

Application: KIPP Infinity Charter School

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

Entry 1 School Info and Cover Page

Completed Jul 30 2021

Instructions

Required of ALL Charter Schools

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

Entry 1 School Information and Cover Page

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

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

BASIC INFORMATION

a. SCHOOL NAME

(Select name from the drop down menu)

KIPP INFINITY CHARTER SCHOOL 310500860883

a1. Popular School Name

KIPP Infinity Charter School

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

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

SUNY BOARD OF TRUSTEES

c. DISTRICT / CSD OF LOCATION

CSD # 5 - MANHATTAN

d. DATE OF INITIAL CHARTER

3/2005

e. DATE FIRST OPENED FOR INSTRUCTION

7/2005

h. SCHOOL WEB ADDRESS (URL)

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

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

1229

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

2140

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

Check all that apply

Grades Served

K, 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12

l1. DOES THE SCHOOL CONTRACT WITH A CHARTER OR EDUCATIONAL MANAGEMENT ORGANIZATION?

Yes

12. NAME OF CMO/EMO AND ADDRESS

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

FACILITIES INFORMATION

m. FACILITIES

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

	Yes, 3 sites
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School Site 1 (Primary)

m1. SCHOOL SITES

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

	Physical Address	Phone Number	District/CSD	Grades to be Served at Site for coming year (K-5, 6-9, etc.)	Receives Rental Assistance for Which Grades (If yes, enter the appropriate grades. If no, enter No).
Site 1	625 E 133rd St New York NY 10027	212-991-2600	NYC CSD 5	5-8	

m1a. Please provide the contact information for Site 1.

	Name	Work Phone	Alternate Phone	Email Address
School Leader	Glenn Davis			
Operational Leader	Lauren Abramson			
Compliance Contact	Alicia Johnson			
Complaint Contact	Alicia Johnson			
DASA Coordinator				
Phone Contact for After Hours Emergencies				

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

Co-located Space

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

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

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

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

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

Site 1 Certificate of Occupancy (COO)

Site 1 Fire Inspection Report

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 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	625 E 133rd St New York NY 10027	212-991-2600	NYC CSD 5	K-4	

m2a. Please provide the contact information for Site 2.

	Name	Work Phone	Alternate Phone	Email Address
School Leader	Maylien Herm			
Operational Leader	Julie Hong			
Compliance Contact				
Complaint Contact				
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 expands on will occur.	Is school working with NYCDOE to move to separate space?	If so, list the proposed space and year planned for move	School at Full Capacity at Site
Site 2	No plan to leave	No		No		Yes

School Site 3

m3. SCHOOL SITES

Please provide information on site 3 for the upcoming school year.

	Physical Address	Phone Number	District/CSD	Grades to be Served at Site for coming year (K-5, 6-9, etc.)	Receives Rental Assistance for Which Grades (If yes, enter the appropriate grades. If no, enter No).
Site 3	201 E. 144th St., Bronx, NY 10451	212-991-2626	NYC CSD 7	9-12	

m3a. Please provide the contact information for Site 3.

	Name	Work Phone	Alternate Phone	Email Address
School Leader	Carlos Capellan	[REDACTED]		
Operational Leader	Hugh Chen			
Compliance Contact	Alicia Johnson			
Complaint Contact	Alicia Johnson			
DASA Coordinator				
Phone Contact for After Hours Emergencies				

m3b. Is site 3 in public (co-located) space or in private space?

Private Space

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

m3d. Upload a current Certificate of Occupancy (COO) and the annual Fire Inspection Report for school site 3 if located in private space in NYC or located outside of NYC .

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

Site 3 Certificate of Occupancy (COO)

[Final CO Certificate Of Occupancy.pdf](#)

Filename: Final CO Certificate Of Occupancy.pdf **Size:** 38.0 kB

Site 3 Fire Inspection Report

[Kipp High School 201 East 144th St 7-21-20 TEST REPORT.pdf](#)

Filename: Kipp High School 201 East 144th St 7-21-20 TEST REPORT.pdf **Size:** 817.2 kB

CHARTER REVISIONS DURING THE 2020-2021 SCHOOL YEAR

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

No

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

(No response)

ATTESTATIONS

p. Individual Primarily Responsible for Submitting the Annual Report.

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

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

Responses Selected:

Yes

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

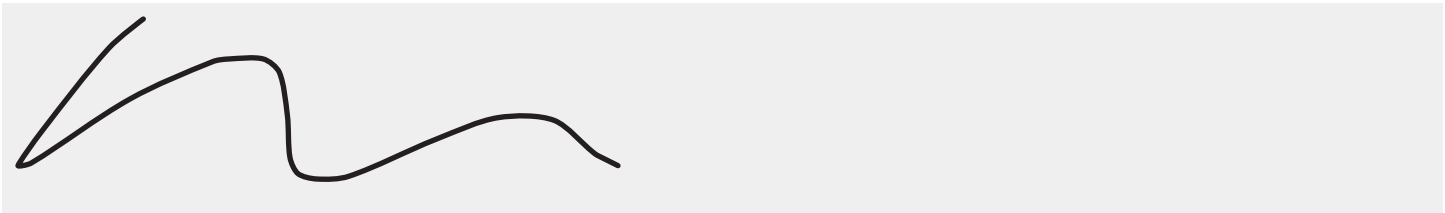
Responses Selected:

Yes

Signature, Head of Charter School



Signature, President of the Board of Trustees



Date

Jul 30 2021

Thank you.



Entry 3 Accountability Plan Progress Reports

Completed Sep 9 2021

Instructions

SUNY-Authorized Charter Schools ONLY

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

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

[INF_K-12 2020-21 Accountability Plan Progress Report](#)

Filename: INF_K12_2020_21_Accountability_Pl_CrEd2AC.pdf Size: 550.9 kB

Entry 4 - Audited Financial Statements

Completed Nov 5 2021

Required of ALL Charter Schools

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

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

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

Final KIPP NYC PCS 063021 FS

Filename: Final KIPP NYC PCS 063021 FS 2GslwOs.pdf Size: 596.1 kB

Entry 4a - Audited Financial Report Template (SUNY)

Completed Nov 5 2021

Instructions - SUNY-Authorized Charter Schools ONLY

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

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

SUNY INF 2020-21 Audit 102921

Filename: SUNY INF 2020 21 Audit 102921.xlsx Size: 175.3 kB

Entry 4c - Additional Financial Documents

Incomplete Hidden from applicant

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

1. Advisory and/or Management letter
2. Federal Single Audit
3. CSP Agreed-Upon Procedure Report
4. Evidence of Required Escrow Account for each school^[1]

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

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

Entry 4d - Financial Services Contact Information

Incomplete Hidden from applicant

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

Form for "Financial Services Contact Information"

1. School Based Fiscal Contact Information

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

2. Audit Firm Contact Information

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

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

	Firm Name	Contact Person	Mailing Address	Email	Phone	Years With Firm

Entry 5 - Fiscal Year 2021-2022 Budget

Completed Nov 5 2021

Instructions - Regents, NYCDOE, and Buffalo BOE authorized charter schools should upload a

copy of the school's FY21 Budget using the 2021-2022 [Projected Annual Budget template](#) in the portal or from the Annual Report website **by November 1, 2021**.

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

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

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

[INF 2022 Budget 063021](#)

Filename: INF 2022 Budget 063021.xlsx **Size:** 517.0 kB

Entry 6 - Board of Trustees Disclosure of Financial Interest Form

Completed Jul 30 2021

Required of ALL Charter Schools by August 2

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

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

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

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

Mayer KIPP NYC Disclosure

Filename: Mayer KIPP NYC Disclosure kd3JCY3.pdf **Size:** 1.1 MB

Dewan KIPP NYC Disclosure

Filename: Dewan KIPP NYC Disclosure Zw2231s.pdf **Size:** 1.1 MB

Tilson KIPP NYC Disclosure

Filename: Tilson KIPP NYC Disclosure 2dAFdTt.pdf **Size:** 1.0 MB

Negron KIPP NYC Disclosure

Filename: Negrón KIPP NYC Disclosure 4YKz1z6.pdf **Size:** 1.0 MB

[Kanu KIPP NYC Disclosure](#)

Filename: Kanu KIPP NYC Disclosure JOLY1ih.pdf **Size:** 1.1 MB

[Kaneene KIPP NYC Disclosure](#)

Filename: Kaneene KIPP NYC Disclosure 0kWJiVN.pdf **Size:** 1.1 MB

[Taft KIPP NYC Disclosure](#)

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

[Brunson KIPP NYC Disclosure](#)

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

Entry 7 BOT Membership Table

Completed Jul 30 2021

Instructions

Required of All charter schools

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

Entry 7 BOT Table

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

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

	Trustee Name	Trustee Email Address	Position on the Board	Committee Affiliations	Voting Member Per By-Laws (Y/N)	Number of Terms Served	Start Date of Current Term (MM/DD/YYYY)	End Date of Current Term (MM/DD/YYYY)	Board Meetings Attended During 2020-2021
1	Rafael Mayer		Chair	Audit/Finance	Yes	8	07/01/2020	06/30/2021	12
2	Richard Taft		Treasurer	Audit/Finance	Yes	5	07/01/2020	06/30/2021	11
3	Gwendolyn Brunson		Trustee/Member	None	Yes	8	07/01/2020	06/30/2021	12
4	Erica Dewan		Trustee/Member	None	Yes	5	07/01/2020	06/30/2021	7
5	Adaob Kanu		Trustee/Member	Audit/Finance	Yes	1	07/01/2020	06/30/2021	8
6									
7									
8									
9									

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

No

2. INFORMATION ABOUT MEMBERS OF THE BOARD OF TRUSTEES

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

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

3. Number of Board meetings held during 2020-2021

13

4. Number of Board meetings scheduled for 2021-2022

13

Thank you.

Entry 8 Board Meeting Minutes

Incomplete Hidden from applicant

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

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

Entry 9 Enrollment & Retention

Completed Jul 30 2021

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

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

Entry 9 Enrollment and Retention of Special Populations

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

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

Recruitment/Attraction Efforts Toward Meeting Targets

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

Retention Efforts Toward Meeting Targets

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

Entry 10 - Teacher and Administrator Attrition

Completed Jul 30 2021

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

A. TEACH System - Employee Clearance

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

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

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

B. Emergency Conditional Clearances

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

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

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

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

Attestation

Responses Selected:

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

Entry 11 Percent of Uncertified Teachers

Incomplete Hidden from applicant

Instructions

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

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

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

Entry 11 Uncertified Teachers

School Name:

Instructions for Reporting Percent of Uncertified Teachers

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

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

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

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

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

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

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

CATEGORY C: PLUS 5 ADDITIONAL UNCERTIFIED TEACHERS

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

CATEGORY D: TOTAL FTE COUNT OF UNCATEGORIZED, UNCERTIFIED TEACHERS

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

	FTE Count
Total Category D	

CATEGORY E: TOTAL FTE COUNT OF CERTIFIED TEACHERS

	FTE Count
Total Category E	

CATEGORY F: TOTAL FTE COUNT OF ALL TEACHERS

Please do not include paraprofessionals, such as teacher aides.

	FTE Count
Total Category F	



Thank you.

Entry 12 Organization Chart

Incomplete Hidden from applicant

Instructions

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

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

Entry 13 School Calendar

Completed Jul 30 2021

Instructions for submitting School Calendar

Required of ALL Charter Schools

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

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

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

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

21-22 KIPP NYC MASTER CALENDAR

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

Entry 14 Links to Critical Documents on School Website

Completed Jul 30 2021

Instructions

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

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

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

Form for Entry 14 Links to Critical Documents on School Website

School Name: **KIPP Infinity Charter School**

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

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

	Link to Documents
1. Most Recent Annual Report (i.e., 2019-20)	https://www.kippnyc.org/charter-documentation
2. Most recent board meeting notice, documents to be discussed at the meeting (if any)	https://www.kippnyc.org/charter-documentation
2a. Webcast of Board Meetings (per Governor's Executive Order)	https://www.kippnyc.org/charter-documentation
3. Link to NYS School Report Card	https://data.nysed.gov/essa.php?year=2020&instid=800000034168
4. Lottery Notice announcing date of lottery	https://www.kippnyc.org/enroll
5. Authorizer-approved DASA Policy (For Regents, NYCDOE, and Buffalo BOE Authorized Charter Schools ONLY);	https://www.kippnyc.org/wp-content/uploads/2020/10/KIPP-Infinity-2020-21.pdf
6. District-wide Safety Plan	https://www.kippnyc.org/charter-documentation
6a. Authorizer-Approved Discipline Policy (as per August 29, 2019 Emergency Response Plan Memo)	https://www.kippnyc.org/wp-content/uploads/2020/10/KIPP-Infinity-2020-21.pdf
7. Authorizer-Approved FOIL Policy	https://www.kippnyc.org/wp-content/uploads/2020/10/KIPP-Infinity-2020-21.pdf
8. Subject matter list of FOIL records	https://www.kippnyc.org/wp-content/uploads/2020/10/KIPP-Infinity-2020-21.pdf

Thank you.



Entry 15 Staff Roster

Incomplete Hidden from applicant

INSTRUCTIONS

Required of Regents-Authorized Charter Schools ONLY

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

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



KIPP Infinity Charter School

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

Submitted to the SUNY Charter Schools Institute
on:

Aug 16, 2021

By Janessa C. Hernaez and Shawnae Montagueo

625 W. 133rd street New York, New York 10027

718-943-3710

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

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

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

Carlos Capplan has served as the school leader of KIPP NYC College Prep HS since 2017.

Glenn Davis has served as the KIPP Infinity MS since 2017.

Maylien Herm has served as the school leader of KIPP Infinity ES since 2019.

SCHOOL OVERVIEW

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

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

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

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

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

KIPP Infinity Charter School, founded in 1995, is located in District 17 in the Crown Heights, Brooklyn, and currently serves grades K through eight. KIPP Infinity students attend school from 7:25 a.m. to 4:00 p.m. during the week and typically start school 2-3 weeks before other NYC public schools. This extended school day and year allows us to deliver the

program model that best fits what our students need and what our families are seeking. In March, 2020, KIPP NYC made an immediate shift to a remote learning structure for all of our students in response to a decision to protect our students, staff and families from the COVID-19 pandemic. Even though the decision was incredibly quick, it was deliberate and planned. KIPP NYC was able to ensure that the majority of our students had immediate access to technology and the internet, with almost all of our students having full access within a few weeks.

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

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

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

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

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

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

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

ENROLLMENT SUMMARY

School Enrollment by Grade Level and School Year

School Year	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
2016-17	90	98	92	97	95	100	86	89	89	371	283	224	212	1,926
2017-18	94	90	93	88	94	102	99	83	95	364	379	208	223	2,012
2018-19	88	97	91	90	89	93	98	96	82	351	373	272	215	2,035
2019-20	106	91	98	96	99	92	95	96	96	336	396	247	287	2,135
2020-21	97	115	97	104	100	99	92	94	94	355	381	268	284	2,180

HIGH SCHOOL COHORTS

ACCOUNTABILITY COHORT

The state’s Accountability Cohort consists specifically of students who are in their fourth year of high school after entering the 9th grade. For example, the 2017 state Accountability Cohort consists of students who entered the 9th grade anywhere sometime during the 2017-18 school year, were enrolled in the school on the state’s annual enrollment-determination day (i.e., BEDS day) in the 2020-21 school year, and either remained in the school for the rest of the year or left for an acceptable reason. (See New York State Education Department’s SIRS Manual for more details about cohort eligibility and acceptable exit reasons: <http://www.p12.nysed.gov/irs/sirs/ht>)

The following table indicates the number of students in the Accountability Cohorts who are in their fourth year of high school and were enrolled at the school on BEDS Day in October and remained in the school until June 30th of that year.

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

Fourth-Year High School Accountability Cohorts

Fourth Year Cohort	Year Entered 9 th Grade Anywhere	Cohort Designation	Number of Students Enrolled on BEDS Day in October of the Cohort's Fourth Year	Number Leaving During the School Year	Number in Accountability Cohort as of June 30 th
2018-19	2015-16	2015	73	0	73
2019-20	2016-17	2016	256	0	256
2020-21	2017-18	2017	237	0	237

TOTAL COHORT FOR GRADUATION

Students are also included in the Total Cohort for Graduation (referred to as the Graduation Cohort, Total Graduation Cohort, or Total Cohort interchangeably throughout this report) based on the year they first enter the 9th grade. Students enrolled for at least one day in the school after entering the 9th grade are part of the school's Graduation Cohort. The school may remove students from the Graduation Cohort if the school has discharged those students for an acceptable reason listed in the SIRS manual, including the following: if they transfer to another public or private diploma-granting program with documentation, transfer to home schooling by a parent or guardian, transfer to another district or school, transfer by court order, leave the U.S., or are deceased.

Fourth Year Total Cohort for Graduation

Fourth Year Cohort	Year Entered 9 th Grade Anywhere	Cohort Designation	Number of Students Graduated or Enrolled on June 30 th of the Cohort's Fourth Year (a)	Number of Students No Longer at the School Who Had Been Enrolled for at Least One Day Prior to Leaving the School and Who Were <u>Not</u> Discharged for an Acceptable Reason (b)	Total Graduation Cohort (a) + (b)
2018-19	2015-16	2015	70	3	73
2019-20	2016-17	2016	251	5	256
2020-21	2017-18	2017	233	4	237

Fifth Year Total Cohort for Graduation					
Fifth Year Cohort	Year Entered 9 th Grade Anywhere	Cohort Designation	Number of Students Graduated or Enrolled on June 30 th of the Cohort's Fifth Year (a)	Number of Students No Longer at the School Who Had Been Enrolled for at Least One Day Prior to Leaving the School and Who Were <u>Not</u> Discharged for an Acceptable Reason (b)	Total Graduation Cohort (a) + (b)
2018-19	2014-15	2014	65	9	74
2019-20	2015-16	2015	70	3	73
2020-21	2016-17	2016	244	12	256

PROMOTION POLICY

KIPP NYC College Prep set our College Prep Diploma graduation requirements to exceed the New York State requirements (22 credits and a 65 passing for both courses and Regents Exams) based on the belief that students meeting our higher standards will be prepared to successfully enroll and pass entry-level college courses by graduation, without remediation.

To receive our College Prep diploma, students must successfully complete a minimum of 24 credits (1 credit= 1 year) consisting of the courses below, as well as pass five New York State regents Exams (Science, Math, English, Global History and US History) with a 75 or above.

Courses	% of Credits Required
ELA, Math, Science, Social Studies	4 *each
Language other than English (LOTE)	3
Visual & Performing Arts	1
Physical Education	2
Health	0.5
College Prep Electives	1
Electives of Choice	0.5

Credit Requirements for Promotion

Students earn 1.0 credit for passing a year-long class, and half a credit (.5) for passing a semester-long class. To be promoted from 9th to 10th grade: Students must have earned 4.0 credits.

GOAL 1: HIGH SCHOOL GRADUATION

GOAL 1: HIGH SCHOOL GRADUATION

The 4 year high school graduation goal for all 8th grade graduates of KIPP is 90%. If the student attends KIPP NYC College Prep, the goal is 95%.

Goal 1: Leading Indicator

Each year, 75 percent of students in first and second year high school Total Graduation Cohorts will earn at least ten credits (if 44 needed for graduation) or five credits (if 22 needed for graduation) each year.

METHOD

This measure serves as a leading indicator of the performance of the high school cohort and examines students' progress toward graduation based on annual credit accumulation. The measure requires that, based on the school's promotion requirements, 75 percent of the first and second year high school Total Graduation Cohorts will earn the required number of credits.

RESULTS AND EVALUATION

The challenges from the 2019 - 2020 school year lingered into the 2020 - 2021 school year. There were external challenges presented by the COVID pandemic in our country that impeded on some of the goals that we are generally trying to reach with our students. In large, one of the biggest challenges is that the regents exams have been a major indicator of our goals for the school year. With the exams being waived the last two years, this has reduced the ability to track actual progress. There was also an opportunity to explore different ways to support students through social emotional learning while helping them to master the content of their education. We had the opportunity to assess the impact of our goals. Numerically, we surpassed the goals because students were granted the credits. There was success in the year despite the challenges in our student experiences and the inability to track the regents data. Students found support, access to resources and were still able to access content because of the social emotional learning that was happening and as a result we were able to still achieve results in graduation and additional benchmarks.

Percent of Students in First and Second Year Cohorts Earning the Required Number of Credits in 2020-21

Cohort Designation	Number in Cohort during 2020-21	Percent promoted
2019	240	73%
2020	274	80%

ADDITIONAL EVIDENCE

In the 2020-2021 school year credit accumulation was negatively impacted as there was a lot of unfinished learning. You can see this challenge from the data above. Typically on any given school year we have approximately 85% - 90% of students accumulating the required credits to be able to move on to the next grade in High School. As the year was progressing by the end of quarter one, you could see that the students were struggling given that 35% of the students were failing multiple classes and not on track to earn credit. We had to course adjust the way we were supporting our students to ensure that they would be able to find success. While we did not lower the academic bar we did provide additional spaces for students to connect with teachers and spend time with peers. We offered a set of optional and mandatory office hours for student progress. We launched our AIM(Academic Improvement Mentors) program to help the students feel supported and we extended the school year into the summer given the announcements made by the DOE regarding credit accumulation regarding the regents. These additional supports helped our students to progress towards better academic standing. We maintained a high bar and did not pass students forward for just showing up. We still encouraged our students to master the work for academic progress. We felt strongly that we would be doing a disservice to our students by giving them a passing grade if they were not prepared for the next level. We are pleased that given where things were at the end of quarter one that we were able to achieve the progress we did.

Goal 1: Leading Indicator

Each year, 75 percent of students in the second year high school Total Graduation Cohort will score at or above proficient on at least three different New York State Regents exams required for graduation.

METHOD

This measure serves as a leading indicator of the performance of high school cohorts and examines their progress towards graduation based on Regents exam passage. The

measure requires that 75 percent of students in each Graduation Cohort have passed at least three Regents exams by their second year in the cohort.

RESULTS AND EVALUATION

No results to share due to the waiver of the exam.

Percent of Students in their Second Year Passing Three Regents Exams by Cohort

Cohort Designation	School Year	Number in Cohort	Percent Passing at Least Three Regents (including exemptions)
2017	2018-19	241	74%
2018	2019-20	244	95%
2019	2020-21	240	92%

ADDITIONAL EVIDENCE

No Additional Evidence

Goal 1: Absolute Measures
 Each year, 75 percent of students in the fourth year high school Total Graduation Cohort and 95 percent of students in the fifth year high school Total Graduation Cohort will graduate.

METHOD

This measure examines students in two high school Graduation Cohorts: those who entered the 9th grade as members of the 2017 cohort and graduated four years later and those who entered as members of the 2016 cohort and graduated five years later. These data reflect August graduation rates. At a minimum, these students have passed or been exempted from five Regents exams required for high school graduation in ELA, mathematics, science, U.S. History, and Global History or met the requirements for the 4+1 pathway to graduation.¹

The school’s graduation requirements appear in this document above the graduation goal.

¹ The state’s guidance for the 4+1 graduation pathway can be found here: <http://www.p12.nysed.gov/ciai/multiple-pathways/>.

RESULTS AND EVALUATION

For the senior class cohort of 2017, we had a graduation rate of 91%. This was very impressive for our community and the cohort of 2017 given the push from our community to continue to maintain a high bar of academic excellence despite the pandemic. Due to the circumstances we extended the school year into the summer months to ensure that the unfinished learning due to the pandemic was supported. This aided in many students completing the school year. Given that we were uncertain of the expectations due to the pandemic we were very happy with the results of 92% of students graduating. As you can see on the table below, it was a stronger graduation rate than the previous class that was also impacted by the pandemic.

Percent of Students in the Total Graduation Cohort who have Graduated After Four Years

Cohort Designation	School Year	Number in Cohort	Percent Graduating
2015	2018-19	73	92%
2016	2019-20	256	89%
2017	2020-21	237	92%

Percent of Students in Total Graduation Cohort Who Have Graduated After Five Years

Cohort Designation	School Year	Number in Cohort	Percent Graduating
2014	2018-19	74	95%
2015	2019-20	73	88%
2016	2020-21	256	95%

ADDITIONAL EVIDENCE

While the graduation rate for this school year is lower than pre pandemic years, 92% is an improvement from the previous year which is a comparable cohort given that they were also impacted by the pandemic and we improved by 4%. I would also say that we got better at remote education and our educators and students went into this school year more prepared to tackle some of the software platforms that were being utilized. Canvas and Nearpod

became pivotal tools to the success of the community. It definitely helped us to find more success.

Goal 1: Comparative Measure

Each year, the percentage of students in the high school Total Graduation Cohort graduating after the completion of their fourth year will exceed that of the Total Graduation Cohort from the school district of comparison.

METHOD

The school compares the graduation rate of students completing their fourth year in the charter school’s Total Graduation Cohort to that of the respective cohort of students in the school district of comparison. Given that district results for the current year are generally not available at this time, for purposes of this report schools should include the district’s 2019-20 results as a temporary placeholder for the district’s 2020-21 results.

RESULTS AND EVALUATION

In comparison to the district we have generally outperformed the average graduation rates. For example in 2019 the average graduation rate for districts 5, 6 and 17 was 79%. The 2015 cohort had a graduation rate of 92% during that school year. During the 2020 school year district 5, 6 and 17 held an average graduation rate of 74% while the 2016 cohort still held a graduation rate of 88%. Early indicators point out that an average 76% of students in high school in district 5, 6 and 17 graduated during the 2020-2021 school year. The 2017 cohort has graduated 92%. While we are proud to be one of the top performing schools in the district, we also know that the last 18 months has been difficult and genuinely worry about the cohorts to come after the cohort of 2017 as the impact of the pandemic and the move to remote will likely have the biggest impact on them as can be seen with the credit accumulation numbers shown above. Our approach to the school year will be to move forward instead of going back words and infusing opportunities for remediation.

Percent of Students in the Total Graduation Cohort who Graduate in Four Years Compared to the District

Cohort Designatio	School Year	Charter School	School District (note: CPHS represents students from 3 different school districts (majority from District 5))

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

		Number in Cohort	Percent Graduating	Number in Cohort	Percent Graduating
2015	2018-19	73	92%	District 5: 902 District 6: 1338 District 17:1862	District 5: 76% District 6: 81% District 17: 81%
2016	2019-20	256	89%	District 5: 971 District 6: 1321 District 17: 1928	District 5: 74% District 6: 75% District 17: 74%
2017	2020-21	237	92%	Data not yet released	District 5: 73% District 6: 76% District 17: 80%

ADDITIONAL EVIDENCE

No additional Evidence

Goal 1: Absolute Measure

Each year, 75 percent of students in the high school Total Cohort pursuing an alternative graduation pathway (commonly referred to as the 4+1 pathway) will achieve a Regents equivalency score and pass an approved pathway assessment required for graduation by the end of their fourth year in the cohort.

METHOD

The New York State Board of Regents approved regulations establishing alternative pathways to graduation for all students. Students may replace one of the required Social Studies Regents exams with an approved alternative assessment. For more information about requirements and approved assessments refer to the NYSED resource online: <http://www.p12.nysed.gov/ciai/multiple-pathways/>. The school will document the names of the alternative assessments administered and success rate for students in the templates below.

As a result of the Board of Regents' guidance regarding the cancellation of multiple administrations of the Regents exams in 2019-20 and 2020-21, students planning to take a pathway examination during those cancelled dates would be exempted from the requirement. For purposes of this measure, only report results for students with valid scores for any pathway exam.

RESULTS AND EVALUATION

Given the amount of students that sat for the Regents was less than 2% of the cohort the data is not an accurate representation of the class progress on Regents exams. 100% of the students that sat for the exam passed. The students who sat were prepared and aiming to achieve high scores to add to their transcripts.

Percentage of the 2017 Graduation Cohort Pathway Students Demonstrating Success by Exam Type

Exam	Number of Graduation Cohort Members Tested (a)	Number Passing or Achieving Regents Equivalency (b)	Percentage Passing $=[(b)/(a)]*100$
[Write name of exam here]	N/A	N/A	N/A
[Write name of exam here]	N/A	N/A	N/A
[Write name of exam here]	N/A	N/A	N/A
Overall	N/A	N/A	N/A

All students who graduated passed or received waivers (due to covid) for all 5 regents exams and thus did not require an alternate pathway.

Pathway Exam Passing Rate by Fourth Year Accountability Cohort

Cohort Designation	School Year	Number in Cohort	Percent Passing a Pathway Exam
2015	2018-19	N/A	N/A
2016	2019-20	N/A	N/A
2017	2020-21	N/A	N/A

ADDITIONAL EVIDENCE

No additional evidence

SUMMARY OF THE HIGH SCHOOL GRADUATION GOAL

While we faced some challenges with the Regents exam indicator and the credit accumulation for the younger grades, we did really well at meeting our goals in most or all other categories. See below table.

Type	Measure	Outcome
Leading Indicator	Each year, 75 percent of students in first and second year high school Total Graduation Cohorts will earn at least ten credits (if 44 needed for graduation) or five credits (if 22 needed for graduation) each year.	Partially Complete
Leading Indicator	Each year, 75 percent of students in the high school Total Graduation Cohort will score at least 65 on at least three	N/A

	different New York State Regents exams required for graduation by the completion of their second year in the cohort.	Regents Exams Waived
Absolute	Each year, 75 percent of students in the fourth year high school Total Graduation Cohort will graduate.	Complete 92%
Absolute	Each year, 95 percent of students in the fifth year high school Total Graduation Cohort will graduate.	Incomplete
Comparative	Each year, the percentage of students in the high school Total Graduation Cohort graduating after the completion of their fourth year will exceed that of the Total Graduation Cohort from the school district of comparison.	Complete
Absolute	Each year, 75 percent of students in the high school Total Cohort pursuing an alternative graduation pathway will achieve a Regents equivalency score and pass an approved pathway assessment required for graduation by the end of their fourth year.	Complete

ACTION PLAN

As a result of the pandemic we were required to be remote for the 2020-2021 school year. Being remote was new for all members of the community. We needed to monitor for screen exhaustion, balanced lessons and the medical impact on COVID infected students. Naturally, these heightened challenges created some gaps in the learning.

During the school year we offered the building as an in-person learning center to students who were not able to have access to all of the resources that they needed to be successful in a remote setting. They would come to the building and be remote in their classes from the school. In the learning center, students had access to food, wifi, computers and staff support. Anecdotally there were many students that benefitted from coming to the learning center that needed to be remote. It helped to support the social emotional challenges created by the pandemic. It helped hold students accountable to completing work.

Additionally, given that this is the first year the Department of Education is allowing students to replace grades from the school year with the classes that they take in summer school, we have utilized this opportunity by running a six week summer school program. There are two three week cycles that allow us to meet the social distancing norms while also providing space to a multitude of students. There is a remote option and an in person option for summer school that allows students to access the work that they need to complete to close the gap on the unfinished learning. By offering students the multitude of options, we have been able to maintain our academic outputs and support for our students.

GOAL 2: COLLEGE PREPARATION

GOAL 2: COLLEGE PREPARATION

- 95% of students will be accepted into College

- 85% of students will matriculate into College in the in the fall
- 75% of students will graduate from College in the six years.
- 75% of student will take and pass at least one AP Exam in their HS career

As a school, we have a robust college and career counseling team to meet the needs of the 300+ students in each cohort. Each counselor on the team is responsible for 50+ students for individual counseling sessions and running a classroom setting. In addition, we offer a wide variety of credit bearing college courses, AP courses and career courses. Students also have access to SAT prep in their junior and senior years.

Additionally, we have been focusing on providing quality resources for students who take alternative paths to college. One of which is our workforce counselor who meets with students choosing alternative paths.

Goal 2: Absolute Measure

Each year, 75 percent of graduating students will demonstrate their preparation for college by at least one or some combination of the following indicators:

- Passing an Advanced Placement (“AP”) exam with a score of 3 or higher;
- Earning a score of 4 or higher on an International Baccalaureate (“IB”) exam;
- Passing a College Level Examination Program (“CLEP”) exam;
- Passing a college level course offered at a college or university or through a school partnership with a college or university;
- Achieving the college and career readiness benchmark on the SAT;
- Earning a Regents diploma with advanced designation; or,
- A different school-created indicator approved by the Institute.

METHOD

Schools use any method listed here, or any combination thereof, to demonstrate that at least 75 percent of graduates are prepared to engage in rigorous college level coursework. The school should select only those methods listed here that it uses to demonstrate the college readiness of its students and eliminate those that it will not. For instance, high schools that do not deliver an IB Program as part of their high school design do not report on the IB option. The school reports on the number of students who attempted to achieve each indicator, the number who succeeded, and the corresponding percentage.

Additionally, the school should report on the overall number of students who graduated after four years, the number of those graduates who achieved any of the relevant indicators, and the overall percentage achieving any indicator.

RESULTS AND EVALUATION

Over the past three years we have done extensive work to provide our students with access to college level work. Our students take AP exams and in addition over the past couple of years we have added partnerships with College Accredited Institutions to provide our

students with early access. We work with a program through Syracuse University, Albany University and State University of New York Broome Community College. As a result students show they are college ready through their GPA and progress , but also show their college readiness by having completed College Level Courses through these programs. We were able to maintain regular programming/academic offerings even through the pandemic and as such really helped our students to be college ready. Our goal of 75% college readiness in that 90% of the students participated and excelled in our indicators for college readiness.

Percentage of the 2017 Total Cohort Graduates Demonstrating College Preparation by Indicator

Indicator	Number of Graduates who Attempted the Indicator	Number who Achieved Indicator	Percentage of Graduates who Achieved Indicator
Passing an AP Exam	140	109	50%
Passing a College Level Course	200	188	87%
Achieving College and Career Readiness Benchmark on SAT	0	N/A	N/A
Earning Advanced Regents Diploma	217	152	70%
Overall	217	195	90%

ADDITIONAL EVIDENCE

The Cohort of 2017 was on track to meet some of our progress from previous years but was side tracked by the pandemic. The biggest challenge came with the number of student participants in AP exams which in turn had a negative impact on the overall result. Between the 2019-2020 school year and the 2020 - 2021 school year in the heart of the pandemic and while remote was still in its early stages there was a hesitance from students to participate in AP classes. Students were lacking motivation and a desire to challenge themselves because of the move to remote and the emotional strain which they were under. Hence, while we have had above 62% participation since the 2013 cohort with the 2016 cohort topping off at 70% participation, the cohort of 2017 only had a participation rate of

53%. The pass rate for that 53% was high allowing 50% of the cohort to graduate with having passed at least one AP exam but participation was not high enough due to anxiety and fear. Students were more inclined to participate in our other college level courses from our partnerships with Syracuse, University at Albany and SUNY Broome. This allowed us to have 87% of the class graduating while having passed a college level course and leaving our school with potential college credits. Overall the different offerings we have allowed us to have 90% of the class graduate college ready even with a decline in AP participation.

Goal 2: Absolute Measure

Each year, the College, Career, and Civic Readiness Index (“CCCRI”) for the school’s Total Cohort will exceed the Measure of Interim Progress (“MIP”) set forth in the state’s ESSA accountability system.

The calculation of this measure is not required for 2020-21.

Goal 2: Comparative Measure

Each year, the school’s CCCRI for the Total Cohort will exceed that of the district of comparison’s Total Cohort.

The calculation of this measure is not required for 2020-21.

Goal 2: Absolute Measure

Each year, 75 percent of graduating students will matriculate into a college or university in the year after graduation.

METHOD

The ultimate measure of whether a college prep high school has lived up to its mission is whether students actually enroll and succeed in college. Schools track and report the percentage of fourth-year Total Cohort graduates who matriculate into a two or four-year college program in the school year following graduation. Schools should update and confirm data for Cohorts prior to 2020-21 and provide preliminary matriculation data for 2017 Cohort. It may be necessary for schools to provide updated data to the Institute when National Student Clearinghouse or other data sources become available later in the school year.

RESULTS AND EVALUATION

We have an expected matriculation of 80% for the cohort of 2017. What this means is that students have signed letters of intent and we expect that they will attend. The actual matriculation will not be 100% confirmed until October 1, 2021. At that time we will utilize the National Student Clearinghouse Data to confirm what the actual is against the expected.

Our team utilizes a College MATCH process to ensure that students are attending schools that are great academic and social fits for them. This helps to support another data point that we track for our students called the (Estimated College Completion)

Matriculation Rate of Graduates

HS Graduation Status	ECC Methodology	HS Unweighted GPA Band	CPHS (N)	CPHS ECC	KMSA (N)	KMSA ECC
All	College Matriculations Only	All	241	57.6	42	43.7
	All Students (no matric = 0)	All	303	45.8	88	20.8
Graduated Only	College Matriculations Only	All	238	57.7	30	46.0
	All Students (no matric = 0)	All	276	49.8	39	35.4
Graduated Only	College Matriculations Only	3.0+	72	73.0	Not Available	Not Available
		2.3-3.0	104	57.3	Not Available	Not Available
		2.0-2.29	30	43.6	Not Available	Not Available
		Less than 2.0	32	38.0	Not Available	Not Available

ADDITIONAL EVIDENCE

No Additional Evidence

SUMMARY OF THE COLLEGE PREPARATION GOAL

To have graduated this cohort with 90% of the meeting a college readiness indicator and 80% anticipated college matriculation is very impressive. We pushed through the pandemic and maintained results that were comparable to non pandemic years, but most importantly we unlocked different ways to be able to support our students through Social Emotional Learning and continue to produce positive results. Compared to previous years it is lower but still proud considering where things stood after quarter 1 of this past school year.

Type	Measure	Outcome
Absolute	Each year, 75 percent of graduating students will demonstrate their preparation for college by one or more possible indicators of college readiness.	Complete 90%
Absolute	Each year, the CCCRI for the school's Total Cohort will exceed that year's state MIP set forth in the state's ESSA accountability system.	N/A
Comparative	Each year, the school's CCCRI for the Total Cohort will exceed that of the district's Total Cohort.	N/A
Absolute	Each year, 75 percent of graduating students will matriculate into a college or university in the year after graduation.	Anticipated Complete 80%

ACTION PLAN

As we move into the upcoming year we are returning in person learning which is a great step in supporting our students from the cohort of 2018. We will have a college counseling team of four members supported by an additional two members of the College Advising Core program provided by the City University of New York. Students will have the opportunity to work with their counselors in person again through the implementation of the College and Career Readiness class that will be on student schedules. This class will allow them to prepare to find their college MATCH. Additionally, we are shifting some of the energy to ensure that we have career paths for the additional 5% -10% of students who do not go to college after High School. We want to ensure as a community that we are providing our students with access to post high school options. We will utilize this class and the support of the counselors to assess where students are and what they need to be successful.

GOAL 3: ENGLISH LANGUAGE ARTS

ELEMENTARY AND MIDDLE ENGLISH LANGUAGE ARTS

Goal 1: English Language Arts

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

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

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

BACKGROUND

K-8 ELA Program

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

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

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

Elementary School ELA Elementary Schools used the KIPP Foundation's Wheatley curriculum. In SY 2020-21, KIPP NYC used the KIPP Foundation's Remote Learning materials for remote and hybrid learning. KIPP NYC created self-guided Nearpod lessons using the Foundation's materials. Elementary schools used Writer's Workshop curriculum for writing

instruction. In SY 2020-21, regional lesson designers created tailored lesson plans for remote writing instruction. In addition, lesson designers filmed a corresponding asynchronous video to guide students through the writing process remotely. Guided Reading instruction occurred in all elementary school classrooms. Instruction continued through Zoom during remote instruction. Students met with the teacher in small groups to read texts at their instructional level (as determined by the STEP assessment). Kindergarten through Second Grade students received systematic phonics instruction through the Success For All (SFA) curriculum. Phonics instruction continued through Zoom during remote instruction.

METHOD

During 2020-21, the school(s) primarily used the following exam to assess student growth and achievement in ELA.

Elementary ELA

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

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

Middle ELA

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

RESULTS AND EVALUATION

Elementary ELA

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

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

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

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

Middle School ELA

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

Interim Assessments

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

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

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

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

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

STEP				
Grade	All Students			
	x % of students meeting Reading level goal	Number tested	% of students with IEPs meeting Reading level goal	% of ELL students meeting Reading level goal
K	57	92	22%	0
1	17	119	13%	8%
2	4	96	0	0
3	18	101	0	0
4	5	103	4%	6%

Grade	All Students			
	x % of students meeting reading level growth goal	Number tested	% of students with IEPs meeting Reading level growth goal	% of ELL students meeting Reading level growth goal
K	70	92	41	0
1	45	119	44	41
2	51	96	33	57
3	75	101	55	53
4	48	103	63	50

IA #1		
Grade	All Students	
	x % of students meeting proficiency goal	Number tested

3	47	97
4	26	92
5	40	75
6	40	63
7	24	66
8	51	70

ADDITIONAL CONTEXT AND EVIDENCE

3-8 ELA

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

Middle School ELA

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

SUMMARY OF THE ELEMENTARY AND MIDDLE ENGLISH LANGUAGE ARTS GOAL

Elementary ELA

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

Middle School ELA

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

ACTION PLAN

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

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

HIGH SCHOOL ENGLISH LANGUAGE ARTS

Goal 3: Absolute Measure

Each year, 65 percent of students in the high school Accountability Cohort will exceed Common Core expectations (currently scoring at or above Performance Level 4 on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.

METHOD

The school administered the Regents English exam that students must pass to graduate. The State Education Department currently defines the college and career readiness standard as scoring at or above Performance Level 4 (meeting Common Core expectations) on the Regents Exam in English Language Arts (Common Core). This measure examines the percent of the Accountability Cohort that achieved at least Performance Level 4 by the completion of their fourth year in the cohort.

RESULTS AND EVALUATION

Given the amount of students that sat for the regents was less than 2% of the cohort the data is not an accurate representation of the class progress on regents exams. 100% of the students that sat for the exam passed. The students who sat were prepared and aiming to achieve high scores to add to their transcript.

Percent Scoring at Least Level 4 on Regents English Common Core Exam

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

by Fourth Year Accountability Cohort²

Cohort	Fourth Year	Number in Cohort (a)	Number exempted with No Valid Score (b)	Number Scoring at Least Level 4 (c)	Percent Scoring at Least Level 4 Among Students with Valid Score (c)/(a-b)
2015	2018-19	73	0	59	81%
2016	2019-20	256	2	199	78%
2017	2020-21	237	12	173	77%

ADDITIONAL EVIDENCE

No Additional Evidence

Percent Achieving at Least Level 4 by Cohort and Year

Cohort Designation	2018-19		2019-20		2020-21	
	Number in Cohort	Percent Level 4	Number in Cohort	Percent Level 4	Number in Cohort	Percent Level 4
2017	75	72%	241	76%	237	77%
2018	81	30%	244	63%	239	69%
2019			246	0%	240	N/A
2020					274	N/A

Goal 3: Absolute Measure

Each year, 80 percent of students in the high school Accountability Cohort will at least partially meet Common Core expectations (currently scoring at or above Performance Level

² Based on the highest score for each student on the English Regents exam

3 on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.

METHOD

The school administered the Regents English exam that students must pass to graduate. The school scores Regents on a scale from 0 to 100. The State Education Department currently defines the cut off for passing and meeting the requirement for graduation as scoring at or above Performance Level 3 (partially meeting Common Core expectations) on the Regents Exam in English Language Arts (Common Core). This measure examines the percent of the Accountability Cohort that achieved at least Performance Level 3 by the completion of their fourth year in the cohort.

RESULTS AND EVALUATION

Given the amount of students that sat for the regents was less than 2% of the cohort the data is not an accurate representation of the class progress on regents exams. 100% of the students that sat for the exam passed. The students who sat were students that were prepared and were trying to get high scores to add to their transcript.

Percent Scoring at Least Level 3 on Regents English Common Core Exam by Fourth Year Accountability Cohort

Cohort Designation	Fourth Year	Number in Cohort (a)	Number Exempted with No Valid Score (b)	Number Scoring at Least Level 3 (c)	Percent Scoring at Least Level 3 Among Students with Valid Score (c)/(a-b)
2015	2018-19	73	0	79	96%
2016	2019-20	256	2	253	99%
2017	2020-21	237	12	223	94%

ADDITIONAL EVIDENCE

No additional Evidence

Percent Achieving at Least Level 3 by Cohort and Year

Cohort Designation	2018-19		2019-20		2020-21	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing

2017	75	97%	241	96%	237	94% (5% exempt)
2018	81	44%	244	93%	239	85% (12% exempt)
2019			246	0%	240	1% (71% exempt)
2020					274	0%

Goal 3: Absolute Measure

Each year, the Performance Index (“PI”) on the Regents English exam of students completing their fourth year in the Accountability Cohort will meet the state’s Measure of Interim Progress (“MIP”) set forth in the state’s ESSA accountability system.

The calculation of this measure is not required for 2020-21.

Goal 3: Comparative Measure

Each year, the percentage of students in the high school Total Cohort meeting or exceeding Common Core expectations on the Regents Exam in English Language Arts (Common Core) will exceed the percentage of comparable students in the district meeting or exceeding Common Core expectations.

The calculation of this measure is not required for 2020-21.

Goal 3: Comparative Measure

Each year, the percent of students in the high school Total Cohort at least partially meeting Common Core expectations on the Regents Exam in English Language Arts (Common Core) will exceed the percentage of comparable students in the district at least partially meeting Common Core expectations.

The calculation of this measure is not required for 2020-21.

Goal 3: Comparative Measure

Each year, the Performance Index (“PI”) in Regents English of students in the fourth year of their high school Accountability Cohort will exceed that of comparable students from the school district of comparison.

The calculation of this measure is not required for 2020-21.

Goal 3: Growth Measure

Each year, 50 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8th grade English language arts exam will meet the college and career readiness standard (currently scoring at Performance Level 4 and fully meeting Common Core expectations on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.

METHOD

The school demonstrates the effectiveness of its English language arts program by enabling students who were not meeting proficiency standards in the eighth grade to meet the English requirement for the college and career readiness standard.

RESULTS AND EVALUATION

As can be seen in the table below for the cohort of 2016 and 2017 we were able to meet the desired growth measure of having at least 50% of students who were not proficient in while in grade 8 score at least level 4.

Percent Achieving at Least Performance Level 4 on Common Core exam among Students Who Were Not Proficient in the 8th Grade by Fourth Year Accountability Cohort

Cohort Designation	Fourth Year	Number in Cohort not Proficient in 8 th Grade (a)	Number Exempted with No Valid Score (b)	Number Scoring at Least Level 4 (c)	Percent Scoring at Least Level 4 Among Students with Valid Score (c)/(a-b)
2015	2018-19	43	0	33	77%
2016	2019-20	102	0	57	57%
2017	2020-21	72	7	38	58%

ADDITIONAL EVIDENCE

No additional Evidence

Goal 3: Growth Measure

Each year, 75 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8th grade English language arts exam will at least partially meet Common Core expectations (currently scoring at Performance Level 3 on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.

METHOD

The school demonstrates the effectiveness of its English language arts program by enabling students who were not meeting proficiency standards in the eighth grade to meet the English requirement for graduation.

RESULTS AND EVALUATION

As can be seen in the table below 98% of students in the 2017 cohort scored level 3 although they were not proficient in the 8th grade. We far surpassed the 75% goal for this cohort. This was during their freshman year when they were in the building the entire year. For the cohorts that follow we will be working on curriculum to ensure that we can have similar outcomes despite the pandemic.

Percent Achieving at Least Performance Level 3 on Common Core exam among Students Who Were Not Proficient in the 8th Grade by Fourth Year Accountability Cohort

Cohort Designation	Fourth Year	Number in Cohort not Proficient in 8 th Grade (a)	Number Exempted with No Valid Score (b)	Number Scoring at Least Level 3 (c)	Percent Scoring at Least Level 3 Among Students with Valid Score (c)/(a-b)
2015	2018-19	43	0	42	91%
2016	2019-20	102	2	99	98%
2017	2020-21	72	7	64	98%

ADDITIONAL EVIDENCE

No additional evidence

SUMMARY OF THE HIGH SCHOOL ENGLISH LANGUAGE ARTS GOAL

As you can see in the table below some of the goals were impacted by the pandemic but overall we met the goals that were attainable.

Type	Measure	Outcome
Absolute	Each year, 65 percent of students in the high school Accountability Cohort will meet or exceed Common Core expectations (currently scoring at or above Performance Level 4 on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.	Complete
Absolute	Each year, 80 percent of students in the high school Accountability Cohort will at least partially meet Common Core expectations (currently scoring at or above Performance Level 3 on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.	Complete
Absolute	Each year, the Performance Index (PI) on the Regents English exam of students completing their fourth year in the Accountability Cohort will meet the state Measure of Interim Progress (MIP) set forth in the state's ESSA accountability system.	N/A
Comparative	Each year, the percentage of students in the Total Cohort meeting or exceeding Common Core expectations on the Regents Exam in English Language Arts (Common Core) will exceed the percentage of comparable students from the district meeting or exceeding Common Core expectations.	N/A
Comparative	Each year, the percentage of students in the Total Cohort partially meeting Common Core expectations on the Regents Exam in English Language Arts (Common Core) will exceed the percentage of comparable students in the district at least partially meeting Common Core expectations.	N/A
Comparative	Each year, the Performance Index (PI) in Regents English of students in the fourth year of their high school Accountability Cohort will exceed that of comparable students from the school district of comparison.	N/A
Growth	Each year, 50 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8 th grade English language arts exam will meet or exceed Common Core expectations (currently scoring at or above Performance Level 4 on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.	Complete
Growth	Each year, 75 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8 th grade English language arts exam will at least partially meet Common Core expectations (currently scoring at least Performance Level 3 on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.	Complete

ACTION PLAN

Going into the 2021 school year one of the priorities for the school year is to address unfinished learning. Given the return of students to the school building from the pandemic there will need to be diagnostics across all grades. These diagnostics will help us to reassess where to pick up from the unfinished learning. While we were able to help students find success during the school year, students are still starting from behind. However the goal of these diagnostics is not to do remediation. We will plan to move forward and have students learn from where they are.

We believe that remediation will cause a delay that will set the students back additional time in their graduation progress.

In addition to the diagnostics, we have also adjusted the curriculum to be decolonized and focus on students' critical thinking. The ELA team came together over the last year to go through the curriculum and identify biased content. Lastly, we will continue to engage in experiential learning where they mirror the experiences of protagonists of the readings that they are engaging within the text.

GOAL 4: MATHEMATICS

ELEMENTARY MATHEMATICS

Goal 4: Mathematics

BACKGROUND

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

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

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

Elementary School Math

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

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

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

Middle School Math

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

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

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

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

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

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

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

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

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

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

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

METHOD

During 2020-21, the school(s) primarily used the following exams to assess student growth and achievement in mathematics:

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

RESULTS AND EVALUATION

We have not yet received results from the NYS exams or Algebra Regents exams, but these proficiency goals were not shared regionally in this school due to the pandemic. Our Elementary School Students completed about 3.1 Zearn Math Lessons on average each week. Students in 1-4 across the region met this participation goal.

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

Interim Assessments

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

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

IA #1				
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2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

Grade	All Students		% of students with IEPs meeting proficiency goal	% of ELL students meeting proficiency goal
	x % of students meeting proficiency goal	Number tested		
K	99	79	100	100
1	62	107	47	69
2	74	86	50	40
3	54	101	15	27
4	61	97	31	20
5	48	84	33	57
6	38	88	5	0
7	31	74	10	30
8	20	15	13	0
Algebra	44	72	25	0

<u>IA #2</u>				
Grade	All Students		% of students with IEPs meeting proficiency goal	% of ELL students meeting proficiency goal
	x % of students meeting proficiency goal	Number tested		
K	96	80	100	100
1	74	107	73	75
2	79	84	63	40
3	53	97	30	20
4	52	91	25	21
5	62	92	35	44
6	50	86	11	50
7	40	80	26	11
8	29	14	22	33
Algebra	67	54	29	0

<u>IA #3 (Optional)</u>				

for MS)				
Grade	All Students		% of students with IEPs meeting proficiency goal	% of ELL students meeting proficiency goal
	x % of students meeting proficiency goal	Number tested		
K	85	85	38	100
1	73	107	73	75
2	75	83	78	100
3	86	97	70	67
4	54	90	21	20

ADDITIONAL EVIDENCE

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

SUMMARY OF THE ELEMENTARY AND MIDDLE MATHEMATICS GOAL

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

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

ACTION PLAN

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

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

HIGH SCHOOL MATHEMATICS

Goal 4: Absolute Measure

Each year, 65 percent of students in the high school Accountability Cohort will exceed Common Core expectations (currently scoring at or above Performance Level 4 on a Regents mathematics exam) by the completion of their fourth year in the cohort.

METHOD

The school administered the Regents mathematics exam(s) that students must pass to graduate. The State Education Department currently defines the college and career readiness standard as scoring at or above Performance Level 4 (meeting Common Core expectations) on any Regents Common Core mathematics exams. This measure examines

the percent of the Accountability Cohort that achieved at least Performance Level 4 by the completion of their fourth year in the cohort.

RESULTS AND EVALUATION

The cohort of 2017 did not reach the benchmark of having 75% of students scoring level 4. on a regents exam by the completion of their fourth year. When analyzing the data you will see that they were outperformed by the cohort of 2016, but surpassed the cohort of 2015. The cohort of 2017 had 54% of students achieve level 4 by their fourth year. 10% lower than the cohort of 2016 but also , 17% higher than the cohort of 2015. We do believe that the pandemic impacted how we were able to help students find success and reach level four because their Junior and Senior year was impacted by loss of learning.

Percent Scoring at Least Level 4 on a Regents Mathematics Common Core Exam by Fourth Year Accountability Cohort

Cohort	Fourth Year	Number in Cohort (a)	Number exempted with No Valid Score (b)	Number Scoring at Least Level 4 (c)	Percent Scoring at Least Level 4 Among Students with Valid Score (c)/(a-b)
2015	2018-19	73	0	27	37%
2016	2019-20	256	0	165	64%
2017	2020-21	237	6	125	54%

ADDITIONAL EVIDENCE

No Additional Evidence

Percent Achieving at Least Level 4 by Cohort and Year

Cohort Designation	2018-19		2019-20		2020-21	
	Number in Cohort	Percent Level 4	Number in Cohort	Percent Level 4	Number in Cohort	Percent Level 4
2017	75	68%	241	56%	237	54% (3% exempt)

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

2018	81	63%	244	55%	239	48% (8% exempt)
2019			246	34% (20% exempt)	240	33% (44% exempt)
2020					274	0% (77% exempt)

Goal 4: Absolute Measure

Each year, 80 percent of students in the high school Accountability Cohort will at least partially meet Common Core expectations (currently scoring at or above Performance Level 3 on a Regents mathematics exam) by the completion of their fourth year in the cohort.

METHOD

The school administered the Regents mathematics exam(s) that students must pass to graduate. The State Education Department currently defines the cut off for passing and meeting the requirement for graduation as scoring at or above Performance Level 3 (partially meeting Common Core expectations) on the Regents mathematics exams. This measure examines the percent of the Accountability Cohort that achieved at least Performance Level 3 by the completion of their fourth year in the cohort.

RESULTS AND EVALUATION

Given the amount of students that sat for the regents was less than 2% of the cohort the data is not an accurate representation of the class progress on regents exams. 100% of the students that sat for the exam passed. The students who sat were prepared and aiming to get high scores to add to their transcript.

Percent Scoring at Least Level 3 on a Regents Mathematics Common Core Exam by Fourth Year Accountability Cohort

Cohort Designation	Fourth Year	Number in Cohort (a)	Number Exempted with No Valid Score (b)	Number Scoring at Least Level 3 (c)	Percent Scoring at Least Level 3 Among Students with Valid Score (c)/(a-b)
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2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

2015	2018-19	73	0	70	96%
2016	2019-20	256	0	256	99%
2017	2020-21	237	6	229	97%

ADDITIONAL EVIDENCE

No Additional Evidence

Percent Achieving at Least Level 3 by Cohort and Year

Cohort Designation	2018-19		2019-20		2020-201	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2017	75	99%	241	96%	237	97% (3% exempt)
2018	81	89%	244	95%	239	91% (12% exempt)
2019			246	57% (20% exempt)	240	50% (44% exempt)
2020					274	0% (77% exempt)

Goal 4: Absolute Measure

Each year, the Performance Index (“PI”) on the Regents mathematics exam of students completing their fourth year in the Accountability Cohort will meet the state’s Measure of Interim Progress (“MIP”) set forth in the state’s ESSA accountability system.

The calculation of this measure is not required for 2020-21.

Goal 4: Comparative Measure

Each year, the percent of students in the high school Total Cohort meeting or exceeding Common Core expectations on a Regents mathematics exams will exceed the percentage of comparable students in the district meeting or exceeding Common Core expectations.

The calculation of this measure is not required for 2020-21.

Goal 4: Comparative Measure

Each year, the percent of students in the high school Total Cohort at least partially meeting Common Core expectations on a Regents mathematics exams will exceed the percentage of comparable students in the district at least partially meeting Common Core expectations.

The calculation of this measure is not required for 2020-21.

Goal 4: Comparative Measure

Each year, the Performance Index (“PI”) in Regents mathematics of students in the fourth year of their high school Accountability Cohort will exceed that of comparable students from the school district of comparison.

The calculation of this measure is not required for 2020-21.

Goal 4: Growth Measure

Each year, 50 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8th grade mathematics exam will meet the college and career readiness standard (currently scoring at Performance Level 4 and fully meeting Common Core expectations on a Regents mathematics exam) by the completion of their fourth year in the cohort.

METHOD

The school demonstrates the effectiveness of its mathematics program by enabling students who were not meeting proficiency standards in the eighth grade to grow to meeting the mathematics requirement for the college and career readiness standard.

RESULTS AND EVALUATION

We were not successful in helping the students who were not proficient in math in 8th grade to be able to move them to level 4. Movement for these students is something that normally takes more time in math because we provide our students with less access to the work with a two year track for math proficiency. As an example, they might have algebra 1 of 2. Given the pandemic we were not able to complete the second year of the support program in the way we would have wanted to in order to see results that were more telling of the skills the students were developing. However, you will see that we were able to move students to level 3. We believe that if not for the pandemic these results would have been different.

Percent Achieving at Least Performance Level 4 on a Mathematics Regents Exam among Students Who Were Not Proficient in the 8th Grade by Fourth Year Accountability Cohort

Cohort Designation	Fourth Year	Number in Cohort not Proficient in 8 th Grade (a)	Number Exempted with No Valid Score (b)	Number Scoring at Least Level 4 (c)	Percent Scoring at Least Level 4 Among Students with Valid Score (c)/(a-b)
2015	2018-19	14	0	1	7%
2016	2019-20	76	0	16	21%
2017	2020-21	58	3	1	2%

ADDITIONAL EVIDENCE

No Additional Evidence at this time

Goal 4: Growth Measure

Each year, 75 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8th grade mathematics exam will at least partially meet Common Core expectations (currently scoring at Performance Level 3 on a Regents mathematics exam) by the completion of their fourth year in the cohort.

METHOD

The school demonstrates the effectiveness of its mathematics program by enabling students who were not meeting proficiency standards in the eighth grade to move to meeting the English requirement for graduation.

RESULTS AND EVALUATION

The Algebra two prong program for math really helped these students to get to level 3. We were able to achieve the goal of 75% of students proficient in 8th grade. We actually had 98% of the 2017 cohort reach the level 3 mark.

Percent Achieving at Least Performance Level 3 on a Mathematics Regents Exam among Students

Who Were Not Proficient in the 8th Grade by Fourth Year Accountability Cohort ³

Cohort Designation	Fourth Year	Number in Cohort not Proficient in 8 th Grade (a)	Number Exempted with No Valid Score (b)	Number Scoring at Least Level 3 (c)	Percent Scoring at Least Level 3 Among Students with Valid Score (c)/(a-b)
2015	2018-19	14	0	12	86%
2016	2019-20	76	0	76	100%
2017	2020-21	58	3	54	98%

ADDITIONAL EVIDENCE

No Additional Evidence

SUMMARY OF THE HIGH SCHOOL MATHEMATICS GOAL

Type	Measure	Outcome
Absolute	Each year, 65 percent of students in the high school Accountability Cohort will meet or exceed Common Core expectations (currently scoring at or above Performance Level 4 on a Regents mathematics exam) by the completion of their fourth year in the cohort.	Complete
Absolute	Each year, 80 percent of students in the high school Accountability Cohort will at least partially meet Common Core expectations (currently scoring at or above Performance Level 3 on a Regents mathematics exam) by the completion of their fourth year in the cohort.	Complete

³ Based on the highest score for each student on the mathematics Regents exam

Absolute	Each year, the Performance Index (PI) in mathematics of students completing their fourth year in the Accountability Cohort will meet the state Measure of Interim Progress (MIP) set forth in the state's ESSA accountability system.	N/A
Comparative	Each year, the percentage of students in the Total Cohort meeting or exceeding Common Core expectations on a Regents mathematics exam will exceed the percentage of comparable students from the district meeting or exceeding Common Core expectations.	N/A
Comparative	Each year, the percentage of students in the Total Cohort partially meeting Common Core expectations on a Regents mathematics exam will exceed the percentage of comparable students in the district at least partially meeting Common Core expectations.	N/A
Comparative	Each year, the Performance Index (PI) in Regents mathematics of students in the fourth year of their high school Accountability Cohort will exceed that of comparable students from the school district of comparison.	N/A
Growth	Each year, 50 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8 th grade mathematics exam will meet or exceed Common Core expectations (currently scoring at or above Performance Level 4 on a Regents mathematics exam) by the completion of their fourth year in the cohort.	Incomplete
Growth	Each year, 75 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8 th grade mathematics exam will at least partially meet Common Core expectations (currently scoring at least Performance Level 3 on a Regents mathematics exam) by the completion of their fourth year in the cohort.	Complete

The cohort of 2017 was exempt from many of the goals due to the pandemic but was able to meet three of the four goals that were still attainable. There was one goal pertaining to the students that were not proficient in the eighth grade that were not able to complete.

ACTION PLAN

Going into the 2021 school year one of the priorities for the school year is to address unfinished learning. To be able to be successful at this priority we will begin by focusing on two points. focus on is: 1) kids need to access/master grade level material, but we know we'll have to do some as-needed remediation, so PLCs are going through their pacing calendar with fine tooth combs to determine which standards can be moved to next year (and making sure that all courses are aware of the changes, so we stay vertically aligned) 2) Students need targeted intervention, as a result math teachers will pick up a push-in as a 5th class. We'll assign push-ins to the classes that have the greatest number of kids who need targeted support (Algebra 1, Algebra 10, etc.; not Honors Algebra 2).

GOAL 5: SCIENCE

ELEMENTARY AND MIDDLE SCIENCE

Goal 5: Science

See table below:

Component	K-4 (120-180 min per week minimum)	5-8 (500-565 min per week + elective)	9-12 (1-2 STE Classes per year)
Science Content	All K-8 KIPP students learn the full course of Amplify Science (or equivalent) each year.		Grads w/ 3+ AP score: 24%
Design, CS, Engineering	All K-4 students complete a minimum of 25-30 hours of DCE instruction each year in addition to Amplify.	All 5-8 students complete at 140 hours of DCE instruction by the end of 8th grade (full Computer Science Discoveries coverage or its equivalent (PLTW, Amplify CS).	All KIPP High School students are provided the opportunity to take AP CS Principles . All KIPP High schoolers are provided an opportunity to take at least two advanced STEM courses (AP CS A, PLTW Engineering Pathway, PLTW BioMed Pathway, AP Seminar, Data Science, etc.)
Team Robotics	All K-4 schools operate at least one FIRST Lego League Jr. team with 50% female enrollment.	All 5-8 schools operate at least one FIRST Lego League team with 50% female enrollment.	All 9-12 schools operate at least one FIRST Tech Challenge team with 50% female enrollment.
Environmental Literacy	All K-12 students complete a minimum of two off-campus environmental literacy-learning experiences per year and at least one residential outdoor experience before graduation.		

BACKGROUND

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

METHOD

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

RESULTS AND EVALUATION

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

Interim Assessments

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

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

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

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

End of Module Assessment #1				
Grade	All Students		% of students with IEPs meeting proficiency goal	% of ELL students meeting proficiency goal
	x % of students meeting proficiency goal	Number tested		
5	56	68	33	13
6	26	92	0	0

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

7	0	1	0	N/A
8	100	1	100	0

End of Module Assessment #2				
Grade	All Students		% of students with IEPs meeting proficiency goal	% of ELL students meeting proficiency goal
	x % of students meeting proficiency goal	Number tested		
5	36	92	20	13
6	0	6	N/A	N/A
7	40	5	N	0

End of Module Assessment #3				
Grade	All Students		% of students with IEPs meeting proficiency goal	% of ELL students meeting proficiency goal
	x % of students meeting proficiency goal	Number tested		
3	0	1	0	0
5	0	1	0	N/A
6	0	1	N/A	0
7	49	95	32	40

ADDITIONAL CONTEXT AND EVIDENCE

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

SUMMARY OF THE ELEMENTARY SCIENCE GOAL

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

ACTION PLAN

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

HIGH SCHOOL SCIENCE

Goal 5: Absolute Measure

Each year, 75 percent of students in the high school Accountability Cohort will score at least 65 on a New York State Regents science exam by the completion of their fourth year in the cohort.

METHOD

New York State schools administer multiple high school science assessments; current Regent exams are Living Environment, Earth Science, Chemistry and Physics. The school administered exam(s). It scores Regents on a scale from 0 to 100; students must score at least 65 to pass. This measure requires students in each Accountability Cohort to pass any one of the Regents science exams by their fourth year in the cohort. Students may have taken a particular Regents science exam multiple times or have taken multiple science exams. Students have until the summer of their fourth year to pass a science exam.

RESULTS AND EVALUATION

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

Given the amount of students that sat for the regents was less than 2% of the cohort the data is not an accurate representation of the class progress on regents exams. 100% of the students that sat for the exam passed. The students who sat were prepared and aiming to get high scores to add to their transcript.

**Science Regents Passing Rate with a Score of 65
by Fourth Year Accountability Cohort⁴**

Cohort Designation	Fourth Year	Number in Cohort (a)	Number Exempted with No Valid Score (b)	Number Passing with at Least a 65 (c)	Percent Passing Among Students with Valid Score (c)/(a-b)
2015	2018-19	73	0	70	96%
2016	2019-20	256	0	256	100%
2017	2020-21	237	3	228	97%

ADDITIONAL EVIDENCE

No additional evidence.

Science Regents Passing Rate with a score of 65 by Cohort and Year

Cohort Designation	2018-19		2019-20		2020-21	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2017	75	99%	241	97% (1% exempt)	237	98% (1% exempt)

⁴ Based on the highest score for each student on any science Regents exam

2018	81	85%	244	96% (1% exempt)	239	96% (3% exempt)
2019			246	11% (65% exempt)	240	2% (95% exempt)
2020					274	1% (73% exempt)

Goal 5: Comparative Measure

Each year, the percent of students in the high school Total Cohort passing a Regents science exam with a score of 65 or above will exceed that of the high school Total Cohort from the school district of comparison.

The calculation of this measure is not required for 2020-21.

ADDITIONAL EVIDENCE

No Additional Evidence

GOAL 6: SOCIAL STUDIES

Goal 6: Social Studies

During the 2020-2021 school year we continued to work on helping our students to build their critical thinking skills by bridging the connections between all of the Humanities. We implemented a role in the school that we did not have previously. We have a Director of Instructional Coaching for Humanities. Their primary goal is to ensure that there is a connection between the Humanities and that there is a push on critical thinking skills. We believe that if there is a connection from History to English and so on and so forth it will help the students to build connections and expand their critical thinking skills.

The Director of Instructional Coaching worked with the department heads of English, History, World Languages and Art to help create a fluidity between the different subject areas. This allowed for there to be additional touch points for students to process historical events outside of History class. Additionally, the students had opportunities to work on their reading and writing skills from their English classes in their other Humanities classes. We had teachers from the different departments do virtual intervisitations with each other to get a sense of how this was being accomplished in a virtual setting. The teachers then shared ideas and feedback with each

other to ensure that we were maximizing all opportunities for the humanities while in a virtual setting.

Lastly, the professional learning communities continue to be a great help regarding accountability to the standards and to ensuring that teachers in the subject area of History are holding each other accountable. Professional learning communities in our community consist of groupings where teachers who are in the same subject area meet weekly to develop and adjust lesson plans accordingly to ensure that the basic skill development is being accounted for. In those meetings they also look over students' work and provide each other feedback.

These structures helped tremendously in helping to guide our teachers to a successful year despite the challenges with the pandemic.

Goal 6: Absolute Measure

Each year, 75 percent of students in the high school Accountability Cohort will score at least 65 on the New York State Regents U.S. History exam by the completion of their fourth year in the cohort.

METHOD

New York State administers two high school social studies assessments: U.S. History and Global History. In order to graduate, students must pass both of these Regents exams with a score of 65 or higher. This measure requires students in each Accountability Cohort to pass the two exams by the completion of their fourth year in the cohort. Students may have taken the exams multiple times and have until the summer of their fourth year to pass it. Once students pass it, performance on subsequent administrations of the same exam do not affect their status as passing.

U.S. History Regents Passing Rate with a Score of 65
by Fourth Year Accountability Cohort

Cohort Designation	Fourth Year	Number in Cohort (a)	Number Exempted with No Valid Score (b)	Number Passing with at Least a 65 (c)	Percent Passing Among Students with Valid Score (c)/(a-b)
2015	2018-19	73	0	66	90%
2016	2019-20	257	3	227	89%
2017	2020-21	237	235	0	99%

The 21st century demands a shift from what students know toward how students use what they know. The ability to accurately interpret and thoughtfully employ information is among the most seminal assets in college and in the modern job market. Content-based curriculums— promoted by regents exams that primarily value content memorization, need to be updated for our modern information age. This need fits well with Common Core standards that emphasize creation and justification of arguable claims through non-fiction media. It seems then that the study of history provides an excellent forum by which to emphasize, practice, and master such skills.

With this new curriculum design that puts the onus on students to redefine history, we are encouraging ownership, and through that, perhaps build a sense of empowerment. Facts cannot be changed, but interpretation is subjective. This should be embraced and nurtured. Overall, we want to move away from exam-driven curriculums and instead we should, through our teaching, work to build habits of mind and heart by explicitly emphasizing curiosity, assertiveness, conscientiousness, research, and creativity.

The curriculum will emphasize the traditional mediums of a history class (historical content, reading, writing) and facilitate higher-order thinking by use of a progression of Decipher→Wonder→Unpack. All aspects of class will be tied to this progression.

1. Decipher: demonstrate fundamental, fact-based understanding of historical information
2. Wonder: apply curiosity to question history and work towards a larger historical understanding.
3. Unpack: create new ideas (through arguable claims) based upon existing information, ideas, and understandings.

Every unit students will read a primary source text and use decipher, wonder, unpack skills to dig deeper into history and draw their own conclusions. Teachers will administer daily decipher – wonder- unpack activities and teachers will assess these historical skills. Depending on student performance, teachers will create differentiated activity packets for the next unit that hones in on the specific historical thinking skill each individual student needs to master.

EVALUATION

The cohort of 2017 was able to meet the goal of having 75% of the students be recorded at a 65 for the US regents exam. In large part because of the waiver that was provided to students. As a result 99% have earned credit on the regents at a 65.

Additional Evidence

Due to the pandemic students were provided with a waiver option for the regents examination. We had very limited administration of state tests that were opt in for students, we do not have passage rates on the NYS test that are comprehensive or valid.

U.S. History Regents Passing Rate with a score of 65 by Cohort and Year						
Cohort Designation	2018-19		2019-20		2020-21	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

2017	75	0%	241	0% (73% exempt)	237	0% (99% exempt)
2018	81	0%	244	0%	239	0% (83% exempt)
2019			246	0%	240	0%
2020					274	0%

Goal 6: Comparative Measure

Each year, the percentage of students in the high school Total Cohort passing the Regents U.S. History exam with a score of 65 or above will exceed that of the high school Total Cohort from the school district of comparison.

The calculation of this measure is not required for 2020-21.

Goal 6: Absolute Measure

Each year, 75 percent of students in the high school Accountability Cohort will score at least 65 on the New York State Regents Global History exam by the completion of their fourth year in the cohort.

METHOD

This measure requires students in each Accountability Cohort to pass the Global History exam by the completion of their fourth year in the cohort. Students may have taken the exam multiple times, and had until the summer of their fourth year to pass it. Once students pass it, performance on subsequent administrations of the same exam do not affect their status as passing.

Global History Regents Passing Rate with a Score of 65 by Fourth Year Accountability Cohort

Cohort Designation	Fourth Year	Number in Cohort (a)	Number Exempted with No Valid Score (b)	Number Passing with at Least a 65 (c)	Percent Passing Among Students with Valid Score (c)/(a-b)
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2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

2015	2018-19	73	0	65	89%
2016	2019-20	257	3	239	94%
2017	2020-21	237	27	209	99%

As a result of the waiver that was provided by the state for the regents exams where students could earn the regents credit for US History if they pass the class 295 students from the cohort of 2017 earn the regents credit. Given the circumstances the data is not comparable to previous years. 33 students did opt to take the exam and all 33 passed earning the regents credit.

EVALUATION

There were 59 students who did not pass the regents exam during the 18-19 school year when the students took the regents exam (81% of the class earned regents credit for Global History). In the 2019-2020 school year 33 out of the 59 were able to receive the Global History regents credit through the NYS waiver. As a result the passage rate going into this school year was at 91%.

ADDITIONAL EVIDENCE

Due to the pandemic students were provided with a waiver option for the regents examination. We had very limited administration of state tests that were opt in for students, we do not have passage rates on the NYS test that are comprehensive or valid.

Global History Regents Passing Rate with a score of 65 by Cohort and Year

Cohort Designation	2018-19		2019-20		2020-21	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2017	75	76%	241	88% (6% exempt)	237	88% (11% exempt)
2018	81	0%	244	0% (86% exempt)	239	0% (94% exempt)

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

2019			246	0%	240	0% (86% exempt)
2020					274	0%

Goal 6: Comparative Measure

Each year, the percentage of students in the high school Total Cohort passing the Regents Global History exam with a score of 65 or above will exceed that of the high school Total Cohort from the school district of comparison.

The calculation of this measure is not required for 2020-21

ADDITIONAL EVIDENCE

During school year 20-21, the 26 remaining students continued in credit recovery and 26 completed the course. As a result 91% are graduating with the Global History regents credit in their transcript.

GOAL 7: ESSA

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

Goal 7: Absolute Measure

Under the state's ESSA accountability system, the school is in good standing: the state has not identified the school for comprehensive or targeted improvement.

METHOD

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

RESULTS AND EVALUATION

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

ADDITIONAL EVIDENCE

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

Accountability Status by Year

Year	Status
2018-19	Good standing
2019-20	Good standing
2020-21	Good standing



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

Charter School Name:	KIPP Infinity Charter School
Audit Period:	2020-21
Prior Period:	2019-20
Report Due Date:	Monday, November 1, 2021
School Fiscal Contact Name:	David Rose
School Fiscal Contact Email:	drose@kippnyc.org
School Fiscal Contact Phone:	212-991-2610 ext. 6072
School Audit Firm Name:	CliftonLarsonAllen LLP
School Audit Contact Name:	David Sekerak
School Audit Contact Email:	david.sekerak@CLAconnect.com
School Audit Contact Phone:	267.419.1635

SUNY CHARTER SCHOOLS INSTITUTE - Reporting Requirements:

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

Required 8 Items:

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

And, if applicable:

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

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

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

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

CK - Should be zero

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KIPP INFINITY CHARTER SCHOOL

Statement of Activities

as of June 30, 2021

	2020-21			2019-20
	Without Donor Restrictions	With Donor Restrictions	Total	Total
REVENUE, GAINS AND OTHER SUPPORT				
Public School District				
Resident Student Enrollment	\$ 30,346,388	\$ -	\$ 30,346,388	\$ 30,176,673
Students with disabilities	4,250,798	-	4,250,798	4,394,748
Grants and Contracts				
State and local	404,695	-	404,695	476,490
Federal - Title and IDEA	795,569	238,805	1,034,374	867,782
Federal - Other	550,359	-	550,359	79,191
Other	-	-	-	-
NYC DoE Rental Assistance	-	-	-	-
Food Service/Child Nutrition Program	1,978,686	-	1,978,686	564,182
TOTAL REVENUE, GAINS AND OTHER SUPPORT	38,326,495	238,805	38,565,300	36,559,068
EXPENSES				
Program Services				
Regular Education	\$ 33,173,463	\$ -	\$ 33,173,463	\$ 31,423,562
Special Education	3,114,911	-	3,114,911	3,763,989
Other Programs	-	-	-	-
Total Program Services	36,288,374	-	36,288,374	35,187,550
Management and general	4,613,356	-	4,613,356	4,225,685
Fundraising	-	-	-	5,397
TOTAL OPERATING EXPENSES	40,901,730	-	40,901,730	39,418,633
SURPLUS / (DEFICIT) FROM SCHOOL OPERATIONS	(2,575,235)	238,805	(2,336,430)	(2,859,565)
SUPPORT AND OTHER REVENUE				
Contributions				
Foundations	\$ 174,733	\$ -	\$ 174,733	\$ 40,599
Individuals	46,881	-	46,881	32,104
Corporations	22,048	-	22,048	15,000
Fundraising	-	-	-	-
Interest income	-	-	-	-
Miscellaneous income	2,108,622	-	2,108,622	270,673
Net assets released from restriction	238,832	(238,832)	-	-
TOTAL SUPPORT AND OTHER REVENUE	2,591,116	(238,832)	2,352,284	358,376
CHANGE IN NET ASSETS	15,881	(27)	15,854	(2,501,189)
NET ASSETS BEGINNING OF YEAR	742,131	49,510	791,641	3,262,844
PRIOR YEAR/PERIOD ADJUSTMENTS	9,975	-	9,975	29,987
NET ASSETS END OF YEAR	\$ 767,987	\$ 49,483	\$ 817,470	\$ 791,641

KIPP INFINITY CHARTER SCHOOL

Statement of Cash Flows

as of June 30, 2021

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

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

	No. of Positions	2020-21				2019-20			
		Program Services		Supporting Services		Program Services		Supporting Services	
		Regular Education	Special Education	Other Education	Total	Fund-raising	General	Total	Total
Personnel Services Costs		\$	\$	\$	\$	\$	\$	\$	\$
Administrative Staff Personnel	49.41	6,066,728	-	-	6,066,728	-	-	-	6,066,728
Instructional Personnel	152.99	13,354,578	2,401,508	-	15,756,086	-	-	-	15,756,086
Non-Instructional Personnel	9.98	956,357	-	-	956,357	-	-	-	956,357
Total Salaries and Staff	212.38	20,377,663	2,401,508	-	22,779,171	-	-	-	22,779,171
Fringe Benefits & Payroll Taxes		4,451,419	414,290	-	4,865,710	-	-	-	4,865,710
Retirement		1,271,758	217,494	-	1,489,252	-	-	-	1,489,252
Management Company Fees		83,414	-	-	83,414	-	4,351,917	-	4,435,331
Legal Service		42,539	-	-	42,539	-	-	-	42,539
Accounting / Audit Services		-	-	-	-	-	16,550	-	16,550
Other Purchased / Professional / Consulting Services		222,465	76,342	-	298,807	-	-	-	298,807
Building and Land Rent / Lease / Facility Finance Interest		1,033,955	-	-	1,033,955	-	-	-	1,033,955
Repairs & Maintenance		237,097	-	-	237,097	-	-	-	237,097
Insurance		-	-	-	-	-	244,888	-	244,888
Utilities		293,199	-	-	293,199	-	-	-	293,199
Supplies / Materials		1,029,784	-	-	1,029,784	-	-	-	1,029,784
Equipment / Furnishings		162,141	2,530	-	164,671	-	-	-	164,671
Staff Development		294,679	2,694	-	297,373	-	-	-	297,373
Marketing / Recruitment		24,495	-	-	24,495	-	-	-	24,495
Technology		1,085,087	-	-	1,085,087	-	-	-	1,085,087
Food Service		1,284,408	-	-	1,284,408	-	-	-	1,284,408
Student Services		119,662	53	-	119,715	-	-	-	119,715
Office Expense		396,826	-	-	396,826	-	-	-	396,826
Depreciation		676,636	-	-	676,636	-	-	-	676,636
OTHER		76,259	-	-	76,259	-	-	-	76,259
Total Expenses		\$ 33,163,488	\$ 3,114,911	\$ -	\$ 36,278,399	\$ -	\$ 4,613,356	\$ -	\$ 40,891,755
									\$ 39,388,647



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

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Audit Period:	2020-21
Prior Period:	2019-20
Report Due Date:	Monday, November 1, 2021
School Fiscal Contact Name:	David Rose
School Fiscal Contact Email:	drose@kippnyc.org
School Fiscal Contact Phone:	212-991-2610 ext. 6072
School Audit Firm Name:	CliftonLarsonAllen LLP
School Audit Contact Name:	David Sekerak
School Audit Contact Email:	david.sekerak@CLAconnect.com
School Audit Contact Phone:	267.419.1635

SUNY CHARTER SCHOOLS INSTITUTE - Reporting Requirements:

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

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And, if applicable:

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

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

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

CK - Should be zero

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KIPP INFINITY CHARTER SCHOOL

Statement of Activities

as of June 30, 2021

	2020-21			2019-20
	Without Donor Restrictions	With Donor Restrictions	Total	Total
REVENUE, GAINS AND OTHER SUPPORT				
Public School District				
Resident Student Enrollment	\$ 30,346,388	\$ -	\$ 30,346,388	\$ 30,176,673
Students with disabilities	4,250,798	-	4,250,798	4,394,748
Grants and Contracts				
State and local	404,695	-	404,695	476,490
Federal - Title and IDEA	795,569	238,805	1,034,374	867,782
Federal - Other	550,359	-	550,359	79,191
Other	-	-	-	-
NYC DoE Rental Assistance	-	-	-	-
Food Service/Child Nutrition Program	1,978,686	-	1,978,686	564,182
TOTAL REVENUE, GAINS AND OTHER SUPPORT	38,326,495	238,805	38,565,300	36,559,068
EXPENSES				
Program Services				
Regular Education	\$ 33,173,463	\$ -	\$ 33,173,463	\$ 31,423,562
Special Education	3,114,911	-	3,114,911	3,763,989
Other Programs	-	-	-	-
Total Program Services	36,288,374	-	36,288,374	35,187,550
Management and general	4,613,356	-	4,613,356	4,225,685
Fundraising	-	-	-	5,397
TOTAL OPERATING EXPENSES	40,901,730	-	40,901,730	39,418,633
SURPLUS / (DEFICIT) FROM SCHOOL OPERATIONS	(2,575,235)	238,805	(2,336,430)	(2,859,565)
SUPPORT AND OTHER REVENUE				
Contributions				
Foundations	\$ 174,733	\$ -	\$ 174,733	\$ 40,599
Individuals	46,881	-	46,881	32,104
Corporations	22,048	-	22,048	15,000
Fundraising	-	-	-	-
Interest income	-	-	-	-
Miscellaneous income	2,108,622	-	2,108,622	270,673
Net assets released from restriction	238,832	(238,832)	-	-
TOTAL SUPPORT AND OTHER REVENUE	2,591,116	(238,832)	2,352,284	358,376
CHANGE IN NET ASSETS	15,881	(27)	15,854	(2,501,189)
NET ASSETS BEGINNING OF YEAR	742,131	49,510	791,641	3,262,844
PRIOR YEAR/PERIOD ADJUSTMENTS	9,975	-	9,975	29,987
NET ASSETS END OF YEAR	\$ 767,987	\$ 49,483	\$ 817,470	\$ 791,641

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

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

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

	No. of Positions	2020-21				2019-20				
		Program Services		Supporting Services		Program Services		Supporting Services		
		Regular Education	Special Education	Other Education	Total	Fund-raising	General	Total	Total	
Personnel Services Costs		\$	\$	\$	\$	\$	\$	\$	\$	
Administrative Staff Personnel	49.41	6,066,728	-	-	6,066,728	-	-	-	6,066,728	5,858,194
Instructional Personnel	152.99	13,354,578	2,401,508	-	15,756,086	-	-	-	15,756,086	17,039,721
Non-Instructional Personnel	9.98	956,357	-	-	956,357	-	-	-	956,357	180,706
Total Salaries and Staff	212.38	20,377,663	2,401,508	-	22,779,171	-	-	-	22,779,171	23,078,621
Fringe Benefits & Payroll Taxes		4,451,419	414,290	-	4,865,710	-	-	-	4,865,710	4,574,968
Retirement		1,271,758	217,494	-	1,489,252	-	-	-	1,489,252	1,372,261
Management Company Fees		83,414	-	-	83,414	-	4,351,917	-	4,435,331	3,997,279
Legal Service		42,539	-	-	42,539	-	-	-	42,539	49,690
Accounting / Audit Services		-	-	-	-	-	16,550	-	16,550	11,249
Other Purchased / Professional / Consulting Services		222,465	76,342	-	298,807	-	-	-	298,807	398,354
Building and Land Rent / Lease / Facility Finance Interest		1,033,955	-	-	1,033,955	-	-	-	1,033,955	1,167,813
Repairs & Maintenance		237,097	-	-	237,097	-	-	-	237,097	167,826
Insurance		-	-	-	-	-	244,888	-	244,888	300,758
Utilities		293,199	-	-	293,199	-	-	-	293,199	298,603
Supplies / Materials		1,029,784	-	-	1,029,784	-	-	-	1,029,784	937,413
Equipment / Furnishings		162,141	2,530	-	164,671	-	-	-	164,671	121,904
Staff Development		294,679	2,694	-	297,373	-	-	-	297,373	402,471
Marketing / Recruitment		24,495	-	-	24,495	-	-	-	24,495	12,803
Technology		1,085,087	-	-	1,085,087	-	-	-	1,085,087	763,140
Food Service		1,284,408	-	-	1,284,408	-	-	-	1,284,408	453,393
Student Services		119,662	53	-	119,715	-	-	-	119,715	211,226
Office Expense		396,826	-	-	396,826	-	-	-	396,826	375,117
Depreciation		676,636	-	-	676,636	-	-	-	676,636	669,123
OTHER		76,259	-	-	76,259	-	-	-	76,259	24,634
Total Expenses		\$ 33,163,488	\$ 3,114,911	\$ -	\$ 36,278,399	\$ -	\$ 4,613,356	\$ 4,613,356	\$ 40,891,755	\$ 39,388,647



KIPP Infinity Charter School

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

Submitted to the SUNY Charter Schools Institute
on:

Aug 16, 2021

By Janessa C. Hernaez and Shawnae Montagueo

625 W. 133rd street New York, New York 10027

718-943-3710

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

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

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

Carlos Capplan has served as the school leader of KIPP NYC College Prep HS since 2017.

Glenn Davis has served as the KIPP Infinity MS since 2017.

Maylien Herm has served as the school leader of KIPP Infinity ES since 2019.

SCHOOL OVERVIEW

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

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

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

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

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

KIPP Infinity Charter School, founded in 1995, is located in District 17 in the Crown Heights, Brooklyn, and currently serves grades K through eight. KIPP Infinity students attend school from 7:25 a.m. to 4:00 p.m. during the week and typically start school 2-3 weeks before other NYC public schools. This extended school day and year allows us to deliver the

program model that best fits what our students need and what our families are seeking. In March, 2020, KIPP NYC made an immediate shift to a remote learning structure for all of our students in response to a decision to protect our students, staff and families from the COVID-19 pandemic. Even though the decision was incredibly quick, it was deliberate and planned. KIPP NYC was able to ensure that the majority of our students had immediate access to technology and the internet, with almost all of our students having full access within a few weeks.

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

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

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

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

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

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

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

ENROLLMENT SUMMARY

School Enrollment by Grade Level and School Year

School Year	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
2016-17	90	98	92	97	95	100	86	89	89	371	283	224	212	1,926
2017-18	94	90	93	88	94	102	99	83	95	364	379	208	223	2,012
2018-19	88	97	91	90	89	93	98	96	82	351	373	272	215	2,035
2019-20	106	91	98	96	99	92	95	96	96	336	396	247	287	2,135
2020-21	97	115	97	104	100	99	92	94	94	355	381	268	284	2,180

HIGH SCHOOL COHORTS

ACCOUNTABILITY COHORT

The state’s Accountability Cohort consists specifically of students who are in their fourth year of high school after entering the 9th grade. For example, the 2017 state Accountability Cohort consists of students who entered the 9th grade anywhere sometime during the 2017-18 school year, were enrolled in the school on the state’s annual enrollment-determination day (i.e., BEDS day) in the 2020-21 school year, and either remained in the school for the rest of the year or left for an acceptable reason. (See New York State Education Department’s SIRS Manual for more details about cohort eligibility and acceptable exit reasons: <http://www.p12.nysed.gov/irs/sirs/ht>)

The following table indicates the number of students in the Accountability Cohorts who are in their fourth year of high school and were enrolled at the school on BEDS Day in October and remained in the school until June 30th of that year.

Fourth-Year High School Accountability Cohorts

Fourth Year Cohort	Year Entered 9 th Grade Anywhere	Cohort Designation	Number of Students Enrolled on BEDS Day in October of the Cohort's Fourth Year	Number Leaving During the School Year	Number in Accountability Cohort as of June 30 th
2018-19	2015-16	2015	73	0	73
2019-20	2016-17	2016	256	0	256
2020-21	2017-18	2017	237	0	237

TOTAL COHORT FOR GRADUATION

Students are also included in the Total Cohort for Graduation (referred to as the Graduation Cohort, Total Graduation Cohort, or Total Cohort interchangeably throughout this report) based on the year they first enter the 9th grade. Students enrolled for at least one day in the school after entering the 9th grade are part of the school's Graduation Cohort. The school may remove students from the Graduation Cohort if the school has discharged those students for an acceptable reason listed in the SIRS manual, including the following: if they transfer to another public or private diploma-granting program with documentation, transfer to home schooling by a parent or guardian, transfer to another district or school, transfer by court order, leave the U.S., or are deceased.

Fourth Year Total Cohort for Graduation

Fourth Year Cohort	Year Entered 9 th Grade Anywhere	Cohort Designation	Number of Students Graduated or Enrolled on June 30 th of the Cohort's Fourth Year (a)	Number of Students No Longer at the School Who Had Been Enrolled for at Least One Day Prior to Leaving the School and Who Were <u>Not</u> Discharged for an Acceptable Reason (b)	Total Graduation Cohort (a) + (b)
2018-19	2015-16	2015	70	3	73
2019-20	2016-17	2016	251	5	256
2020-21	2017-18	2017	233	4	237

Fifth Year Total Cohort for Graduation					
Fifth Year Cohort	Year Entered 9 th Grade Anywhere	Cohort Designation	Number of Students Graduated or Enrolled on June 30 th of the Cohort's Fifth Year (a)	Number of Students No Longer at the School Who Had Been Enrolled for at Least One Day Prior to Leaving the School and Who Were <u>Not</u> Discharged for an Acceptable Reason (b)	Total Graduation Cohort (a) + (b)
2018-19	2014-15	2014	65	9	74
2019-20	2015-16	2015	70	3	73
2020-21	2016-17	2016	244	12	256

PROMOTION POLICY

KIPP NYC College Prep set our College Prep Diploma graduation requirements to exceed the New York State requirements (22 credits and a 65 passing for both courses and Regents Exams) based on the belief that students meeting our higher standards will be prepared to successfully enroll and pass entry-level college courses by graduation, without remediation.

To receive our College Prep diploma, students must successfully complete a minimum of 24 credits (1 credit= 1 year) consisting of the courses below, as well as pass five New York State regents Exams (Science, Math, English, Global History and US History) with a 75 or above.

Courses	% of Credits Required
ELA, Math, Science, Social Studies	4 *each
Language other than English (LOTE)	3
Visual & Performing Arts	1
Physical Education	2
Health	0.5
College Prep Electives	1
Electives of Choice	0.5

Credit Requirements for Promotion

Students earn 1.0 credit for passing a year-long class, and half a credit (.5) for passing a semester-long class. To be promoted from 9th to 10th grade: Students must have earned 4.0 credits.

GOAL 1: HIGH SCHOOL GRADUATION

GOAL 1: HIGH SCHOOL GRADUATION

The 4 year high school graduation goal for all 8th grade graduates of KIPP is 90%. If the student attends KIPP NYC College Prep, the goal is 95%.

Goal 1: Leading Indicator

Each year, 75 percent of students in first and second year high school Total Graduation Cohorts will earn at least ten credits (if 44 needed for graduation) or five credits (if 22 needed for graduation) each year.

METHOD

This measure serves as a leading indicator of the performance of the high school cohort and examines students' progress toward graduation based on annual credit accumulation. The measure requires that, based on the school's promotion requirements, 75 percent of the first and second year high school Total Graduation Cohorts will earn the required number of credits.

RESULTS AND EVALUATION

The challenges from the 2019 - 2020 school year lingered into the 2020 - 2021 school year. There were external challenges presented by the COVID pandemic in our country that impeded on some of the goals that we are generally trying to reach with our students. In large, one of the biggest challenges is that the regents exams have been a major indicator of our goals for the school year. With the exams being waived the last two years, this has reduced the ability to track actual progress. There was also an opportunity to explore different ways to support students through social emotional learning while helping them to master the content of their education. We had the opportunity to assess the impact of our goals. Numerically, we surpassed the goals because students were granted the credits. There was success in the year despite the challenges in our student experiences and the inability to track the regents data. Students found support, access to resources and were still able to access content because of the social emotional learning that was happening and as a result we were able to still achieve results in graduation and additional benchmarks.

Percent of Students in First and Second Year Cohorts Earning the Required Number of Credits in 2020-21

Cohort Designation	Number in Cohort during 2020-21	Percent promoted
2019	240	73%
2020	274	80%

ADDITIONAL EVIDENCE

In the 2020-2021 school year credit accumulation was negatively impacted as there was a lot of unfinished learning. You can see this challenge from the data above. Typically on any given school year we have approximately 85% - 90% of students accumulating the required credits to be able to move on to the next grade in High School. As the year was progressing by the end of quarter one, you could see that the students were struggling given that 35% of the students were failing multiple classes and not on track to earn credit. We had to course adjust the way we were supporting our students to ensure that they would be able to find success. While we did not lower the academic bar we did provide additional spaces for students to connect with teachers and spend time with peers. We offered a set of optional and mandatory office hours for student progress. We launched our AIM(Academic Improvement Mentors) program to help the students feel supported and we extended the school year into the summer given the announcements made by the DOE regarding credit accumulation regarding the regents. These additional supports helped our students to progress towards better academic standing. We maintained a high bar and did not pass students forward for just showing up. We still encouraged our students to master the work for academic progress. We felt strongly that we would be doing a disservice to our students by giving them a passing grade if they were not prepared for the next level. We are pleased that given where things were at the end of quarter one that we were able to achieve the progress we did.

Goal 1: Leading Indicator

Each year, 75 percent of students in the second year high school Total Graduation Cohort will score at or above proficient on at least three different New York State Regents exams required for graduation.

METHOD

This measure serves as a leading indicator of the performance of high school cohorts and examines their progress towards graduation based on Regents exam passage. The

measure requires that 75 percent of students in each Graduation Cohort have passed at least three Regents exams by their second year in the cohort.

RESULTS AND EVALUATION

No results to share due to the waiver of the exam.

Percent of Students in their Second Year Passing Three Regents Exams by Cohort

Cohort Designation	School Year	Number in Cohort	Percent Passing at Least Three Regents (including exemptions)
2017	2018-19	241	74%
2018	2019-20	244	95%
2019	2020-21	240	92%

ADDITIONAL EVIDENCE

No Additional Evidence

Goal 1: Absolute Measures

Each year, 75 percent of students in the fourth year high school Total Graduation Cohort and 95 percent of students in the fifth year high school Total Graduation Cohort will graduate.

METHOD

This measure examines students in two high school Graduation Cohorts: those who entered the 9th grade as members of the 2017 cohort and graduated four years later and those who entered as members of the 2016 cohort and graduated five years later. These data reflect August graduation rates. At a minimum, these students have passed or been exempted from five Regents exams required for high school graduation in ELA, mathematics, science, U.S. History, and Global History or met the requirements for the 4+1 pathway to graduation.¹

The school’s graduation requirements appear in this document above the graduation goal.

¹ The state’s guidance for the 4+1 graduation pathway can be found here: <http://www.p12.nysed.gov/ciai/multiple-pathways/>.

RESULTS AND EVALUATION

For the senior class cohort of 2017, we had a graduation rate of 91%. This was very impressive for our community and the cohort of 2017 given the push from our community to continue to maintain a high bar of academic excellence despite the pandemic. Due to the circumstances we extended the school year into the summer months to ensure that the unfinished learning due to the pandemic was supported. This aided in many students completing the school year. Given that we were uncertain of the expectations due to the pandemic we were very happy with the results of 92% of students graduating. As you can see on the table below, it was a stronger graduation rate than the previous class that was also impacted by the pandemic.

Percent of Students in the Total Graduation Cohort who have Graduated After Four Years

Cohort Designation	School Year	Number in Cohort	Percent Graduating
2015	2018-19	73	92%
2016	2019-20	256	89%
2017	2020-21	237	92%

Percent of Students in Total Graduation Cohort Who Have Graduated After Five Years

Cohort Designation	School Year	Number in Cohort	Percent Graduating
2014	2018-19	74	95%
2015	2019-20	73	88%
2016	2020-21	256	95%

ADDITIONAL EVIDENCE

While the graduation rate for this school year is lower than pre pandemic years, 92% is an improvement from the previous year which is a comparable cohort given that they were also impacted by the pandemic and we improved by 4%. I would also say that we got better at remote education and our educators and students went into this school year more prepared to tackle some of the software platforms that were being utilized. Canvas and Nearpod

became pivotal tools to the success of the community. It definitely helped us to find more success.

Goal 1: Comparative Measure

Each year, the percentage of students in the high school Total Graduation Cohort graduating after the completion of their fourth year will exceed that of the Total Graduation Cohort from the school district of comparison.

METHOD

The school compares the graduation rate of students completing their fourth year in the charter school’s Total Graduation Cohort to that of the respective cohort of students in the school district of comparison. Given that district results for the current year are generally not available at this time, for purposes of this report schools should include the district’s 2019-20 results as a temporary placeholder for the district’s 2020-21 results.

RESULTS AND EVALUATION

In comparison to the district we have generally outperformed the average graduation rates. For example in 2019 the average graduation rate for districts 5, 6 and 17 was 79%. The 2015 cohort had a graduation rate of 92% during that school year. During the 2020 school year district 5, 6 and 17 held an average graduation rate of 74% while the 2016 cohort still held a graduation rate of 88%. Early indicators point out that an average 76% of students in high school in district 5, 6 and 17 graduated during the 2020-2021 school year. The 2017 cohort has graduated 92%. While we are proud to be one of the top performing schools in the district, we also know that the last 18 months has been difficult and genuinely worry about the cohorts to come after the cohort of 2017 as the impact of the pandemic and the move to remote will likely have the biggest impact on them as can be seen with the credit accumulation numbers shown above. Our approach to the school year will be to move forward instead of going back words and infusing opportunities for remediation.

Percent of Students in the Total Graduation Cohort who Graduate in Four Years Compared to the District

Cohort Designatio	School Year	Charter School	School District (note: CPHS represents students from 3 different school districts (majority from District 5))

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

		Number in Cohort	Percent Graduating	Number in Cohort	Percent Graduating
2015	2018-19	73	92%	District 5: 902 District 6: 1338 District 17:1862	District 5: 76% District 6: 81% District 17: 81%
2016	2019-20	256	89%	District 5: 971 District 6: 1321 District 17: 1928	District 5: 74% District 6: 75% District 17: 74%
2017	2020-21	237	92%	Data not yet released	District 5: 73% District 6: 76% District 17: 80%

ADDITIONAL EVIDENCE

No additional Evidence

Goal 1: Absolute Measure

Each year, 75 percent of students in the high school Total Cohort pursuing an alternative graduation pathway (commonly referred to as the 4+1 pathway) will achieve a Regents equivalency score and pass an approved pathway assessment required for graduation by the end of their fourth year in the cohort.

METHOD

The New York State Board of Regents approved regulations establishing alternative pathways to graduation for all students. Students may replace one of the required Social Studies Regents exams with an approved alternative assessment. For more information about requirements and approved assessments refer to the NYSED resource online: <http://www.p12.nysed.gov/ciai/multiple-pathways/>. The school will document the names of the alternative assessments administered and success rate for students in the templates below.

As a result of the Board of Regents' guidance regarding the cancellation of multiple administrations of the Regents exams in 2019-20 and 2020-21, students planning to take a pathway examination during those cancelled dates would be exempted from the requirement. For purposes of this measure, only report results for students with valid scores for any pathway exam.

RESULTS AND EVALUATION

Given the amount of students that sat for the Regents was less than 2% of the cohort the data is not an accurate representation of the class progress on Regents exams. 100% of the students that sat for the exam passed. The students who sat were prepared and aiming to achieve high scores to add to their transcripts.

Percentage of the 2017 Graduation Cohort Pathway Students Demonstrating Success by Exam Type

Exam	Number of Graduation Cohort Members Tested (a)	Number Passing or Achieving Regents Equivalency (b)	Percentage Passing $=\frac{(b)}{(a)} \times 100$
[Write name of exam here]	N/A	N/A	N/A
[Write name of exam here]	N/A	N/A	N/A
[Write name of exam here]	N/A	N/A	N/A
Overall	N/A	N/A	N/A

All students who graduated passed or received waivers (due to covid) for all 5 regents exams and thus did not require an alternate pathway.

Pathway Exam Passing Rate by Fourth Year Accountability Cohort

Cohort Designation	School Year	Number in Cohort	Percent Passing a Pathway Exam
2015	2018-19	N/A	N/A
2016	2019-20	N/A	N/A
2017	2020-21	N/A	N/A

ADDITIONAL EVIDENCE

No additional evidence

SUMMARY OF THE HIGH SCHOOL GRADUATION GOAL

While we faced some challenges with the Regents exam indicator and the credit accumulation for the younger grades, we did really well at meeting our goals in most or all other categories. See below table.

Type	Measure	Outcome
Leading Indicator	Each year, 75 percent of students in first and second year high school Total Graduation Cohorts will earn at least ten credits (if 44 needed for graduation) or five credits (if 22 needed for graduation) each year.	Partially Complete
Leading Indicator	Each year, 75 percent of students in the high school Total Graduation Cohort will score at least 65 on at least three	N/A

	different New York State Regents exams required for graduation by the completion of their second year in the cohort.	Regents Exams Waived
Absolute	Each year, 75 percent of students in the fourth year high school Total Graduation Cohort will graduate.	Complete 92%
Absolute	Each year, 95 percent of students in the fifth year high school Total Graduation Cohort will graduate.	Incomplete
Comparative	Each year, the percentage of students in the high school Total Graduation Cohort graduating after the completion of their fourth year will exceed that of the Total Graduation Cohort from the school district of comparison.	Complete
Absolute	Each year, 75 percent of students in the high school Total Cohort pursuing an alternative graduation pathway will achieve a Regents equivalency score and pass an approved pathway assessment required for graduation by the end of their fourth year.	Complete

ACTION PLAN

As a result of the pandemic we were required to be remote for the 2020-2021 school year. Being remote was new for all members of the community. We needed to monitor for screen exhaustion, balanced lessons and the medical impact on COVID infected students. Naturally, these heightened challenges created some gaps in the learning.

During the school year we offered the building as an in-person learning center to students who were not able to have access to all of the resources that they needed to be successful in a remote setting. They would come to the building and be remote in their classes from the school. In the learning center, students had access to food, wifi, computers and staff support. Anecdotally there were many students that benefitted from coming to the learning center that needed to be remote. It helped to support the social emotional challenges created by the pandemic. It helped hold students accountable to completing work.

Additionally, given that this is the first year the Department of Education is allowing students to replace grades from the school year with the classes that they take in summer school, we have utilized this opportunity by running a six week summer school program. There are two three week cycles that allow us to meet the social distancing norms while also providing space to a multitude of students. There is a remote option and an in person option for summer school that allows students to access the work that they need to complete to close the gap on the unfinished learning. By offering students the multitude of options, we have been able to maintain our academic outputs and support for our students.

GOAL 2: COLLEGE PREPARATION

GOAL 2: COLLEGE PREPARATION

- 95% of students will be accepted into College

- 85% of students will matriculate into College in the in the fall
- 75% of students will graduate from College in the six years.
- 75% of student will take and pass at least one AP Exam in their HS career

As a school, we have a robust college and career counseling team to meet the needs of the 300+ students in each cohort. Each counselor on the team is responsible for 50+ students for individual counseling sessions and running a classroom setting. In addition, we offer a wide variety of credit bearing college courses, AP courses and career courses. Students also have access to SAT prep in their junior and senior years.

Additionally, we have been focusing on providing quality resources for students who take alternative paths to college. One of which is our workforce counselor who meets with students choosing alternative paths.

Goal 2: Absolute Measure

Each year, 75 percent of graduating students will demonstrate their preparation for college by at least one or some combination of the following indicators:

- Passing an Advanced Placement (“AP”) exam with a score of 3 or higher;
- Earning a score of 4 or higher on an International Baccalaureate (“IB”) exam;
- Passing a College Level Examination Program (“CLEP”) exam;
- Passing a college level course offered at a college or university or through a school partnership with a college or university;
- Achieving the college and career readiness benchmark on the SAT;
- Earning a Regents diploma with advanced designation; or,
- A different school-created indicator approved by the Institute.

METHOD

Schools use any method listed here, or any combination thereof, to demonstrate that at least 75 percent of graduates are prepared to engage in rigorous college level coursework. The school should select only those methods listed here that it uses to demonstrate the college readiness of its students and eliminate those that it will not. For instance, high schools that do not deliver an IB Program as part of their high school design do not report on the IB option. The school reports on the number of students who attempted to achieve each indicator, the number who succeeded, and the corresponding percentage.

Additionally, the school should report on the overall number of students who graduated after four years, the number of those graduates who achieved any of the relevant indicators, and the overall percentage achieving any indicator.

RESULTS AND EVALUATION

Over the past three years we have done extensive work to provide our students with access to college level work. Our students take AP exams and in addition over the past couple of years we have added partnerships with College Accredited Institutions to provide our

students with early access. We work with a program through Syracuse University, Albany University and State University of New York Broome Community College. As a result students show they are college ready through their GPA and progress , but also show their college readiness by having completed College Level Courses through these programs. We were able to maintain regular programming/academic offerings even through the pandemic and as such really helped our students to be college ready. Our goal of 75% college readiness in that 90% of the students participated and excelled in our indicators for college readiness.

Percentage of the 2017 Total Cohort Graduates Demonstrating College Preparation by Indicator

Indicator	Number of Graduates who Attempted the Indicator	Number who Achieved Indicator	Percentage of Graduates who Achieved Indicator
Passing an AP Exam	140	109	50%
Passing a College Level Course	200	188	87%
Achieving College and Career Readiness Benchmark on SAT	0	N/A	N/A
Earning Advanced Regents Diploma	217	152	70%
Overall	217	195	90%

ADDITIONAL EVIDENCE

The Cohort of 2017 was on track to meet some of our progress from previous years but was side tracked by the pandemic. The biggest challenge came with the number of student participants in AP exams which in turn had a negative impact on the overall result. Between the 2019-2020 school year and the 2020 - 2021 school year in the heart of the pandemic and while remote was still in its early stages there was a hesitance from students to participate in AP classes. Students were lacking motivation and a desire to challenge themselves because of the move to remote and the emotional strain which they were under. Hence, while we have had above 62% participation since the 2013 cohort with the 2016 cohort topping off at 70% participation, the cohort of 2017 only had a participation rate of

53%. The pass rate for that 53% was high allowing 50% of the cohort to graduate with having passed at least one AP exam but participation was not high enough due to anxiety and fear. Students were more inclined to participate in our other college level courses from our partnerships with Syracuse, University at Albany and SUNY Broome. This allowed us to have 87% of the class graduating while having passed a college level course and leaving our school with potential college credits. Overall the different offerings we have allowed us to have 90% of the class graduate college ready even with a decline in AP participation.

Goal 2: Absolute Measure

Each year, the College, Career, and Civic Readiness Index (“CCCRI”) for the school’s Total Cohort will exceed the Measure of Interim Progress (“MIP”) set forth in the state’s ESSA accountability system.

The calculation of this measure is not required for 2020-21.

Goal 2: Comparative Measure

Each year, the school’s CCCRI for the Total Cohort will exceed that of the district of comparison’s Total Cohort.

The calculation of this measure is not required for 2020-21.

Goal 2: Absolute Measure

Each year, 75 percent of graduating students will matriculate into a college or university in the year after graduation.

METHOD

The ultimate measure of whether a college prep high school has lived up to its mission is whether students actually enroll and succeed in college. Schools track and report the percentage of fourth-year Total Cohort graduates who matriculate into a two or four-year college program in the school year following graduation. Schools should update and confirm data for Cohorts prior to 2020-21 and provide preliminary matriculation data for 2017 Cohort. It may be necessary for schools to provide updated data to the Institute when National Student Clearinghouse or other data sources become available later in the school year.

RESULTS AND EVALUATION

We have an expected matriculation of 80% for the cohort of 2017. What this means is that students have signed letters of intent and we expect that they will attend. The actual matriculation will not be 100% confirmed until October 1, 2021. At that time we will utilize the National Student Clearinghouse Data to confirm what the actual is against the expected.

Our team utilizes a College MATCH process to ensure that students are attending schools that are great academic and social fits for them. This helps to support another data point that we track for our students called the (Estimated College Completion)

Matriculation Rate of Graduates

HS Graduation Status	ECC Methodology	HS Unweighted GPA Band	CPHS (N)	CPHS ECC	KMSA (N)	KMSA ECC
All	College Matriculations Only	All	241	57.6	42	43.7
	All Students (no matric = 0)	All	303	45.8	88	20.8
Graduated Only	College Matriculations Only	All	238	57.7	30	46.0
	All Students (no matric = 0)	All	276	49.8	39	35.4
Graduated Only	College Matriculations Only	3.0+	72	73.0	Not Available	Not Available
		2.3-3.0	104	57.3	Not Available	Not Available
		2.0-2.29	30	43.6	Not Available	Not Available
		Less than 2.0	32	38.0	Not Available	Not Available

ADDITIONAL EVIDENCE

No Additional Evidence

SUMMARY OF THE COLLEGE PREPARATION GOAL

To have graduated this cohort with 90% of the meeting a college readiness indicator and 80% anticipated college matriculation is very impressive. We pushed through the pandemic and maintained results that were comparable to non pandemic years, but most importantly we unlocked different ways to be able to support our students through Social Emotional Learning and continue to produce positive results. Compared to previous years it is lower but still proud considering where things stood after quarter 1 of this past school year.

Type	Measure	Outcome
Absolute	Each year, 75 percent of graduating students will demonstrate their preparation for college by one or more possible indicators of college readiness.	Complete 90%
Absolute	Each year, the CCCRI for the school's Total Cohort will exceed that year's state MIP set forth in the state's ESSA accountability system.	N/A
Comparative	Each year, the school's CCCRI for the Total Cohort will exceed that of the district's Total Cohort.	N/A
Absolute	Each year, 75 percent of graduating students will matriculate into a college or university in the year after graduation.	Anticipated Complete 80%

ACTION PLAN

As we move into the upcoming year we are returning in person learning which is a great step in supporting our students from the cohort of 2018. We will have a college counseling team of four members supported by an additional two members of the College Advising Core program provided by the City University of New York. Students will have the opportunity to work with their counselors in person again through the implementation of the College and Career Readiness class that will be on student schedules. This class will allow them to prepare to find their college MATCH. Additionally, we are shifting some of the energy to ensure that we have career paths for the additional 5% -10% of students who do not go to college after High School. We want to ensure as a community that we are providing our students with access to post high school options. We will utilize this class and the support of the counselors to assess where students are and what they need to be successful.

GOAL 3: ENGLISH LANGUAGE ARTS

ELEMENTARY AND MIDDLE ENGLISH LANGUAGE ARTS

Goal 1: English Language Arts

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

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

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

BACKGROUND

K-8 ELA Program

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

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

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

Elementary School ELA Elementary Schools used the KIPP Foundation's Wheatley curriculum. In SY 2020-21, KIPP NYC used the KIPP Foundation's Remote Learning materials for remote and hybrid learning. KIPP NYC created self-guided Nearpod lessons using the Foundation's materials. Elementary schools used Writer's Workshop curriculum for writing

instruction. In SY 2020-21, regional lesson designers created tailored lesson plans for remote writing instruction. In addition, lesson designers filmed a corresponding asynchronous video to guide students through the writing process remotely. Guided Reading instruction occurred in all elementary school classrooms. Instruction continued through Zoom during remote instruction. Students met with the teacher in small groups to read texts at their instructional level (as determined by the STEP assessment). Kindergarten through Second Grade students received systematic phonics instruction through the Success For All (SFA) curriculum. Phonics instruction continued through Zoom during remote instruction.

METHOD

During 2020-21, the school(s) primarily used the following exam to assess student growth and achievement in ELA.

Elementary ELA

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

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

Middle ELA

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

RESULTS AND EVALUATION

Elementary ELA

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

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

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

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

Middle School ELA

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

Interim Assessments

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

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

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

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

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

STEP				
Grade	All Students			
	x % of students meeting Reading level goal	Number tested	% of students with IEPs meeting Reading level goal	% of ELL students meeting Reading level goal
K	57	92	22%	0
1	17	119	13%	8%
2	4	96	0	0
3	18	101	0	0
4	5	103	4%	6%

Grade	All Students			
	x % of students meeting reading level growth goal	Number tested	% of students with IEPs meeting Reading level growth goal	% of ELL students meeting Reading level growth goal
K	70	92	41	0
1	45	119	44	41
2	51	96	33	57
3	75	101	55	53
4	48	103	63	50

IA #1		
Grade	All Students	
	x % of students meeting proficiency goal	Number tested

3	47	97
4	26	92
5	40	75
6	40	63
7	24	66
8	51	70

ADDITIONAL CONTEXT AND EVIDENCE

3-8 ELA

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

Middle School ELA

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

SUMMARY OF THE ELEMENTARY AND MIDDLE ENGLISH LANGUAGE ARTS GOAL

Elementary ELA

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

Middle School ELA

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

ACTION PLAN

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

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

HIGH SCHOOL ENGLISH LANGUAGE ARTS

Goal 3: Absolute Measure

Each year, 65 percent of students in the high school Accountability Cohort will exceed Common Core expectations (currently scoring at or above Performance Level 4 on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.

METHOD

The school administered the Regents English exam that students must pass to graduate. The State Education Department currently defines the college and career readiness standard as scoring at or above Performance Level 4 (meeting Common Core expectations) on the Regents Exam in English Language Arts (Common Core). This measure examines the percent of the Accountability Cohort that achieved at least Performance Level 4 by the completion of their fourth year in the cohort.

RESULTS AND EVALUATION

Given the amount of students that sat for the regents was less than 2% of the cohort the data is not an accurate representation of the class progress on regents exams. 100% of the students that sat for the exam passed. The students who sat were prepared and aiming to achieve high scores to add to their transcript.

Percent Scoring at Least Level 4 on Regents English Common Core Exam

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

by Fourth Year Accountability Cohort²

Cohort	Fourth Year	Number in Cohort (a)	Number exempted with No Valid Score (b)	Number Scoring at Least Level 4 (c)	Percent Scoring at Least Level 4 Among Students with Valid Score (c)/(a-b)
2015	2018-19	73	0	59	81%
2016	2019-20	256	2	199	78%
2017	2020-21	237	12	173	77%

ADDITIONAL EVIDENCE

No Additional Evidence

Percent Achieving at Least Level 4 by Cohort and Year

Cohort Designation	2018-19		2019-20		2020-21	
	Number in Cohort	Percent Level 4	Number in Cohort	Percent Level 4	Number in Cohort	Percent Level 4
2017	75	72%	241	76%	237	77%
2018	81	30%	244	63%	239	69%
2019			246	0%	240	N/A
2020					274	N/A

Goal 3: Absolute Measure

Each year, 80 percent of students in the high school Accountability Cohort will at least partially meet Common Core expectations (currently scoring at or above Performance Level

² Based on the highest score for each student on the English Regents exam

3 on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.

METHOD

The school administered the Regents English exam that students must pass to graduate. The school scores Regents on a scale from 0 to 100. The State Education Department currently defines the cut off for passing and meeting the requirement for graduation as scoring at or above Performance Level 3 (partially meeting Common Core expectations) on the Regents Exam in English Language Arts (Common Core). This measure examines the percent of the Accountability Cohort that achieved at least Performance Level 3 by the completion of their fourth year in the cohort.

RESULTS AND EVALUATION

Given the amount of students that sat for the regents was less than 2% of the cohort the data is not an accurate representation of the class progress on regents exams. 100% of the students that sat for the exam passed. The students who sat were students that were prepared and were trying to get high scores to add to their transcript.

Percent Scoring at Least Level 3 on Regents English Common Core Exam by Fourth Year Accountability Cohort

Cohort Designation	Fourth Year	Number in Cohort (a)	Number Exempted with No Valid Score (b)	Number Scoring at Least Level 3 (c)	Percent Scoring at Least Level 3 Among Students with Valid Score (c)/(a-b)
2015	2018-19	73	0	79	96%
2016	2019-20	256	2	253	99%
2017	2020-21	237	12	223	94%

ADDITIONAL EVIDENCE

No additional Evidence

Percent Achieving at Least Level 3 by Cohort and Year

Cohort Designation	2018-19		2019-20		2020-21	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

2017	75	97%	241	96%	237	94% (5% exempt)
2018	81	44%	244	93%	239	85% (12% exempt)
2019			246	0%	240	1% (71% exempt)
2020					274	0%

Goal 3: Absolute Measure

Each year, the Performance Index (“PI”) on the Regents English exam of students completing their fourth year in the Accountability Cohort will meet the state’s Measure of Interim Progress (“MIP”) set forth in the state’s ESSA accountability system.

The calculation of this measure is not required for 2020-21.

Goal 3: Comparative Measure

Each year, the percentage of students in the high school Total Cohort meeting or exceeding Common Core expectations on the Regents Exam in English Language Arts (Common Core) will exceed the percentage of comparable students in the district meeting or exceeding Common Core expectations.

The calculation of this measure is not required for 2020-21.

Goal 3: Comparative Measure

Each year, the percent of students in the high school Total Cohort at least partially meeting Common Core expectations on the Regents Exam in English Language Arts (Common Core) will exceed the percentage of comparable students in the district at least partially meeting Common Core expectations.

The calculation of this measure is not required for 2020-21.

Goal 3: Comparative Measure

Each year, the Performance Index (“PI”) in Regents English of students in the fourth year of their high school Accountability Cohort will exceed that of comparable students from the school district of comparison.

The calculation of this measure is not required for 2020-21.

Goal 3: Growth Measure

Each year, 50 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8th grade English language arts exam will meet the college and career readiness standard (currently scoring at Performance Level 4 and fully meeting Common Core expectations on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.

METHOD

The school demonstrates the effectiveness of its English language arts program by enabling students who were not meeting proficiency standards in the eighth grade to meet the English requirement for the college and career readiness standard.

RESULTS AND EVALUATION

As can be seen in the table below for the cohort of 2016 and 2017 we were able to meet the desired growth measure of having at least 50% of students who were not proficient in while in grade 8 score at least level 4.

Percent Achieving at Least Performance Level 4 on Common Core exam among Students Who Were Not Proficient in the 8th Grade by Fourth Year Accountability Cohort

Cohort Designation	Fourth Year	Number in Cohort not Proficient in 8 th Grade (a)	Number Exempted with No Valid Score (b)	Number Scoring at Least Level 4 (c)	Percent Scoring at Least Level 4 Among Students with Valid Score (c)/(a-b)
2015	2018-19	43	0	33	77%
2016	2019-20	102	0	57	57%
2017	2020-21	72	7	38	58%

ADDITIONAL EVIDENCE

No additional Evidence

Goal 3: Growth Measure

Each year, 75 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8th grade English language arts exam will at least partially meet Common Core expectations (currently scoring at Performance Level 3 on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.

METHOD

The school demonstrates the effectiveness of its English language arts program by enabling students who were not meeting proficiency standards in the eighth grade to meet the English requirement for graduation.

RESULTS AND EVALUATION

As can be seen in the table below 98% of students in the 2017 cohort scored level 3 although they were not proficient in the 8th grade. We far surpassed the 75% goal for this cohort. This was during their freshman year when they were in the building the entire year. For the cohorts that follow we will be working on curriculum to ensure that we can have similar outcomes despite the pandemic.

Percent Achieving at Least Performance Level 3 on Common Core exam among Students Who Were Not Proficient in the 8th Grade by Fourth Year Accountability Cohort

Cohort Designation	Fourth Year	Number in Cohort not Proficient in 8 th Grade (a)	Number Exempted with No Valid Score (b)	Number Scoring at Least Level 3 (c)	Percent Scoring at Least Level 3 Among Students with Valid Score (c)/(a-b)
2015	2018-19	43	0	42	91%
2016	2019-20	102	2	99	98%
2017	2020-21	72	7	64	98%

ADDITIONAL EVIDENCE

No additional evidence

SUMMARY OF THE HIGH SCHOOL ENGLISH LANGUAGE ARTS GOAL

As you can see in the table below some of the goals were impacted by the pandemic but overall we met the goals that were attainable.

Type	Measure	Outcome
Absolute	Each year, 65 percent of students in the high school Accountability Cohort will meet or exceed Common Core expectations (currently scoring at or above Performance Level 4 on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.	Complete
Absolute	Each year, 80 percent of students in the high school Accountability Cohort will at least partially meet Common Core expectations (currently scoring at or above Performance Level 3 on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.	Complete
Absolute	Each year, the Performance Index (PI) on the Regents English exam of students completing their fourth year in the Accountability Cohort will meet the state Measure of Interim Progress (MIP) set forth in the state's ESSA accountability system.	N/A
Comparative	Each year, the percentage of students in the Total Cohort meeting or exceeding Common Core expectations on the Regents Exam in English Language Arts (Common Core) will exceed the percentage of comparable students from the district meeting or exceeding Common Core expectations.	N/A
Comparative	Each year, the percentage of students in the Total Cohort partially meeting Common Core expectations on the Regents Exam in English Language Arts (Common Core) will exceed the percentage of comparable students in the district at least partially meeting Common Core expectations.	N/A
Comparative	Each year, the Performance Index (PI) in Regents English of students in the fourth year of their high school Accountability Cohort will exceed that of comparable students from the school district of comparison.	N/A
Growth	Each year, 50 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8 th grade English language arts exam will meet or exceed Common Core expectations (currently scoring at or above Performance Level 4 on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.	Complete
Growth	Each year, 75 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8 th grade English language arts exam will at least partially meet Common Core expectations (currently scoring at least Performance Level 3 on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.	Complete

ACTION PLAN

Going into the 2021 school year one of the priorities for the school year is to address unfinished learning. Given the return of students to the school building from the pandemic there will need to be diagnostics across all grades. These diagnostics will help us to reassess where to pick up from the unfinished learning. While we were able to help students find success during the school year, students are still starting from behind. However the goal of these diagnostics is not to do remediation. We will plan to move forward and have students learn from where they are.

We believe that remediation will cause a delay that will set the students back additional time in their graduation progress.

In addition to the diagnostics, we have also adjusted the curriculum to be decolonized and focus on students' critical thinking. The ELA team came together over the last year to go through the curriculum and identify biased content. Lastly, we will continue to engage in experiential learning where they mirror the experiences of protagonists of the readings that they are engaging within the text.

GOAL 4: MATHEMATICS

ELEMENTARY MATHEMATICS

Goal 4: Mathematics

BACKGROUND

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

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

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

Elementary School Math

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

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

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

Middle School Math

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

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

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

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

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

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

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

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

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

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

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

METHOD

During 2020-21, the school(s) primarily used the following exams to assess student growth and achievement in mathematics:

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

RESULTS AND EVALUATION

We have not yet received results from the NYS exams or Algebra Regents exams, but these proficiency goals were not shared regionally in this school due to the pandemic. Our Elementary School Students completed about 3.1 Zearn Math Lessons on average each week. Students in 1-4 across the region met this participation goal.

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

Interim Assessments

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

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

IA #1				
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2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

Grade	All Students		% of students with IEPs meeting proficiency goal	% of ELL students meeting proficiency goal
	x % of students meeting proficiency goal	Number tested		
K	99	79	100	100
1	62	107	47	69
2	74	86	50	40
3	54	101	15	27
4	61	97	31	20
5	48	84	33	57
6	38	88	5	0
7	31	74	10	30
8	20	15	13	0
Algebra	44	72	25	0

<u>IA #2</u>				
Grade	All Students		% of students with IEPs meeting proficiency goal	% of ELL students meeting proficiency goal
	x % of students meeting proficiency goal	Number tested		
K	96	80	100	100
1	74	107	73	75
2	79	84	63	40
3	53	97	30	20
4	52	91	25	21
5	62	92	35	44
6	50	86	11	50
7	40	80	26	11
8	29	14	22	33
Algebra	67	54	29	0

<u>IA #3 (Optional)</u>				

for MS)				
Grade	All Students		% of students with IEPs meeting proficiency goal	% of ELL students meeting proficiency goal
	x % of students meeting proficiency goal	Number tested		
K	85	85	38	100
1	73	107	73	75
2	75	83	78	100
3	86	97	70	67
4	54	90	21	20

ADDITIONAL EVIDENCE

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

SUMMARY OF THE ELEMENTARY AND MIDDLE MATHEMATICS GOAL

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

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

ACTION PLAN

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

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

HIGH SCHOOL MATHEMATICS

Goal 4: Absolute Measure

Each year, 65 percent of students in the high school Accountability Cohort will exceed Common Core expectations (currently scoring at or above Performance Level 4 on a Regents mathematics exam) by the completion of their fourth year in the cohort.

METHOD

The school administered the Regents mathematics exam(s) that students must pass to graduate. The State Education Department currently defines the college and career readiness standard as scoring at or above Performance Level 4 (meeting Common Core expectations) on any Regents Common Core mathematics exams. This measure examines

the percent of the Accountability Cohort that achieved at least Performance Level 4 by the completion of their fourth year in the cohort.

RESULTS AND EVALUATION

The cohort of 2017 did not reach the benchmark of having 75% of students scoring level 4. on a regents exam by the completion of their fourth year. When analyzing the data you will see that they were outperformed by the cohort of 2016, but surpassed the cohort of 2015. The cohort of 2017 had 54% of students achieve level 4 by their fourth year. 10% lower than the cohort of 2016 but also , 17% higher than the cohort of 2015. We do believe that the pandemic impacted how we were able to help students find success and reach level four because their Junior and Senior year was impacted by loss of learning.

Percent Scoring at Least Level 4 on a Regents Mathematics Common Core Exam by Fourth Year Accountability Cohort

Cohort	Fourth Year	Number in Cohort (a)	Number exempted with No Valid Score (b)	Number Scoring at Least Level 4 (c)	Percent Scoring at Least Level 4 Among Students with Valid Score (c)/(a-b)
2015	2018-19	73	0	27	37%
2016	2019-20	256	0	165	64%
2017	2020-21	237	6	125	54%

ADDITIONAL EVIDENCE

No Additional Evidence

Percent Achieving at Least Level 4 by Cohort and Year

Cohort Designation	2018-19		2019-20		2020-21	
	Number in Cohort	Percent Level 4	Number in Cohort	Percent Level 4	Number in Cohort	Percent Level 4
2017	75	68%	241	56%	237	54% (3% exempt)

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

2018	81	63%	244	55%	239	48% (8% exempt)
2019			246	34% (20% exempt)	240	33% (44% exempt)
2020					274	0% (77% exempt)

Goal 4: Absolute Measure

Each year, 80 percent of students in the high school Accountability Cohort will at least partially meet Common Core expectations (currently scoring at or above Performance Level 3 on a Regents mathematics exam) by the completion of their fourth year in the cohort.

METHOD

The school administered the Regents mathematics exam(s) that students must pass to graduate. The State Education Department currently defines the cut off for passing and meeting the requirement for graduation as scoring at or above Performance Level 3 (partially meeting Common Core expectations) on the Regents mathematics exams. This measure examines the percent of the Accountability Cohort that achieved at least Performance Level 3 by the completion of their fourth year in the cohort.

RESULTS AND EVALUATION

Given the amount of students that sat for the regents was less than 2% of the cohort the data is not an accurate representation of the class progress on regents exams. 100% of the students that sat for the exam passed. The students who sat were prepared and aiming to get high scores to add to their transcript.

Percent Scoring at Least Level 3 on a Regents Mathematics Common Core Exam by Fourth Year Accountability Cohort

Cohort Designation	Fourth Year	Number in Cohort (a)	Number Exempted with No Valid Score (b)	Number Scoring at Least Level 3 (c)	Percent Scoring at Least Level 3 Among Students with Valid Score (c)/(a-b)
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2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

2015	2018-19	73	0	70	96%
2016	2019-20	256	0	256	99%
2017	2020-21	237	6	229	97%

ADDITIONAL EVIDENCE

No Additional Evidence

Percent Achieving at Least Level 3 by Cohort and Year

Cohort Designation	2018-19		2019-20		2020-201	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2017	75	99%	241	96%	237	97% (3% exempt)
2018	81	89%	244	95%	239	91% (12% exempt)
2019			246	57% (20% exempt)	240	50% (44% exempt)
2020					274	0% (77% exempt)

Goal 4: Absolute Measure

Each year, the Performance Index (“PI”) on the Regents mathematics exam of students completing their fourth year in the Accountability Cohort will meet the state’s Measure of Interim Progress (“MIP”) set forth in the state’s ESSA accountability system.

The calculation of this measure is not required for 2020-21.

Goal 4: Comparative Measure

Each year, the percent of students in the high school Total Cohort meeting or exceeding Common Core expectations on a Regents mathematics exams will exceed the percentage of comparable students in the district meeting or exceeding Common Core expectations.

The calculation of this measure is not required for 2020-21.

Goal 4: Comparative Measure

Each year, the percent of students in the high school Total Cohort at least partially meeting Common Core expectations on a Regents mathematics exams will exceed the percentage of comparable students in the district at least partially meeting Common Core expectations.

The calculation of this measure is not required for 2020-21.

Goal 4: Comparative Measure

Each year, the Performance Index (“PI”) in Regents mathematics of students in the fourth year of their high school Accountability Cohort will exceed that of comparable students from the school district of comparison.

The calculation of this measure is not required for 2020-21.

Goal 4: Growth Measure

Each year, 50 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8th grade mathematics exam will meet the college and career readiness standard (currently scoring at Performance Level 4 and fully meeting Common Core expectations on a Regents mathematics exam) by the completion of their fourth year in the cohort.

METHOD

The school demonstrates the effectiveness of its mathematics program by enabling students who were not meeting proficiency standards in the eighth grade to grow to meeting the mathematics requirement for the college and career readiness standard.

RESULTS AND EVALUATION

We were not successful in helping the students who were not proficient in math in 8th grade to be able to move them to level 4. Movement for these students is something that normally takes more time in math because we provide our students with less access to the work with a two year track for math proficiency. As an example, they might have algebra 1 of 2. Given the pandemic we were not able to complete the second year of the support program in the way we would have wanted to in order to see results that were more telling of the skills the students were developing. However, you will see that we were able to move students to level 3. We believe that if not for the pandemic these results would have been different.

Percent Achieving at Least Performance Level 4 on a Mathematics Regents Exam among Students Who Were Not Proficient in the 8th Grade by Fourth Year Accountability Cohort

Cohort Designation	Fourth Year	Number in Cohort not Proficient in 8 th Grade (a)	Number Exempted with No Valid Score (b)	Number Scoring at Least Level 4 (c)	Percent Scoring at Least Level 4 Among Students with Valid Score (c)/(a-b)
2015	2018-19	14	0	1	7%
2016	2019-20	76	0	16	21%
2017	2020-21	58	3	1	2%

ADDITIONAL EVIDENCE

No Additional Evidence at this time

Goal 4: Growth Measure

Each year, 75 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8th grade mathematics exam will at least partially meet Common Core expectations (currently scoring at Performance Level 3 on a Regents mathematics exam) by the completion of their fourth year in the cohort.

METHOD

The school demonstrates the effectiveness of its mathematics program by enabling students who were not meeting proficiency standards in the eighth grade to move to meeting the English requirement for graduation.

RESULTS AND EVALUATION

The Algebra two prong program for math really helped these students to get to level 3. We were able to achieve the goal of 75% of students proficient in 8th grade. We actually had 98% of the 2017 cohort reach the level 3 mark.

Percent Achieving at Least Performance Level 3 on a Mathematics Regents Exam among Students

Who Were Not Proficient in the 8th Grade by Fourth Year Accountability Cohort ³

Cohort Designation	Fourth Year	Number in Cohort not Proficient in 8 th Grade (a)	Number Exempted with No Valid Score (b)	Number Scoring at Least Level 3 (c)	Percent Scoring at Least Level 3 Among Students with Valid Score (c)/(a-b)
2015	2018-19	14	0	12	86%
2016	2019-20	76	0	76	100%
2017	2020-21	58	3	54	98%

ADDITIONAL EVIDENCE

No Additional Evidence

SUMMARY OF THE HIGH SCHOOL MATHEMATICS GOAL

Type	Measure	Outcome
Absolute	Each year, 65 percent of students in the high school Accountability Cohort will meet or exceed Common Core expectations (currently scoring at or above Performance Level 4 on a Regents mathematics exam) by the completion of their fourth year in the cohort.	Complete
Absolute	Each year, 80 percent of students in the high school Accountability Cohort will at least partially meet Common Core expectations (currently scoring at or above Performance Level 3 on a Regents mathematics exam) by the completion of their fourth year in the cohort.	Complete

³ Based on the highest score for each student on the mathematics Regents exam

Absolute	Each year, the Performance Index (PI) in mathematics of students completing their fourth year in the Accountability Cohort will meet the state Measure of Interim Progress (MIP) set forth in the state's ESSA accountability system.	N/A
Comparative	Each year, the percentage of students in the Total Cohort meeting or exceeding Common Core expectations on a Regents mathematics exam will exceed the percentage of comparable students from the district meeting or exceeding Common Core expectations.	N/A
Comparative	Each year, the percentage of students in the Total Cohort partially meeting Common Core expectations on a Regents mathematics exam will exceed the percentage of comparable students in the district at least partially meeting Common Core expectations.	N/A
Comparative	Each year, the Performance Index (PI) in Regents mathematics of students in the fourth year of their high school Accountability Cohort will exceed that of comparable students from the school district of comparison.	N/A
Growth	Each year, 50 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8 th grade mathematics exam will meet or exceed Common Core expectations (currently scoring at or above Performance Level 4 on a Regents mathematics exam) by the completion of their fourth year in the cohort.	Incomplete
Growth	Each year, 75 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8 th grade mathematics exam will at least partially meet Common Core expectations (currently scoring at least Performance Level 3 on a Regents mathematics exam) by the completion of their fourth year in the cohort.	Complete

The cohort of 2017 was exempt from many of the goals due to the pandemic but was able to meet three of the four goals that were still attainable. There was one goal pertaining to the students that were not proficient in the eighth grade that were not able to complete.

ACTION PLAN

Going into the 2021 school year one of the priorities for the school year is to address unfinished learning. To be able to be successful at this priority we will begin by focusing on two points. focus on is: 1) kids need to access/master grade level material, but we know we'll have to do some as-needed remediation, so PLCs are going through their pacing calendar with fine tooth combs to determine which standards can be moved to next year (and making sure that all courses are aware of the changes, so we stay vertically aligned) 2) Students need targeted intervention, as a result math teachers will pick up a push-in as a 5th class. We'll assign push-ins to the classes that have the greatest number of kids who need targeted support (Algebra 1, Algebra 10, etc.; not Honors Algebra 2).

GOAL 5: SCIENCE

ELEMENTARY AND MIDDLE SCIENCE

Goal 5: Science

See table below:

Component	K-4 (120-180 min per week minimum)	5-8 (500-565 min per week + elective)	9-12 (1-2 STE Classes per year)
Science Content	All K-8 KIPP students learn the full course of Amplify Science (or equivalent) each year.		Grads w/ 3+ AP score: 24%
Design, CS, Engineering	All K-4 students complete a minimum of 25-30 hours of DCE instruction each year in addition to Amplify.	All 5-8 students complete at 140 hours of DCE instruction by the end of 8th grade (full Computer Science Discoveries coverage or its equivalent (PLTW, Amplify CS).	All KIPP High School students are provided the opportunity to take AP CS Principles . All KIPP High schoolers are provided an opportunity to take at least two advanced STEM courses (AP CS A, PLTW Engineering Pathway, PLTW BioMed Pathway, AP Seminar, Data Science, etc.)
Team Robotics	All K-4 schools operate at least one FIRST Lego League Jr. team with 50% female enrollment.	All 5-8 schools operate at least one FIRST Lego League team with 50% female enrollment.	All 9-12 schools operate at least one FIRST Tech Challenge team with 50% female enrollment.
Environmental Literacy	All K-12 students complete a minimum of two off-campus environmental literacy-learning experiences per year and at least one residential outdoor experience before graduation.		

BACKGROUND

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

METHOD

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

RESULTS AND EVALUATION

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

Interim Assessments

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

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

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

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

End of Module Assessment #1				
Grade	All Students		% of students with IEPs meeting proficiency goal	% of ELL students meeting proficiency goal
	x % of students meeting proficiency goal	Number tested		
5	56	68	33	13
6	26	92	0	0

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

7	0	1	0	N/A
8	100	1	100	0

End of Module Assessment #2				
Grade	All Students		% of students with IEPs meeting proficiency goal	% of ELL students meeting proficiency goal
	x % of students meeting proficiency goal	Number tested		
5	36	92	20	13
6	0	6	N/A	N/A
7	40	5	N	0

End of Module Assessment #3				
Grade	All Students		% of students with IEPs meeting proficiency goal	% of ELL students meeting proficiency goal
	x % of students meeting proficiency goal	Number tested		
3	0	1	0	0
5	0	1	0	N/A
6	0	1	N/A	0
7	49	95	32	40

ADDITIONAL CONTEXT AND EVIDENCE

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

SUMMARY OF THE ELEMENTARY SCIENCE GOAL

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

ACTION PLAN

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

HIGH SCHOOL SCIENCE

Goal 5: Absolute Measure

Each year, 75 percent of students in the high school Accountability Cohort will score at least 65 on a New York State Regents science exam by the completion of their fourth year in the cohort.

METHOD

New York State schools administer multiple high school science assessments; current Regent exams are Living Environment, Earth Science, Chemistry and Physics. The school administered exam(s). It scores Regents on a scale from 0 to 100; students must score at least 65 to pass. This measure requires students in each Accountability Cohort to pass any one of the Regents science exams by their fourth year in the cohort. Students may have taken a particular Regents science exam multiple times or have taken multiple science exams. Students have until the summer of their fourth year to pass a science exam.

RESULTS AND EVALUATION

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

Given the amount of students that sat for the regents was less than 2% of the cohort the data is not an accurate representation of the class progress on regents exams. 100% of the students that sat for the exam passed. The students who sat were prepared and aiming to get high scores to add to their transcript.

**Science Regents Passing Rate with a Score of 65
by Fourth Year Accountability Cohort⁴**

Cohort Designation	Fourth Year	Number in Cohort (a)	Number Exempted with No Valid Score (b)	Number Passing with at Least a 65 (c)	Percent Passing Among Students with Valid Score (c)/(a-b)
2015	2018-19	73	0	70	96%
2016	2019-20	256	0	256	100%
2017	2020-21	237	3	228	97%

ADDITIONAL EVIDENCE

No additional evidence.

Science Regents Passing Rate with a score of 65 by Cohort and Year

Cohort Designation	2018-19		2019-20		2020-21	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2017	75	99%	241	97% (1% exempt)	237	98% (1% exempt)

⁴ Based on the highest score for each student on any science Regents exam

2018	81	85%	244	96% (1% exempt)	239	96% (3% exempt)
2019			246	11% (65% exempt)	240	2% (95% exempt)
2020					274	1% (73% exempt)

Goal 5: Comparative Measure

Each year, the percent of students in the high school Total Cohort passing a Regents science exam with a score of 65 or above will exceed that of the high school Total Cohort from the school district of comparison.

The calculation of this measure is not required for 2020-21.

ADDITIONAL EVIDENCE

No Additional Evidence

GOAL 6: SOCIAL STUDIES

Goal 6: Social Studies

During the 2020-2021 school year we continued to work on helping our students to build their critical thinking skills by bridging the connections between all of the Humanities. We implemented a role in the school that we did not have previously. We have a Director of Instructional Coaching for Humanities. Their primary goal is to ensure that there is a connection between the Humanities and that there is a push on critical thinking skills. We believe that if there is a connection from History to English and so on and so forth it will help the students to build connections and expand their critical thinking skills.

The Director of Instructional Coaching worked with the department heads of English, History, World Languages and Art to help create a fluidity between the different subject areas. This allowed for there to be additional touch points for students to process historical events outside of History class. Additionally, the students had opportunities to work on their reading and writing skills from their English classes in their other Humanities classes. We had teachers from the different departments do virtual intervisitations with each other to get a sense of how this was being accomplished in a virtual setting. The teachers then shared ideas and feedback with each

other to ensure that we were maximizing all opportunities for the humanities while in a virtual setting.

Lastly, the professional learning communities continue to be a great help regarding accountability to the standards and to ensuring that teachers in the subject area of History are holding each other accountable. Professional learning communities in our community consist of groupings where teachers who are in the same subject area meet weekly to develop and adjust lesson plans accordingly to ensure that the basic skill development is being accounted for. In those meetings they also look over students' work and provide each other feedback.

These structures helped tremendously in helping to guide our teachers to a successful year despite the challenges with the pandemic.

Goal 6: Absolute Measure

Each year, 75 percent of students in the high school Accountability Cohort will score at least 65 on the New York State Regents U.S. History exam by the completion of their fourth year in the cohort.

METHOD

New York State administers two high school social studies assessments: U.S. History and Global History. In order to graduate, students must pass both of these Regents exams with a score of 65 or higher. This measure requires students in each Accountability Cohort to pass the two exams by the completion of their fourth year in the cohort. Students may have taken the exams multiple times and have until the summer of their fourth year to pass it. Once students pass it, performance on subsequent administrations of the same exam do not affect their status as passing.

U.S. History Regents Passing Rate with a Score of 65
by Fourth Year Accountability Cohort

Cohort Designation	Fourth Year	Number in Cohort (a)	Number Exempted with No Valid Score (b)	Number Passing with at Least a 65 (c)	Percent Passing Among Students with Valid Score (c)/(a-b)
2015	2018-19	73	0	66	90%
2016	2019-20	257	3	227	89%
2017	2020-21	237	235	0	99%

The 21st century demands a shift from what students know toward how students use what they know. The ability to accurately interpret and thoughtfully employ information is among the most seminal assets in college and in the modern job market. Content-based curriculums— promoted by regents exams that primarily value content memorization, need to be updated for our modern information age. This need fits well with Common Core standards that emphasize creation and justification of arguable claims through non-fiction media. It seems then that the study of history provides an excellent forum by which to emphasize, practice, and master such skills.

With this new curriculum design that puts the onus on students to redefine history, we are encouraging ownership, and through that, perhaps build a sense of empowerment. Facts cannot be changed, but interpretation is subjective. This should be embraced and nurtured. Overall, we want to move away from exam-driven curriculums and instead we should, through our teaching, work to build habits of mind and heart by explicitly emphasizing curiosity, assertiveness, conscientiousness, research, and creativity.

The curriculum will emphasize the traditional mediums of a history class (historical content, reading, writing) and facilitate higher-order thinking by use of a progression of Decipher→Wonder→Unpack. All aspects of class will be tied to this progression.

1. Decipher: demonstrate fundamental, fact-based understanding of historical information
2. Wonder: apply curiosity to question history and work towards a larger historical understanding.
3. Unpack: create new ideas (through arguable claims) based upon existing information, ideas, and understandings.

Every unit students will read a primary source text and use decipher, wonder, unpack skills to dig deeper into history and draw their own conclusions. Teachers will administer daily decipher – wonder- unpack activities and teachers will assess these historical skills. Depending on student performance, teachers will create differentiated activity packets for the next unit that hones in on the specific historical thinking skill each individual student needs to master.

EVALUATION

The cohort of 2017 was able to meet the goal of having 75% of the students be recorded at a 65 for the US regents exam. In large part because of the waiver that was provided to students. As a result 99% have earned credit on the regents at a 65.

Additional Evidence

Due to the pandemic students were provided with a waiver option for the regents examination. We had very limited administration of state tests that were opt in for students, we do not have passage rates on the NYS test that are comprehensive or valid.

U.S. History Regents Passing Rate with a score of 65 by Cohort and Year						
Cohort Designation	2018-19		2019-20		2020-21	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

2017	75	0%	241	0% (73% exempt)	237	0% (99% exempt)
2018	81	0%	244	0%	239	0% (83% exempt)
2019			246	0%	240	0%
2020					274	0%

Goal 6: Comparative Measure

Each year, the percentage of students in the high school Total Cohort passing the Regents U.S. History exam with a score of 65 or above will exceed that of the high school Total Cohort from the school district of comparison.

The calculation of this measure is not required for 2020-21.

Goal 6: Absolute Measure

Each year, 75 percent of students in the high school Accountability Cohort will score at least 65 on the New York State Regents Global History exam by the completion of their fourth year in the cohort.

METHOD

This measure requires students in each Accountability Cohort to pass the Global History exam by the completion of their fourth year in the cohort. Students may have taken the exam multiple times, and had until the summer of their fourth year to pass it. Once students pass it, performance on subsequent administrations of the same exam do not affect their status as passing.

Global History Regents Passing Rate with a Score of 65 by Fourth Year Accountability Cohort

Cohort Designation	Fourth Year	Number in Cohort (a)	Number Exempted with No Valid Score (b)	Number Passing with at Least a 65 (c)	Percent Passing Among Students with Valid Score (c)/(a-b)
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2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

2015	2018-19	73	0	65	89%
2016	2019-20	257	3	239	94%
2017	2020-21	237	27	209	99%

As a result of the waiver that was provided by the state for the regents exams where students could earn the regents credit for US History if they pass the class 295 students from the cohort of 2017 earn the regents credit. Given the circumstances the data is not comparable to previous years. 33 students did opt to take the exam and all 33 passed earning the regents credit.

EVALUATION

There were 59 students who did not pass the regents exam during the 18-19 school year when the students took the regents exam (81% of the class earned regents credit for Global History). In the 2019-2020 school year 33 out of the 59 were able receive the Global History regents credit through the NYS waiver. As a result the passage rate going into this school year was at 91%.

ADDITIONAL EVIDENCE

Due to the pandemic students were provided with a waiver option for the regents examination. We had very limited administration of state tests that were opt in for students, we do not have passage rates on the NYS test that are comprehensive or valid.

Global History Regents Passing Rate with a score of 65 by Cohort and Year

Cohort Designation	2018-19		2019-20		2020-21	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2017	75	76%	241	88% (6% exempt)	237	88% (11% exempt)
2018	81	0%	244	0% (86% exempt)	239	0% (94% exempt)

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

2019			246	0%	240	0% (86% exempt)
2020					274	0%

Goal 6: Comparative Measure

Each year, the percentage of students in the high school Total Cohort passing the Regents Global History exam with a score of 65 or above will exceed that of the high school Total Cohort from the school district of comparison.

The calculation of this measure is not required for 2020-21

ADDITIONAL EVIDENCE

During school year 20-21, the 26 remaining students continued in credit recovery and 26 completed the course. As a result 91% are graduating with the Global History regents credit in their transcript.

GOAL 7: ESSA

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

Goal 7: Absolute Measure

Under the state's ESSA accountability system, the school is in good standing: the state has not identified the school for comprehensive or targeted improvement.

METHOD

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

RESULTS AND EVALUATION

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

ADDITIONAL EVIDENCE

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

Accountability Status by Year

Year	Status
2018-19	Good standing
2019-20	Good standing
2020-21	Good standing



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

TEMPLATE TABS




1- GRAY tab contains the Instructions

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

2- BLUE tabs require input of information

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

CELL COLORS & GUIDANCE COMMENTS

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

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



ANNUAL BUDGET & QUARTERLY REPORT TEMPLATE

KIPP Infinity Charter School

SCHOOL	
Name:	KIPP Infinity Charter School

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

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

**KIPP INFINITY CHARTER SCHOOL
2021-22**

ENROLLMENT BY GRADES

1	104	2	114	3	99	4	103	5	98	6	97	7	93	8	92	9	235	10	273	11	282	12	200
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K	89
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INITIAL BUDGETED ENROLLMENT	
TOTAL ENROLLMENT = 1879	

ENROLLMENT BY DISTRICT

PRIOR YEAR		ANNUAL BUDGET				ACTUAL QUARTERLY							
ACTUAL		TOTAL DISTRICTS/ENROLLMENT BY QUARTER				TOTAL DISTRICTS/ENROLLMENT							
		QUARTER 1		QUARTER 2		QUARTER 3		QUARTER 4		QUARTER 1	QUARTER 2	QUARTER 3	QUARTER 4
		Original	Revised	Original	Revised	Original	Revised	Original	Revised	Actual	Actual	Actual	Actual
NUMBER OF SCHOOL DISTRICTS ENROLLED:		1	0	1	0	1	0	1	0	0	0	0	0
NUMBER OF STUDENTS ENROLLED:		1879	0	1879	0	1879	0	1879	0	0	0	0	0

PRIOR YEAR		ANNUAL BUDGET				ACTUAL ENROLLMENT BY QUARTER			
2020-21		ENROLLMENT BY QUARTER				QUARTER 1	QUARTER 2	QUARTER 3	QUARTER 4
Actual Enrollment		Original	Revised	Original	Revised	Original	Revised	Original	Revised
1879		1879	0	1879	0	1879	0	1879	0

***NOTE:** If there are NO budget revisions at the time of quarterly submittal leave the "REVISED" column(s) COMPLETELY BLANK. If budget revisions ARE made, the entire REVISED budget columns for the affected quarter(s) must be completed on tabs 2, 3 and 4.

PRIMARY/OTHER		DISTRICT NAME(S)	
1 PRIMARY District		NYC CHANCELLOR'S OFFICE	
2 SECONDARY District		(Select from drop-down list) →	

PRIOR YEAR		2020-21	
Actual Enrollment		1879	

PRIMARY/OTHER	DISTRICT NAME(S)	PRIOR YEAR 2020-21 Actual Enrollment	ANNUAL BUDGET ENROLLMENT BY QUARTER												ACTUAL ENROLLMENT BY QUARTER				
			QUARTER 1			QUARTER 2			QUARTER 3			QUARTER 4			QUARTER 1	QUARTER 2	QUARTER 3	QUARTER 4	
			Original Budgeted Enrollment	Revised Budgeted Enrollment	Original Budgeted Enrollment	Revised Budgeted Enrollment	Original Budgeted Enrollment	Revised Budgeted Enrollment	Original Budgeted Enrollment	Revised Budgeted Enrollment	Original Budgeted Enrollment	Revised Budgeted Enrollment	Original Budgeted Enrollment	Revised Budgeted Enrollment	Actual Enrollment	Actual Enrollment	Actual Enrollment	Actual Enrollment	

**KIPP INFINITY CHARTER SCHOOL
2021-22**

STAFFING PLAN FULL TIME EQUIVALENT (FTE)

***NOTE:** Enter the number of FTE positions in the "blue" cells.
***NOTE:** If there are NO budget revisions at the time of quarterly submittal leave the REVISED Column(s) COMPLETELY BLANK.
 If budget revisions ARE made, the entire "REVISED" budget columns for the affected quarter(s) must be completed on tabs 2, 3 and 4.
***NOTE:** Each quarter, the actual FTE should be input.
***NOTE:** State the assumptions that are being made for personnel FTE levels.

ADMINISTRATIVE PERSONNEL FTE	PRIOR YEAR 2020-21 ACTUAL		ANNUAL BUDGETED FTE								ACTUAL QUARTERLY FTE				Description of Assumptions		
	Original	Revised	Q1	Q2	Q3	Q4	Original	Revised	Original	Revised	Original	Revised	Q1	Q2		Q3	Q4
Executive Management	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0					
Instructional Management	7.1	7.1	7.1	7.1	7.1	7.1	7.1	7.1	7.1	7.1	7.1	7.1					
Deans, Directors & Coordinators	22.0	22.0	22.0	22.0	22.0	22.0	22.0	22.0	22.0	22.0	22.0	22.0					
CEO/ Director of Finance	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0					
Operation / Business Manager	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0					
Other	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0					
TOTAL ADMINISTRATIVE STAFF	43.4	43.4	43.4	43.4	43.4	43.4	43.4	43.4	43.4	43.4	43.4	43.4	0.0	0.0	0.0	0.0	0.0

INSTRUCTIONAL PERSONNEL FTE	PRIOR YEAR 2020-21 ACTUAL		ANNUAL BUDGETED FTE								ACTUAL QUARTERLY FTE				Description of Assumptions		
	Original	Revised	Q1	Q2	Q3	Q4	Original	Revised	Original	Revised	Original	Revised	Q1	Q2		Q3	Q4
Teachers - Regular	98.2	98.2	98.2	98.2	98.2	98.2	98.2	98.2	98.2	98.2	98.2	98.2					
Teachers - SPED	26.0	26.0	26.0	26.0	26.0	26.0	26.0	26.0	26.0	26.0	26.0	26.0					
Substitute Teachers	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0					
Teaching Assistants	12.1	12.1	12.1	12.1	12.1	12.1	12.1	12.1	12.1	12.1	12.1	12.1					
Specialty Teachers	15.4	15.4	15.4	15.4	15.4	15.4	15.4	15.4	15.4	15.4	15.4	15.4					
Aides	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0					
Therapists & Counselors	21.0	21.0	21.0	21.0	21.0	21.0	21.0	21.0	21.0	21.0	21.0	21.0					
Other	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0					
TOTAL INSTRUCTIONAL	173.7	173.7	173.7	173.7	173.7	173.7	173.7	173.7	173.7	173.7	173.7	173.7	0.0	0.0	0.0	0.0	0.0

NON-INSTRUCTIONAL PERSONNEL FTE	PRIOR YEAR 2020-21 ACTUAL		ANNUAL BUDGETED FTE								ACTUAL QUARTERLY FTE				Description of Assumptions		
	Original	Revised	Q1	Q2	Q3	Q4	Original	Revised	Original	Revised	Original	Revised	Q1	Q2		Q3	Q4
Nurse	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0					
Librarian	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0					
Custodian	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0					
Security	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0					
Other	12.6	12.6	12.6	12.6	12.6	12.6	12.6	12.6	12.6	12.6	12.6	12.6					Food program and shared building manager
TOTAL NON-INSTRUCTIONAL	0.0	12.6	12.6	12.6	12.6	12.6	12.6	12.6	12.6	12.6	12.6	12.6	0.0	0.0	0.0	0.0	0.0
TOTAL PERSONNEL SERVICE FTE	0.0	0.0	229.7	229.7	229.7	229.7	229.7	229.7	229.7	229.7	229.7	229.7	0.0	0.0	0.0	0.0	0.0

KIPP INFINITY CHARTER SCHOOL
Budget / Operating Plan
2021-22

	Prior Year Actual 2020-21 Revenue Per Pupil	1st Quarter - 7/1 - 9/30		2nd Quarter - 10/1 - 12/31		3rd Quarter - 1/1 - 3/31		4th Quarter - 4/1 - 6/30		
		Original Budget	Revised Budget	Variance	Original Budget	Revised Budget	Variance	Original Budget	Revised Budget	Variance
Total Revenue	-	12,295,165	-	-	13,339,423	-	-	7,334,111	-	7,111,663
Total Expenses	-	10,636,845	-	-	10,760,377	-	-	10,737,919	-	10,737,919
Net Income	-	1,658,320	-	-	2,579,046	-	-	(3,290,166)	-	(3,626,257)
Actual Student Enrollment	-	1,879	-	-	1,879	-	-	1,879	-	1,879
EXPENSES										
ADMINISTRATIVE STAFF PERSONNEL COSTS										
	Avg. No. of Positions	54,272	54,272	-	54,272	54,272	-	54,272	54,272	-
Executive Management	0.95	272,420	272,420	-	272,420	272,420	-	272,420	272,420	-
Instructional Management	7.06	686,494	678,565	-	678,565	678,565	-	678,565	678,565	-
Deans, Directors & Coordinators	22.04	266,800	266,800	-	266,800	266,800	-	266,800	266,800	-
CFO / Director of Finance	-	-	-	-	-	-	-	-	-	-
Operation / Business Manager	13.35	-	-	-	-	-	-	-	-	-
Administrative Staff	-	1,279,986	1,272,056	-	1,272,056	1,272,056	-	1,272,056	1,272,056	-
TOTAL ADMINISTRATIVE STAFF	43.40	2,493,569	2,522,975	-	2,522,975	2,522,975	-	2,522,975	2,522,975	-
INSTRUCTIONAL PERSONNEL COSTS										
Teachers - Regular	98.23	619,568	603,153	-	603,153	603,153	-	603,153	603,153	-
Teachers - SPED	25.99	-	-	-	-	-	-	-	-	-
Substitute Teachers	-	184,472	192,040	-	192,040	192,040	-	192,040	192,040	-
Teaching Assistants	12.06	387,808	368,062	-	368,062	368,062	-	368,062	368,062	-
Specialty Teachers	15.40	-	-	-	-	-	-	-	-	-
Aides	-	539,127	538,949	-	538,949	538,949	-	538,949	538,949	-
Therapists & Counselors	21.04	127,570	137,987	-	137,987	137,987	-	137,987	137,987	-
Other	1.00	4,352,115	4,363,165	-	4,363,165	4,363,165	-	4,363,165	4,363,165	-
TOTAL INSTRUCTIONAL	173.72	6,193,569	6,193,569	-	6,193,569	6,193,569	-	6,193,569	6,193,569	-
NON-INSTRUCTIONAL PERSONNEL COSTS										
Nurse	-	-	-	-	-	-	-	-	-	-
Librarian	-	-	-	-	-	-	-	-	-	-
Custodian	-	-	-	-	-	-	-	-	-	-
Security	-	-	-	-	-	-	-	-	-	-
Other	12.60	224,219	224,219	-	224,219	224,219	-	224,219	224,219	-
TOTAL NON-INSTRUCTIONAL	12.60	224,219	224,219	-	224,219	224,219	-	224,219	224,219	-
SUBTOTAL PERSONNEL SERVICE COSTS	229.72	5,856,319	5,859,440	-	5,859,440	5,859,440	-	5,859,440	5,859,440	-
PAYROLL TAXES AND BENEFITS										
Payroll Taxes	-	448,489	456,405	-	456,405	456,405	-	456,405	456,405	-
Fringe / Employee Benefits	-	880,213	881,234	-	881,234	881,234	-	881,234	881,234	-
Retirement / Pension	-	286,829	286,773	-	286,773	286,773	-	286,773	286,773	-
TOTAL PAYROLL TAXES AND BENEFITS	-	1,615,531	1,624,413	-	1,624,413	1,689,987	-	1,689,987	1,689,987	-
TOTAL PERSONNEL SERVICE COSTS	229.72	7,471,850	7,483,853	-	7,483,853	7,549,426	-	7,549,426	7,549,426	-
CONTRACTED SERVICES										
Accounting / Audit	-	11,382	-	-	-	-	-	-	-	4,878
Legal	-	-	-	-	-	-	-	-	-	-
Management Company Fee	-	1,465,355	1,600,221	-	879,943	879,943	-	933,912	933,912	-
Nurse Services	-	-	-	-	-	-	-	-	-	-
Food Service / School Lunch	-	11,098	11,098	-	11,098	11,098	-	11,098	11,098	-
Payroll Services	-	15,986	24,558	-	20,541	20,541	-	20,541	20,541	-
Special Ed Services	-	294,208	311,228	-	343,648	343,648	-	343,648	343,648	-
Titlment Services (i.e. Title I)	-	1,786,646	1,958,487	-	1,958,487	1,255,230	-	1,314,076	1,314,076	-
Other Purchased / Professional / Consulting	-	-	-	-	-	-	-	-	-	-
TOTAL CONTRACTED SERVICES	-	1,786,646	1,958,487	-	1,958,487	1,255,230	-	1,314,076	1,314,076	-

**KIPP INFINITY CHARTER SCHOOL
Budget / Operating Plan
2021-22**

	1st Quarter - 7/1 - 9/30		2nd Quarter - 10/1 - 12/31		3rd Quarter - 1/1 - 3/31		4th Quarter - 4/1 - 6/30	
	Original Budget	Revised Budget	Original Budget	Revised Budget	Original Budget	Revised Budget	Original Budget	Revised Budget
Total Revenue	- 12,295,165	-	- 13,339,423	-	- 7,334,111	-	- 7,111,663	-
Total Expenses	- 10,636,845	-	- 10,760,377	-	- 10,737,919	-	- 10,737,919	-
Net Income	- 1,658,320	-	- 2,579,046	-	- (3,290,166)	-	- (3,626,257)	-
Actual Student Enrollment	- 1,879	-	- 1,879	-	- 1,879	-	- 1,879	-
Prior Year Actual 2020-21 Revenue Per Pupil								
SCHOOL OPERATIONS								
Board Expenses	-	-	-	-	-	-	-	-
Classroom / Teaching Supplies & Materials	14,375	-	42,876	-	43,833	-	43,833	-
Special Ed Supplies & Materials	-	-	-	-	-	-	-	-
Textbooks / Workbooks	75,866	-	73,348	-	190,198	-	194,198	-
Supplies & Materials other	49,530	-	14,525	-	46,747	-	46,747	-
Equipment / Furniture	28,200	-	25,391	-	67,271	-	67,579	-
Telephone	68,316	-	68,316	-	68,316	-	68,316	-
Technology	156,488	-	147,154	-	147,154	-	147,154	-
Student Testing & Assessment	196	-	696	-	23,507	-	32,298	-
Field Trips	19,578	-	19,578	-	50,228	-	85,228	-
Transportation (student)	-	-	41	-	36,376	-	36,376	-
Student Services - other	25,223	-	20,408	-	155,286	-	141,708	-
Office Expense	76,176	-	80,262	-	106,398	-	101,398	-
Staff Development	112,018	-	100,376	-	136,982	-	145,406	-
Staff Recruitment	5,725	-	5,725	-	5,725	-	5,725	-
Student Recruitment / Marketing	1,000	-	1,000	-	1,000	-	1,000	-
School Meals / Lunch	356,371	-	356,371	-	373,149	-	373,149	-
Travel (Staff)	937	-	319	-	1,404	-	1,404	-
Fundraising	1,000	-	1,000	-	1,000	-	1,000	-
Other	35,931	-	6,460	-	10,731	-	10,985	-
TOTAL SCHOOL OPERATIONS	- 1,027,330	-	- 963,847	-	- 1,465,307	-	- 1,503,506	-
FACILITY OPERATION & MAINTENANCE								
Insurance	83,789	-	83,789	-	83,789	-	83,789	-
Janitorial	32,192	-	32,192	-	32,192	-	32,192	-
Building and Land Rent / Lease / Facility Finance Interest	-	-	-	-	-	-	-	-
Repairs & Maintenance	34,836	-	34,836	-	34,836	-	34,836	-
Equipment / Furniture	1,658	-	4,864	-	1,970	-	1,970	-
Security	105,360	-	105,360	-	105,360	-	105,360	-
Utilities	257,834	-	261,041	-	258,147	-	258,147	-
TOTAL FACILITY OPERATION & MAINTENANCE	- 86,791	-	- 86,791	-	- 86,791	-	- 86,791	-
DEPRECIATION & AMORTIZATION	6,393	-	6,358	-	9,375	-	9,375	-
COVID-19 / CONTINGENCY	-	-	-	-	-	-	-	-
DEFERRED RENT	-	-	-	-	-	-	-	-
TOTAL EXPENSES	- 10,636,845	-	- 10,760,377	-	- 10,624,277	-	- 10,737,919	-
NET INCOME	- 1,658,320	-	- 2,579,046	-	- (3,290,166)	-	- (3,626,257)	-

KIPP INFINITY CHARTER SCHOOL

Budget / Operating Plan
2021-22

Total Revenue	40,080,362	40,080,362	-	40,080,362	40,080,362
Total Expenses	42,759,418	42,759,418	-	(42,759,418)	(42,759,418)
Net Income	(2,679,056)	(2,679,056)	-	(2,679,056)	(2,679,056)
Actual Student Enrollment					

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

DESCRIPTION OF ASSUMPTIONS

EXPENSES

ADMINISTRATIVE STAFF PERSONNEL COSTS

Avg. No. of Positions

Executive Management	0.95	217,087	-	(217,087)	(217,087)
Instructional Management	7.06	1,106,276	-	(1,106,276)	(1,106,276)
Deans, Directors & Coordinators	22.04	2,722,189	-	(2,722,189)	(2,722,189)
CFO / Director of Finance	-	-	-	-	-
Operation / Business Manager	13.35	1,067,199	-	(1,067,199)	(1,067,199)
Administrative Staff	-	-	-	-	-
TOTAL ADMINISTRATIVE STAFF	43.40	5,112,751	-	(5,112,751)	(5,112,751)

INSTRUCTIONAL PERSONNEL COSTS

Teachers - Regular	98.23	10,062,494	-	(10,062,494)	(10,062,494)
Teachers - SPED	25.99	2,429,027	-	(2,429,027)	(2,429,027)
Substitute Teachers	-	-	-	-	-
Teaching Assistants	12.06	760,591	-	(760,591)	(760,591)
Specialty Teachers	15.40	1,491,993	-	(1,491,993)	(1,491,993)
Aides	-	-	-	-	-
Therapists & Counselors	21.04	2,155,974	-	(2,155,974)	(2,155,974)
Other	1.00	541,532	-	(541,532)	(541,532)
TOTAL INSTRUCTIONAL	173.72	17,441,611	-	(17,441,611)	(17,441,611)

Includes afterschool hourly instructors and part-time staff

NON-INSTRUCTIONAL PERSONNEL COSTS

Nurse	-	-	-	-	-
Librarian	-	-	-	-	-
Custodian	-	-	-	-	-
Security	-	-	-	-	-
Other	12.60	896,874	-	(896,874)	(896,874)
TOTAL NON-INSTRUCTIONAL	12.60	896,874	-	(896,874)	(896,874)

Food program and shared building manager

SUBTOTAL PERSONNEL SERVICE COSTS

	229.72	23,451,236	-	(23,451,236)	(23,451,236)
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PAYROLL TAXES AND BENEFITS

Payroll Taxes	1,817,705	1,817,705	-	(1,817,705)	(1,817,705)
Fringe / Employee Benefits	3,655,064	3,655,064	-	(3,655,064)	(3,655,064)
Retirement / Pension	1,147,148	1,147,148	-	(1,147,148)	(1,147,148)
TOTAL PAYROLL TAXES AND BENEFITS	6,619,917	6,619,917	-	(6,619,917)	(6,619,917)

TOTAL PERSONNEL SERVICE COSTS

	30,071,153	30,071,153	-	(30,071,153)	(30,071,153)
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CONTRACTED SERVICES

Accounting / Audit	16,260	16,260	-	(16,260)	(16,260)
Legal	-	-	-	-	-
Management Company Fee	4,879,431	4,879,431	-	(4,879,431)	(4,879,431)
Nurse Services	-	-	-	-	-
Food Service / School Lunch	44,391	44,391	-	(44,391)	(44,391)
Payroll Services	81,625	81,625	-	(81,625)	(81,625)
Special Ed Services	-	-	-	-	-
Titlement Services (i.e., Title I)	1,292,732	1,292,732	-	(1,292,732)	(1,292,732)
Other Purchased / Professional / Consulting	6,314,439	6,314,439	-	(6,314,439)	(6,314,439)
TOTAL CONTRACTED SERVICES	12,926,488	12,926,488	-	(12,926,488)	(12,926,488)

Allocation as part of larger entity
12% of government revenues

KIPP INFINITY CHARTER SCHOOL

Budget / Operating Plan

2021-22

DESCRIPTION OF ASSUMPTIONS

	Total Year			VARIANCE	
	Original Budget	Revised Budget	Variance	Original Budget vs. PY Budget	Revised Budget
Total Revenue	40,080,362	40,080,362	-	40,080,362	40,080,362
Total Expenses	42,759,418	42,759,418	-	(42,759,418)	(42,759,418)
Net Income	(2,679,056)	(2,679,056)	-	(2,679,056)	(2,679,056)
Actual Student Enrollment					
SCHOOL OPERATIONS					
Board Expenses	144,918	144,918	-	(144,918)	(144,918)
Classroom / Teaching Supplies & Materials	-	-	-	-	-
Special Ed Supplies & Materials	533,609	533,609	-	(533,609)	(533,609)
Textbooks / Workbooks	157,548	157,548	-	(157,548)	(157,548)
Supplies & Materials other	188,441	188,441	-	(188,441)	(188,441)
Equipment / Furniture	273,264	273,264	-	(273,264)	(273,264)
Telephone	597,951	597,951	-	(597,951)	(597,951)
Technology	56,698	56,698	-	(56,698)	(56,698)
Student Testing & Assessment	174,613	174,613	-	(174,613)	(174,613)
Field Trips	72,794	72,794	-	(72,794)	(72,794)
Transportation (student)	342,625	342,625	-	(342,625)	(342,625)
Student Services - other	364,233	364,233	-	(364,233)	(364,233)
Office Expense	494,782	494,782	-	(494,782)	(494,782)
Staff Development	22,901	22,901	-	(22,901)	(22,901)
Student Recruitment / Marketing	4,000	4,000	-	(4,000)	(4,000)
School Meals / Lunch	1,459,440	1,459,440	-	(1,459,440)	(1,459,440)
Travel (Staff)	4,065	4,065	-	(4,065)	(4,065)
Fundraising	4,000	4,000	-	(4,000)	(4,000)
Other	64,108	64,108	-	(64,108)	(64,108)
TOTAL SCHOOL OPERATIONS	4,959,990	4,959,990	-	(4,959,990)	(4,959,990)
FACILITY OPERATION & MAINTENANCE					
Insurance	335,155	335,155	-	(335,155)	(335,155)
Janitorial	128,769	128,769	-	(128,769)	(128,769)
Building and Land Rent / Lease / Facility Finance Interest	-	-	-	-	-
Repairs & Maintenance	139,344	139,344	-	(139,344)	(139,344)
Equipment / Furniture	10,461	10,461	-	(10,461)	(10,461)
Security	-	-	-	-	-
Utilities	421,440	421,440	-	(421,440)	(421,440)
TOTAL FACILITY OPERATION & MAINTENANCE	1,035,169	1,035,169	-	(1,035,169)	(1,035,169)
DEPRECIATION & AMORTIZATION					
COVID-19 / CONTINGENCY	347,165	347,165	-	(347,165)	(347,165)
DEFERRED RENT	31,502	31,502	-	(31,502)	(31,502)
TOTAL EXPENSES	42,759,418	42,759,418	-	(42,759,418)	(42,759,418)
NET INCOME	(2,679,056)	(2,679,056)	-	(2,679,056)	(2,679,056)

Allocation as part of larger entity

**KIPP INFINITY CHARTER SCHOOL
Budget / Operating Plan
2021-22**

	Prior Year Actual 2020-21 Revenue Per Pupil	1st Quarter - 7/1 - 9/30			2nd Quarter - 10/1 - 12/31			3rd Quarter - 1/1 - 3/31			4th Quarter - 4/1 - 6/30		
		Original Budget	Revised Budget	Variance	Original Budget	Revised Budget	Variance	Original Budget	Revised Budget	Variance	Original Budget	Revised Budget	Variance
Total Revenue	-	12,295,165	-	13,339,423	-	7,334,111	-	7,111,663	-	40,080,362	-	40,080,362	
Total Expenses	-	10,636,845	-	10,760,377	-	10,624,277	-	10,737,919	-	42,759,418	-	42,759,418	
Net Income	-	1,658,320	-	2,579,046	-	(3,290,166)	-	(3,626,257)	-	(2,679,056)	-	(2,679,056)	
Actual Student Enrollment	-	1,879	-	1,879	-	1,879	-	1,879	-	-	-	-	
CASH FLOW ADJUSTMENTS													
OPERATING ACTIVITIES (enter descriptions below)													
Depreciation	-	86,791	-	86,791	-	86,791	-	86,791	-	86,791	-	347,165	
Other	-	-	-	-	-	-	-	-	-	-	-	-	
Total Operating Activities	-	86,791	-	86,791	-	86,791	-	86,791	-	86,791	-	347,165	
INVESTMENT ACTIVITIES (enter descriptions below)													
Technology Capex	-	(60,797)	-	(136,241)	-	(60,797)	-	(60,797)	-	(60,797)	-	(318,633)	
Facilities Capex	-	(49,525)	-	(49,525)	-	(49,525)	-	(49,525)	-	(49,525)	-	(198,099)	
Total Investment Activities	-	(110,322)	-	(185,766)	-	(110,322)	-	(110,322)	-	(110,322)	-	(516,732)	
FINANCING ACTIVITIES (enter descriptions below)													
Example - Add Expected Proceeds from a Loan or Line of Credit	-	-	-	-	-	-	-	-	-	-	-	-	
Other	-	-	-	-	-	-	-	-	-	-	-	-	
Total Financing Activities	-	-	-	-	-	-	-	-	-	-	-	-	
Total Cash Flow Adjustments	-	(23,531)	-	(98,975)	-	(23,531)	-	(23,531)	-	(23,531)	-	(169,568)	
NET INCOME	-	1,634,789	-	2,480,071	-	(3,313,697)	-	(3,649,787)	-	(2,848,624)	-	(2,848,624)	
Beginning Cash Balance	-	-	-	1,634,789	-	4,114,861	-	801,164	-	801,164	-	-	
ENDING CASH BALANCE	-	1,634,789	-	4,114,861	-	801,164	-	(2,848,624)	-	(2,848,624)	-	(2,848,624)	

KIPP INFINITY CHARTER SCHOOL

Budget / Operating Plan
2021-22

	Total Year		VARIANCE		DESCRIPTION OF ASSUMPTIONS
	Revised Budget	Variance	Original Budget vs. PY Budget	Revised Budget	
Total Revenue	40,080,362	-	40,080,362	40,080,362	
Total Expenses	(42,759,418)	-	(42,759,418)	(42,759,418)	
Net Income	(2,679,056)	-	(2,679,056)	(2,679,056)	
Actual Student Enrollment					
CASH FLOW ADJUSTMENTS					
OPERATING ACTIVITIES <i>(enter descriptions below)</i>					
Depreciation	347,165	-	347,165	347,165	
Other	-	-	-	-	
Total Operating Activities	347,165	-	347,165	347,165	
INVESTMENT ACTIVITIES <i>(enter descriptions below)</i>					
Technology Capex	(318,633)	-	(318,633)	(318,633)	
Facilities Capex	(198,099)	-	(198,099)	(198,099)	
Total Investment Activities	(516,732)	-	(516,732)	(516,732)	
FINANCING ACTIVITIES <i>(enter descriptions below)</i>					
Example - Add Expected Proceeds from a Loan or Line of Credit	-	-	-	-	
Other	-	-	-	-	
Total Financing Activities	-	-	-	-	
Total Cash Flow Adjustments	(169,568)	-	(169,568)	(169,568)	
NET INCOME	(2,848,624)	-	(2,848,624)	(2,848,624)	
Beginning Cash Balance	-	-	-	-	
ENDING CASH BALANCE	(2,848,624)	-	(2,848,624)	(2,848,624)	

**KIPP INFINITY CHARTER SCHOOL
Budget / Operating Plan
2021-22**

	1st Quarter - 7/1 - 9/30			2nd Quarter - 10/1 - 12/31			3rd Quarter - 1/1 - 3/31			4th Quarter - 4/1 - 6/30		
	Actual	Current Budget	Variance	Actual	Current Budget	Variance	Actual	Current Budget	Variance	Actual	Current Budget	Variance
Total Revenue	-	12,295,165	-	-	13,339,423	-	-	7,334,111	-	-	7,111,663	-
Total Expenses	-	10,636,845	-	-	10,760,377	-	-	10,624,277	-	-	10,737,919	-
Net Income	-	1,658,320	-	-	2,579,046	-	-	(3,290,166)	-	-	(3,626,257)	-
Actual Student Enrollment	-	1,879	-	-	1,879	-	-	1,879	-	-	1,879	-

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

	Quarter 0			Quarter 1			Quarter 2			Quarter 3			Quarter 4			
	No. of Positions	Actual	Current Budget	Variance	Actual	Current Budget	Variance	Actual	Current Budget	Variance	Actual	Current Budget	Variance	Actual	Current Budget	Variance
EXPENSES																
ADMINISTRATIVE STAFF PERSONNEL COSTS																
Executive Management	-	54,272	-	-	54,272	-	-	-	54,272	-	-	54,272	-	-	54,272	-
Instructional Management	-	272,420	-	-	272,420	-	-	-	272,420	-	-	272,420	-	-	289,017	-
Deans, Directors & Coordinators	-	686,494	-	-	678,565	-	-	-	678,565	-	-	678,565	-	-	678,565	-
CFO / Director of Finance	-	266,800	-	-	266,800	-	-	-	266,800	-	-	266,800	-	-	266,800	-
Operation / Business Manager	-	1,279,986	-	-	1,272,056	-	-	-	1,272,056	-	-	1,272,056	-	-	1,288,654	-
Administrative Staff	-	2,493,569	-	-	2,522,975	-	-	-	2,522,975	-	-	2,522,975	-	-	2,522,975	-
TOTAL ADMINISTRATIVE STAFF	-	619,568	-	-	603,153	-	-	-	603,153	-	-	603,153	-	-	603,153	-
INSTRUCTIONAL PERSONNEL COSTS																
Teachers - Regular	-	184,472	-	-	192,040	-	-	-	192,040	-	-	192,040	-	-	192,040	-
Teachers - SPED	-	387,808	-	-	368,062	-	-	-	368,062	-	-	368,062	-	-	368,062	-
Substitute Teachers	-	539,127	-	-	538,949	-	-	-	538,949	-	-	538,949	-	-	538,949	-
Teaching Assistants	-	127,570	-	-	137,987	-	-	-	137,987	-	-	137,987	-	-	137,987	-
Specialty Teachers	-	4,352,115	-	-	4,363,165	-	-	-	4,363,165	-	-	4,363,165	-	-	4,363,165	-
Aides	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Therapists & Counselors	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL INSTRUCTIONAL	-	2,493,569	-	-	2,522,975	-	-	-	2,522,975	-	-	2,522,975	-	-	2,522,975	-
NON-INSTRUCTIONAL PERSONNEL COSTS																
Nurse	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Librarian	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Custodian	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Security	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	224,219	-	-	224,219	-	-	-	224,219	-	-	224,219	-	-	224,219	-
TOTAL NON-INSTRUCTIONAL	-	224,219	-	-	224,219	-	-	-	224,219	-	-	224,219	-	-	224,219	-
SUBTOTAL PERSONNEL SERVICE COSTS	-	5,856,319	-	-	5,859,440	-	-	-	5,859,440	-	-	5,876,037	-	-	5,876,037	-
PAYROLL TAXES AND BENEFITS																
Payroll Taxes	-	448,489	-	-	456,405	-	-	-	456,405	-	-	456,405	-	-	456,405	-
Fringe / Employee Benefits	-	880,213	-	-	881,234	-	-	-	881,234	-	-	881,234	-	-	946,808	-
Retirement / Pension	-	286,829	-	-	286,773	-	-	-	286,773	-	-	286,773	-	-	286,773	-
TOTAL PAYROLL TAXES AND BENEFITS	-	1,615,531	-	-	1,624,413	-	-	-	1,624,413	-	-	1,689,987	-	-	1,689,987	-
TOTAL PERSONNEL SERVICE COSTS	-	7,471,850	-	-	7,483,853	-	-	-	7,483,853	-	-	7,549,426	-	-	7,566,024	-
CONTRACTED SERVICES																
Accounting / Audit	-	-	-	-	11,382	-	-	-	11,382	-	-	-	-	-	4,878	-
Legal	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Management Company Fee	-	1,465,355	-	-	1,600,221	-	-	-	1,600,221	-	-	879,943	-	-	933,912	-
Nurse Services	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Food Service / School Lunch	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Payroll Services	-	11,098	-	-	11,098	-	-	-	11,098	-	-	11,098	-	-	11,098	-
Special Ed Services	-	15,986	-	-	24,558	-	-	-	24,558	-	-	20,541	-	-	20,541	-
Titlment Services (i.e. Title I)	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other Purchased / Professional / Consulting	-	294,208	-	-	311,228	-	-	-	311,228	-	-	343,648	-	-	343,648	-
TOTAL CONTRACTED SERVICES	-	1,786,646	-	-	1,958,487	-	-	-	1,958,487	-	-	1,255,230	-	-	1,314,076	-

KIPP INFINITY CHARTER SCHOOL
Budget / Operating Plan
2021-22

	1st Quarter - 7/1 - 9/30			2nd Quarter - 10/1 - 12/31			3rd Quarter - 1/1 - 3/31			4th Quarter - 4/1 - 6/30		
	Actual	Current Budget	Variance	Actual	Current Budget	Variance	Actual	Current Budget	Variance	Actual	Current Budget	Variance
Total Revenue	-	12,295,165	-	-	13,339,423	-	-	7,334,111	-	-	7,111,663	-
Total Expenses	-	10,636,845	-	-	10,760,377	-	-	10,624,277	-	-	10,737,919	-
Net Income	-	1,658,320	-	-	2,579,046	-	-	(3,290,166)	-	-	(3,626,257)	-
Actual Student Enrollment	-	1,879	-	-	1,879	-	-	1,879	-	-	1,879	-
*NOTE: Enrollment, Revenue and Expenditure Data IN the 'Total and Variance Analysis' Section is Based on LAST ACTUAL Quarter Completed												
SCHOOL OPERATIONS												
Board Expenses	-	-	-	-	-	-	-	-	-	-	-	-
Classroom / Teaching Supplies & Materials	14,375	42,876	-	-	42,833	-	-	43,833	-	-	43,833	-
Special Ed Supplies & Materials	-	-	-	-	-	-	-	-	-	-	-	-
Textbooks / Workbooks	75,866	73,348	-	-	73,348	-	-	190,198	-	-	194,198	-
Supplies & Materials other	49,530	14,525	-	-	14,525	-	-	46,747	-	-	46,747	-
Equipment / Furniture	28,200	25,391	-	-	25,391	-	-	67,271	-	-	67,579	-
Telephone	68,316	68,316	-	-	68,316	-	-	68,316	-	-	68,316	-
Technology	156,488	147,154	-	-	147,154	-	-	147,154	-	-	147,154	-
Student Testing & Assessment	196	696	-	-	696	-	-	23,507	-	-	32,298	-
Field Trips	19,578	19,578	-	-	19,578	-	-	50,228	-	-	85,228	-
Transportation (student)	-	41	-	-	41	-	-	36,376	-	-	36,376	-
Student Services - other	25,223	20,408	-	-	20,408	-	-	155,286	-	-	141,708	-
Office Expense	76,176	80,262	-	-	80,262	-	-	106,398	-	-	101,398	-
Staff Development	112,018	100,376	-	-	100,376	-	-	136,982	-	-	145,406	-
Staff Recruitment	5,725	5,725	-	-	5,725	-	-	5,725	-	-	5,725	-
Student Recruitment / Marketing	1,000	1,000	-	-	1,000	-	-	1,000	-	-	1,000	-
School Meals / Lunch	356,771	356,371	-	-	356,371	-	-	373,149	-	-	373,149	-
Travel (Staff)	937	319	-	-	319	-	-	1,404	-	-	1,404	-
Fundraising	1,000	1,000	-	-	1,000	-	-	1,000	-	-	1,000	-
Other	35,931	6,460	-	-	6,460	-	-	10,731	-	-	10,986	-
TOTAL SCHOOL OPERATIONS	-	1,027,330	-	-	963,847	-	-	1,465,307	-	-	1,503,506	-
FACILITY OPERATION & MAINTENANCE												
Insurance	83,789	83,789	-	-	83,789	-	-	83,789	-	-	83,789	-
Janitorial	32,192	32,192	-	-	32,192	-	-	32,192	-	-	32,192	-
Building and Land Rent / Lease / Facility Finance Interest	-	-	-	-	-	-	-	-	-	-	-	-
Repairs & Maintenance	34,836	34,836	-	-	34,836	-	-	34,836	-	-	34,836	-
Equipment / Furniture	1,658	4,864	-	-	4,864	-	-	1,970	-	-	1,970	-
Security	-	-	-	-	-	-	-	-	-	-	-	-
Utilities	105,360	105,360	-	-	105,360	-	-	105,360	-	-	105,360	-
TOTAL FACILITY OPERATION & MAINTENANCE	-	257,834	-	-	261,041	-	-	258,147	-	-	258,147	-
DEPRECIATION & AMORTIZATION	86,791	86,791	-	-	86,791	-	-	86,791	-	-	86,791	-
COVID-19 / CONTINGENCY	6,358	6,358	-	-	6,358	-	-	9,375	-	-	9,375	-
DEFERRED RENT	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL EXPENSES	-	10,636,845	-	-	10,760,377	-	-	10,624,277	-	-	10,737,919	-
NET INCOME	-	1,658,320	-	-	2,579,046	-	-	(3,290,166)	-	-	(3,626,257)	-

**KIPP INFINITY CHARTER SCHOOL
Budget / Operating Plan
2021-22**

Total Revenue	-	40,080,362	(40,080,362)	-	40,080,362	(40,080,362)	-
Total Expenses	-	42,759,418	42,759,418	-	42,759,418	42,759,418	-
Net Income	-	(2,679,056)	2,679,056	-	(2,679,056)	2,679,056	-
Actual Student Enrollment	-	-	-	-	-	-	-

	Actual (Current Quarter)	Actual vs. Current Budget	TOTALS AND VARIANCE ANALYSIS				Actual vs. Original Budget TY	Actual vs. Original Budget	PY Actual (PY TY / No. of COMPLETED Actual CY Quarters)	Actual CY vs. Actual PY
			Current Budget - TY	Current Budget	Original Budget (Current Quarter)	Actual vs. Original Budget				

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

	Actual (Current Quarter)	Actual vs. Current Budget	Current Budget - TY	Current Budget	Original Budget (Current Quarter)	Actual vs. Original Budget	Actual vs. Original Budget TY	PY Actual (PY TY / No. of COMPLETED Actual CY Quarters)	Actual CY vs. Actual PY
EXPENSES									
ADMINISTRATIVE STAFF PERSONNEL COSTS									
Executive Management	-	-	217,087	217,087	-	-	217,087	217,087	-
Instructional Management	-	-	1,106,276	1,106,276	-	-	1,106,276	1,106,276	-
Deans, Directors & Coordinators	-	-	2,722,189	2,722,189	-	-	2,722,189	2,722,189	-
CFO / Director of Finance	-	-	-	-	-	-	-	-	-
Operation / Business Manager	-	-	1,067,199	1,067,199	-	-	1,067,199	1,067,199	-
Administrative Staff	-	-	-	-	-	-	-	-	-
TOTAL ADMINISTRATIVE STAFF	-	-	5,112,751	5,112,751	-	-	5,112,751	5,112,751	-
INSTRUCTIONAL PERSONNEL COSTS									
Teachers - Regular	-	-	10,062,494	10,062,494	-	-	10,062,494	10,062,494	-
Teachers - SPED	-	-	2,429,027	2,429,027	-	-	2,429,027	2,429,027	-
Substitute Teachers	-	-	-	-	-	-	-	-	-
Teaching Assistants	-	-	760,591	760,591	-	-	760,591	760,591	-
Specialty Teachers	-	-	1,491,993	1,491,993	-	-	1,491,993	1,491,993	-
Aides	-	-	-	-	-	-	-	-	-
Therapists & Counselors	-	-	2,155,974	2,155,974	-	-	2,155,974	2,155,974	-
Other	-	-	541,532	541,532	-	-	541,532	541,532	-
TOTAL INSTRUCTIONAL	-	-	17,441,611	17,441,611	-	-	17,441,611	17,441,611	-
NON-INSTRUCTIONAL PERSONNEL COSTS									
Nurse	-	-	-	-	-	-	-	-	-
Librarian	-	-	-	-	-	-	-	-	-
Custodian	-	-	-	-	-	-	-	-	-
Security	-	-	-	-	-	-	-	-	-
Other	-	-	896,874	896,874	-	-	896,874	896,874	-
TOTAL NON-INSTRUCTIONAL	-	-	896,874	896,874	-	-	896,874	896,874	-
SUBTOTAL PERSONNEL SERVICE COSTS	-	-	23,451,236	23,451,236	-	-	23,451,236	23,451,236	-
PAYROLL TAXES AND BENEFITS									
Payroll Taxes	-	-	1,817,705	1,817,705	-	-	1,817,705	1,817,705	-
Fringe / Employee Benefits	-	-	3,655,064	3,655,064	-	-	3,655,064	3,655,064	-
Retirement / Pension	-	-	1,147,148	1,147,148	-	-	1,147,148	1,147,148	-
TOTAL PAYROLL TAXES AND BENEFITS	-	-	6,619,917	6,619,917	-	-	6,619,917	6,619,917	-
TOTAL PERSONNEL SERVICE COSTS	-	-	30,071,153	30,071,153	-	-	30,071,153	30,071,153	-
CONTRACTED SERVICES									
Accounting / Audit	-	-	16,260	16,260	-	-	16,260	16,260	-
Legal	-	-	-	-	-	-	-	-	-
Management Company Fee	-	-	4,879,431	4,879,431	-	-	4,879,431	4,879,431	-
Nurse Services	-	-	-	-	-	-	-	-	-
Food Service / School Lunch	-	-	-	-	-	-	-	-	-
Payroll Services	-	-	44,391	44,391	-	-	44,391	44,391	-
Special Ed Services	-	-	81,625	81,625	-	-	81,625	81,625	-
Titlement Services (i.e. Title I)	-	-	-	-	-	-	-	-	-
Other Purchased / Professional / Consulting	-	-	1,292,732	1,292,732	-	-	1,292,732	1,292,732	-
TOTAL CONTRACTED SERVICES	-	-	6,314,439	6,314,439	-	-	6,314,439	6,314,439	-

**KIPP INFINITY CHARTER SCHOOL
Budget / Operating Plan
2021-22**

Total Revenue	-	40,080,362	(40,080,362)	-	40,080,362	(40,080,362)	-
Total Expenses	-	42,759,418	42,759,418	-	42,759,418	42,759,418	-
Net Income	-	(2,679,056)	2,679,056	-	(2,679,056)	2,679,056	-
Actual Student Enrollment	-	-	-	-	-	-	-

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

TOTALS AND VARIANCE ANALYSIS

	Actual	Current Budget (Current Quarter)	Actual vs. Current Budget	Current Budget - TY	Actual Current Budget TY	Original Budget (Current Quarter)	Actual vs. Original Budget	Original Budget - TY	Actual Original Budget TY	PY Actual (PY TY / No. of COMPLETED Actual CY Quarters)	Actual CY vs. Actual PY
SCHOOL OPERATIONS											
Board Expenses	-	-	-	-	-	-	-	-	-	-	-
Classroom / Teaching Supplies & Materials	-	-	-	-	144,918	-	-	144,918	144,918	-	-
Special Ed Supplies & Materials	-	-	-	-	-	-	-	-	-	-	-
Textbooks / Workbooks	-	-	-	-	533,609	-	-	533,609	533,609	-	-
Supplies & Materials other	-	-	-	-	157,548	-	-	157,548	157,548	-	-
Equipment / Furniture	-	-	-	-	188,441	-	-	188,441	188,441	-	-
Telephone	-	-	-	-	273,264	-	-	273,264	273,264	-	-
Technology	-	-	-	-	597,951	-	-	597,951	597,951	-	-
Student Testing & Assessment	-	-	-	-	56,698	-	-	56,698	56,698	-	-
Field Trips	-	-	-	-	174,613	-	-	174,613	174,613	-	-
Transportation (student)	-	-	-	-	72,794	-	-	72,794	72,794	-	-
Student Services - other	-	-	-	-	342,625	-	-	342,625	342,625	-	-
Office Expense	-	-	-	-	364,233	-	-	364,233	364,233	-	-
Staff Development	-	-	-	-	494,782	-	-	494,782	494,782	-	-
Staff Recruitment	-	-	-	-	22,901	-	-	22,901	22,901	-	-
Student Recruitment / Marketing	-	-	-	-	4,000	-	-	4,000	4,000	-	-
School Meals / Lunch	-	-	-	-	1,459,440	-	-	1,459,440	1,459,440	-	-
Travel (Staff)	-	-	-	-	4,065	-	-	4,065	4,065	-	-
Fundraising	-	-	-	-	4,000	-	-	4,000	4,000	-	-
Other	-	-	-	-	64,108	-	-	64,108	64,108	-	-
TOTAL SCHOOL OPERATIONS	-	-	-	-	4,959,990	-	-	4,959,990	4,959,990	-	-
FACILITY OPERATION & MAINTENANCE											
Insurance	-	-	-	-	335,155	-	-	335,155	335,155	-	-
Janitorial	-	-	-	-	128,769	-	-	128,769	128,769	-	-
Building and Land Rent / Lease / Facility Finance Interest	-	-	-	-	-	-	-	-	-	-	-
Repairs & Maintenance	-	-	-	-	139,344	-	-	139,344	139,344	-	-
Equipment / Furniture	-	-	-	-	10,461	-	-	10,461	10,461	-	-
Security	-	-	-	-	-	-	-	-	-	-	-
Utilities	-	-	-	-	421,440	-	-	421,440	421,440	-	-
TOTAL FACILITY OPERATION & MAINTENANCE	-	-	-	-	1,035,169	-	-	1,035,169	1,035,169	-	-
DEPRECIATION & AMORTIZATION											
COVID-19 / CONTINGENCY	-	-	-	-	347,165	-	-	347,165	347,165	-	-
DEFERRED RENT	-	-	-	-	31,502	-	-	31,502	31,502	-	-
TOTAL EXPENSES	-	-	-	-	42,759,418	-	-	42,759,418	42,759,418	-	-
NET INCOME	-	-	-	-	(2,679,056)	-	-	(2,679,056)	2,679,056	-	-



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

Administrative
expenditures per pupil:

\$0.00

Per NYS Statute

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

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

Conflicts of Interest Policy

KIPP NYC Public Charter Schools & KIPP Academy Charter School

Purpose:

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

Definitions:

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

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

“Board” means the Board of Trustees.

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

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

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

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

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

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

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

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

“School” any school managed by the Corporation.

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

What is a Conflict of Interest?

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

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

Disclosure of Conflicts of Interest:

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

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

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

Annual Statements:

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

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

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

Related Party Transactions:

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

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

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

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

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

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

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

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

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

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

Periodic Reviews

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

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

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

Violations of the Conflicts of Interest Policy:

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



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

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

Signature of Board Member: DocuSigned by:
Gwendolyn Brunson
2F9B98F9DF6645A... _____

Date: 7/2/2021



2021 DISCLOSURE OF FINANCIAL INTEREST FORM

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

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

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

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

Questions	
1) Are you, or have you been during the last school year (July 1-June 30), an employee of the education corporation? [If you check yes , answer 1a), 1b), and 1c)].	<input type="radio"/> Yes <input checked="" type="radio"/> No
1a) Description of the position:	
1b) Salary:	
1c) Start date:	

2) Are you related, by blood, marriage, or legal adoption/guardianship, to, or do you cohabitate with, any person (any of the foregoing being an "interested person") who is, or, during the last school year (July 1-June 30), was employed by the education corporation, or who could otherwise benefit from your being a trustee? If yes, please identify each interest/transaction (and provide the requested information) that you ("self") or any interested persons have held or engaged in with the education corporation during the prior school year.

None


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

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

None

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

Trustee Signature

DocuSigned by:

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Signature:

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

Conflicts of Interest Policy

KIPP NYC Public Charter Schools & KIPP Academy Charter School

Purpose:

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

Definitions:

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

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

“Board” means the Board of Trustees.

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

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

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

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

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

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

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

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

“School” any school managed by the Corporation.

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

What is a Conflict of Interest?

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

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

Disclosure of Conflicts of Interest:

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

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

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

Annual Statements:

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

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

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

Related Party Transactions:

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

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

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

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

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

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

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

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

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

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

Periodic Reviews

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

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

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

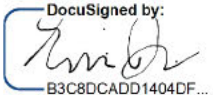
Violations of the Conflicts of Interest Policy:

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



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

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

Signature of Board Member:  _____
B3C8DCADD1404DF...

Date: 7/11/2021 _____



2021 DISCLOSURE OF FINANCIAL INTEREST FORM

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

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

Home Address	
PI	
Street:	
City, State Zip	
Phone:	

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

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

None

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

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

None

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

Trustee Signature

Signature:  B3C8DCADD1404DF...

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

Conflicts of Interest Policy

KIPP NYC Public Charter Schools & KIPP Academy Charter School

Purpose:

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

Definitions:

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

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

“Board” means the Board of Trustees.

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

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

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

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

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

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

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

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

“School” any school managed by the Corporation.

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

What is a Conflict of Interest?

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

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

Disclosure of Conflicts of Interest:

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

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

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

Annual Statements:

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

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

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

Related Party Transactions:

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

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

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

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

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

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

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

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

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

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

Periodic Reviews

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

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

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

Violations of the Conflicts of Interest Policy:

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



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

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

Signature of Board Member: 
FC17C6D2E5F14F4...

Date: 6/29/2021



2021 DISCLOSURE OF FINANCIAL INTEREST FORM

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

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

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

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

Questions	
1) Are you, or have you been during the last school year (July 1-June 30), an employee of the education corporation? [If you check yes , answer 1a), 1b), and 1c)].	<input type="radio"/> Yes <input checked="" type="radio"/> No
1a) Description of the position:	
1b) Salary:	
1c) Start date:	

2) Are you related, by blood, marriage, or legal adoption/guardianship, to, or do you 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

DocuSigned by:

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Signature: _____

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

Conflicts of Interest Policy

KIPP NYC Public Charter Schools & KIPP Academy Charter School

Purpose:

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

Definitions:

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

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

“Board” means the Board of Trustees.

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

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

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

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

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

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

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

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

“School” any school managed by the Corporation.

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

What is a Conflict of Interest?

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

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

Disclosure of Conflicts of Interest:

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

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

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

Annual Statements:

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

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

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

Related Party Transactions:

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

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

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

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

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

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

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

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

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

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

Periodic Reviews

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

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

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

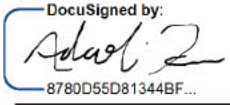
Violations of the Conflicts of Interest Policy:

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



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

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

Signature of Board Member: 
8780D55D81344BF...

Date: **7/26/2021**



2021 DISCLOSURE OF FINANCIAL INTEREST FORM

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

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

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

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

Questions	
1) Are you, or have you been during the last school year (July 1-June 30), an employee of the education corporation? [If you check yes , answer 1a), 1b), and 1c)].	<input type="radio"/> Yes <input checked="" type="radio"/> No
1a) Description of the position:	
1b) Salary:	
1c) Start date:	

2) Are you related, by blood, marriage, or legal adoption/guardianship, to, or do you 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

DocuSigned by:

 8780D55D81344BF...

Signature: _____

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

Conflicts of Interest Policy

KIPP NYC Public Charter Schools & KIPP Academy Charter School

Purpose:

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

Definitions:

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

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

“Board” means the Board of Trustees.

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

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

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

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

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

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

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

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

“School” any school managed by the Corporation.

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

What is a Conflict of Interest?

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

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

Disclosure of Conflicts of Interest:

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

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

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

Annual Statements:

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

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

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

Related Party Transactions:

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

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

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

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

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

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

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

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

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

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

Periodic Reviews

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

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

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

Violations of the Conflicts of Interest Policy:

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



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

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

Signature of Board Member: 
0E7B54E4F3924B8...

Date: **6/30/2021**



2021 DISCLOSURE OF FINANCIAL INTEREST FORM

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

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

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

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

Questions	
1) Are you, or have you been during the last school year (July 1-June 30), an employee of the education corporation? [If you check yes , answer 1a), 1b), and 1c)].	<input type="radio"/> Yes <input checked="" type="radio"/> No
1a) Description of the position:	
1b) Salary:	
1c) Start date:	

2) Are you related, by blood, marriage, or legal adoption/guardianship, to, or do you cohabitate with, any person (any of the foregoing being an "interested person") who is, or, during the last school year (July 1-June 30), was employed by the education corporation, or who could otherwise benefit from your being a trustee? If yes, please identify each interest/transaction (and provide the requested information) that you ("self") or any interested persons have held or engaged in with the education corporation during the prior school year.

None

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

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

None

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

Trustee Signature

DocuSigned by:

 Signature: 0E7B54E4F3924B8...

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

Conflicts of Interest Policy

KIPP NYC Public Charter Schools & KIPP Academy Charter School

Purpose:

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

Definitions:

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

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

“Board” means the Board of Trustees.

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

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

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

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

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

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

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

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

“School” any school managed by the Corporation.

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

What is a Conflict of Interest?

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

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

Disclosure of Conflicts of Interest:

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

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

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

Annual Statements:

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

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

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

Related Party Transactions:

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

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

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

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

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

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

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

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

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

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

Periodic Reviews

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

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

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

Violations of the Conflicts of Interest Policy:

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



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

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

Signature of Board Member: DocuSigned by:
Joe Negron
7B20C3EDA65D44F..._____

Date: 6/30/2021

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

Name: Joe Negron

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

KIPP Academy

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

N/A

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

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

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

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

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

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

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

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

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

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

Yes **No**

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

See above


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

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

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

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

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

DocuSigned by:

 7B20C3EDA65D44F...

6/30/2021

Signature

Date

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





last revised 06/8/2020

Conflicts of Interest Policy

KIPP NYC Public Charter Schools & KIPP Academy Charter School

Purpose:

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

Definitions:

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

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

“Board” means the Board of Trustees.

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

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

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

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

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

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

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

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

“School” any school managed by the Corporation.

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

What is a Conflict of Interest?

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

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

Disclosure of Conflicts of Interest:

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

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

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

Annual Statements:

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

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

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

Related Party Transactions:

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

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

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

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

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

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

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

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

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

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

Periodic Reviews

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

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

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

Violations of the Conflicts of Interest Policy:

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



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

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

Signature of Board Member:  _____
56C01BEBF55848E...

Date: 6/29/2021 _____



2021 DISCLOSURE OF FINANCIAL INTEREST FORM

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

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

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

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

Questions	
1) Are you, or have you been during the last school year (July 1-June 30), an employee of the education corporation? [If you check yes , answer 1a), 1b), and 1c)].	<input type="radio"/> Yes <input checked="" type="radio"/> No
1a) Description of the position:	
1b) Salary:	
1c) Start date:	

2) Are you related, by blood, marriage, or legal adoption/guardianship, to, or do you cohabit with, any person (any of the foregoing being an "interested person") who is, or, during the last school year (July 1-June 30), was employed by the education corporation, or who could otherwise benefit from your being a trustee? If yes, please identify each interest/transaction (and provide the requested information) that you ("self") or any interested persons have held or engaged in with the education corporation during the prior school year.

None

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

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

None

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

Trustee Signature

Signature:  56C01BEBF55848E...

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

Conflicts of Interest Policy

KIPP NYC Public Charter Schools & KIPP Academy Charter School

Purpose:

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

Definitions:

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

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

“Board” means the Board of Trustees.

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

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

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

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

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

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

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

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

“School” any school managed by the Corporation.

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

What is a Conflict of Interest?

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

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

Disclosure of Conflicts of Interest:

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

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

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

Annual Statements:

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

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

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

Related Party Transactions:

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

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

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

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

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

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

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

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

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

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

Periodic Reviews

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

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

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

Violations of the Conflicts of Interest Policy:

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



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

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

Signature of Board Member: DocuSigned by:
Whitney Tilson
F1BF9AC680214D2... _____

Date: 7/4/2021

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

Name: whitney Tilson

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

KIPP Academy Board

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

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

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

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

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

None

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

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

None

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

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

None

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

Yes No


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

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

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

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

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

DocuSigned by:

 F1BF9AC680214D2...

7/4/2021

Signature

Date

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





last revised 06/8/2020

Report of Inspection/Test

Annual NFPA 25

SIRINA
FIRE PROTECTION
CORP



2020-07-21

Property

Kipp High School
201 East 144th Street
Bronx NY 10451

Conducted by: Will Villanueva

S12 Citywide sprin
S13 Citywide stan
Nassau County ty

Print Date: 2020-08-11

Sirina Fire Protection
422A
151 Herricks Road
Garden City Park NY 11040

Report of Inspection/Test General Questions

OWNER SECTION

Is the building occupied?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA	Are all fire protection systems in service?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA
Has the system remained in service without modification since the last inspection?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA		

SPRINKLER HEADS

Are there the proper number and type of spare sprinklers?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA	Are visible sprinklers in the proper position: upright, pendent, sidewall?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA
Are visible sprinklers free of corrosion and physical damage?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA	Is there proper clearance below the sprinklers?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA
Are visible sprinklers free of foreign materials including paint?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA		

PIPES

Does visible pipe have no mechanical damage or leaks?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA	Does visible pipe have no external loads?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA
Is the pipe through freezers free if any ice blockage?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA		

VALVE AREA

Are the gauges on system in good condition and showing normal water supply pressure?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA	Do valve supervisory switches indicate movement?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA
The electrical waterflow alarm devices passed test by opening inspector's test connection/bypass connection with alarms actuating and flow observed?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA	Are valve enclosures maintaining a minimum of 40 degrees F?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA
Are gauges on non-supervised systems in good condition and showing normal water and air pressure?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA	Is the priming level correct and has the low air pressure signal passed its test?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA
Has the quick opening device passed the test?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA		

Report of Inspection/Test

Annual NFPA 25

SIRINA
FIRE PROTECTION
CORP



2020-07-21

Property

Kipp High School
201 East 144th Street
Bronx NY 10451

Conducted by: Will Villanueva

S12 Citywide sprin
S13 Citywide stan
Nassau County ty

Print Date: 2020-08-11

Sirina Fire Protection
422A
151 Herricks Road
Garden City Park NY 11040

DRY VALVE

Are enclosures around valves maintaining a minimum of 40 degrees F?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA	Are the gauges on systems without low pressure alarms in good condition and showing normal air and water pressure?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA
For freezer systems, gauge near compressor reading the same as gauge near the dry-pipe valve?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA	Are they free from physical damage?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA
Are trim valves in appropriate (open or closed) position?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA	Is there no leakage in the intermediate chamber?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA
Are the gauges on systems with low pressure alarms in good condition and showing normal air and water pressure?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA	Has the dry-pipe valve passed inspection?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA
Is the priming level correct and has the low air pressure signal passed it's test?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA	Has the quick opening device passed the test?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA

DELUGE/PREACTION VALVES

For freezer systems, gauge near compressor reading the same as gauge near the preaction valve?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA	Are preaction and deluge valves free from physical damage?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA
Are the electrical components in service?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA	Are trim valves in appropriate (open or closed) position?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA
Is there no leakage in the valve seat?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA	Are gauges on supervised systems indicate that normal pressure is being maintained?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA
Have preaction and deluge valves that need to be opened to be reset passed an internal inspection?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA		

DELUGE TRIP TEST

Was there free discharge from all nozzles?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA	Pressure reading at hydraulically most remote nozzle:	N/A
Residual pressure reading at deluge valve:	N/A	Were results comparable to design values?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA

ALARMS

Have low temperature alarms passed test?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA	Are alarms and supervisory devices not damaged?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA
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201 East 144th Street
Bronx NY 10451

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Do low temperature alarms look ok?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA	Is the alarm valve free from physical damage?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA
Is the trim in correct (open or closed) position?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA	Is there no leakage in the retarding chamber or drains?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA
Have low temperature alarms passed test?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA		

MAINTENANCE

Are dry-pipe systems kept in dry condition?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA	Have auxiliary drains been emptied?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA
Perform an obstruction investigation if any of the following were found: defective intake screen on pump supplied from open sources, obstructive material discharged during flow tests, foreign material in dry-type valves, foreign material in water during drain test or plugging of inspector's test connection, plugging of pipe or sprinklers found, failure to flush yard piping or surrounding mains following new installation or repairs, record of broken mains in the vicinity, abnormal frequent false-tripping of dry valves, system has just been returned to service after more than 1 year, there is a reason to think the system contains sodium silicate or its derivatives or highly corrosive fluxes in copper pipe, raw water was pumped into the fire department connection, pinhole leaks, a 50% increase in time from the original system acceptance test required for water to reach the inspector's test connection during a full flow test	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA	Is interior of dry-pipe valves cleaned?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA
Have low points been drained before freezing weather?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA	Perform an obstruction investigation if any of the following were found: defective intake screen on pump supplied from open sources, obstructive material discharged during flow tests, foreign material in dry-type valves, foreign material in water during drain test or plugging of inspector's test connection, plugging of pipe or sprinklers found, failure to flush yard piping or surrounding mains following new installation or repairs, record of broken mains in the vicinity, abnormal frequent false-tripping of dry valves, system has just been returned to service after more than 1 year, there is a reason to think the system contains sodium silicate or its derivatives or highly corrosive fluxes in copper pipe, raw water was pumped into the fire department connection, pinhole leaks, a 50% increase in time from the original system acceptance test required for water to reach the inspector's test connection during a full flow test	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA
Have auxiliary drains been opened?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA	Have compressors and air dryers been maintained according to manufacturer's instructions?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA

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Have low points been drained before freezing weather?	<input checked="" type="checkbox"/> Yes
	<input type="checkbox"/> No
	<input type="checkbox"/> NA

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Report of Inspection/Test for System - Stair D Basement Cafe South Side

INSPECTOR TEST CONNECTION

Is drain installed and in good working condition? (note material for install)	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA	Return pressure before PRV	N/A
Static pressure before PRV	N/A	Residual pressure before PRV	N/A
Is the condition of the gauge satisfactory?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA		

Report of Inspection/Test for System - Stair D Floor 2

INSPECTOR TEST CONNECTION

Is drain installed and in good working condition? (note material for install)	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA	Return pressure before PRV	N/A
Static pressure before PRV	N/A	Residual pressure before PRV	N/A
Is the condition of the gauge satisfactory?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA		

Report of Inspection/Test for System - Stair D Floor 4

INSPECTOR TEST CONNECTION

Is drain installed and in good working condition? (note material for install)	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA	Return pressure before PRV	N/A
Static pressure before PRV	N/A	Residual pressure before PRV	N/A
Is the condition of the gauge satisfactory?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA		

Report of Inspection/Test for System - Stair D Floor 5

INSPECTOR TEST CONNECTION

Is drain installed and in good working condition? (note material for install)	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA	Return pressure before PRV	N/A
Static pressure before PRV	N/A	Residual pressure before PRV	N/A

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Is the condition of the gauge satisfactory? Yes
 No
 NA

Report of Inspection/Test for System - Break Room Basement

INSPECTOR TEST CONNECTION

Is drain installed and in good working condition? (note material for install) Yes
 No
 NA

Return pressure before PRV N/A

Static pressure before PRV N/A

Residual pressure before PRV N/A

Is the condition of the gauge satisfactory? Yes
 No
 NA

Report of Inspection/Test for System - Stair B Floor 1

INSPECTOR TEST CONNECTION

Is drain installed and in good working condition? (note material for install) Yes
 No
 NA

Return pressure before PRV N/A

Static pressure before PRV N/A

Residual pressure before PRV N/A

Is the condition of the gauge satisfactory? Yes
 No
 NA

Report of Inspection/Test for System - Stair B Floor 2

INSPECTOR TEST CONNECTION

Is drain installed and in good working condition? (note material for install) Yes
 No
 NA

Return pressure before PRV N/A

Static pressure before PRV N/A

Residual pressure before PRV N/A

Is the condition of the gauge satisfactory? Yes
 No
 NA

Report of Inspection/Test for System - Stair B Floor 3

INSPECTOR TEST CONNECTION

Is drain installed and in good working condition? (note material for install) Yes
 No
 NA

Return pressure before PRV N/A

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Static pressure before PRV	N/A	Residual pressure before PRV	N/A
Is the condition of the gauge satisfactory?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA		

Report of Inspection/Test for System - Stair B Floor 4

INSPECTOR TEST CONNECTION

Is drain installed and in good working condition? (note material for install)	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA	Return pressure before PRV	N/A
Static pressure before PRV	N/A	Residual pressure before PRV	N/A
Is the condition of the gauge satisfactory?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA		

Report of Inspection/Test for System - Stair B Floor 5

INSPECTOR TEST CONNECTION

Is drain installed and in good working condition? (note material for install)	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA	Return pressure before PRV	N/A
Static pressure before PRV	N/A	Residual pressure before PRV	N/A
Is the condition of the gauge satisfactory?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA		

Report of Inspection/Test for System - Stair A Floor 6

INSPECTOR TEST CONNECTION

Is drain installed and in good working condition? (note material for install)	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA	Return pressure before PRV	N/A
Static pressure before PRV	N/A	Residual pressure before PRV	N/A
Is the condition of the gauge satisfactory?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA		

Report of Inspection/Test for System - Stair D Basement Behind Stage

INSPECTOR TEST CONNECTION

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Is drain installed and in good working condition? (note material for install)	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA	Return pressure before PRV	N/A
Static pressure before PRV	N/A	Residual pressure before PRV	N/A
Is the condition of the gauge satisfactory?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA		

Report of Inspection/Test for System - Basement Loading Dock Dry System

DRY VALVE

Water pressure before test?	N/A	Air pressure before test?	N/A
Controls sprinklers in?	N/A	Location of inspectors test valve?	N/A
Test pipe size?	N/A	At what PSI did the valve operate?	N/A
Time to trip?	N/A	Time to flow water from ITV?	N/A
Was operation satisfactory?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA	Valve reset dry?	Pass
Condition of body interior?	Pass	Condition of inspectors test valve?	Pass
Condition of moving parts?	Pass	Condition of seats?	Pass
Condition of rubber facing?	Pass	Alarm operation?	No
Operation was?	Pass		

Report of Inspection/Test for Asset - Standpipe Risers Stairs A, B, C, D, E, F, Behind Stage And Hallway

INSPECTION

Are the control valves with locks or electrical supervision accessible?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA	Are the control valves in correct (open or closed) position?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA
Are the control valves properly identified?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA	Are the hose valves in place and free of damage or leaks?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA
Are the hose connections caps in place and free of damage?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA	Are the hose connections valves free of physical or visible obstructions?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA
Are the pressure restriction devices in the correct locations?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA	Is the standpipe piping on the system free of damage?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA

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Are the control valves on the piping free of damage?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA	Are all of the pipe support devices (hangers, seismic bracing, etc.) in place and free of damage?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA
Are hose gaskets in place and free of damage?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA	Are hoses connected to the rack nipple or valve?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA
Are the hose tests up to date?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA	Are hose nozzles in place and free of damage?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA

TESTING

Have hose valves for Class I and Class III systems passed opening and closing test?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA	Did hose valve for Class II systems pass opening and closing test?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA
Have the pressure reducing valves on hose connections and hose rack assemblies passed the partial flow test?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA		

HOSE VALVES - Standpipe Risers Stairs A, B, C, D, E, F, Behind Stage And Hallway

Location	Has PRV	Good Condition	PSI	Exercised	Notes
	No	Yes	125	Yes	Recommend installing prd
	No	Yes	100	Yes	Recommend installing PRD
	No	Yes	105	Yes	Recommend installing prd
	No	Yes	105	Yes	Recommend installing prd
	No	Yes	115	Yes	Recommend installing prd
	No	Yes	110	Yes	Recommend installing prd
	No	Yes	110	Yes	Recommend installing prd
	No	Yes	125	Yes	Recommend installing prd
	No	Yes	120	Yes	Recommend installing prd
	No	Yes	125	Yes	Recommend installing prd
	No	Yes	115	Yes	Recommend installing prd
	No	Yes	125	Yes	Recommend installing prd
	No	Yes	125	Yes	Recommend installing prd
	No	Yes	125	Yes	Recommend installing prd
	No	Yes	125	Yes	Recommend installing prd
	No	Yes	125	Yes	Recommend installing prd

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HOSE VALVES - Standpipe Risers Stairs A, B, C, D, E, F, Behind Stage And Hallway

Location	Has PRV	Good Condition	PSI	Exercised	Notes
	No	Yes	120	Yes	Recommend installing prd
	No	Yes	100	Yes	Recommend installing prd
	No	Yes	115	Yes	Recommend installing prd
	No	Yes	125	Yes	Recommend installing prd
	No	Yes	115	Yes	Recommend installing prd
	No	Yes	120	Yes	Recommend installing prd
	No	Yes	105	Yes	Recommend installing prd
	No	Yes	115	Yes	Recommend installing prd
	No	Yes	110	Yes	Recommend installing prd

FIRE HOSES - Standpipe Risers Stairs A, B, C, D, E, F, Behind Stage And Hallway

Location	Make	Size	Length	Date Manufactured	Hydro Test Date	Pass Fail	Notes
Lobby Floor 1	Croker	1 1/2"	3-125'	2013-07-02		Pass	

Report of Inspection/Test for Asset - Cellar 1000 GPM Automatic Fire Pump

Fire Pump Information

Property Name: Kipp NYC College Preparation High School

Property Address: 201 East 144th Street

Pump (Horizontal or Vertical): Horizontal

Pump Manufacturer: Peerless Pump

Shop/Serial Number: [REDACTED]

Model: [REDACTED]

Rated GPM: 1000

Rated Pressure: 85

Rated 150 Pressure: 64

Rated 0 Pressure: 100

Rated RPM: 3550

Suction: Street

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Driver, (electric or diesel engine)	Electric
Engine Manufacturer	Marathon
Engine Shop/Serial Number	C0092751-90-27-02
Engine Model	KK236TSD 4022BCL
Rated Horsepower	60
Rated Speed	3555
Rated Voltage	400
Rated Amps	77.5
Phase Cycles	3
Service Factor	1.15
Jockey Pump Manufacturer	Grundfos

OWNER SECTION

Is there a Jockey Pump on system?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA	Jockey Settings? (on/off)	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA
Is the fire pump in service?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA	Has the pump remained in service since the last inspection?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA

INSPECTION

Pump house/room proper temperature?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA	Ventilating louvers free to operate?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA
Are suction, discharge and bypass valves open?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA	Is Piping free from leaks?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA
Suction and system pressure gauges normal?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA	Suction reservoir, if provided, full?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA
Wet pit suction screens are clean and in place?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA	Waterflow test valves in closed position?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA
Transfer switch indicating normal situation?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA	Isolation switch closed?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA

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Pump in correct phase?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA	Oil level in motor sight glass in correct range?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA
Circulation relief valve flowing water?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA	Pressure relief valves operating with proper pressure downstream while pump is operational?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA

TESTING

Electric pump started automatically?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA	Electric motor driven pump ran for 10 min?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA
Packing gland showing slight discharge? (Adjust if necessary)	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA	For automatic stop controllers, record time pump runs after starting:	N/A
Circulation and pressure relief valves operated properly during all flow tests?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA	All alarm conditions simulated?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA
What is the location of the test header?	N/A	Distance from test header to discharge location?	N/A

MAINTENANCE

Do Circuit breakers appear clean?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA	Pressure gauges and sensors accurate?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA
Control and power wiring tight?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA		

FLOW TEST

Did the pump perform equal to the manufacturer's curve within the accuracy limits of the test equipment?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA	For electric motors operating under varying voltage, did the voltage stay within the range of 95% to 110% of the rated voltage during the test?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA
Was the manufacturer's certified pump test curve available for comparison to the acceptance test?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA	For electric motors operating under varying voltage, was the product of the actual voltage and current demand on each phase less than or equal to the product of the rated full load current times the rated voltage times the allowable service factor?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA
Was the unit started and brought up to rated speed without interruption under discharge conditions equal to peak load?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA	Was equipment and gauges calibrated?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA
For electric motors operating at the rated voltage and frequency, is the ampere demand on each phase less than or equal to the product of the full load ampere rating times the allowable service factor as stamped on the motor nameplate?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA	Did the unadjusted performance discharge curve meet or exceed the fire protection system demands?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA

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Was the governor set to properly regulate the engine speed at rated pump speed? Yes
 No
 NA

Did the gear drive assembly operate without excessive objectionable noise, v bration, or heating? Yes
 No
 NA

Did engine-drive unit show no signs of overload or stress? Yes
 No
 NA

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PERFORMANCE

Rated %	Driver speed: RPM	Total Flow	Net Pressure: PSI	Discharge Pressure: PSI	Suction Pressure: PSI
0%	0	0	0	0	0
50%	0	0	0	0	0
100%	0	0	0	0	0
150%	0	0	0	0	0

ELECTRIC MOTOR

	L1 Voltage	L1 Amperes	L2 Voltage	L2 Amperes	L3 Voltage	L3 Amperes
0%	0	0	0	0	0	0
50%	0	0	0	0	0	0
100%	0	0	0	0	0	0
150%	0	0	0	0	0	0

Pump Flow Detail

Coefficient (same for all): N/A

Nozzle/Orifice Size: N/A (inches)

PITOT

	1	2	3	4	5	6
0%	N/A	N/A	N/A	N/A	N/A	N/A
50%	0	0	0	0	0	0
100%	0	0	0	0	0	0
150%	0	0	0	0	0	0

FLOW

0%	0	0	0	0	0	0
50%	0	0	0	0	0	0
100%	0	0	0	0	0	0
150%	0	0	0	0	0	0

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Questions with Photos and Notes

Standpipe Risers Stairs A, B, C, D, E, F, Behind Stage And Hallway - Are the hose tests up to date?

Yes

Notes:

Hose expired

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Deficiencies - Basement Loading Dock Dry System

Alarm operation?

No

Notes:

Signal not received at panel

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Annual NFPA 25

SIRINA
FIRE PROTECTION
CORP



2020-07-21

Property

Kipp High School
201 East 144th Street
Bronx NY 10451

Conducted by: Will Villanueva

S12 Citywide sprin
S13 Citywide stan
Nassau County ty

Print Date: 2020-08-11

Sirina Fire Protection
422A
151 Herricks Road
Garden City Park NY 11040

Inspector Signature

I state that the information on this form is correct at the time and place of my inspection, and all equipment tested at this time was left in operational condition upon completion of this inspection except as noted.

Inspector Name

Will Villanueva

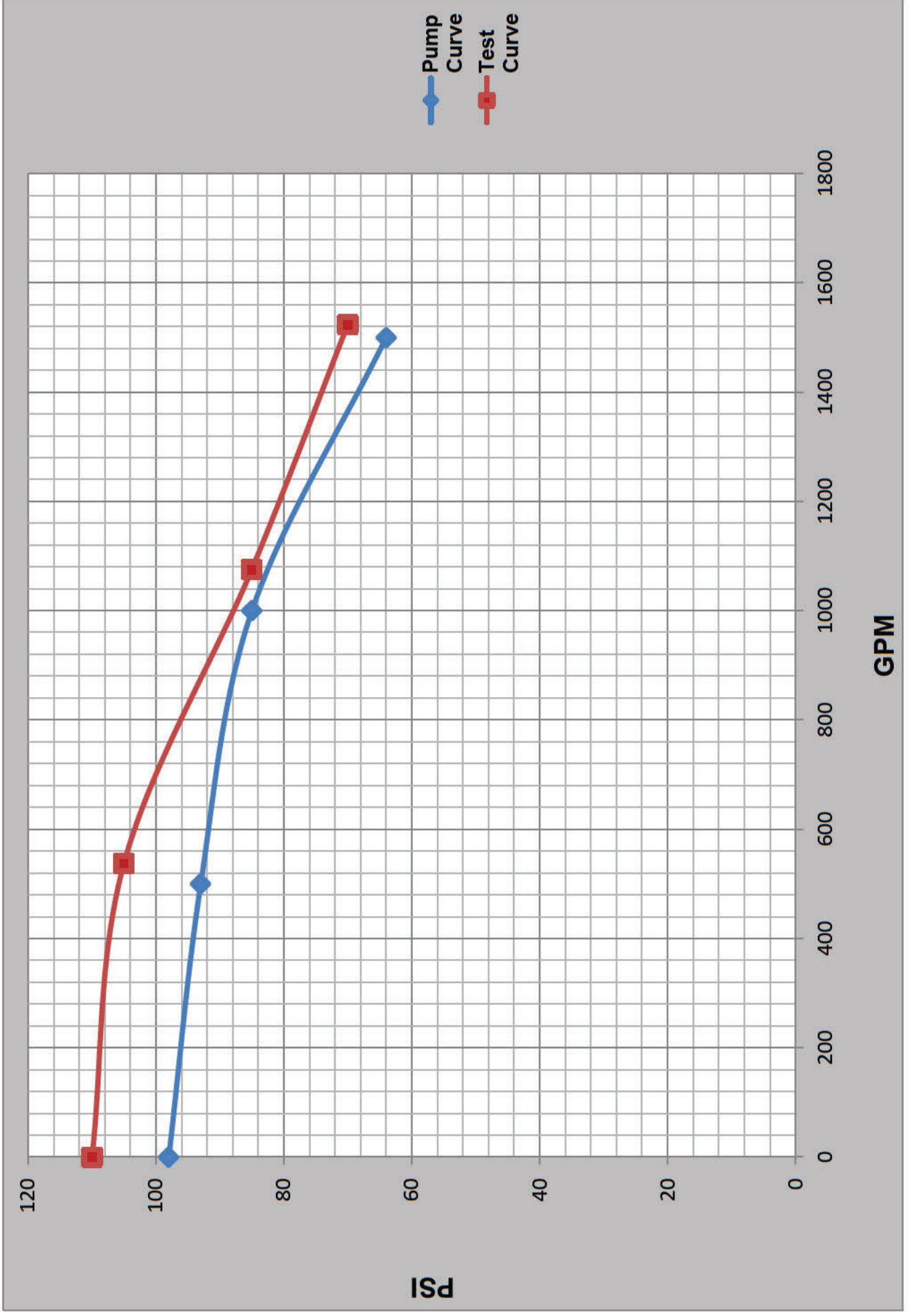
Signature



Date Completed

2020-07-21

*Kipp University
201 West 14th Street, New York, NY
1000 GPM Pump 7/28/20*



SIRINA FIRE PROTECTION CORP.

151 Herricks Road
 Garden City Park, NY 11040
 516-942-0400 fax: 516-942-0415

DRY PIPE TRIP TEST

NAME: Kipp New York City College Prep High School **TEST DATE:** 7/2/2019

ADDRESS: 201 East 144th Street **JOB:** [REDACTED]

Dry pipe valve:	#1: vol. gal	#2: vol. gal	#3: vol. gal.
Size Make Model Year	2 Victaulic S/768 10/2/2012		
Controls sprinklers in:	Loading Dock		
Pressure (lbs) before test Air / Water	Air 15 PSI Water 125 PSI	Air _____ PSI Water _____ PSI	Air _____ PSI Water _____ PSI
Control valve wide open? (if not, how many turns?)	Open		
Test opening	1/2"		
Test Pipe Size	1"		
Location	[REDACTED]		
Operated at:	Air ⁶ _____ PSI	Air _____ PSI	Air _____ PSI
Time to Trip	_____ min ¹⁰ sec	_____ min _____ sec	_____ min _____ sec
Time to Flow	_____ min ²⁵ sec	_____ min _____ sec	_____ min _____ sec
Operation was:	Successful		
Reason for failure or partly satisfactory	None		
Valve reset dry?	Yes		
List repairs made	None		
Condition of:			
Body interior	Good		
Inspectors test flow	Good		
Moving parts	Good		
Seats	Good		
Rubber facing	Good		
Alarm operation?	Good		
Operation was?	Good		

The test reported herein was conducted in accordance with the testing procedure as per NFPA 25.

Test performed by: 


Print Name: Ertan Biçer
 Certificate of Fitness Number: 90064692

Certificate of Occupancy

CO Number: 220414157F

This certifies that the premises described herein conforms substantially to the approved plans and specifications and to the requirements of all applicable laws, rules and regulations for the uses and occupancies specified. No change of use or occupancy shall be made unless a new Certificate of Occupancy is issued. *This document or a copy shall be available for inspection at the building at all reasonable times.*

A.	Borough: Bronx	Block Number: 02335	Certificate Type: Final
	Address: 201 EAST 144TH STREET	Lot Number(s): 6	Effective Date: 06/19/2015
	Building Identification Number (BIN): 2118418	Building Type: Altered	
This building is subject to this Building Code: 2008 Code			
<i>For zoning lot metes & bounds, please see BISWeb.</i>			
B.	Construction classification:	1-B	(2008 Code)
	Building Occupancy Group classification:	E	(2008 Code)
	Multiple Dwelling Law Classification:	None	
	No. of stories: 6	Height in feet: 70	No. of dwelling units: 0
C.	Fire Protection Equipment: Standpipe system, Fire alarm system, Sprinkler system, Fire Suppression system		
D.	Type and number of open spaces: None associated with this filing.		
E.	This Certificate is issued with the following legal limitations: None		
Borough Comments: None			



Borough Commissioner



Commissioner

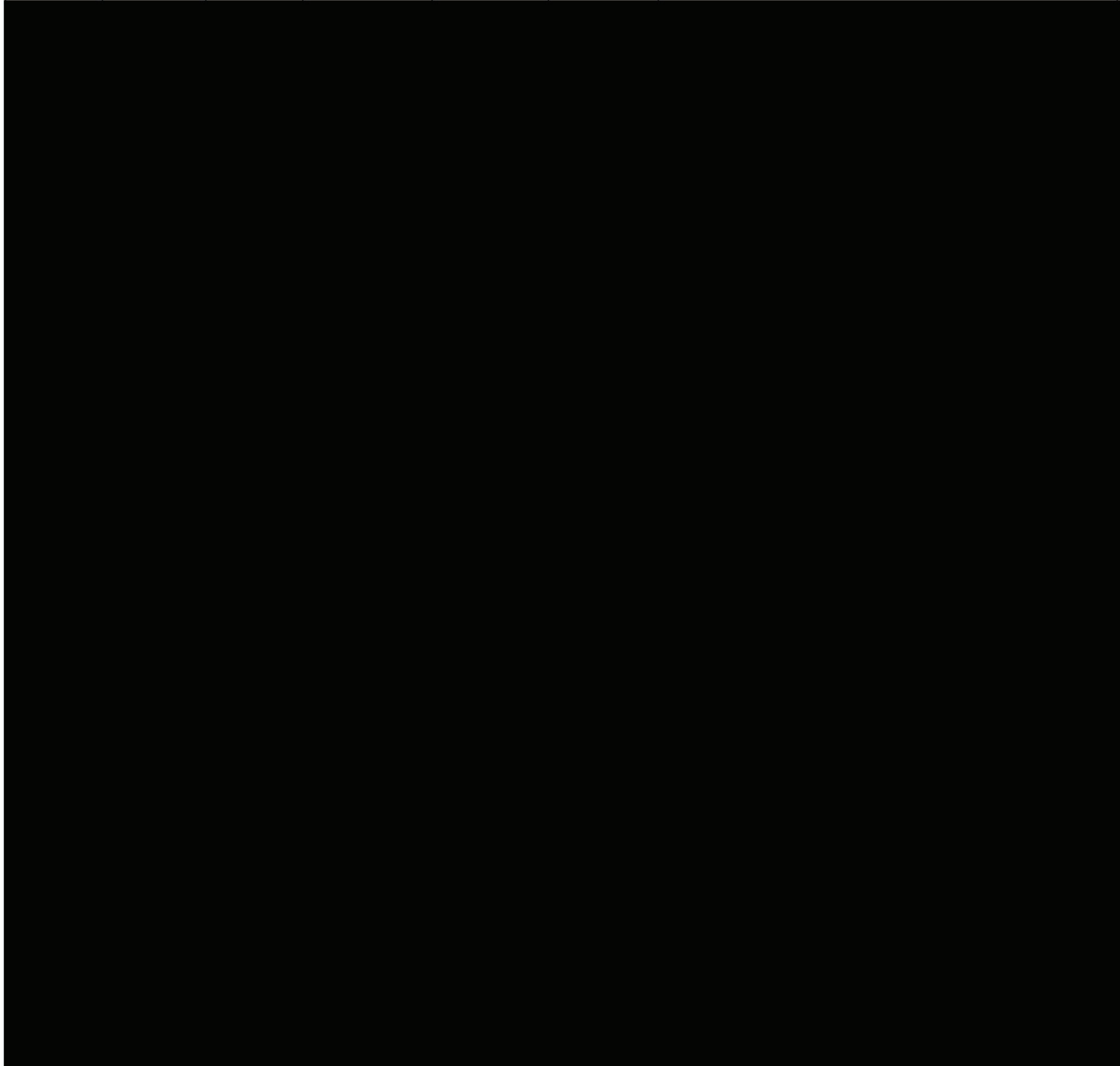
Certificate of Occupancy

CO Number: 220414157F

Permissible Use and Occupancy

All Building Code occupancy group designations below are 2008 designations.

Floor From To	Maximum persons permitted	Live load lbs per sq. ft.	Building Code occupancy group	Dwelling or Rooming Units	Zoning use group	Description of use
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[Handwritten Signature]

Borough Commissioner

[Handwritten Signature]

Commissioner

Certificate of Occupancy

CO Number: 220414157F

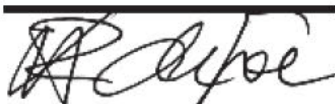
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END OF SECTION



Borough Commissioner



Commissioner

END OF DOCUMENT

	Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	
Instructional Days: 5	Aug 29	Aug 30	Aug 31	Sep 1	Sep 2	Sep 3	Sep 4	
W2	BOY K-4 STEP Assessment (for Kindergarten, NTK, and kids returning from remote learning) BoY 5-8 SR/F&P Assessment							
Instructional Days: 0	Sep 5	Sep 6	Sep 7	Sep 8	Sep 9	Sep 10	Sep 11	
W3		Labor Day-- No School for staff and students	Rosh Hashanah-- No School for staff and students	School-Based Work Day	Regional PD/School-Based PD			
Instructional Days: 4	Sep 12	Sep 13	Sep 14	Sep 15	No School for Students		Sep 18	
W4		DOE First Day of School for Students			Yom Kippur-- No School for Staff and Students	Sep 17		
Instructional Days: 5	Sep 19	Sep 20	Sep 21	Sep 22	Sep 23	Sep 24	Sep 25	
W5		K-12 Students Return						
Instructional Days: 5	Sep 26	Sep 27	Sep 28	Sep 29	Sep 30	Oct 1	Oct 2	
W6				K-8 Wellness Wednesday #1				
Instructional Days: 5	Oct 3	Oct 4	Oct 5	Oct 6	Oct 7	Oct 8	Oct 9	
W7								
Instructional Days: 4	Oct 10	Oct 11	Oct 12	Oct 13	Oct 14	Oct 15	Oct 16	
W8		Indigenous People's Day (Previously Columbus Day) - No School for Staff and Students						
Instructional Days: 5	Oct 17	Oct 18	Oct 19	Oct 20	Oct 21	Oct 22	Oct 23	
W9				K-8 T1 Progress Reports				
Instructional Days: 5	Oct 24	Oct 25	Oct 26	Oct 27	Oct 28	Oct 29	Oct 30	
W10				K-8 Wellness Wednesday #2				
Instructional Days: 5	Oct 31	Nov 1	Nov 2	Nov 3	Nov 4	Nov 5	Nov 6	
W11			Election Day (DOE fully remote, asynchronous instructional day)					
Instructional Days: 5	Nov 7	Nov 8	Nov 9	Nov 10	Nov 11	Nov 12	Nov 13	
W12		K-4 STEP/F&P Cycle 1						
Instructional Days: 5	Nov 14	Nov 15	Nov 16	Nov 17	Nov 18	Nov 19	Nov 20	
W13		K-4 STEP/F&P Cycle 1						
Instructional Days: 5	Nov 21	Nov 22	Nov 23	Nov 24	Nov 25	Nov 26	Nov 27	
W14					Veterans (DOE Closed-- KIPP NYC in session)			
Instructional Days: 5	Nov 28	Nov 29	Nov 30	Dec 1	Dec 2	Dec 3	Dec 4	

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

	Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
Instructional Days: 5	Feb 6	Feb 7	Feb 8	Feb 9	Feb 10	Feb 11	Feb 12
W23				K-8 T2 Progress Reports			
		K-4 STEP/F&P Cycle 2 (3-4)					
Instructional Days: 5	Feb 13	Feb 14	Feb 15	Feb 16	Feb 17	Feb 18	Feb 19
W24			K-4 STEP/F&P Cycle 2 (3-4)				
						START DATE: 5-8 F&P Assessment for Tier 2/Tier 3 Students	
	Feb 20	Feb 21	Feb 22	Feb 23	Feb 24	Feb 25	Feb 26
				Mid-Winter Break			
Instructional Days: 5	Feb 27	Feb 28	Mar 1	Mar 2	Mar 3	Mar 4	Mar 5
W25				K-4 Math IA #2	K-2 STEP Cycle 2		
Instructional Days: 5	Mar 6	Mar 7	Mar 8	Mar 9	Mar 10	Mar 11	Mar 12
W26			K-2 STEP Cycle 2				
				5-8 Math PT Simulation			
Instructional Days: 5	Mar 13	Mar 14	Mar 15	Mar 16	Mar 17	Mar 18	Mar 19
W27						T2 Ends	
				3-4 ELA Mini-Simulation			
T2: 13 Weeks		K-2 STEP Cycle 2				Data Deadline for K-1 JAR IA #2 (for kids who are not Exemplary)	
Instructional Days: 4	Mar 20	Mar 21	Mar 22	Mar 23	Mar 24	Mar 25	Mar 26
W28		T3 Starts		K-8 Wellness Wednesday #4			
		No School for Students					
		Regional PD/School-Based PD Day					
Instructional Days: 5	Mar 27	Mar 28	Mar 29	Mar 30	Mar 31	Apr 1	Apr 2
W29			NYS 3-8 ELA State Test Administration				
Instructional Days: 5	Apr 3	Apr 4	Apr 5	Apr 6	Apr 7	Apr 8	Apr 9
W30				T2 K-8 Report Card Night			
				3-4 Math Mini-Simulation			
	Apr 10	Apr 11	Apr 12	Apr 13	Apr 14	Apr 15	Apr 16
			Spring Break				
						Good Friday DOE Spring Break	
Instructional Days: 5	Apr 17	Apr 18	Apr 19	Apr 20	Apr 21	Apr 22	Apr 23
W31	Easter Sunday						

	Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
			DOE Spring Break Passover				
Instructional Days: 5	Apr 24	Apr 25	Apr 26	Apr 27	Apr 28	Apr 29	Apr 30
W32			NYS 3-8 Math State Test Administration				
Instructional Days: 4	May 1	May 2	May 3	May 4	May 5	May 6	May 7
W33		Eid al-Fitr- No School for Staff or Students					
Instructional Days: 5	May 8	May 9	May 10	May 11	May 12	May 13	May 14
W34							
Instructional Days: 5	May 15	May 16	May 17	May 18	May 19	May 20	May 21
W35				K-8 T3 Progress Reports			
				Algebra I Regents Simulation			
Instructional Days: 5	May 22	May 23	May 24	May 25	May 26	May 27	May 28
W36			K-4 STEP/F&P Cycle 3				
				K-8 Wellness Wednesday #5			
Instructional Days: 4	May 29	May 30	May 31	Jun 1	Jun 2	Jun 3	Jun 4
				START DATE: 5-8 EOY F&P Assessment for Tier 2/Tier 3 Students			
				3-8 EOY ELA Authentic Assessment Part II			
W37		Memorial Day- No School for Staff or Students		G2 ELA IA			
			K-4 STEP/F&P Cycle 3				
Instructional Days: 5	Jun 5	Jun 6	Jun 7	Jun 8	Jun 9	Jun 10	Jun 11
W38			K-4 STEP/F&P Cycle 3				
			K-4 EOY Math IA				
Instructional Days: 5	Jun 12	Jun 13	Jun 14	Jun 15	Jun 16	Jun 17	Jun 18
W39			5-8 EOY Math Assessments - I-Ready EOY Administration or EOY Fluency Exams				
					END DATE: 5-8 EOY F&P Assessment for Tier 2/Tier 3 Students		
					T3 Ends		
					Data Deadline for 3-8 EOY ELA Authentic Assessment Part I (Portfolio)		
T3: 13 weeks				Regents			
Instructional Days: 3	Jun 19	Jun 20	Jun 21	Jun 22	Jun 23	Jun 24	Jun 25
W40	Juneteenth	Juneteenth (Observed)- No School for Staff or Students			Last Day of School for K-8 Students	Last Day of School for K-8 Staff	

