553,376 | 553,376 |
| Property and equipment, net | 203,830 | 973,560 | 1,475,904 | 834,756 | 1,123,510 | 1,116,666 | 296,566 | 635,372 | - | 6,660,164 |
| Total assets | <u>\$ 3,339,982</u> | <u>\$ 6,233,313</u> | <u>\$ 5,015,896</u> | <u>\$ 3,742,927</u> | <u>\$ 3,889,582</u> | <u>\$ 10,876,470</u> | <u>\$ 34,390,963</u> | <u>\$ 5,703,885</u> | <u>\$ 1,590,686</u> | <u>\$ 74,783,704</u> |
| Liabilities and Net Assets | | | | | | | | | | |
| Current Liabilities: | | | | | | | | | | |
| Current portion of loan payable | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ 200,000 | \$ 200,000 |
| Current portion of operating lease liabilities | - | - | - | - | - | 730,653 | 2,821,379 | 827,220 | - | 4,379,252 |
| Current portion of finance lease liabilities | - | - | - | - | - | - | - | - | 153,141 | 153,141 |
| Accounts payable and accrued expenses | 393,362 | 290,311 | 289,302 | 1,390,687 | 400,554 | 407,600 | 756,256 | 60,207 | 725,733 | 4,714,012 |
| Due to (from) KIPP NYC Enterprise | (1,458,138) | (10,189,254) | (4,190,419) | 8,264,302 | 2,419,441 | 368,614 | 2,819,267 | 3,307,214 | (1,051,773) | 289,254 |
| Deferred revenue | - | 70,181 | 41,376 | 30,269 | 16,740 | 7,766 | - | - | - | 166,332 |
| Total current liabilities | (1,064,776) | (9,828,762) | (3,859,741) | 9,685,258 | 2,836,735 | 1,514,633 | 6,396,902 | 4,194,641 | 27,101 | 9,901,991 |
| Other Liabilities: | | | | | | | | | | |
| Loan payable, net of current portion | - | - | - | - | - | - | - | - | 100,000 | 100,000 |
| Operating lease liabilities, net of current portion | - | - | - | - | - | 7,499,312 | 28,958,208 | 3,904,077 | - | 40,361,597 |
| Finance lease liabilities, net of current portion | - | - | - | - | - | - | - | - | 410,926 | 410,926 |
| Total liabilities | <u>(1,064,776)</u> | <u>(9,828,762)</u> | <u>(3,859,741)</u> | <u>9,685,258</u> | <u>2,836,735</u> | <u>9,013,945</u> | <u>35,355,110</u> | <u>8,098,718</u> | <u>538,027</u> | <u>50,774,514</u> |
| Net Assets: | | | | | | | | | | |
| Without donor restrictions | 4,393,209 | 16,057,771 | 8,869,556 | (5,991,364) | 1,051,347 | 1,862,525 | (964,147) | (2,394,833) | 1,052,659 | 23,936,723 |
| With donor restrictions | 11,549 | 4,304 | 6,081 | 49,033 | 1,500 | - | - | - | - | 72,467 |
| Total net assets | <u>4,404,758</u> | <u>16,062,075</u> | <u>8,875,637</u> | <u>(5,942,331)</u> | <u>1,052,847</u> | <u>1,862,525</u> | <u>(964,147)</u> | <u>(2,394,833)</u> | <u>1,052,659</u> | <u>24,009,190</u> |
| Total liabilities and net assets | <u>\$ 3,339,982</u> | <u>\$ 6,233,313</u> | <u>\$ 5,015,896</u> | <u>\$ 3,742,927</u> | <u>\$ 3,889,582</u> | <u>\$ 10,876,470</u> | <u>\$ 34,390,963</u> | <u>\$ 5,703,885</u> | <u>\$ 1,590,686</u> | <u>\$ 74,783,704</u> |

KIPP NYC PUBLIC CHARTER SCHOOLS

 Statement of Activities and Changes in Net Assets by Entity
 For the Year Ended June 30, 2023

| | KIPP Star College Prep | | | KIPP NYC Washington Heights Academy | | |
|---|----------------------------------|-------------------------------|---------------|-------------------------------------|-------------------------------|---------------|
| | Without Donor Restrictions | With Donor Restrictions | Total | Without Donor Restrictions | With Donor Restrictions | Total |
| Operating Revenue: | | | | | | |
| Per-pupil tuition | \$ 14,003,405 | \$ - | \$ 14,003,405 | \$ 16,138,469 | \$ - | \$ 16,138,469 |
| Government grants and contracts | 2,988,317 | - | 2,988,317 | 2,316,495 | - | 2,316,495 |
| Interest and other | 94,083 | - | 94,083 | 73,386 | - | 73,386 |
| Grants and contributions | - | - | - | - | 10,000 | 10,000 |
| Net assets released from purpose restrictions | - | - | - | 24,901 | (24,901) | - |
| Total operating revenue | 17,085,805 | - | 17,085,805 | 18,553,251 | (14,901) | 18,538,350 |
| Operating Expenses: | | | | | | |
| Program services | 14,146,202 | - | 14,146,202 | 14,215,716 | - | 14,215,716 |
| Supporting services | 2,190,942 | - | 2,190,942 | 2,385,902 | - | 2,385,902 |
| Total operating expenses | 16,337,144 | - | 16,337,144 | 16,601,618 | - | 16,601,618 |
| Changes in net assets from operations | 748,661 | - | 748,661 | 1,951,633 | (14,901) | 1,936,732 |
| Net Assets: | | | | | | |
| Beginning of year, as restated | 3,644,548 | 11,549 | 3,656,097 | 14,106,138 | 19,205 | 14,125,343 |
| End of year | \$ 4,393,209 | \$ 11,549 | \$ 4,404,758 | \$ 16,057,771 | \$ 4,304 | \$ 16,062,075 |

KIPP NYC PUBLIC CHARTER SCHOOLS

Statement of Activities and Changes in Net Assets by Entity
For the Year Ended June 30, 2023

| | KIPP AMP Academy | | | KIPP Infinity | | |
|---|----------------------------------|-------------------------------|---------------|----------------------------------|-------------------------------|----------------|
| | Without Donor Restrictions | With Donor Restrictions | Total | Without Donor Restrictions | With Donor Restrictions | Total |
| Operating Revenue: | | | | | | |
| Per-pupil tuition | \$ 16,891,426 | \$ - | \$ 16,891,426 | \$ 34,509,415 | \$ - | \$ 34,509,415 |
| Government grants and contracts | 2,371,684 | - | 2,371,684 | 7,622,193 | - | 7,622,193 |
| Interest and other | 90,408 | - | 90,408 | 426,784 | - | 426,784 |
| Grants and contributions | - | - | - | 16,166 | 100,635 | 116,801 |
| Donated goods and services | - | - | - | 126,080 | - | 126,080 |
| Net assets released from purpose restrictions | - | - | - | 231,734 | (231,734) | - |
| Total operating revenue | 19,353,518 | - | 19,353,518 | 42,932,372 | (131,099) | 42,801,273 |
| Operating Expenses: | | | | | | |
| Program services | 14,328,430 | - | 14,328,430 | 39,571,949 | - | 39,571,949 |
| Supporting services | 2,492,446 | - | 2,492,446 | 5,587,763 | - | 5,587,763 |
| Total operating expenses | 16,820,876 | - | 16,820,876 | 45,159,712 | - | 45,159,712 |
| Changes in net assets from operations | 2,532,642 | - | 2,532,642 | (2,227,340) | (131,099) | (2,358,439) |
| Net Assets: | | | | | | |
| Beginning of year, as restated | 6,336,914 | 6,081 | 6,342,995 | (3,764,024) | 180,132 | (3,583,892) |
| End of year | \$ 8,869,556 | \$ 6,081 | \$ 8,875,637 | \$ (5,991,364) | \$ 49,033 | \$ (5,942,331) |

KIPP NYC PUBLIC CHARTER SCHOOLS

Statement of Activities and Changes in Net Assets by Entity
For the Year Ended June 30, 2023

| | KIPP Freedom | | | KIPP Bronx II | | |
|---------------------------------------|----------------------------------|-------------------------------|---------------|----------------------------------|-------------------------------|--------------|
| | Without Donor Restrictions | With Donor Restrictions | Total | Without Donor Restrictions | With Donor Restrictions | Total |
| Operating Revenue: | | | | | | |
| Per-pupil tuition | \$ 13,054,813 | \$ - | \$ 13,054,813 | \$ 5,720,563 | \$ - | \$ 5,720,563 |
| Government grants and contracts | 2,234,212 | - | 2,234,212 | 3,348,848 | - | 3,348,848 |
| Interest and other | 132,290 | - | 132,290 | 25,594 | - | 25,594 |
| Grants and contributions | - | - | - | 6,099 | - | 6,099 |
| Total operating revenue | 15,421,315 | - | 15,421,315 | 9,101,104 | - | 9,101,104 |
| Operating Expenses: | | | | | | |
| Program services | 12,946,449 | - | 12,946,449 | 7,418,155 | - | 7,418,155 |
| Supporting services | 2,010,622 | - | 2,010,622 | 1,105,337 | - | 1,105,337 |
| Total operating expenses | 14,957,071 | - | 14,957,071 | 8,523,492 | - | 8,523,492 |
| Changes in net assets from operations | 464,244 | - | 464,244 | 577,612 | - | 577,612 |
| Net Assets: | | | | | | |
| Beginning of year, as restated | 587,103 | 1,500 | 588,603 | 1,284,913 | - | 1,284,913 |
| End of year | \$ 1,051,347 | \$ 1,500 | \$ 1,052,847 | \$ 1,862,525 | \$ - | \$ 1,862,525 |

KIPP NYC PUBLIC CHARTER SCHOOLS

Statement of Activities and Changes in Net Assets by Entity
For the Year Ended June 30, 2023

| | KIPP Bronx III | | | KIPP Beyond | | |
|---|----------------------------------|-------------------------------|---------------|----------------------------------|-------------------------------|----------------|
| | Without Donor Restrictions | With Donor Restrictions | Total | Without Donor Restrictions | With Donor Restrictions | Total |
| Operating Revenue: | | | | | | |
| Per-pupil tuition | \$ 15,342,861 | \$ - | \$ 15,342,861 | \$ 3,248,601 | \$ - | \$ 3,248,601 |
| Government grants and contracts | 6,487,304 | - | 6,487,304 | 1,403,039 | - | 1,403,039 |
| Interest and other | 63,977 | - | 63,977 | 25,268 | - | 25,268 |
| Grants and contributions | 25,939 | 28,080 | 54,019 | - | - | - |
| Net assets released from purpose restrictions | 28,080 | (28,080) | - | 90,269 | (90,269) | - |
| Total operating revenue | 21,948,161 | - | 21,948,161 | 4,767,177 | (90,269) | 4,676,908 |
| Operating Expenses: | | | | | | |
| Program services | 19,868,943 | - | 19,868,943 | 5,089,553 | - | 5,089,553 |
| Supporting services | 2,744,156 | - | 2,744,156 | 566,019 | - | 566,019 |
| Total operating expenses | 22,613,099 | - | 22,613,099 | 5,655,572 | - | 5,655,572 |
| Changes in net assets from operations | (664,938) | - | (664,938) | (888,395) | (90,269) | (978,664) |
| Net Assets: | | | | | | |
| Beginning of year, as restated | (299,209) | - | (299,209) | (1,506,438) | 90,269 | (1,416,169) |
| End of year | \$ (964,147) | \$ - | \$ (964,147) | \$ (2,394,833) | \$ - | \$ (2,394,833) |

KIPP NYC PUBLIC CHARTER SCHOOLS

Statement of Activities and Changes in Net Assets by Entity For the Year Ended June 30, 2023

| | | KIPP PCS | |
|---------------------------------------|--------------|----------------------------------|-------------------------------|
| | | Without Donor Restrictions | With Donor Restrictions |
| | | | Total |
| Operating Revenue: | | | |
| Interest and other | \$ 86,556 | \$ - | \$ 86,556 |
| Grants and contributions | 7,850 | - | 7,850 |
| Total operating revenue | 94,406 | - | 94,406 |
| Operating Expenses: | | | |
| Program services | 181,500 | - | 181,500 |
| Supporting services | 10,343 | - | 10,343 |
| Total operating expenses | 191,843 | - | 191,843 |
| Changes in net assets from operations | (97,437) | - | (97,437) |
| Net Assets: | | | |
| Beginning of year, as restated | 1,150,096 | - | 1,150,096 |
| End of year | \$ 1,052,659 | \$ - | \$ 1,052,659 |

KIPP NYC PUBLIC CHARTER SCHOOLS

Statement of Functional Expenses by Entity
For the Year Ended June 30, 2023

| KIPP Star College Prep | | | | | |
|-------------------------------------|-------------------|-------------------|---------------|------------------------|----------------|
| | Program Services | | | Support Services | Total Expenses |
| | Regular Education | Special Education | Total | Management and General | |
| Personnel and Related: | | | | | |
| Employee wages | \$ 8,985,983 | \$ 551,696 | \$ 9,537,679 | \$ - | \$ 9,537,679 |
| Payroll taxes and employee benefits | 2,193,728 | 138,320 | 2,332,048 | - | 2,332,048 |
| Professional development | 257,876 | - | 257,876 | - | 257,876 |
| Total personnel and related | 11,437,587 | 690,016 | 12,127,603 | - | 12,127,603 |
| Occupancy and Related: | | | | | |
| Security and cleaning | 69,693 | - | 69,693 | - | 69,693 |
| Depreciation | 90,940 | - | 90,940 | - | 90,940 |
| Repairs and maintenance | 160,302 | - | 160,302 | - | 160,302 |
| Insurance | - | - | - | 124,580 | 124,580 |
| Contracted services | 55,877 | - | 55,877 | - | 55,877 |
| Supplies and equipment | 9,084 | - | 9,084 | - | 9,084 |
| Total occupancy and related | 385,896 | - | 385,896 | 124,580 | 510,476 |
| Other: | | | | | |
| Management fee | - | - | - | 1,993,996 | 1,993,996 |
| Student supplies and materials | 486,433 | 1,402 | 487,835 | - | 487,835 |
| Technology | 492,287 | - | 492,287 | - | 492,287 |
| Contracted services | 151,593 | 285 | 151,878 | - | 151,878 |
| Office | 249,899 | - | 249,899 | - | 249,899 |
| Student services | 126,274 | - | 126,274 | - | 126,274 |
| Equipment and maintenance | 56,405 | - | 56,405 | - | 56,405 |
| Depreciation | 21,296 | - | 21,296 | - | 21,296 |
| Miscellaneous | 755 | - | 755 | 60,000 | 60,755 |
| Recruiting | 38,105 | - | 38,105 | - | 38,105 |
| Professional fees | 6,796 | - | 6,796 | 12,366 | 19,162 |
| COVID-19 testing | 1,173 | - | 1,173 | - | 1,173 |
| Total other | 1,631,016 | 1,687 | 1,632,703 | 2,066,362 | 3,699,065 |
| Total expenses | \$ 13,454,499 | \$ 691,703 | \$ 14,146,202 | \$ 2,190,942 | \$ 16,337,144 |

KIPP NYC PUBLIC CHARTER SCHOOLS

Statement of Functional Expenses by Entity
For the Year Ended June 30, 2023

| KIPP NYC Washington Heights Academy | | | | | |
|-------------------------------------|-------------------|-------------------|---------------|------------------------|----------------|
| | Program Services | | | Support Services | Total Expenses |
| | Regular Education | Special Education | Total | Management and General | |
| Personnel and Related: | | | | | |
| Employee wages | \$ 8,962,059 | \$ 493,130 | \$ 9,455,189 | \$ - | \$ 9,455,189 |
| Payroll taxes and employee benefits | 2,192,800 | 118,142 | 2,310,942 | - | 2,310,942 |
| Professional development | 201,222 | - | 201,222 | - | 201,222 |
| Total personnel and related | 11,356,081 | 611,272 | 11,967,353 | - | 11,967,353 |
| Occupancy and Related: | | | | | |
| Security and cleaning | 4,480 | - | 4,480 | - | 4,480 |
| Depreciation | 217,558 | - | 217,558 | - | 217,558 |
| Repairs and maintenance | 288,245 | - | 288,245 | - | 288,245 |
| Insurance | - | - | - | 128,846 | 128,846 |
| Contracted services | 62,555 | - | 62,555 | - | 62,555 |
| Supplies and equipment | 11,814 | - | 11,814 | - | 11,814 |
| Total occupancy and related | 584,652 | - | 584,652 | 128,846 | 713,498 |
| Other: | | | | | |
| Management fee | - | - | - | 2,184,284 | 2,184,284 |
| Student supplies and materials | 420,527 | 3,805 | 424,332 | - | 424,332 |
| Technology | 612,025 | - | 612,025 | - | 612,025 |
| Contracted services | 102,515 | - | 102,515 | - | 102,515 |
| Office | 152,923 | - | 152,923 | - | 152,923 |
| Student services | 163,991 | - | 163,991 | - | 163,991 |
| Equipment and maintenance | 99,999 | - | 99,999 | - | 99,999 |
| Depreciation | 52,727 | - | 52,727 | - | 52,727 |
| Miscellaneous | 1,146 | - | 1,146 | 60,000 | 61,146 |
| Recruiting | 33,760 | - | 33,760 | - | 33,760 |
| Professional fees | 19,084 | - | 19,084 | 12,772 | 31,856 |
| COVID-19 testing | 1,209 | - | 1,209 | - | 1,209 |
| Total other | 1,659,906 | 3,805 | 1,663,711 | 2,257,056 | 3,920,767 |
| Total expenses | \$ 13,600,639 | \$ 615,077 | \$ 14,215,716 | \$ 2,385,902 | \$ 16,601,618 |

KIPP NYC PUBLIC CHARTER SCHOOLS

Statement of Functional Expenses by Entity
For the Year Ended June 30, 2023

| | KIPP AMP Academy | | | | |
|-------------------------------------|-------------------|-------------------|---------------|------------------------|----------------|
| | Program Services | | | Support Services | Total Expenses |
| | Regular Education | Special Education | Total | Management and General | |
| Personnel and Related: | | | | | |
| Employee wages | \$ 9,098,701 | \$ 367,388 | \$ 9,466,089 | \$ - | \$ 9,466,089 |
| Payroll taxes and employee benefits | 2,335,745 | 82,044 | 2,417,789 | - | 2,417,789 |
| Professional development | 217,300 | - | 217,300 | - | 217,300 |
| Total personnel and related | 11,651,746 | 449,432 | 12,101,178 | - | 12,101,178 |
| Occupancy and Related: | | | | | |
| Depreciation | 227,923 | - | 227,923 | - | 227,923 |
| Repairs and maintenance | 124,949 | - | 124,949 | - | 124,949 |
| Insurance | - | - | - | 130,897 | 130,897 |
| Contracted services | 64,338 | - | 64,338 | - | 64,338 |
| Supplies and equipment | 26,591 | - | 26,591 | - | 26,591 |
| Total occupancy and related | 443,801 | - | 443,801 | 130,897 | 574,698 |
| Other: | | | | | |
| Management fee | - | - | - | 2,288,019 | 2,288,019 |
| Student supplies and materials | 457,517 | 156 | 457,673 | - | 457,673 |
| Technology | 450,878 | - | 450,878 | - | 450,878 |
| Contracted services | 225,103 | - | 225,103 | - | 225,103 |
| Office | 194,718 | - | 194,718 | - | 194,718 |
| Student services | 285,128 | - | 285,128 | - | 285,128 |
| Equipment and maintenance | 111,665 | - | 111,665 | - | 111,665 |
| Depreciation | 25,238 | - | 25,238 | - | 25,238 |
| Miscellaneous | 1,715 | - | 1,715 | 60,000 | 61,715 |
| Recruiting | 20,900 | - | 20,900 | - | 20,900 |
| Professional fees | 9,193 | - | 9,193 | 13,530 | 22,723 |
| COVID-19 testing | 1,240 | - | 1,240 | - | 1,240 |
| Total other | 1,783,295 | 156 | 1,783,451 | 2,361,549 | 4,145,000 |
| Total expenses | \$ 13,878,842 | \$ 449,588 | \$ 14,328,430 | \$ 2,492,446 | \$ 16,820,876 |

KIPP NYC PUBLIC CHARTER SCHOOLS

 Statement of Functional Expenses by Entity
 For the Year Ended June 30, 2023

| | KIPP Infinity | | | | |
|-------------------------------------|-------------------|-------------------|---------------|------------------------|----------------|
| | Program Services | | | Support Services | Total Expenses |
| | Regular Education | Special Education | Total | Management and General | |
| Personnel and Related: | | | | | |
| Employee wages | \$ 22,455,504 | \$ 1,868,288 | \$ 24,323,792 | \$ - | \$ 24,323,792 |
| Payroll taxes and employee benefits | 6,105,298 | 439,569 | 6,544,867 | - | 6,544,867 |
| Professional development | 458,943 | - | 458,943 | - | 458,943 |
| Total personnel and related | 29,019,745 | 2,307,857 | 31,327,602 | - | 31,327,602 |
| Occupancy and Related: | | | | | |
| Rent | 6,650 | - | 6,650 | - | 6,650 |
| Security and cleaning | 1,076,227 | - | 1,076,227 | - | 1,076,227 |
| Depreciation | 369,859 | - | 369,859 | - | 369,859 |
| Repairs and maintenance | 237,181 | - | 237,181 | - | 237,181 |
| Insurance | - | - | - | 340,741 | 340,741 |
| Contracted services | 233,650 | - | 233,650 | - | 233,650 |
| Utilities | 381,980 | - | 381,980 | - | 381,980 |
| Supplies and equipment | 151,227 | - | 151,227 | - | 151,227 |
| Total occupancy and related | 2,456,774 | - | 2,456,774 | 340,741 | 2,797,515 |
| Other: | | | | | |
| Management fee | - | - | - | 5,135,439 | 5,135,439 |
| Student supplies and materials | 3,170,842 | 11,964 | 3,182,806 | - | 3,182,806 |
| Technology | 853,290 | - | 853,290 | - | 853,290 |
| Contracted services | 367,249 | 73,702 | 440,951 | - | 440,951 |
| Office | 365,172 | - | 365,172 | - | 365,172 |
| Student services | 382,993 | - | 382,993 | - | 382,993 |
| Equipment and maintenance | 226,219 | - | 226,219 | - | 226,219 |
| Depreciation | 216,028 | - | 216,028 | - | 216,028 |
| Miscellaneous | 14,463 | - | 14,463 | 80,658 | 95,121 |
| Recruiting | 86,195 | - | 86,195 | - | 86,195 |
| Professional fees | 16,890 | - | 16,890 | 30,925 | 47,815 |
| COVID-19 testing | 2,566 | - | 2,566 | - | 2,566 |
| Total other | 5,701,907 | 85,666 | 5,787,573 | 5,247,022 | 11,034,595 |
| Total expenses | \$ 37,178,426 | \$ 2,393,523 | \$ 39,571,949 | \$ 5,587,763 | \$ 45,159,712 |

KIPP NYC PUBLIC CHARTER SCHOOLS

Statement of Functional Expenses by Entity
For the Year Ended June 30, 2023

| | KIPP Freedom | | | | |
|-------------------------------------|-------------------|-------------------|---------------|------------------------|----------------|
| | Program Services | | | Support Services | Total Expenses |
| | Regular Education | Special Education | Total | Management and General | |
| Personnel and Related: | | | | | |
| Employee wages | \$ 7,685,213 | \$ 586,849 | \$ 8,272,062 | \$ - | \$ 8,272,062 |
| Payroll taxes and employee benefits | 1,766,942 | 161,057 | 1,927,999 | - | 1,927,999 |
| Professional development | 189,028 | - | 189,028 | - | 189,028 |
| Total personnel and related | 9,641,183 | 747,906 | 10,389,089 | - | 10,389,089 |
| Occupancy and Related: | | | | | |
| Security and cleaning | 1,113 | - | 1,113 | - | 1,113 |
| Depreciation | 450,108 | - | 450,108 | - | 450,108 |
| Repairs and maintenance | 104,666 | - | 104,666 | - | 104,666 |
| Insurance | - | - | - | 109,854 | 109,854 |
| Contracted services | 67,829 | - | 67,829 | - | 67,829 |
| Supplies and equipment | 19,789 | - | 19,789 | - | 19,789 |
| Total occupancy and related | 643,505 | - | 643,505 | 109,854 | 753,359 |
| Other: | | | | | |
| Management fee | - | - | - | 1,828,684 | 1,828,684 |
| Student supplies and materials | 326,543 | 20 | 326,563 | - | 326,563 |
| Technology | 430,155 | - | 430,155 | - | 430,155 |
| Contracted services | 216,023 | 39,189 | 255,212 | - | 255,212 |
| Office | 219,707 | - | 219,707 | - | 219,707 |
| Student services | 228,644 | - | 228,644 | - | 228,644 |
| Equipment and maintenance | 134,788 | - | 134,788 | - | 134,788 |
| Depreciation | 241,898 | - | 241,898 | - | 241,898 |
| Miscellaneous | 5,524 | - | 5,524 | 60,000 | 65,524 |
| Recruiting | 32,010 | - | 32,010 | - | 32,010 |
| Professional fees | 38,283 | - | 38,283 | 12,084 | 50,367 |
| COVID-19 testing | 1,071 | - | 1,071 | - | 1,071 |
| Total other | 1,874,646 | 39,209 | 1,913,855 | 1,900,768 | 3,814,623 |
| Total expenses | \$ 12,159,334 | \$ 787,115 | \$ 12,946,449 | \$ 2,010,622 | \$ 14,957,071 |

KIPP NYC PUBLIC CHARTER SCHOOLS

Statement of Functional Expenses by Entity
For the Year Ended June 30, 2023

| | KIPP Bronx II | | | | |
|-------------------------------------|-------------------|-------------------|--------------|------------------------|----------------|
| | Program Services | | | Support Services | Total Expenses |
| | Regular Education | Special Education | Total | Management and General | |
| Personnel and Related: | | | | | |
| Employee wages | \$ 3,341,199 | \$ 401,534 | \$ 3,742,733 | \$ - | \$ 3,742,733 |
| Payroll taxes and employee benefits | 792,873 | 108,940 | 901,813 | - | 901,813 |
| Professional development | 195,114 | - | 195,114 | - | 195,114 |
| Total personnel and related | 4,329,186 | 510,474 | 4,839,660 | - | 4,839,660 |
| Occupancy and Related: | | | | | |
| Rent | 1,281,928 | - | 1,281,928 | - | 1,281,928 |
| Security and cleaning | 87,633 | - | 87,633 | - | 87,633 |
| Depreciation | 15,368 | - | 15,368 | - | 15,368 |
| Repairs and maintenance | 100,945 | - | 100,945 | - | 100,945 |
| Insurance | - | - | - | 25,801 | 25,801 |
| Contracted services | 40,696 | - | 40,696 | - | 40,696 |
| Supplies and equipment | 8,940 | - | 8,940 | - | 8,940 |
| Total occupancy and related | 1,535,510 | - | 1,535,510 | 25,801 | 1,561,311 |
| Other: | | | | | |
| Management fee | - | - | - | 1,074,471 | 1,074,471 |
| Student supplies and materials | 286,279 | 1,268 | 287,547 | - | 287,547 |
| Technology | 233,480 | - | 233,480 | - | 233,480 |
| Contracted services | 168,155 | 11 | 168,166 | - | 168,166 |
| Office | 88,970 | - | 88,970 | - | 88,970 |
| Student services | 70,120 | - | 70,120 | - | 70,120 |
| Equipment and maintenance | 134,246 | - | 134,246 | - | 134,246 |
| Depreciation | 20,795 | - | 20,795 | - | 20,795 |
| Miscellaneous | 2,463 | - | 2,463 | - | 2,463 |
| Recruiting | 34,388 | - | 34,388 | - | 34,388 |
| Professional fees | 2,546 | - | 2,546 | 5,065 | 7,611 |
| COVID-19 testing | 264 | - | 264 | - | 264 |
| Total other | 1,041,706 | 1,279 | 1,042,985 | 1,079,536 | 2,122,521 |
| Total expenses | \$ 6,906,402 | \$ 511,753 | \$ 7,418,155 | \$ 1,105,337 | \$ 8,523,492 |

KIPP NYC PUBLIC CHARTER SCHOOLS

Statement of Functional Expenses by Entity
For the Year Ended June 30, 2023

| | KIPP Bronx III | | | | |
|-------------------------------------|-------------------|-------------------|---------------|------------------------|----------------|
| | Program Services | | | Support Services | Total Expenses |
| | Regular Education | Special Education | Total | Management and General | |
| Personnel and Related: | | | | | |
| Employee wages | \$ 8,939,361 | \$ 898,097 | \$ 9,837,458 | \$ - | \$ 9,837,458 |
| Payroll taxes and employee benefits | 2,300,187 | 248,367 | 2,548,554 | - | 2,548,554 |
| Professional development | 283,500 | - | 283,500 | - | 283,500 |
| Total personnel and related | 11,523,048 | 1,146,464 | 12,669,512 | - | 12,669,512 |
| Occupancy and Related: | | | | | |
| Rent | 4,950,098 | - | 4,950,098 | - | 4,950,098 |
| Security and cleaning | 419,022 | - | 419,022 | - | 419,022 |
| Depreciation | 8,490 | - | 8,490 | - | 8,490 |
| Repairs and maintenance | 24,462 | - | 24,462 | - | 24,462 |
| Insurance | - | - | - | 126,480 | 126,480 |
| Contracted services | 164,841 | - | 164,841 | - | 164,841 |
| Utilities | 68,139 | - | 68,139 | - | 68,139 |
| Supplies and equipment | 38,214 | - | 38,214 | - | 38,214 |
| Total occupancy and related | 5,673,266 | - | 5,673,266 | 126,480 | 5,799,746 |
| Other: | | | | | |
| Management fee | - | - | - | 2,540,603 | 2,540,603 |
| Student supplies and materials | 377,765 | 4,334 | 382,099 | - | 382,099 |
| Technology | 414,496 | - | 414,496 | - | 414,496 |
| Contracted services | 174,444 | 14,834 | 189,278 | - | 189,278 |
| Office | 222,124 | - | 222,124 | - | 222,124 |
| Student services | 128,021 | - | 128,021 | - | 128,021 |
| Equipment and maintenance | 77,320 | - | 77,320 | - | 77,320 |
| Depreciation | 60,652 | - | 60,652 | - | 60,652 |
| Miscellaneous | 353 | - | 353 | 63,685 | 64,038 |
| Recruiting | 41,099 | - | 41,099 | - | 41,099 |
| Professional fees | 9,578 | - | 9,578 | 13,388 | 22,966 |
| COVID-19 testing | 1,145 | - | 1,145 | - | 1,145 |
| Total other | 1,506,997 | 19,168 | 1,526,165 | 2,617,676 | 4,143,841 |
| Total expenses | \$ 18,703,311 | \$ 1,165,632 | \$ 19,868,943 | \$ 2,744,156 | \$ 22,613,099 |

KIPP NYC PUBLIC CHARTER SCHOOLS

Statement of Functional Expenses by Entity
For the Year Ended June 30, 2023

| | KIPP Beyond | | | | |
|-------------------------------------|-------------------|-------------------|--------------|------------------------|----------------|
| | Program Services | | | Support Services | Total Expenses |
| | Regular Education | Special Education | Total | Management and General | |
| Personnel and Related: | | | | | |
| Employee wages | \$ 2,128,685 | \$ 119,385 | \$ 2,248,070 | \$ - | \$ 2,248,070 |
| Payroll taxes and employee benefits | 525,174 | 27,039 | 552,213 | - | 552,213 |
| Professional development | 48,658 | - | 48,658 | - | 48,658 |
| Total personnel and related | 2,702,517 | 146,424 | 2,848,941 | - | 2,848,941 |
| Occupancy and Related: | | | | | |
| Rent | 1,064,915 | - | 1,064,915 | - | 1,064,915 |
| Security and cleaning | 322,684 | - | 322,684 | - | 322,684 |
| Depreciation | 145,802 | - | 145,802 | - | 145,802 |
| Repairs and maintenance | 26,464 | - | 26,464 | - | 26,464 |
| Insurance | - | - | - | 16,092 | 16,092 |
| Contracted services | 33,451 | - | 33,451 | - | 33,451 |
| Supplies and equipment | 39,074 | - | 39,074 | - | 39,074 |
| Total occupancy and related | 1,632,390 | - | 1,632,390 | 16,092 | 1,648,482 |
| Other: | | | | | |
| Management fee | - | - | - | 547,358 | 547,358 |
| Student supplies and materials | 178,594 | - | 178,594 | - | 178,594 |
| Technology | 241,621 | - | 241,621 | - | 241,621 |
| Contracted services | 16,153 | - | 16,153 | - | 16,153 |
| Office | 46,610 | - | 46,610 | - | 46,610 |
| Student services | 44,497 | - | 44,497 | - | 44,497 |
| Equipment and maintenance | 47,375 | - | 47,375 | - | 47,375 |
| Depreciation | 11,846 | - | 11,846 | - | 11,846 |
| Miscellaneous | 1,192 | - | 1,192 | - | 1,192 |
| Recruiting | 19,182 | - | 19,182 | - | 19,182 |
| Professional fees | 998 | - | 998 | 2,569 | 3,567 |
| COVID-19 testing | 154 | - | 154 | - | 154 |
| Total other | 608,222 | - | 608,222 | 549,927 | 1,158,149 |
| Total expenses | \$ 4,943,129 | \$ 146,424 | \$ 5,089,553 | \$ 566,019 | \$ 5,655,572 |

KIPP NYC PUBLIC CHARTER SCHOOLS

Statement of Functional Expenses by Entity
For the Year Ended June 30, 2023

| KIPP PCS | | | | | |
|---------------------|-------------------|-------------------|-------------------|------------------------|-------------------|
| | Program Services | | | Support Services | Total Expenses |
| | Regular Education | Special Education | Total | Management and General | |
| Other: | | | | | |
| Contracted services | \$ 15,995 | \$ - | \$ 15,995 | \$ - | \$ 15,995 |
| Office | 6,837 | - | 6,837 | - | 6,837 |
| Miscellaneous | 26,928 | - | 26,928 | - | 26,928 |
| Professional fees | 28,806 | - | 28,806 | 10,343 | 39,149 |
| Amortization | 84,154 | - | 84,154 | - | 84,154 |
| Interest | 18,780 | - | 18,780 | - | 18,780 |
| Total expenses | <u>\$ 181,500</u> | <u>\$ -</u> | <u>\$ 181,500</u> | <u>\$ 10,343</u> | <u>\$ 191,843</u> |

KIPP NYC PUBLIC CHARTER SCHOOLS

Schedule of Expenditures of Federal Awards
For the Year Ended June 30, 2023

| Federal Grantor/ Pass-Through Grantor/ Program or Cluster Title | Assistance Listing (AL) Number | Pass-Through Entity Identifying Number | Federal Expenditures |
|--|---|--|---------------------------------|
| U.S. Department of Education: | | | |
| Passed-through New York State Education Department: | | | |
| COVID-19 - Education Stabilization Fund | 84.425D | 5891-21-5445 5891-21-5515 5891-21-5520 5891-21-4294 5891-21-5720 5891-21-4160 5891-21-4282 | \$ 1,582,461 |
| COVID-19 - Education Stabilization Fund | 84.425U | 5880-21-5445 5880-21-5515 5880-21-5520 5880-21-4294 5880-21-4296 5880-21-5720 5880-21-4160 5880-21-4282 5218-21-4282 | <u>9,231,724</u> |
| Total AL No. 84.425 | | | 10,814,185 |
| Title I Grants to Local Educational Agencies | 84.010 | 0021-22-5445 0021-22-5515 0021-22-5520 0021-22-4294 0021-22-4296 0021-22-4160 0021-22-4282 0021-23-5445 0021-23-5515 0021-23-5520 0021-23-4294 0021-23-4296 0021-23-5720 0021-23-4160 0021-23-4282 | 2,690,935 |
| English Language Acquisition State Grants | 84.365 | 0293-23-4282 | 44,372 |

KIPP NYC PUBLIC CHARTER SCHOOLS

Schedule of Expenditures of Federal Awards
For the Year Ended June 30, 2023

| Federal Grantor/ Pass-Through Grantor/ Program or Cluster Title | Assistance Listing (AL) Number | Pass-Through Entity Identifying Number | Federal Expenditures |
|---|---|--|---------------------------------|
| U.S. Department of Education: (Continued) | | | |
| Passed-through New York State Education Department: (Continued) | | | |
| Supporting Effective Instruction State Grants (Formerly, Improving Teacher Quality State Grants) | 84.367 | 0147-22-5445 0147-22-5515 0147-22-5520 0147-22-4294 0147-22-4296 0147-22-5720 0147-22-4160 0147-22-4282 0147-23-5445 0147-23-5515 0147-23-5520 0147-23-4294 0147-23-4296 0147-23-5720 0147-23-4160 0147-23-4282 | 405,476 |
| Student Support and Academic Enrichment Program | 84.424 | 0204-22-5445 0204-22-5515 0204-22-5520 0204-22-4294 0204-22-4296 0204-22-4160 0204-22-4282 0204-23-5445 0204-23-5515 0204-23-5520 0204-23-4294 0204-23-4296 0204-23-4160 0204-23-4282 | 190,909 |
| Passed-through KIPP Foundation: | | | |
| Supporting Effective Educator Development Program | 84.423 | 29246977 | 69,658 |
| Total U.S. Department of Education | | | 14,215,535 |

KIPP NYC PUBLIC CHARTER SCHOOLS

Schedule of Expenditures of Federal Awards
For the Year Ended June 30, 2023

| Federal Grantor/ Pass-Through Grantor/ Program or Cluster Title | Assistance Listing (AL) Number | Pass-Through Entity Identifying Number | Federal Expenditures |
|--|---|---|---------------------------------|
| U.S. Department of Agriculture: | | | |
| Passed-through New York State Education Department: | | | |
| Child Nutrition Cluster: | | | |
| National School Lunch Program | 10.555 | N/A | 2,084,522 |
| National School Lunch Program (Food Commodities) | 10.555 | N/A | 126,080 |
| Total AL No. 10.555 | | | 2,210,602 |
| School Breakfast Program | 10.553 | N/A | 832,794 |
| Summer Food Service Program for Children | 10.559 | N/A | 187,541 |
| Total Child Nutrition Cluster | | | 3,230,937 |
| COVID-19 - Pandemic EBT Administrative Costs | 10.649 | N/A | 5,019 |
| Total U.S. Department of Agriculture | | | 3,235,956 |
| Federal Communications Commission: | | | |
| Passed-through KIPP New York LLC: | | | |
| COVID-19 - Emergency Connectivity Fund Program | 32.009 | N/A | 223,465 |
| U.S. Department of Health and Human Services: | | | |
| Passed-through New York Office of Children and Family Services: | | | |
| Child Care and Development Block Grant (CCDF Cluster) | 93.575 | N/A | 304,418 |
| Total Expenditures of Federal Awards | | | \$ 17,979,374 |

Note 1. Basis of Presentation

The accompanying Schedule of Expenditures of Federal Awards includes the Federal assistance activity of the School and is presented on the accrual basis of accounting. The information in this schedule is presented in accordance with the requirements of Title 2 U.S. Code of Federal Regulations Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards* (Uniform Guidance).

Note 2. Indirect Cost Rate

The School has elected not to use the 10% de minimis cost rate for its Federal programs.

**Report on Internal Control Over Financial Reporting and on Compliance and Other Matters
Based on an Audit of Financial Statements Performed in Accordance
With Government Auditing Standards**

Independent Auditor's Report

To the Board of Directors of
KIPP NYC Public Charter Schools:

We have audited, in accordance with the auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States, the consolidated financial statements of KIPP NYC Public Charter Schools (the School), which comprise the consolidated statement of financial position as of June 30, 2023, and the related consolidated statements of activities and changes in net assets, cash flows and functional expenses for the year then ended, and the related notes to the consolidated financial statements, and have issued our report thereon dated November 29, 2023.

Report on Internal Control Over Financial Reporting

In planning and performing our audit of the consolidated financial statements, we considered the School's internal control over financial reporting (internal control) as a basis for designing audit procedures that are appropriate in the circumstances for the purpose of expressing our opinion on the consolidated financial statements, but not for the purpose of expressing an opinion on the effectiveness of the School's internal control. Accordingly, we do not express an opinion on the effectiveness of the School's internal control.

A deficiency in internal control exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, misstatements on a timely basis. *A material weakness* is a deficiency, or a combination of deficiencies, in internal control such that there is a reasonable possibility that a material misstatement of the entity's consolidated financial statements will not be prevented, or detected and corrected, on a timely basis. *A significant deficiency* is a deficiency, or a combination of deficiencies, in internal control that is less severe than a material weakness, yet important enough to merit attention by those charged with governance.

Our consideration of internal control was for the limited purpose described in the preceding paragraph and was not designed to identify all deficiencies in internal control that might be material weaknesses or significant deficiencies and therefore, material weaknesses or significant deficiencies may exist that were not identified. We identified a certain deficiency in internal control, described in the accompanying schedule of findings and questioned costs as item 2023-001, that we consider to be a material weakness.

Report on Compliance and Other Matters

As part of obtaining reasonable assurance about whether the School's consolidated financial statements are free from material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements, noncompliance with which could have a direct and material effect on the consolidated financial statements. However, providing an opinion on compliance with those provisions was not an objective of our audit, and accordingly, we do not express such an opinion. The results of our tests disclosed an instance of noncompliance or other matters that are required to be reported under *Government Auditing Standards* and which are described in the accompanying schedule of findings and questioned costs as item 2023-001.

The School's Response to Findings

Government Auditing Standards require the auditor to perform limited procedures on the School's response to the findings identified in our audit and described in the accompanying schedule of findings and questioned costs. The School's response was not subjected to the other auditing procedures applied in the audit of the consolidated financial statements and, accordingly, we express no opinion on the response.

Purpose of this Report

The purpose of this report is solely to describe the scope of our testing of internal control and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the School's internal control or on compliance. This report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the School's internal control and compliance. Accordingly, this communication is not suitable for any other purpose.



Westborough, Massachusetts
November 29, 2023

Report on Compliance for Each Major Federal Program and Report on Internal Control Over Compliance Required by the Uniform Guidance

Independent Auditor's Report

To the Board of Directors of
KIPP NYC Public Charter Schools:

Report on Compliance for Each Major Federal Program

Opinion on Each Major Federal Program

We have audited KIPP NYC Public Charter Schools' (the School) compliance with the types of compliance requirements identified as subject to audit in the *OMB Compliance Supplement* that could have a direct and material effect on each of the School's major Federal programs for the year ended June 30, 2023. The School's major Federal programs are identified in the summary of auditor's results section of the accompanying schedule of findings and questioned costs.

In our opinion, the School complied, in all material respects, with the types of compliance requirements referred to above that could have a direct and material effect on each of its major Federal programs for the year ended June 30, 2023.

Basis for Opinion on Each Major Federal Program

We conducted our audit of compliance in accordance with auditing standards generally accepted in the United States of America (GAAS); the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States (*Government Auditing Standards*); and the audit requirements of Title 2 U.S. Code of Federal Regulations Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards* (Uniform Guidance). Our responsibilities under those standards and the Uniform Guidance are further described in the Auditor's Responsibilities for the Audit of Compliance section of our report.

We are required to be independent of the School and to meet our other ethical responsibilities, in accordance with relevant ethical requirements relating to our audit. We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our opinion on compliance for each major Federal program. Our audit does not provide a legal determination of the School's compliance with the compliance requirements referred to above.

Responsibilities of Management for Compliance

Management is responsible for compliance with the requirements referred to above and for the design, implementation, and maintenance of effective internal control over compliance with the requirements of laws, statutes, regulations, rules, and provisions of contracts or grant agreements applicable to the School's Federal programs.

Auditor's Responsibilities for the Audit of Compliance

Our objectives are to obtain reasonable assurance about whether material noncompliance with the compliance requirements referred to on the previous page occurred, whether due to fraud or error, and express an opinion on the School's compliance based on our audit. Reasonable assurance is a high level of assurance but is not absolute assurance and therefore is not a guarantee that an audit conducted in accordance with GAAS, *Government Auditing Standards*, and the Uniform Guidance will always detect material noncompliance when it exists. The risk of not detecting material noncompliance resulting from fraud is higher than for that resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control. Noncompliance with the compliance requirements referred to on the previous page is considered material if there is a substantial likelihood that, individually or in the aggregate, it would influence the judgment made by a reasonable user of the report on compliance about the School's compliance with the requirements of each major Federal program as a whole.

In performing an audit in accordance with GAAS, *Government Auditing Standards*, and the Uniform Guidance, we:

- Exercise professional judgment and maintain professional skepticism throughout the audit.
- Identify and assess the risks of material noncompliance, whether due to fraud or error, and design and perform audit procedures responsive to those risks. Such procedures include examining, on a test basis, evidence regarding the School's compliance with the compliance requirements referred to above and performing such other procedures as we considered necessary in the circumstances.
- Obtain an understanding of the School's internal control over compliance relevant to the audit in order to design audit procedures that are appropriate in the circumstances and to test and report on internal control over compliance in accordance with the Uniform Guidance, but not for the purpose of expressing an opinion on the effectiveness of the School's internal control over compliance. Accordingly, no such opinion is expressed.

We are required to communicate with those charged with governance regarding, among other matters, the planned scope and timing of the audit and any significant deficiencies and material weaknesses in internal control over compliance that we identified during the audit.

Report on Internal Control Over Compliance

A deficiency in internal control over compliance exists when the design or operation of a control over compliance does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, noncompliance with a type of compliance requirement of a Federal program on a timely basis. *A material weakness in internal control over compliance* is a deficiency, or a combination of deficiencies, in internal control over compliance, such that there is a reasonable possibility that material noncompliance with a type of compliance requirement of a Federal program will not be prevented, or detected and corrected, on a timely basis. *A significant deficiency in internal control over compliance* is a deficiency, or a combination of deficiencies, in internal control over compliance with a type of compliance requirement of a Federal program that is less severe than a material weakness in internal control over compliance, yet important enough to merit attention by those charged with governance.

Our consideration of internal control over compliance was for the limited purpose described in the Auditor's Responsibilities for the Audit of Compliance section and was not designed to identify all deficiencies in internal control over compliance that might be material weaknesses or significant deficiencies in internal control over compliance. Given these limitations, during our audit we did not identify any deficiencies in internal control over compliance that we consider to be material weaknesses, as defined above. However, material weaknesses or significant deficiencies in internal control over compliance may exist that were not identified.

Report on Internal Control Over Compliance (Continued)

Our audit was not designed for the purpose of expressing an opinion on the effectiveness of internal control over compliance. Accordingly, no such opinion is expressed.

The purpose of this report on internal control over compliance is solely to describe the scope of our testing of internal control over compliance and the results of that testing based on the requirements of the Uniform Guidance. Accordingly, this report is not suitable for any other purpose.



Westborough, Massachusetts
November 29, 2023

KIPP NYC PUBLIC CHARTER SCHOOLSSchedule of Findings and Questioned Costs
June 30, 2023

1. SUMMARY OF AUDITOR'S RESULTS**Consolidated Financial Statements**

Type of auditor's report issued on whether the consolidated financial statements audited were prepared in accordance with U.S. GAAP: Unmodified

Is a "going concern" emphasis-of-matter paragraph included in the auditor's report? Yes X No

Internal control over financial reporting:

- Material weakness(es) identified? X Yes No
- Significant deficiency(ies) identified? Yes X None reported

Noncompliance material to consolidated financial statements noted? X Yes No**Federal Awards**

Internal control over major Federal programs:

- Material weakness(es) identified? Yes X No
- Significant deficiency(ies) identified? Yes X None reported

Type of auditor's report issued on compliance for major Federal programs: Unmodified

Any audit findings disclosed that are required to be reported in accordance with 2 CFR 200.516(a)? Yes X No

Identification of major Federal programs:

| <u>Name of Federal Program or Cluster</u> | <u>Assistance Listing Number</u> |
|--|----------------------------------|
| COVID-19 - Education Stabilization Fund | 84.425D 84.425U |
| Title I Grants to Local Educational Agencies | 84.010 |

Dollar threshold used to distinguish between Type A and Type B programs: \$750,000.

Auditee qualified as low-risk auditee? Yes X No

2. CONSOLIDATED FINANCIAL STATEMENT FINDINGS

Material Weakness:

Finding 2023-001

Criteria: The School is required to bill per-pupil tuition based on predetermined rates and number of pupils enrolled and attending the School.

Condition: During fiscal years 2022 and 2023, the School had unreconciled per-pupil tuition billing discrepancies with the New York State Education Department (NYSED) for both general education and special education students. The discrepancies resulted primarily from three types of data: (a) misalignment of the level of service billed compared to the level approved in the Special Education Student Information System, (b) data for students who left the School and for whom residence data in the School system lagged NYSED data, and (c) a misalignment of final attendance information between the School and NYSED data. In fiscal year 2022, the total per-pupil revenue was \$107,449,851 and the amount unreconciled for general education students was \$755,117 and \$180,552 for special education students. There was an unreconciled amount of \$104,627 for rental assistance payments. In fiscal year 2023, the total per-pupil revenue was \$118,909,553 and the amount unreconciled for general education students was \$660,328 and \$466,488 for special education students.

Cause: The School's per-pupil tuition billing software was not being reconciled timely with the student records database which led to the discrepancy in per-pupil tuition billing.

Effect: This resulted in an unreconciled per-pupil tuition amount of \$755,117 for general education students and \$180,552 for special education students in fiscal year 2022 that had a total per-pupil tuition revenue of \$107,449,851. A restatement of the fiscal year 2022 consolidated financial statements of \$1,040,296 was required, which also included an amount of \$104,627 for rental assistance payments. In addition, the fiscal year 2023 unreconciled per-pupil tuition was \$660,328 for general education students and \$466,488 for special education students, which had a total per-pupil tuition revenue of \$118,909,553 and adjusting entries were proposed during the audit fieldwork to properly state the balance.

Recommendation: We recommend the School develop policies and procedures surrounding its student records database and the per-pupil billing software to ensure records are updated concurrently amongst both systems. In addition, these policies and procedures should ensure a reconciliation between both systems is done on a more frequent basis to avoid overbillings and properly state revenue throughout the course of the year. Although these databases are not integrated, management should investigate if there is Robotic Process Automation (RPA) that could eliminate the need for duplicating entries into two systems.

Management's Response: Current management has developed the controls and procedures and will put additional training in place to ensure adherence to updated procedures. Management has widely distributed the new procedures and is working with staff to conduct trainings to ensure per-pupil tuition reconciliations are occurring on a timely basis. The timely reconciliations for both general and special education per-pupil tuition submissions in conjunction with current management conducting additional reviews of financials before providing to auditors for the year-end audit process will prevent client proposed adjustments.

3. FEDERAL AWARD FINDINGS AND QUESTIONED COSTS

None

KIPP NYC PUBLIC CHARTER SCHOOLS

Schedule of Prior Year Findings and Questioned Costs
June 30, 2023

STATUS OF PRIOR YEAR FINDINGS AND QUESTIONED COSTS

Financial Statement Findings – Material Weakness

Finding 2022-001

Finding

During the performance of the audit, adjustments for the Gerard Facility operating lease were required to properly record the operating lease rental expense along with its termination option payout on a straight-line basis and record related deferred rent.

Status

Corrective action has been taken during fiscal year 2023. The School adopted Accounting Standards Update 2016-02, *Leases (Topic 842)*, and all lease activity was properly recorded during fiscal year 2023. This finding was addressed in fiscal year 2023.

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 2022-23
Acknowledgement of Receipt

1. Name of Board Member: Gwendolyn Brunson
2. Board(s) on Which Member Serves: KIPP Academy Charter School; KIPP NYC Public Charter Schools
3. Office(s) Held by Board Member: Member, KIPP Academy Charter School
Member, KIPP NYC Public Charter Schools
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:

A black rectangular box redacting the signature of the board member.

Date:

7/5/2023

2023 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, 2023

| 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.): | Member |
| Email Address: | gbrunson@probation.nyc.gov |

| Home Address | |
|---|------------------------|
| Please complete with changes only: | |
| Street: | 890 Trinity Ave Apt 8C |
| City, State Zip: | Bronx, NY, 10456 |
| Phone: | 917-853-9040 |

| Business Address | |
|---|--|
| Please complete with changes 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

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.

| 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" |
|-----------------------|---|---|------------------------------|---|---|-------------------------------------|
| | | | | | | |
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| | | | | | | |

Signature:

SUNY Charter Schools Institute | 353 Broadway, Albany, NY 12207 | (518) 445-4250 | charters@suny.edu

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 2022-23
Acknowledgement of Receipt

1. Name of Board Member: Kange Kaneene
2. Board(s) on Which Member Serves: KIPP NYC Public Charter Schools
3. Office(s) Held by Board Member: Chair, KIPP NYC Public Charter Schools
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:

A black rectangular box redacting the signature of the board member.

Date:

6/30/2023

2023 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, 2023

| Education Corporation, Trustee Name and Position(s) | |
|---|---------------------------------|
| Name of education corporation: | KIPP NYC Public Charter Schools |
| Name of trustee (print): | Kange Kaneene |
| Position(s) on board, if any (e.g., chair, treasurer, committee chair, etc.): | Chair |
| Email Address: | kange.kaneene@gmail.com |

| Home Address | |
|---|---------------------|
| Please complete with changes only: | |
| Street: | 81 Fleet Pl Apt 12S |
| City, State Zip: | Brooklyn, NY, 11201 |
| Phone: | 5174108535 |

| Business Address | |
|---|--|
| Please complete with changes 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

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.

| 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" |
|-----------------------|---|---|------------------------------|---|---|-------------------------------------|
| | | | | | | |
| | | | | | | |
| | | | | | | |
| | | | | | | |

Signature:

SUNY Charter Schools Institute | 353 Broadway, Albany, NY 12207 | (518) 445-4250 | charters@suny.edu

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 2022-23
Acknowledgement of Receipt

1. Name of Board Member: Adaobi Kanu
2. Board(s) on Which Member Serves: KIPP NYC Public Charter Schools
3. Office(s) Held by Board Member: 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: _____

A black rectangular box redacting the signature of the board member.

Date: _____

2023 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, 2023

| Education Corporation, Trustee Name and Position(s) | |
|---|-------------------------|
| Name of education corporation: | KIPP NYC Public Schools |
| Name of trustee (print): | Adaobi Kanu |
| Position(s) on board, if any (e.g., chair, treasurer, committee chair, etc.): | Member |
| Email Address: | adaobikanu@gmail.com |

| Home Address | |
|---|--------------------|
| Please complete with changes only: | |
| Street: | 7309 Cordoba Drive |
| City, State Zip: | Austin, TX, 78724 |
| Phone: | 6466418173 |

| Business Address | |
|---|--|
| Please complete with changes 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 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

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.

| 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" |
|-----------------------|---|---|------------------------------|---|---|-------------------------------------|
| | | | | | | |
| | | | | | | |
| | | | | | | |
| | | | | | | |

Signature:

SUNY Charter Schools Institute | 353 Broadway, Albany, NY 12207 | (518) 445-4250 | charters@suny.edu

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 2022-23
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, KIPP Academy Charter School
Member, KIPP NYC Public Charter Schools
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:

A black rectangular box redacting the signature of the board member.

Date:

7/28/2023

2023 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, 2023

| 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.): | Member |
| Email Address: | rafael.mayer@gmail.com |

| Home Address | |
|---|-----------------------|
| Please complete with changes only: | |
| Street: | 39 Bender Way |
| City, State Zip: | Pound Ridge, NY 10576 |
| Phone: | 6463616734 |

| Business Address | |
|---|--|
| Please complete with changes 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" |
|-----------------------|--|---|--|-------------------------------------|
| | | | | |
| | | | | |
| | | | | |

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:



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 2022-23
Acknowledgement of Receipt

1. Name of Board Member: Richard Taft
2. Board(s) on Which Member Serves: KIPP Academy Charter School; KIPP NYC Public Charter Schools
3. Office(s) Held by Board Member: Treasurer, KIPP Academy Charter School
Treasurer, KIPP NYC Public Charter Schools
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:

A black rectangular box redacting the signature of the board member.

Date:

6/30/2023

2023 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, 2023

| Education Corporation, Trustee Name and Position(s) | |
|---|---------------------------------|
| Name of education corporation: | KIPP NYC Public Charter Schools |
| Name of trustee (print): | Richard Taft |
| Position(s) on board, if any (e.g., chair, treasurer, committee chair, etc.): | Treasurer |
| Email Address: | rmtaft1@gmail.com |

| Home Address | |
|---|-----------------------|
| Please complete with changes only: | |
| Street: | 6 Tara Way |
| City, State Zip: | Pennington, NJ, 08534 |
| Phone: | 9179029546 |

| Business Address | |
|---|--|
| Please complete with changes 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" |
|-----------------------|--|---|--|-------------------------------------|
| | | | | |
| | | | | |
| | | | | |

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:



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.

KIPP NYC Public Charter Schools
Meeting of the Board of Trustees
July 26, 2022

The KIPP NYC Public Charter Schools Board of Trustees (the “Board”) met virtually July 26, 2022 using the Zoom videoconferencing platform. In accordance with the Open Meetings Law, advance notice of the meeting was posted on KIPPNYC.org and at KIPP NYC Schools. The meeting was recorded and a verbatim written transcript of the meeting was produced. All attendees and guests of the meeting were present by videoconference or telephone. The following Trustees were in attendance: Rafael Mayer, Gwendolyn Brunson, Richard Taft, Adaobi Kanu and Kange Kaneene.

Also in attendance were Trustees of KIPP Academy Charter School (Rafael Mayer, Richard Taft, and Gwendolyn Brunson) and Director Valerie Lancaster Beal of KIPP New York, Inc. The following KIPP NYC staff members were also in attendance: Alicia Johnson (President), Jim Manly (Superintendent), Malini Sridharan, Jane Martinez Dowling, Kerry Mullins, Kelly Mangiardi, Efrain Guerrero, and Samson Woo.

Opening of the Meeting

Ms. Kaneene called the meeting to order and welcomed attendees.

Public Comments

Ms. Kaneene asked for public comments. There were no public comments.

Board Business

- Ms. Sridharan and Mr. Guerrero shared a SY 22-23 student enrollment update and answered questions from Board members.
- Ms. Mullins and Ms. Mangiardi shared a SY 22-23 staff recruitment update and answered questions from Board members.

Board Votes

There were no Board votes.

Adjournment

The meeting was adjourned.

KIPP NYC Public Charter Schools
Meeting of the Board of Trustees
August 30, 2022

The KIPP NYC Public Charter Schools Board of Trustees (the “Board”) met virtually August 30, 2022 using the Zoom videoconferencing platform. In accordance with the Open Meetings Law, advance notice of the meeting was posted on KIPPNYC.org and at KIPP NYC Schools. The meeting was recorded and a verbatim written transcript of the meeting was produced. All attendees and guests of the meeting were present by videoconference or telephone. The following Trustees were in attendance: Rafael Mayer, Gwendolyn Brunson, Richard Taft, and Kange Kaneene.

Also in attendance were Trustees of KIPP Academy Charter School (Rafael Mayer, Richard Taft, Gwendolyn Brunson, Whitney Tilson, and William Fogg) and Director Valerie Lancaster Beal and Director Fred Scott of KIPP New York, Inc. The following KIPP NYC staff members were also in attendance: Alicia Johnson (President), Jim Manly (Superintendent), Dana Willis, Diane Flynn, Lise Martina, and Rebecca Sleath.

Opening of the Meeting

Ms. Kaneene called the meeting to order and welcomed attendees.

Public Comments

Ms. Kaneene asked for public comments. There were no public comments.

Board Business

- Mr. Manly shared an update on the first week of the 2022-23 school year and answered questions from Board members.
- Mr. Manly shared KIPP NYC’s ELA and math state test scores from the 2021-22 school year and answered questions from Board members.

Board Votes

There were no Board votes.

Adjournment

The meeting was adjourned.

KIPP NYC Public Charter Schools
Meeting of the Board of Trustees
September 20, 2022

The KIPP NYC Public Charter Schools Board of Trustees (the “Board”) met on September 20, 2022 at Glenview Capital. In accordance with the Open Meetings Law, advance notice of the meeting was posted on KIPPNYC.org. The following Trustees were in attendance: Kange Kaneene.

Also in attendance were Directors of KIPP New York, Inc. (Dave Levin, Lisa Blau, Abigail Klem, Randy Simpson, and Amanda Baldwin) and Trustees of KIPP Academy Charter School (Whitney Tilson and William Fogg.) The following KIPP NYC staff members were also in attendance: Jim Manly (Superintendent), Alicia Johnson (President), Jane Martinez Dowling, Diane Flynn, Dana Willis, Rebecca Sleath and Samson Woo. There was also one member of the public in attendance: Takisha Dozier (guest speaker).

Opening of the Meeting

Ms. Kaneene called the meeting to order and welcomed attendees.

Public Comments

Ms. Kaneene asked for public comments. There were no public comments.

Board Business

Mr. Manly and Ms. Johnson led the Board in a discussion of KIPP NYC student enrollment, teacher recruitment, and academic data.

Board Votes:

There were no Board votes.

Adjournment

The meeting was adjourned.

KIPP NYC Public Charter Schools
Meeting of the Board of Trustees
October 24, 2022

The KIPP NYC Public Charter Schools Board of Trustees (the “Board”) met on October 24, 2022 at the KIPP NYC Shared Services Team office. In accordance with the Open Meetings Law, advance notice of the meeting was posted on KIPPNYC.org. The following Trustees were in attendance: Rafael Mayer, Gwendolyn Brunson, and Richard Taft.

Also in attendance were Trustees of KIPP Academy Charter School (Rafael Mayer, Richard Taft, Gwendolyn Brunson, and William Fogg). The following KIPP NYC staff members were also in attendance: Alicia Johnson (President), Jim Manly (Superintendent), Dana Willis, Mali Sridharan, and Rebecca Sleath. Diane Flynn joined by telephone.

Opening of the Meeting

Mr. Mayer called the meeting to order and welcomed attendees.

Public Comments

Mr. Mayer asked for public comments. There were no public comments.

Board Business

- Mr. Manly shared an update on student attrition, attendance and suspensions.

Board Votes

The Board voted unanimously:

- To delegate to the Board Chair approval authority for the 21-22 KIPP NYC Public Charter Schools audit.
- To approve the resolution presented in the board package, to appoint Designated Officers to negotiate, review, approve, and execute or cause to be executed (a) an amendment and restatement of the lease for the Canal West facility, and (b) documents necessary in connection with the financing of the Canal West facility.

Adjournment

The meeting was adjourned.

KIPP NYC Public Charter Schools
Meeting of the Board of Trustees
November 15, 2022

The KIPP NYC Public Charter Schools Board of Trustees (the “Board”) met on November 15, 2022 at Glenview Capital. In accordance with the Open Meetings Law, advance notice of the meeting was posted on KIPPNYC.org. The following Trustees were in attendance: Kange Kaneene and Gwendolyn Brunson.

Also in attendance were Directors of KIPP New York, Inc. (Larry Robbins, Dave Levin, Lisa Blau, Abigail Klem, Valerie Lancaster Beal, Randy Simpson, Elias Alcantara, Fred Scott, and Amanda Baldwin) and Trustees of KIPP Academy Charter School (Gwendolyn Brunson, Whitney Tilson and William Fogg.) The following KIPP NYC staff members were also in attendance: Jim Manly (Superintendent), Alicia Johnson (President), Jane Martinez Dowling, Diane Flynn, Dana Willis, Mali Sridharan, Rebecca Sleath and Julia Martinez. PCS Properties Foundation, Inc. member Jack Chorowsky was also in attendance.

Opening of the Meeting

Ms. Kaneene called the meeting to order and welcomed attendees.

Public Comments

Ms. Kaneene asked for public comments. There were no public comments.

Board Business

Mr. Manly and Ms. Johnson provided an update on the KIPP NYC’s Real Estate Working Group progress and on KIPP NYC’s academic results.

Board Votes:

There were no Board votes.

Adjournment

The meeting was adjourned.

KIPP NYC Public Charter Schools
Meeting of the Board of Trustees
December 13, 2022

The KIPP NYC Public Charter Schools Board of Trustees (the “Board”) met on December 13, 2022 using the Zoom videoconferencing platform. In accordance with the Open Meetings Law, advance notice of the meeting was posted on KIPPNYC.org. The following Trustees were in attendance: Kange Kaneene, Rafael Mayer, Gwendolyn Brunson, Richard Taft, and Adaobi Kanu.

Also in attendance were Trustees of KIPP Academy Charter School (Rafael Mayer, Gwendolyn Brunson, Richard Taft, and William Fogg.) The following KIPP NYC staff members were also in attendance: Jim Manly (Superintendent), Jane Martinez Dowling, Dana Willis, Rebecca Sleath, Mali Sridharan and Julia Martinez.

Opening of the Meeting

Ms. Kaneene called the meeting to order and welcomed attendees.

Public Comments

Ms. Kaneene asked for public comments. There were no public comments.

Board Business

Mr. Manly led the Board in a math data update.

Board Votes:

There were no Board votes.

Adjournment

The meeting was adjourned.

KIPP NYC Public Charter Schools
Meeting of the Board of Trustees
January 24, 2023

The KIPP NYC Public Charter Schools Board of Trustees (the “Board”) met on January 24, 2023 using the Zoom videoconferencing platform. The following Trustees were in attendance: Kange Kaneene, Rafael Mayer, Gwendolyn Brunson, and Richard Taft.

Also in attendance were Trustees of KIPP Academy Charter School (Rafael Mayer, Gwendolyn Brunson, Richard Taft, and William Fogg) The following KIPP NYC staff members were also in attendance: Jim Manly (Superintendent), Alicia Johnson (President), Jane Martinez Dowling, Dana Willis, Mali Sridharan, Rebecca Sleath, Julia Martinez, and Rebekah Bambling. There was also one member of the public in attendance: Yendry Cabrera (student speaker).

Opening of the Meeting

Ms. Kaneene called the meeting to order and welcomed attendees.

Public Comments

Ms. Kaneene asked for public comments. There were no public comments.

Board Business

Ms. Kaneene invited student speaker Yendry Cabrera to speak about her college process experience. Rebekah Bambling gave an update on supports that KIPP NYC provides to students who are exploring options for college and beyond.

Board Votes:

The Board voted unanimously to:

- Appoint Dana Willis as Secretary and Compliance Officer of KIPP NYC Public Charter Schools

Adjournment

The meeting was adjourned.

KIPP NYC Public Charter Schools
Meeting of the Board of Trustees
February 14, 2023

The KIPP NYC Public Charter Schools Board of Trustees (the “Board”) met on February 14, 2023 at Glenview Capital. In accordance with the Open Meetings Law, advance notice of the meeting was posted on KIPPNYC.org. The following Trustees were in attendance: Kange Kaneene, Rafael Mayer, Gwendolyn Brunson, and Richard Taft.

Also in attendance were Directors of KIPP New York, Inc. (Larry Robbins, Dave Levin, Abigail Klem, and Fred Scott) and Trustees of KIPP Academy Charter School (Rafael Mayer, Gwendolyn Brunson, and Richard Taft.) The following KIPP NYC staff members were also in attendance: Jim Manly (Superintendent), Alicia Johnson (President), Jane Martinez Dowling, Diane Flynn, Dana Willis, Rebecca Sleath and Julia Martinez.

Opening of the Meeting

Ms. Kaneene called the meeting to order and welcomed attendees.

Public Comments

Ms. Kaneene asked for public comments. There were no public comments.

Board Business

Mr. Manly led the Board in a discussion of a brief update on Graduate Aims work with Wellspring.

Board Votes:

There were no Board votes.

Adjournment

The meeting was adjourned.

KIPP NYC Public Charter Schools
Meeting of the Board of Trustees
March 14, 2023

The KIPP NYC Public Charter Schools Board of Trustees (the “Board”) met on March 14, 2023 using the Zoom videoconferencing platform. In accordance with the Open Meetings Law, advance notice of the meeting was posted on KIPPNYC.org. The following Trustees were in attendance: Kange Kaneene, Rafael Mayer, Gwendolyn Brunson, and Richard Taft.

Also in attendance were Trustees of KIPP Academy Charter School (Rafael Mayer, Gwendolyn Brunson, Richard Taft, Whitney Tilson and William Fogg~~g~~). The following KIPP NYC staff members were also in attendance: Alicia Johnson (President), Jane Martinez Dowling, Dana Willis, Rebecca Sleath and Julia Martinez.

Opening of the Meeting

Ms. Kaneene called the meeting to order and welcomed attendees.

Public Comments

Ms. Kaneene asked for public comments. There were no public comments.

Board Business

Ms. Johnson shared a Budget Communications Update and answered questions from the Board.

Board Votes:

The Board voted unanimously to:

- Authorize those actions detailed in the March 14, 2023 written resolutions of the Board in connection with entering a Furnitures, Fixtures, and Equipment Lease with Canal West 75, LLC, Amending and Restating the existing lease with Canal West 75, LLC, and providing all other appropriate and necessary assistance, including providing guarantees, to effectuate the Canal Development Activities and NMTC Loan Documents, as further defined in the resolutions.

Adjournment

The meeting was adjourned.

KIPP NYC Public Charter Schools
Meeting of the Board of Trustees
April 25, 2023

The KIPP NYC Public Charter Schools Board of Trustees (the “Board”) met on April 25, 2023 at Glenview Capital. In accordance with the Open Meetings Law, advance notice of the meeting was posted on KIPPNYC.org. The following Trustees were in attendance: Kange Kaneene, Rafael Mayer, and Richard Taft.

Also in attendance were Directors of KIPP New York, Inc. (Larry Robbins, Dave Levin, Lisa Blau, Abigail Klem, Randy Simpson, Fred Scott, Elias Alcantara, and Amanda Baldwin) and Trustees of KIPP Academy Charter School (Rafael Mayer, Richard Taft, and Whitney Tilson). The following KIPP NYC staff members were also in attendance: Jim Manly (Superintendent), Alicia Johnson (President), Jane Martinez Dowling, Diane Flynn, Won Park, Rebecca Sleath and Julia Martinez. There was also four members of the public in attendance: Israel Hilary, Jaden Sarr, Lamar Stratton, and Itzel Hernandez (guest speakers).

Opening of the Meeting

Ms. Kaneene called the meeting to order and welcomed attendees.

Public Comments

Ms. Kaneene asked for public comments. There were no public comments.

Board Business

Student speakers spoke to the Board about their KIPP NYC journey and took questions.

Board Votes:

Upon a motion by Ms. Kaneene, the Board voted unanimously to:

- Approve as recommended by the Audit Committee the appointment of AAFCPAs as independent auditor for the organization as of the FY23 Financial Audit.
- Request that KIPP Bronx II Charter School be approved for grades Kindergarten through eighth grade with an increased enrollment cap of 825.
- Request that KIPP Freedom Elementary School third and fourth graders and KIPP Freedom Middle School 5th graders enter the KIPP Bronx II Charter School upon the beginning of the 2023-2024 school year.
- Transfer rising 3rd, 4th, and 5th graders from the KIPP Freedom Charter School to the KIPP Bronx II Charter School for the 2023-2024 with a reduced enrollment cap of 555 for KIPP Freedom Charter School, with the intent to regrow the KIPP Freedom Charter School in following years.
- Move into an executive session pursuant to Section 105 (1)(d) of the New York State Open Meeting Law

Adjournment

The meeting was adjourned.

Executive Session

The Board entered an executive session after the public portion of the meeting.

KIPP NYC Public Charter Schools
Meeting of the Board of Trustees
May 16, 2023

The KIPP NYC Public Charter Schools Board of Trustees (the “Board”) met on May 16, 2023 using the video conferencing platform Zoom. In accordance with the Open Meetings Law, advance notice of the meeting was posted on KIPPNYC.org. The following Trustees were in attendance: Kange Kaneene, Rafael Mayer, Gwendolyn Brunson, and Richard Taft.

Also in attendance were Trustees of KIPP Academy Charter School (Rafael Mayer, Gwendolyn Brunson, Richard Taft, and Whitney Tilson.) The following KIPP NYC staff members were also in attendance: Jim Manly (Superintendent), Alicia Johnson (President), Jane Martinez Dowling, Diane Flynn, Dana Willis, and Rebecca Sleath. External consultant Kerry Mullins was also in attendance.

Opening of the Meeting

Ms. Kaneene called the meeting to order and welcomed attendees.

Public Comments

Ms. Kaneene asked for public comments. There were no public comments.

Board Business

Ms. Johnson invited the Board to a KIPP Alumni Association meet and greet event on June 16, 2023.

Board Votes

There were no Board votes.

Adjournment

The meeting was adjourned.

KIPP NYC Public Charter Schools
Meeting of the Board of Trustees
June 06, 2023

The KIPP NYC Public Charter Schools Board of Trustees (the “Board”) met on June 06, 2023 at Glenview Capital. In accordance with the Open Meetings Law, advance notice of the meeting was posted on KIPPNYC.org. The following Trustees were in attendance: Kange Kaneene, Rafael Mayer, and Richard Taft.

Opening of the Meeting

Ms. Kaneene called the meeting to order and welcomed attendees.

Public Comments

Ms. Kaneene asked for public comments. There were no public comments.

Board Business

Mr. Manly and Ms. Johnson led the Board in a Graduate Aims update.

Board Votes:

The Board voted unanimously to:

- Reelect for a term of 2 years the following individuals as members to the Board: Kange Kaneene and Rafael Mayer.
- Approve the re-appointment of Kange Kaneene as Chair of the KIPP NYC Public Charter Schools Board of Trustees.
- To ratify and reconfirm the designation of each of Larry Robbins, David Levin, Fred Scott, and Amanda Baldwin as a recommended director of the Board on the Board of Directors at KIPP New York, Inc.
- Approve the appointment of Amanda Martinez as Principal of Freedom Middle School.
- Approve the appointment of Jeffrey Imwold as Interim Principal of Washington Heights Elementary School.
- Approve the appointment of Omari Wiltshire as Principal of AMP Middle School.
- Approve the appointment of Candice Seagrave as Principal of STAR Harlem Elementary School.
- Approve the Fiscal Year 2024 Budget.

Adjournment

The meeting was adjourned.

KIPP NYC Elementary School Organization Chart

| Principal |
|-----------|
| Principal |

| Operations |
|---------------------------------|
| Director of Operations |
| School Operations Manager |
| School Operations Administrator |
| Data and Compliance Manager |

| Leadership |
|---|
| AP |
| Dean |
| Dean |
| Dean/Director of Student Support Services |

| Social Work Team |
|------------------|
| Social Worker |
| Social Worker |

| Kindergarten | | |
|--------------|--------------|--------------|
| Class 1 | Lead Teacher | Lead Teacher |
| Class 2 | Lead Teacher | Lead Teacher |
| Class 3 | Lead Teacher | Lead Teacher |

| 3rd Grade | | |
|-----------|--------------|--------------|
| Class 1 | Lead Teacher | Lead Teacher |
| Class 2 | Lead Teacher | Lead Teacher |
| Class 3 | Lead Teacher | Lead Teacher |

| Support Services Team |
|-----------------------|
| Interventionist |
| Interventionist |
| Interventionist |
| SALT |

| 1st Grade | | |
|-----------|--------------|--------------|
| Class 1 | Lead Teacher | Lead Teacher |
| Class 2 | Lead Teacher | Lead Teacher |
| Class 3 | Lead Teacher | Lead Teacher |

| 4th Grade | | |
|-----------|--------------|--------------|
| Class 1 | Lead Teacher | Lead Teacher |
| Class 2 | Lead Teacher | Lead Teacher |
| Class 3 | Lead Teacher | Lead Teacher |

| Specials + Science |
|--------------------|
| Enrichment Teacher |
| Enrichment Teacher |
| Enrichment Teacher |
| Enrichment Teacher |
| Science |
| Science |

| 2nd Grade | | |
|-----------|--------------|--------------|
| Class 1 | Lead Teacher | Lead Teacher |
| Class 2 | Lead Teacher | Lead Teacher |
| Class 3 | Lead Teacher | Lead Teacher |

| Teacher Residence |
|-------------------|
| TIR |

KIPP NYC Middle School Organization Chart

| |
|------------------|
| Principal |
| Principal |

| |
|---------------------------------|
| School Operations |
| Director of Operations |
| School Operations Manager |
| School Operations Administrator |

| |
|----------------------------|
| Deans/Directors/APs |
| AP |
| Dean |
| Dean |
| Dean or DS3 |

| |
|--------------------|
| Social Work |
| Social Worker |
| Social Worker |

| 5th Grade | |
|----------------|--------------|
| ELA | Lead Teacher |
| Math | Lead Teacher |
| Science | Lead Teacher |
| Social Studies | Lead Teacher |

| 8th Grade | |
|----------------|--------------|
| ELA | Lead Teacher |
| Math | Lead Teacher |
| Science | Lead Teacher |
| Social Studies | Lead Teacher |

| |
|---------------------------------|
| Student Support Services |
| SPED Learning Specialist |
| SPED Learning Specialist |
| SPED Learning Specialist |
| SPED Learning Specialist |
| SPED Learning Specialist |
| SPED Learning Specialist |

| 6th Grade | |
|----------------|--------------|
| ELA | Lead Teacher |
| Math | Lead Teacher |
| Science | Lead Teacher |
| Social Studies | Lead Teacher |

| |
|----------------------------|
| Afterschool Program |
| Program Director |

| |
|----------------------------|
| Specials/Enrichment |
| Enrichment Teacher |
| Enrichment Teacher |
| Enrichment Teacher |
| Enrichment Teacher |

| 7th Grade | |
|----------------|--------------|
| ELA | Lead Teacher |
| Math | Lead Teacher |
| Science | Lead Teacher |
| Social Studies | Lead Teacher |

| |
|-----------------------------|
| Teacher in Residence |
| TIR |
| TIR |
| TIR |

| |
|--------------------------------|
| Reading Interventionist |
| Interventionist |

| AUGUST '23 | | | | | | |
|------------|----|----|----|----|----|----|
| S | M | T | W | Th | F | S |
| | | 1 | 2 | 3 | 4 | 5 |
| 6 | 7 | 8 | 9 | 10 | 11 | 12 |
| 13 | 14 | 15 | 16 | 17 | 18 | 19 |
| 20 | 21 | 22 | 23 | 24 | 25 | 26 |
| 27 | 28 | 29 | 30 | 31 | | |

| SEPTEMBER 23 | | | | | | |
|--------------|----|----|----|----|----|----|
| S | M | T | W | Th | F | S |
| | | | | | 1 | 2 |
| 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| 10 | 11 | 12 | 13 | 14 | 15 | 16 |
| 17 | 18 | 19 | 20 | 21 | 22 | 23 |
| 24 | 25 | 26 | 27 | 28 | 29 | 30 |

| OCTOBER 23 | | | | | | |
|------------|----|----|----|----|----|----|
| S | M | T | W | Th | F | S |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 8 | 9 | 10 | 11 | 12 | 13 | 14 |
| 15 | 16 | 17 | 18 | 19 | 20 | 21 |
| 22 | 23 | 24 | 25 | 26 | 27 | 28 |
| 29 | 30 | 31 | | | | |

| NOVEMBER 23 | | | | | | |
|-------------|----|----|----|----|----|----|
| S | M | T | W | Th | F | S |
| | | | 1 | 2 | 3 | 4 |
| 6 | 6 | 7 | 8 | 9 | 10 | 11 |
| 12 | 13 | 14 | 15 | 16 | 17 | 18 |
| 19 | 20 | 21 | 22 | 23 | 24 | 25 |
| 26 | 27 | 28 | 29 | 30 | | |

| DECEMBER 23 | | | | | | |
|-------------|----|----|----|----|----|----|
| S | M | T | W | Th | F | S |
| | | | | | 1 | 2 |
| 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| 10 | 11 | 12 | 13 | 14 | 15 | 16 |
| 17 | 18 | 19 | 20 | 21 | 22 | 23 |
| 24 | 25 | 26 | 27 | 28 | 29 | 30 |

August 2023

| | |
|-----------|---|
| August 28 | FIRST DAY OF SCHOOL – ALL GRADES |
|-----------|---|

September 2023

| | |
|--------------|--|
| September 4 | NO SCHOOL –Labor Day |
| September 5 | SCHOOL RESUMES Full Day All Students: 3:30pm Dismissal |
| September 19 | ** HALF DAY EARLY DISMISSAL – Staff Development |
| September 25 | NO SCHOOL – Yom Kippur |

October 2023

| | |
|------------|--|
| October 9 | NO SCHOOL - Indigenous Peoples' Day |
| October 31 | NO SCHOOL - Staff Development Day |

November 2023

| | |
|----------------|--|
| November 7 | KIPP IN SESSION (Election Day) |
| November 17 | End of Trimester 1 |
| November 20-24 | NO SCHOOL : Thanksgiving Break |
| November 27 | SCHOOL RESUMES - Trimester 2 Begins |

December 2023

| | |
|------------------|--|
| December 5 | ** HALF DAY ALL STUDENTS: 1:30pm dismissal for student Report Card Conferences |
| December 8 | KIPP IN SESSION (First Day of Hanukkah) |
| December 20 - 29 | NO SCHOOL : Winter Break |

January 2024

| | |
|------------|--|
| January 1 | NO SCHOOL : New Year's Day |
| January 2 | NO SCHOOL - Staff Development Day |
| January 3 | SCHOOL RESUMES Full Day All Students: 3:30pm Dismissal |
| January 15 | NO SCHOOL : Martin Luther King Jr. Day |

February 2024

| | |
|------------------|---|
| February 13 | ** HALF DAY ALL STUDENTS – Staff Development |
| February 19 - 23 | NO SCHOOL - Mid-Winter Break |

March 2024

| | |
|----------|--|
| March 4 | NO SCHOOL - Staff Development Day |
| March 15 | <i>End of Trimester 2</i> |
| March 18 | <i>Trimester 3 Begins</i> |
| March 26 | ** HALF DAY ALL STUDENTS: 1:30pm dismissal for student Report Card Conferences |
| March 29 | NO SCHOOL – Good Friday |

April 2024

| | |
|---------------|--|
| April 1 | NO SCHOOL - Easter |
| April 10 | NO SCHOOL - Eid al-Fitr |
| April 11 - 12 | ELA State Test (Grades 3-8) |
| April 22 – 26 | NO SCHOOL – Spring Break |
| April 29 | SCHOOL RESUMES Full Day All Students: 3:30pm Dismissal |

May 2024

| | |
|-----------|--|
| May 8 - 9 | Math State Test (Grades 3-8) |
| May 20 | NO SCHOOL - Staff Development Day |
| May 27 | NO SCHOOL - Memorial Day |

June 2024

| | |
|---------|---|
| June 11 | ** HALF DAY ALL STUDENTS – Staff Development |
| June 19 | NO SCHOOL - Juneteenth |
| June 21 | <i>End of Trimester 3</i> |
| June 26 | <i>Last Day of School for Students</i> |
| June 27 | <i>Last Day of School for Staff</i> |
| June 28 | <i>Last Day of School for School Operations</i> |

| JANUARY 24 | | | | | | |
|------------|----|----|----|----|----|----|
| S | M | T | W | Th | F | S |
| | 1 | 2 | 3 | 4 | 5 | 6 |
| 7 | 8 | 9 | 10 | 11 | 12 | 13 |
| 14 | 15 | 16 | 17 | 18 | 19 | 20 |
| 21 | 22 | 23 | 24 | 25 | 26 | 27 |
| 28 | 29 | 30 | 31 | | | |

| FEBRUARY 24 | | | | | | |
|-------------|----|----|----|----|----|----|
| S | M | T | W | Th | F | S |
| | | | | 1 | 2 | 3 |
| 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| 11 | 12 | 13 | 14 | 15 | 16 | 17 |
| 18 | 19 | 20 | 21 | 22 | 23 | 24 |
| 25 | 26 | 27 | 28 | 29 | | |

| MARCH 24 | | | | | | |
|----------|----|----|----|----|----|----|
| S | M | T | W | Th | F | S |
| | | | | | 1 | 2 |
| 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| 10 | 11 | 12 | 13 | 14 | 15 | 16 |
| 17 | 18 | 19 | 20 | 21 | 22 | 23 |
| 24 | 25 | 26 | 27 | 28 | 29 | 30 |

| APRIL 24 | | | | | | |
|----------|----|----|----|----|----|----|
| S | M | T | W | Th | F | S |
| | 1 | 2 | 3 | 4 | 5 | 6 |
| 7 | 8 | 9 | 10 | 11 | 12 | 13 |
| 14 | 15 | 16 | 17 | 18 | 19 | 20 |
| 21 | 22 | 23 | 24 | 25 | 26 | 27 |
| 28 | 29 | 30 | | | | |

| MAY 24 | | | | | | |
|--------|----|----|----|----|----|----|
| S | M | T | W | Th | F | S |
| | | | 1 | 2 | 3 | 4 |
| 5 | 6 | 7 | 8 | 9 | 10 | 11 |
| 12 | 13 | 14 | 15 | 16 | 17 | 18 |
| 19 | 20 | 21 | 22 | 23 | 24 | 25 |
| 26 | 27 | 28 | 29 | 30 | 31 | |

| JUNE 24 | | | | | | |
|---------|----|----|----|----|----|----|
| S | M | T | W | Th | F | S |
| | | | | | | 1 |
| 2 | 3 | 4 | 5 | 6 | 7 | 8 |
| 9 | 10 | 11 | 12 | 13 | 14 | 15 |
| 16 | 17 | 18 | 19 | 20 | 21 | 22 |
| 23 | 24 | 25 | 26 | 27 | 28 | 29 |

****** Indicate Half Days for Students and a 1:30pm Dismissal.