

# Application: KIPP Washington Heights Academy 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 NYC WASHINGTON HEIGHTS ACADEMY CHARTER SCHOOL 310600861013

**a1. Popular School Name**

KIPP NYC Washington Heights Academy 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 # 6 - MANHATTAN

**d. DATE OF INITIAL CHARTER**

9/2011

**e. DATE FIRST OPENED FOR INSTRUCTION**

7/2019

**h. SCHOOL WEB ADDRESS (URL)**

<https://www.kippnyc.org/schools/kipp-washington-heights-middle-school/>



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

1075

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

703

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

Yes

## I2. 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	<a href="mailto:aljohnson@kippnyc.org">aljohnson@kippnyc.org</a>
CONTACT PERSON NAME	Alicia Johnson

## FACILITIES INFORMATION

### m. FACILITIES

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

	Yes, 2 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	21 Jumel Place New York NY 10032	212-991-2620	NYC CSD 6	4-8	

**m1a. Please provide the contact information for Site 1.**

	Name	Work Phone	Alternate Phone	Email Address
School Leader	Danny Swersky			
Operational Leader	Cindy Lee			
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	586 W 177th St New York 10033	212-991-2630	NYC CSD 6	K-3	

**m2a. Please provide the contact information for Site 2.**

	Name	Work Phone	Alternate Phone	Email Address
School Leader	Rebecca McMurdie			
Operational Leader	Giovanna Ayala			
Compliance Contact	Alicia Johnson			
Complaint Contact	Alicia Johnson			
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 expansions 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

**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. Hernaez
Pos t on	Associate Director of Student Reporting and Compliance
Phone/Extension	917-270-0708
Email	<a href="mailto:jhernaez@kippnyc.org">jhernaez@kippnyc.org</a>

**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).**

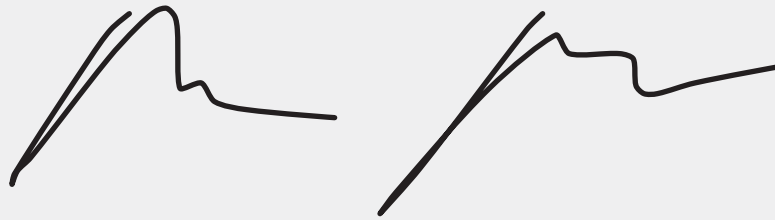
**Responses Selected:**

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** Aug 6 2021

### **Instructions**

### **SUNY-Authorized Charter Schools ONLY**

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

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

**[Washington Heights\\_ K-8 2020-21 Accountability Plan Progress Report](#)**



## 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 1yf9OgB.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 WH 2020-21 Audit 102921

Filename: SUNY WH 2020 21 Audit 102921.xlsx Size: 175.2 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
  - . CSP Agreed-Upon Procedure Report
4. Evidence of Required Escrow Account for each school<sup>[1]</sup>
5. Corrective Action Plan for Audit Findings and Management Letter Recommendations

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

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

## Entry 4d - Financial Services Contact Information

**Incomplete** Hidden from applicant

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

## Form for "Financial Services Contact Information"

### 1. School Based Fiscal Contact Information

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

### 2. Audit Firm Contact Information

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

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

	Firm Name	Contact Person	Mailing Address	Email	Phone	Years With Firm

## Entry 5 - Fiscal Year 2021-2022 Budget

**Completed** Nov 5 2021

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

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

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

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

## **WH 2022 Budget 063021**

**Filename:** WH 2022 Budget 063021.xlsx **Size:** 514.6 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.

### **Negron KIPP NYC Disclosure**

**Filename:** Negron KIPP NYC Disclosure LuV8h5c.pdf **Size:** 1.0 MB

### **Dewan KIPP NYC Disclosure**

**Filename:** Dewan KIPP NYC Disclosure MVfc9Gz.pdf **Size:** 1.1 MB

### **Taft KIPP NYC Disclosure**

**Filename:** Taft KIPP NYC Disclosure ub9sRdu.pdf **Size:** 1.1 MB

### **Kanu KIPP NYC Disclosure**

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

## [Kaneene KIPP NYC Disclosure](#)

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

## [Mayer KIPP NYC Disclosure](#)

**Filename:** Mayer KIPP NYC Disclosure gqpyB9a.pdf **Size:** 1.1 MB

## [Tilson KIPP NYC Disclosure](#)

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

## [Brunson KIPP NYC Disclosure](#)

**Filename:** Brunson KIPP NYC Disclosure e21qU64.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.

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## Recruitment/Attraction Efforts Toward Meeting Targets

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



## 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<sup>[1]</sup> 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.

<sup>[1]</sup> 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.

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## **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>.

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### **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)	
<b>Total Category B: not to exceed 5</b>	<b>0</b>

**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 2<sup>nd</sup> 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 PHZK105.pdf **Size:** 97.5 kB

# Entry 14 Links to Critical Documents on School Website

Completed Jul 30 2021

## Instructions

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

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

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

## Form for Entry 14 Links to Critical Documents on School Website

School Name: **KIPP Washington Heights Academy Charter School**

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

**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 Washington Heights Charter School**

## **2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT**

Submitted to the SUNY Charter Schools Institute  
on August 5, 2021

By Janessa C. Hernaez and Shawnae Montagueo  
21 Jumel Pl New York, NY 10032

212-991-2620

## 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:

	<b>Board Position</b>	
<b>Trustee's Name</b>	<b>Office</b>	<b>Committee</b>
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

**Rebecca McMurdie** has served as the school leader of Washington Heights ES since 2011

**Danny Swersky** has served as the school leader of Washington Heights since 2012



## 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

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 track attendance through *Canvas*. Parents and guardians can access the platform for school-specific information and their students' lessons, assignments, and teacher communications.

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

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

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

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



**ENROLLMENT SUMMARY**

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

School Enrollment by Grade Level and School Year														
School Year	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
2016-17	90	90	95	90	90	92	94	81	94	N/A	N/A	N/A	N/A	815
2017-18	96	97	91	92	90	91	97	91	82	N/A	N/A	N/A	N/A	817
2018-19	91	95	96	92	90	90	90	88	87	N/A	N/A	N/A	N/A	819
2019-20	95	95	95	91	96	96	93	88	85	N/A	N/A	N/A	N/A	834
2020-21	102	94	89	90	96	96	96	91	88	N/A	N/A	N/A	N/A	842

**GOAL 1: ENGLISH LANGUAGE ARTS**

**ELEMENTARY AND MIDDLE ENGLISH LANGUAGE ARTS**

Goal 1: English Language Arts

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

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

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



## BACKGROUND

### K-8 ELA Program

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

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

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

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

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

### Middle School ELA

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

- A writing curriculum (Baldwin) was developed custom in SY 2017. Regional professional development has been provided over SY 2018 and SY 2019 to support teachers in teaching both the writing process and the features and techniques of the genres kids write in the curriculum.
- New assessments were developed for the Wheatley units in SY 2019 and were used again with some modifications in SY 2020. These are called CPAs (Common Performance Assessments)



and include an extended response to the anchor text of the unit as well as a cold read of a new text with authentic prompts.

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

### METHOD

#### Elementary ELA

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

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

#### Middle ELA

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

### RESULTS AND EVALUATION

#### Elementary ELA

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

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

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

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

### **Middle School ELA**

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

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

### **Interim Assessments**

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

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

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

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



<b>STEP</b>				
<b>Grade</b>	<b>All Students</b>		<b>% of students with IEPs meeting Reading level goal</b>	<b>% of ELL students meeting Reading level goal</b>
	<b>x % of students meeting Reading level goal</b>	<b>Number tested</b>		
<b>K</b>	39	100	23%	0
<b>1</b>	22	92	5%	0
<b>2</b>	18	89	5%	0
<b>3</b>	17	86	8%	8%
<b>4</b>	20	92	N/A	N/A

<b>Grade</b>	<b>All Students</b>		<b>% of students with IEPs meeting Reading level growth goal</b>	<b>% of ELL students meeting Reading level growth goal</b>
	<b>x % of students meeting reading level growth goal</b>	<b>Number tested</b>		
<b>K</b>	64	100	59	0
<b>1</b>	41	92	43	57
<b>2</b>	46	89	50	47
<b>3</b>	52	86	50	62
<b>4</b>	25	92	N/A	N/A

IA #1	All Students	
Grade	x % of students meeting proficiency goal	Number tested
3	19	80
4	22	83
5	31	85
6	30	89
7	42	86
8	64	67

**ADDITIONAL CONTEXT AND EVIDENCE**

**3-8 ELA**

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

**Middle School ELA**

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

**SUMMARY OF THE ELEMENTARY AND MIDDLE ENGLISH LANGUAGE ARTS GOAL**

**Elementary ELA**

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

**Middle School ELA**

Our authentic End of Year ELA Assessment is our capstone assessment for the school year, assessing students on the major reading and writing skills and habits they should be developing over the course of the year. To get to this larger assessment, we progress monitor through our end of unit assessments



(CPAs and writing process pieces) and our formative assessments (exit tickets on essential, or prioritized, lessons). Additionally, we administer interim assessments meant to approximate the NYS exam.

### **ACTION PLAN**

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

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

### **GOAL 2: MATHEMATICS**

#### **ELEMENTARY AND MIDDLE MATHEMATICS**

##### **Goal 2: Mathematics:**

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

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

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

#### **BACKGROUND**

##### **Elementary School Math**

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



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

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

### **Middle School Math**

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

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

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

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

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

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

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



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

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

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

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

## METHOD

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

## RESULTS AND EVALUATION

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

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

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

**Interim Assessments**

All of our interim assessment items are aligned to New York State Common Core standards. The assessments are created using a combination of released New York State ELA and math items and questions created internally by our regional content leads. Additionally, our 3rd-8th grade interim assessments are generally formatted to align with the format of the New York State assessments (a combination of multiple choice, short response and extended response assessment items). All interim assessments are scoped to assess progress towards mastery of grade level standards by the end of the year. Our Math interim assessments are cumulative – each interim assessment includes the content subsequent to the prior assessment plus spirals content from the prior assessment. Spiral questions are selected to measure growth against low performing questions from the prior assessment.

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

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

<u>IA #1</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	94	93	100	100
1	72	88	71	50
2	68	85	68	35
3	41	78	38	17
4	48	88	48	17
5	23	87	14	0
6	14	87	10	0
7	49	84	24	0
8	0	8	0	0
Algebra	43	61	50	0



<b>IA #2</b>				
<b>Grade</b>	<b>All Students</b>		<b>% of students with IEPs meeting proficiency goal</b>	<b>% of ELL students meeting proficiency goal</b>
	<b>x % of students meeting proficiency goal</b>	<b>Number tested</b>		
<b>K</b>	90	91	95	100
<b>1</b>	78	87	86	86
<b>2</b>	52	84	37	35
<b>3</b>	23	79	23	8
<b>5</b>	15	65	0	0
<b>6</b>	13	61	0	0
<b>7</b>	18	22	0	0
<b>8</b>	25	4	N/A	N/A

<b>IA #3 (Optional for MS)</b>				
<b>Grade</b>	<b>All Students</b>		<b>% of students with IEPs meeting proficiency goal</b>	<b>% of ELL students meeting proficiency goal</b>
	<b>x % of students meeting proficiency goal</b>	<b>Number tested</b>		
<b>K</b>	81	91	80	100
<b>1</b>	74	88	67	50
<b>2</b>	68	85	58	71
<b>3</b>	65	78	68	50

### ADDITIONAL CONTEXT AND EVIDENCE

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

### SUMMARY OF THE ELEMENTARY AND MIDDLE MATHEMATICS GOAL

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

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

### ACTION PLAN

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

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



**GOAL 3: SCIENCE**

**ELEMENTARY AND MIDDLE SCIENCE**

Goal 3: Science

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

**BACKGROUND**

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

**METHOD**

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

**RESULTS AND EVALUATION**

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

**Interim Assessments**

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

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

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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		
3	0	67	0	0
4	34	74	18	0
5	73	86	64	22
6	23	90	5	0
7	56	82	27	17
8	27	71	8	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		
3	9	70	5	9
4	30	80	28	40
5	62	85	48	33
6	22	76	0	0
7	64	86	39	33
8	67	66	36	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	N/A	N/A
4	0	66	18	0
5	0	80	0	0
6	5	76	0	0
7	42	86	28	0
8	62	71	50	0



### ADDITIONAL CONTEXT AND EVIDENCE

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

### SUMMARY OF THE ELEMENTARY AND MIDDLE SCIENCE GOAL

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

### ACTION PLAN

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

### GOAL 4: ESSA

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

#### Goal 7: Absolute Measure

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

**METHOD**

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

**RESULTS AND EVALUATION**

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

**ADDITIONAL EVIDENCE**

KIPP Washington Heights 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 NYC Washington Heights Academy 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:	[REDACTED]
School Fiscal Contact Phone:	[REDACTED]
School Audit Firm Name:	CliftonLarsonAllen LLP
School Audit Contact Name:	David Sekerak
School Audit Contact Email:	[REDACTED]
School Audit Contact Phone:	[REDACTED]

**SUNY CHARTER SCHOOLS INSTITUTE - Reporting Requirements:**

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

**Required 8 Items:**

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

**And, if applicable:**

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

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



**KIPP NYC WASHINGTON HEIGHTS ACADEMY CHARTER SCHOOL**  
**Statement of Financial Position**  
**as of June 30, 2021**

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

CK - Should be zero

-

-

**KIPP NYC WASHINGTON HEIGHTS ACADEMY CHARTER SCHOOL**

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

	2020-21			2019-20
	Without Donor Restrictions	With Donor Restrictions	Total	Total
<b>REVENUE, GAINS AND OTHER SUPPORT</b>				
Public School District				
Resident Student Enrollment	\$ 13,509,072	\$ -	\$ 13,509,072	\$ 13,448,805
Students with disabilities	2,795,541	-	2,795,541	2,608,521
Grants and Contracts				
State and local	293,139	-	293,139	371,732
Federal - Title and IDEA	567,946	54,844	622,790	688,952
Federal - Other	473,055	-	473,055	122,916
Other	-	-	-	-
NYC DoE Rental Assistance	-	-	-	-
Food Service/Child Nutrition Program	-	-	-	25,000
<b>TOTAL REVENUE, GAINS AND OTHER SUPPORT</b>	<b>17,638,753</b>	<b>54,844</b>	<b>17,693,597</b>	<b>17,265,927</b>
<b>EXPENSES</b>				
Program Services				
Regular Education	\$ 12,101,898	\$ -	\$ 12,101,898	\$ 10,325,773
Special Education	1,688,312	-	1,688,312	2,095,980
Other Programs	-	-	-	-
Total Program Services	13,790,210	-	13,790,210	12,421,753
Management and general	2,171,729	-	2,171,729	1,971,099
Fundraising	-	-	-	300
<b>TOTAL OPERATING EXPENSES</b>	<b>15,961,939</b>	<b>-</b>	<b>15,961,939</b>	<b>14,393,153</b>
<b>SURPLUS / (DEFICIT) FROM SCHOOL OPERATIONS</b>	<b>1,676,814</b>	<b>54,844</b>	<b>1,731,658</b>	<b>2,872,774</b>
<b>SUPPORT AND OTHER REVENUE</b>				
Contributions				
Foundations	\$ 54,844	\$ -	\$ 54,844	\$ 11,000
Individuals	550	-	550	29,725
Corporations	-	-	-	7,000
Fundraising	-	-	-	-
Interest income	-	-	-	-
Miscellaneous income	39,074	-	39,074	43,996
Net assets released from restriction	55,645	(55,645)	-	-
<b>TOTAL SUPPORT AND OTHER REVENUE</b>	<b>150,113</b>	<b>(55,645)</b>	<b>94,468</b>	<b>91,721</b>
<b>CHANGE IN NET ASSETS</b>	<b>1,826,927</b>	<b>(801)</b>	<b>1,826,126</b>	<b>2,964,495</b>
NET ASSETS BEGINNING OF YEAR	9,731,535	8,690	9,740,225	6,764,240
PRIOR YEAR/PERIOD ADJUSTMENTS	(1,882)	-	(1,882)	11,490
<b>NET ASSETS END OF YEAR</b>	<b>\$ 11,556,580</b>	<b>\$ 7,889</b>	<b>\$ 11,564,469</b>	<b>\$ 9,740,225</b>

**KIPP NYC WASHINGTON HEIGHTS ACADEMY CHARTER SCHOOL**

**Statement of Cash Flows  
as of June 30, 2021**

	<b>2020-21</b>	<b>2019-20</b>
<b>CASH FLOWS - OPERATING ACTIVITIES</b>		
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	-	-
<b>NET CASH PROVIDED FROM OPERATING ACTIVITIES</b>	<b>\$ -</b>	<b>\$ -</b>
<b>CASH FLOWS - INVESTING ACTIVITIES</b>		
Purchase of equipment	-	-
Other	-	-
<b>NET CASH PROVIDED FROM INVESTING ACTIVITIES</b>	<b>\$ -</b>	<b>\$ -</b>
<b>CASH FLOWS - FINANCING ACTIVITIES</b>		
Principal payments on long-term debt	-	-
Other	-	-
<b>NET CASH PROVIDED FROM FINANCING ACTIVITIES</b>	<b>\$ -</b>	<b>\$ -</b>
<b>NET (DECREASE) INCREASE IN CASH AND CASH EQUIVALENTS</b>	<b>\$ -</b>	<b>\$ -</b>
Cash at beginning of year	-	-
<b>CASH AND CASH EQUIVALENTS AT END OF YEAR</b>	<b>\$ -</b>	<b>\$ -</b>

**KIPP NYC WASHINGTON HEIGHTS ACADEMY CHARTER SCHOOL**  
**Statement of Functional Expenses**  
**as of June 30, 2021**

	No. of Positions	2020-21				2019-20			
		Regular Education		Program Services		Supporting Services		Management and	
		Regular Education	Special Education	Other Education	Total	Fund-raising	General	Total	Total
Personnel Services Costs		\$	\$	\$	\$	\$	\$	\$	\$
Administrative Staff Personnel	15.92	1,923,293	-	-	1,923,293	-	-	-	1,923,293
Instructional Personnel	72.94	5,545,212	1,339,069	-	6,884,281	-	-	-	6,884,281
Non-Instructional Personnel	1.00	65,607	-	-	65,607	-	-	-	65,607
Total Salaries and Staff	89.86	7,534,113	1,339,069	-	8,873,181	-	-	-	8,873,181
Fringe Benefits & Payroll Taxes		1,597,210	267,547	-	1,864,757	-	-	-	1,864,757
Retirement		265,759	78,830	-	344,589	-	-	-	344,589
Management Company Fees		60,000	-	-	60,000	-	2,088,600	-	2,148,600
Legal Service		19,585	-	-	19,585	-	-	-	19,585
Accounting / Audit Services		-	-	-	-	-	5,968	-	5,968
Other Purchased / Professional / Consulting Services		55,625	-	-	55,625	-	-	-	55,625
Building and Land Rent / Lease / Facility Finance Interest		78,865	-	-	78,865	-	-	-	78,865
Repairs & Maintenance		95,749	-	-	95,749	-	-	-	95,749
Insurance		-	-	-	-	-	77,160	-	77,160
Utilities		-	-	-	-	-	-	-	-
Supplies / Materials		327,235	-	-	327,235	-	-	-	327,235
Equipment / Furnishings		11,248	2,867	-	14,115	-	-	-	14,115
Staff Development		106,355	-	-	106,355	-	-	-	106,355
Marketing / Recruitment		6,718	-	-	6,718	-	-	-	6,718
Technology		452,967	-	-	452,967	-	-	-	452,967
Food Service		-	-	-	-	-	-	-	-
Student Services		-	-	-	-	-	-	-	-
Office Expense		157,423	-	-	157,423	-	-	-	157,423
Depreciation		234,463	-	-	234,463	-	-	-	234,463
OTHER		1,100,466	-	-	1,100,466	-	-	-	1,100,466
<b>Total Expenses</b>		<b>\$ 12,103,780</b>	<b>\$ 1,688,312</b>	<b>\$ -</b>	<b>\$ 13,792,092</b>	<b>\$ -</b>	<b>\$ 2,171,729</b>	<b>\$ -</b>	<b>\$ 15,963,821</b>
									<b>\$ 14,381,662</b>



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

Charter School Name:	KIPP NYC Washington Heights Academy 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:	[REDACTED]
School Fiscal Contact Phone:	[REDACTED]
School Audit Firm Name:	CliftonLarsonAllen LLP
School Audit Contact Name:	David Sekerak
School Audit Contact Email:	[REDACTED]
School Audit Contact Phone:	[REDACTED]

**SUNY CHARTER SCHOOLS INSTITUTE - Reporting Requirements:**

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

**Required 8 Items:**

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

**And, if applicable:**

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

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

**KIPP NYC WASHINGTON HEIGHTS ACADEMY CHARTER SCHOOL**  
**Statement of Financial Position**  
**as of June 30, 2021**

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

CK - Should be zero

-

-

**KIPP NYC WASHINGTON HEIGHTS ACADEMY CHARTER SCHOOL**

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

	2020-21			2019-20
	Without Donor Restrictions	With Donor Restrictions	Total	Total
<b>REVENUE, GAINS AND OTHER SUPPORT</b>				
Public School District				
Resident Student Enrollment	\$ 13,509,072	\$ -	\$ 13,509,072	\$ 13,448,805
Students with disabilities	2,795,541	-	2,795,541	2,608,521
Grants and Contracts				
State and local	293,139	-	293,139	371,732
Federal - Title and IDEA	567,946	54,844	622,790	688,952
Federal - Other	473,055	-	473,055	122,916
Other	-	-	-	-
NYC DoE Rental Assistance	-	-	-	-
Food Service/Child Nutrition Program	-	-	-	25,000
<b>TOTAL REVENUE, GAINS AND OTHER SUPPORT</b>	<b>17,638,753</b>	<b>54,844</b>	<b>17,693,597</b>	<b>17,265,927</b>
<b>EXPENSES</b>				
Program Services				
Regular Education	\$ 12,101,898	\$ -	\$ 12,101,898	\$ 10,325,773
Special Education	1,688,312	-	1,688,312	2,095,980
Other Programs	-	-	-	-
Total Program Services	13,790,210	-	13,790,210	12,421,753
Management and general	2,171,729	-	2,171,729	1,971,099
Fundraising	-	-	-	300
<b>TOTAL OPERATING EXPENSES</b>	<b>15,961,939</b>	<b>-</b>	<b>15,961,939</b>	<b>14,393,153</b>
<b>SURPLUS / (DEFICIT) FROM SCHOOL OPERATIONS</b>	<b>1,676,814</b>	<b>54,844</b>	<b>1,731,658</b>	<b>2,872,774</b>
<b>SUPPORT AND OTHER REVENUE</b>				
Contributions				
Foundations	\$ 54,844	\$ -	\$ 54,844	\$ 11,000
Individuals	550	-	550	29,725
Corporations	-	-	-	7,000
Fundraising	-	-	-	-
Interest income	-	-	-	-
Miscellaneous income	39,074	-	39,074	43,996
Net assets released from restriction	55,645	(55,645)	-	-
<b>TOTAL SUPPORT AND OTHER REVENUE</b>	<b>150,113</b>	<b>(55,645)</b>	<b>94,468</b>	<b>91,721</b>
<b>CHANGE IN NET ASSETS</b>	<b>1,826,927</b>	<b>(801)</b>	<b>1,826,126</b>	<b>2,964,495</b>
NET ASSETS BEGINNING OF YEAR	9,731,535	8,690	9,740,225	6,764,240
PRIOR YEAR/PERIOD ADJUSTMENTS	(1,882)	-	(1,882)	11,490
<b>NET ASSETS END OF YEAR</b>	<b>\$ 11,556,580</b>	<b>\$ 7,889</b>	<b>\$ 11,564,469</b>	<b>\$ 9,740,225</b>

**KIPP NYC WASHINGTON HEIGHTS ACADEMY CHARTER SCHOOL**

**Statement of Cash Flows  
as of June 30, 2021**

	<b>2020-21</b>	<b>2019-20</b>
<b>CASH FLOWS - OPERATING ACTIVITIES</b>		
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	-	-
<b>NET CASH PROVIDED FROM OPERATING ACTIVITIES</b>	<b>\$ -</b>	<b>\$ -</b>
<b>CASH FLOWS - INVESTING ACTIVITIES</b>		
Purchase of equipment	-	-
Other	-	-
<b>NET CASH PROVIDED FROM INVESTING ACTIVITIES</b>	<b>\$ -</b>	<b>\$ -</b>
<b>CASH FLOWS - FINANCING ACTIVITIES</b>		
Principal payments on long-term debt	-	-
Other	-	-
<b>NET CASH PROVIDED FROM FINANCING ACTIVITIES</b>	<b>\$ -</b>	<b>\$ -</b>
<b>NET (DECREASE) INCREASE IN CASH AND CASH EQUIVALENTS</b>	<b>\$ -</b>	<b>\$ -</b>
Cash at beginning of year	-	-
<b>CASH AND CASH EQUIVALENTS AT END OF YEAR</b>	<b>\$ -</b>	<b>\$ -</b>



**KIPP NYC WASHINGTON HEIGHTS ACADEMY CHARTER SCHOOL**  
**Statement of Functional Expenses**  
**as of June 30, 2021**

	No. of Positions	2020-21				2019-20			
		Regular Education		Program Services		Supporting Services		Management and	
		Regular Education	Special Education	Other Education	Total	Fund-raising	General	Total	Total
Personnel Services Costs		\$	\$	\$	\$	\$	\$	\$	\$
Administrative Staff Personnel	15.92	1,923,293	-	-	1,923,293	-	-	-	1,923,293
Instructional Personnel	72.94	5,545,212	1,339,069	-	6,884,281	-	-	-	6,884,281
Non-Instructional Personnel	1.00	65,607	-	-	65,607	-	-	-	65,607
Total Salaries and Staff	89.86	7,534,113	1,339,069	-	8,873,181	-	-	-	8,873,181
Fringe Benefits & Payroll Taxes		1,597,210	267,547	-	1,864,757	-	-	-	1,864,757
Retirement		265,759	78,830	-	344,589	-	-	-	344,589
Management Company Fees		60,000	-	-	60,000	-	2,088,600	-	2,148,600
Legal Service		19,585	-	-	19,585	-	-	-	19,585
Accounting / Audit Services		-	-	-	-	-	5,968	-	5,968
Other Purchased / Professional / Consulting Services		55,625	-	-	55,625	-	-	-	55,625
Building and Land Rent / Lease / Facility Finance Interest		78,865	-	-	78,865	-	-	-	78,865
Repairs & Maintenance		95,749	-	-	95,749	-	-	-	95,749
Insurance		-	-	-	-	-	77,160	-	77,160
Utilities		-	-	-	-	-	-	-	-
Supplies / Materials		327,235	-	-	327,235	-	-	-	327,235
Equipment / Furnishings		11,248	2,867	-	14,115	-	-	-	14,115
Staff Development		106,355	-	-	106,355	-	-	-	106,355
Marketing / Recruitment		6,718	-	-	6,718	-	-	-	6,718
Technology		452,967	-	-	452,967	-	-	-	452,967
Food Service		-	-	-	-	-	-	-	-
Student Services		-	-	-	-	-	-	-	-
Office Expense		157,423	-	-	157,423	-	-	-	157,423
Depreciation		234,463	-	-	234,463	-	-	-	234,463
OTHER		1,100,466	-	-	1,100,466	-	-	-	1,100,466
<b>Total Expenses</b>		<b>\$ 12,103,780</b>	<b>\$ 1,688,312</b>	<b>\$ -</b>	<b>\$ 13,792,092</b>	<b>\$ -</b>	<b>\$ 2,171,729</b>	<b>\$ -</b>	<b>\$ 15,963,821</b>
									<b>\$ 14,381,662</b>



# **KIPP Washington Heights Charter School**

## **2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT**

Submitted to the SUNY Charter Schools Institute  
on August 5, 2021

By Janessa C. Hernaez and Shawnae Montagueo  
21 Jumel Pl New York, NY 10032

212-991-2620

## 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:

	<b>Board Position</b>	
<b>Trustee's Name</b>	<b>Office</b>	<b>Committee</b>
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

**Rebecca McMurdie** has served as the school leader of Washington Heights ES since 2011

**Danny Swersky** has served as the school leader of Washington Heights since 2012

## 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

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 track attendance through *Canvas*. Parents and guardians can access the platform for school-specific information and their students' lessons, assignments, and teacher communications.

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

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

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

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

**ENROLLMENT SUMMARY**

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

School Enrollment by Grade Level and School Year														
School Year	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
2016-17	90	90	95	90	90	92	94	81	94	N/A	N/A	N/A	N/A	815
2017-18	96	97	91	92	90	91	97	91	82	N/A	N/A	N/A	N/A	817
2018-19	91	95	96	92	90	90	90	88	87	N/A	N/A	N/A	N/A	819
2019-20	95	95	95	91	96	96	93	88	85	N/A	N/A	N/A	N/A	834
2020-21	102	94	89	90	96	96	96	91	88	N/A	N/A	N/A	N/A	842

**GOAL 1: ENGLISH LANGUAGE ARTS**

**ELEMENTARY AND MIDDLE ENGLISH LANGUAGE ARTS**

Goal 1: English Language Arts

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

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

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



## BACKGROUND

### K-8 ELA Program

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

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

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

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

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

### Middle School ELA

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

- A writing curriculum (Baldwin) was developed custom in SY 2017. Regional professional development has been provided over SY 2018 and SY 2019 to support teachers in teaching both the writing process and the features and techniques of the genres kids write in the curriculum.
- New assessments were developed for the Wheatley units in SY 2019 and were used again with some modifications in SY 2020. These are called CPAs (Common Performance Assessments)



and include an extended response to the anchor text of the unit as well as a cold read of a new text with authentic prompts.

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

### METHOD

#### Elementary ELA

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

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

#### Middle ELA

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

### RESULTS AND EVALUATION

#### Elementary ELA

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

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

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

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

### **Middle School ELA**

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

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

### **Interim Assessments**

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

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

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

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



<b>STEP</b>				
<b>Grade</b>	<b>All Students</b>		<b>% of students with IEPs meeting Reading level goal</b>	<b>% of ELL students meeting Reading level goal</b>
	<b>x % of students meeting Reading level goal</b>	<b>Number tested</b>		
<b>K</b>	39	100	23%	0
<b>1</b>	22	92	5%	0
<b>2</b>	18	89	5%	0
<b>3</b>	17	86	8%	8%
<b>4</b>	20	92	N/A	N/A

<b>Grade</b>	<b>All Students</b>		<b>% of students with IEPs meeting Reading level growth goal</b>	<b>% of ELL students meeting Reading level growth goal</b>
	<b>x % of students meeting reading level growth goal</b>	<b>Number tested</b>		
<b>K</b>	64	100	59	0
<b>1</b>	41	92	43	57
<b>2</b>	46	89	50	47
<b>3</b>	52	86	50	62
<b>4</b>	25	92	N/A	N/A

IA #1	All Students	
Grade	x % of students meeting proficiency goal	Number tested
3	19	80
4	22	83
5	31	85
6	30	89
7	42	86
8	64	67

**ADDITIONAL CONTEXT AND EVIDENCE**

**3-8 ELA**

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

**Middle School ELA**

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

**SUMMARY OF THE ELEMENTARY AND MIDDLE ENGLISH LANGUAGE ARTS GOAL**

**Elementary ELA**

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

**Middle School ELA**

Our authentic End of Year ELA Assessment is our capstone assessment for the school year, assessing students on the major reading and writing skills and habits they should be developing over the course of the year. To get to this larger assessment, we progress monitor through our end of unit assessments



(CPAs and writing process pieces) and our formative assessments (exit tickets on essential, or prioritized, lessons). Additionally, we administer interim assessments meant to approximate the NYS exam.

### **ACTION PLAN**

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

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

### **GOAL 2: MATHEMATICS**

#### **ELEMENTARY AND MIDDLE MATHEMATICS**

##### **Goal 2: Mathematics:**

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

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

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

#### **BACKGROUND**

##### **Elementary School Math**

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



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

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

### **Middle School Math**

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

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

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

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

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

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

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



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

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

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

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

## METHOD

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

## RESULTS AND EVALUATION

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

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

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



**Interim Assessments**

All of our interim assessment items are aligned to New York State Common Core standards. The assessments are created using a combination of released New York State ELA and math items and questions created internally by our regional content leads. Additionally, our 3rd-8th grade interim assessments are generally formatted to align with the format of the New York State assessments (a combination of multiple choice, short response and extended response assessment items). All interim assessments are scoped to assess progress towards mastery of grade level standards by the end of the year. Our Math interim assessments are cumulative – each interim assessment includes the content subsequent to the prior assessment plus spirals content from the prior assessment. Spiral questions are selected to measure growth against low performing questions from the prior assessment.

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

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

<u>IA #1</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	94	93	100	100
1	72	88	71	50
2	68	85	68	35
3	41	78	38	17
4	48	88	48	17
5	23	87	14	0
6	14	87	10	0
7	49	84	24	0
8	0	8	0	0
Algebra	43	61	50	0

<b>IA #2</b>				
<b>Grade</b>	<b>All Students</b>		<b>% of students with IEPs meeting proficiency goal</b>	<b>% of ELL students meeting proficiency goal</b>
	<b>x % of students meeting proficiency goal</b>	<b>Number tested</b>		
<b>K</b>	90	91	95	100
<b>1</b>	78	87	86	86
<b>2</b>	52	84	37	35
<b>3</b>	23	79	23	8
<b>5</b>	15	65	0	0
<b>6</b>	13	61	0	0
<b>7</b>	18	22	0	0
<b>8</b>	25	4	N/A	N/A

<b>IA #3 (Optional for MS)</b>				
<b>Grade</b>	<b>All Students</b>		<b>% of students with IEPs meeting proficiency goal</b>	<b>% of ELL students meeting proficiency goal</b>
	<b>x % of students meeting proficiency goal</b>	<b>Number tested</b>		
<b>K</b>	81	91	80	100
<b>1</b>	74	88	67	50
<b>2</b>	68	85	58	71
<b>3</b>	65	78	68	50

### ADDITIONAL CONTEXT AND EVIDENCE

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



### SUMMARY OF THE ELEMENTARY AND MIDDLE MATHEMATICS GOAL

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

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

### ACTION PLAN

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

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



**GOAL 3: SCIENCE**

**ELEMENTARY AND MIDDLE SCIENCE**

Goal 3: Science

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

**BACKGROUND**

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



**METHOD**

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

**RESULTS AND EVALUATION**

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

**Interim Assessments**

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

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

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

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

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		
3	0	67	0	0
4	34	74	18	0
5	73	86	64	22
6	23	90	5	0
7	56	82	27	17
8	27	71	8	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		
3	9	70	5	9
4	30	80	28	40
5	62	85	48	33
6	22	76	0	0
7	64	86	39	33
8	67	66	36	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	N/A	N/A
4	0	66	18	0
5	0	80	0	0
6	5	76	0	0
7	42	86	28	0
8	62	71	50	0



### ADDITIONAL CONTEXT AND EVIDENCE

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

### SUMMARY OF THE ELEMENTARY AND MIDDLE SCIENCE GOAL

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

### ACTION PLAN

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

### GOAL 4: ESSA

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

#### Goal 7: Absolute Measure

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

**METHOD**

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

**RESULTS AND EVALUATION**

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

**ADDITIONAL EVIDENCE**

KIPP Washington Heights 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**

<a href="#">Instructions</a>	Provides description of tabs and input requirements.
<a href="#">Funding by District</a>	Charter School Tuition Rates

**2- BLUE tabs require input of information**

<a href="#">1.) Name of School</a>	>Select school name from list. >Enter contact information.
<a href="#">2.) Enrollment</a>	Enter enrollment information for Annual Budget (& Revisions) and Quarterly Actuals. Includes: >Enrollment by Grade >Enrollment by District
<a href="#">3.) Staffing Plan</a>	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.
<a href="#">4.) Yearly Budget</a>	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.
<a href="#">5.) Balance Sheet</a>	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.
<a href="#">6.) Quarterly Report</a>	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
<a href="#">7.) Annual Report Requirement</a>	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 NYC Washington Heights Academy Charter School**

<b>SCHOOL</b>	KIPP NYC Washington Heights Academy Charter School
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<b>CONTACT INFORMATION</b>	
<b>Contact Name:</b>	David Rose
<b>Contact Title:</b>	Associate Director, Financial Planning & Analysis
<b>Contact Email:</b>	[REDACTED]
<b>Contact Phone:</b>	[REDACTED]

<b>REPORT PERIOD</b>	
<b>Current Academic Year:</b>	2021-22
<b>Prior Academic Year:</b>	2020-21



KIPP NYC WASHINGTON HEIGHTS ACADEMY CHARTER SCHOOL  
2021-22

ENROLLMENT BY GRADES

1	2	3	4	5	6	7	8	9	10	11	12
99	93	88	96	96	96	91	89				

K	80
INITIAL BUDGETED ENROLLMENT	
TOTAL ENROLLMENT = 828	

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:		828	0	828	0	828	0	828	0	0	0	0	0

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

PRIOR YEAR		ANNUAL BUDGET				ACTUAL ENROLLMENT BY QUARTER							
2020-21		QUARTER 1		QUARTER 2		QUARTER 3		QUARTER 4		QUARTER 1	QUARTER 2	QUARTER 3	QUARTER 4
Actual Enrollment		Original	Revised	Original	Revised	Original	Revised	Original	Revised	Actual Enrollment	Actual Enrollment	Actual Enrollment	Actual Enrollment
828		828	0	828	0	828	0	828	0	828	828	828	828

1 PRIMARY/OTHER DISTRICT NAME(S)

2 PRIMARY District NYC CHANCELLOR'S OFFICE (Select from drop-down list) →

2 SECONDARY District

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			Actual Enrollment	Actual Enrollment	Actual 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	Original Budgeted Enrollment	Revised Budgeted Enrollment				







KIPP NYC WASHINGTON HEIGHTS ACADEMY 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			
		Q1		Q2		Q3		Q4		Q1		Q2			Q3		Q4
		Original	Revised	Original	Revised	Original	Revised	Original	Revised	Actual	Actual	Actual	Actual	Actual	Actual	Actual	Actual
Executive Management		0.4		0.4		0.4		0.4									
Instructional Management		2.0		2.0		2.0		2.0									
Deans, Directors & Coordinators		6.0		6.0		6.0		6.0									
CEO / Director of Finance		0.0		0.0		0.0		0.0									
Operations / Business Manager		0.0		0.0		0.0		0.0									
Administrative Support		0.0		0.0		0.0		0.0									
TOTAL ADMINISTRATIVE STAFF	0.0	14.4	0.0	14.4	0.0	14.4	0.0	14.4	0.0	0.0	0.0	0.0	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			
		Q1		Q2		Q3		Q4		Q1		Q2			Q3		Q4
		Original	Revised	Original	Revised	Original	Revised	Original	Revised	Actual	Actual	Actual	Actual	Actual	Actual	Actual	Actual
Teachers - Regular		35.0		35.0		35.0		35.0									
Teachers - SPED		19.0		19.0		19.0		19.0									
Substitute Teachers		0.0		0.0		0.0		0.0									
Teaching Assistants		9.0		9.0		9.0		9.0									
Specialty Teachers		7.0		7.0		7.0		7.0									
Aides		0.0		0.0		0.0		0.0									
Therapists & Counselors		6.0		6.0		6.0		6.0									
Other		1.0		1.0		1.0		1.0									
TOTAL INSTRUCTIONAL	0.0	80.0	0.0	80.0	0.0	80.0	0.0	80.0	0.0	0.0	0.0	0.0	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			
		Q1		Q2		Q3		Q4		Q1		Q2			Q3		Q4
		Original	Revised	Original	Revised	Original	Revised	Original	Revised	Actual	Actual	Actual	Actual	Actual	Actual	Actual	Actual
Nurse		0.0		0.0		0.0		0.0									
Librarian		0.0		0.0		0.0		0.0									
Custodian		0.0		0.0		0.0		0.0									
Security		0.0		0.0		0.0		0.0									
Other		0.0		0.0		0.0		0.0									
TOTAL NON-INSTRUCTIONAL	0.0	0.0	0.0	0.0	0.0	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 PERSONNEL SERVICE FTE	0.0	94.4	0.0	94.4	0.0	94.4	0.0	94.4	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0

**KIPP NYC WASHINGTON HEIGHTS ACADEMY 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		
Prior Year Actual 2020-21	Original Budget	Revised Budget	Variance	Original Budget	Revised Budget	Variance	Original Budget	Revised Budget	Variance
Total Revenue	5,575,106	5,906,379	-	3,077,753	-	-	2,979,121	-	-
Total Expenses	4,073,442	4,004,029	-	3,704,168	-	-	3,761,489	-	-
Net Income	1,501,664	1,902,350	-	(626,415)	-	-	(782,368)	-	-
Actual Student Enrollment	828	828	-	828	-	-	828	-	-
Allocate Per Pupil Revenue by Quarter	33.3%	25.0%	25.0%	33.3%	25.0%	16.7%	16.7%	25.0%	25.0%
PPR %/Qtr->	4,648,944	4,648,944	-	4,648,944	2,324,472	-	2,324,472	-	-
REVENUES FROM STATE SOURCES									
Per Pupil Rate	16,844								
NYC CHANCELLOR'S OFFICE									
ALL OTHER School Districts: ( Weighted Avg )									
TOTAL Per Pupil Revenue (Weighted Average Per Pupil Funding)	16,844								
Special Education Revenue									
Grants									
Stimulus									
DYCD (Department of Youth and Community Development)									
Other	30,729	92,187	-	92,187	-	-	92,187	-	-
NYC DoE Rental Assistance									
Other	(46,489)	(46,489)	-	(46,489)	-	-	(23,245)	-	-
TOTAL REVENUE FROM STATE SOURCES	5,574,606	5,636,064	-	5,636,064	-	-	2,864,126	-	-
REVENUE FROM FEDERAL FUNDING									
IDEA Special Needs									
Title I									
Title Funding - Other									
School Food Service (Free Lunch)									
Grants									
Charter School Program (CSP) Planning & Implementation									
Other									
TOTAL REVENUE FROM FEDERAL SOURCES		269,815	-	269,815	-	-	213,127	-	-
LOCAL and OTHER REVENUE									
Contributions and Donations									
Fundraising									
Erate Reimbursement									
Earnings on Investments									
Interest Income									
Food Service (Income from meals)									
Text Book									
OTHER	500	500	-	500	500	-	8,432	-	-
TOTAL REVENUE FROM LOCAL and OTHER SOURCES	500	500	-	500	500	-	8,432	-	-
TOTAL REVENUE	5,575,106	5,906,379	-	3,077,753	-	-	2,979,121	-	-

\*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 column(s) must be completed on tabs 2, 3 and 4.

**KIPP NYC WASHINGTON HEIGHTS ACADEMY 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	-	5,575,106	-	5,906,379	-	3,077,753	-	2,979,121	-	
Total Expenses	-	4,073,442	-	4,004,029	-	3,704,168	-	3,761,489	-	
Net Income	-	1,501,664	-	1,902,350	-	(626,415)	-	(782,368)	-	
Actual Student Enrollment	-	828	-	828	-	828	-	828	-	
<b>EXPENSES</b>										
<b>ADMINISTRATIVE STAFF PERSONNEL COSTS</b>										
	Avg. No. of Positions	25,756	-	25,756	-	25,756	-	25,756	-	
Executive Management	0.40	-	-	-	-	-	-	-	-	
Instructional Management	2.00	87,052	-	87,052	-	87,052	-	87,052	-	
Deans, Directors & Coordinators	6.00	186,130	-	186,130	-	186,130	-	186,130	-	
CFO / Director of Finance	-	-	-	-	-	-	-	-	-	
Operation / Business Manager	6.00	123,399	-	123,399	-	123,399	-	123,399	-	
Administrative Staff	-	-	-	-	-	-	-	-	-	
<b>TOTAL ADMINISTRATIVE STAFF</b>	<b>14.40</b>	<b>422,337</b>	<b>-</b>	<b>422,337</b>	<b>-</b>	<b>422,337</b>	<b>-</b>	<b>422,337</b>	<b>-</b>	
<b>INSTRUCTIONAL PERSONNEL COSTS</b>										
	Avg. No. of Positions	935,277	-	911,753	-	911,753	-	911,753	-	
Teachers - Regular	38.00	-	-	911,753	-	911,753	-	911,753	-	
Teachers - SPED	19.00	430,902	-	417,480	-	417,480	-	417,480	-	
Substitute Teachers	-	-	-	-	-	-	-	-	-	
Teaching Assistants	9.00	129,926	-	136,845	-	136,845	-	136,845	-	
Specialty Teachers	7.00	167,891	-	162,383	-	162,383	-	162,383	-	
Aides	-	-	-	-	-	-	-	-	-	
Therapists & Counselors	6.00	150,488	-	150,488	-	150,488	-	150,488	-	
Other	1.00	29,885	-	57,499	-	57,499	-	57,499	-	
<b>TOTAL INSTRUCTIONAL</b>	<b>80.00</b>	<b>1,844,368</b>	<b>-</b>	<b>1,836,448</b>	<b>-</b>	<b>1,836,448</b>	<b>-</b>	<b>1,836,448</b>	<b>-</b>	
<b>NON-INSTRUCTIONAL PERSONNEL COSTS</b>										
	Avg. No. of Positions	-	-	-	-	-	-	-	-	
Nurse	-	-	-	-	-	-	-	-	-	
Librarian	-	-	-	-	-	-	-	-	-	
Custodian	-	-	-	-	-	-	-	-	-	
Security	-	-	-	-	-	-	-	-	-	
Other	-	-	-	-	-	-	-	-	-	
<b>TOTAL NON-INSTRUCTIONAL</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	
<b>SUBTOTAL PERSONNEL SERVICE COSTS</b>										
	Avg. No. of Positions	2,266,705	-	2,258,785	-	2,258,785	-	2,270,785	-	
<b>SUBTOTAL PERSONNEL SERVICE COSTS</b>	<b>94.40</b>	<b>2,266,705</b>	<b>-</b>	<b>2,258,785</b>	<b>-</b>	<b>2,258,785</b>	<b>-</b>	<b>2,270,785</b>	<b>-</b>	
<b>PAYROLL TAXES AND BENEFITS</b>										
	Avg. No. of Positions	174,238	-	177,086	-	177,086	-	177,086	-	
Payroll Taxes	-	-	-	-	-	-	-	-	-	
Fringe / Employee Benefits	-	321,198	-	316,978	-	340,895	-	340,895	-	
Retirement / Pension	-	78,248	-	77,069	-	77,069	-	77,069	-	
<b>TOTAL PAYROLL TAXES AND BENEFITS</b>	<b>-</b>	<b>573,684</b>	<b>-</b>	<b>571,133</b>	<b>-</b>	<b>595,049</b>	<b>-</b>	<b>595,049</b>	<b>-</b>	
<b>TOTAL PERSONNEL SERVICE COSTS</b>										
	Avg. No. of Positions	2,840,388	-	2,829,918	-	2,853,835	-	2,865,835	-	
<b>TOTAL PERSONNEL SERVICE COSTS</b>	<b>94.40</b>	<b>2,840,388</b>	<b>-</b>	<b>2,829,918</b>	<b>-</b>	<b>2,853,835</b>	<b>-</b>	<b>2,865,835</b>	<b>-</b>	
<b>CONTRACTED SERVICES</b>										
	Avg. No. of Positions	-	-	13,864	-	-	-	5,942	-	
Accounting / Audit	-	-	-	13,864	-	-	-	5,942	-	
Legal	-	-	-	-	-	-	-	-	-	
Management Company Fee	-	668,953	-	708,705	-	369,270	-	416,483	-	
Nurse Services	-	-	-	-	-	-	-	-	-	
Food Service / School Lunch	-	-	-	-	-	-	-	-	-	
Payroll Services	-	4,710	-	4,710	-	4,710	-	4,710	-	
Special Ed Services	-	-	-	-	-	-	-	-	-	
Titlement Services (i.e. Title I)	-	-	-	-	-	-	-	-	-	
Other Purchased / Professional / Consulting	-	22,438	-	22,438	-	22,438	-	22,438	-	
<b>TOTAL CONTRACTED SERVICES</b>	<b>-</b>	<b>696,100</b>	<b>-</b>	<b>749,717</b>	<b>-</b>	<b>396,418</b>	<b>-</b>	<b>449,572</b>	<b>-</b>	

**KIPP NYC WASHINGTON HEIGHTS ACADEMY 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
-	5,575,106	-	5,906,379	-	3,077,753	-	2,979,121	-	
-	4,073,442	-	4,004,029	-	3,704,168	-	3,761,489	-	
-	1,501,664	-	1,902,350	-	(626,415)	-	(782,368)	-	
-	828	-	828	-	828	-	828	-	
<b>SCHOOL OPERATIONS</b>									
	6,252	-	18,506	-	18,506	-	18,506	-	
	53,650	-	25,000	-	40,000	-	25,000	-	
	42,417	-	8,000	-	12,722	-	8,000	-	
	43,833	-	12,722	-	8,000	-	12,944	-	
	30,404	-	30,404	-	30,404	-	30,404	-	
	83,650	-	74,316	-	74,316	-	74,316	-	
	861	-	861	-	8,178	-	17,938	-	
	30,000	-	30,000	-	31,000	-	33,000	-	
	750	-	750	-	750	-	750	-	
	3,750	-	3,750	-	11,621	-	3,750	-	
	37,766	-	37,766	-	37,766	-	37,766	-	
	57,453	-	49,151	-	47,484	-	50,427	-	
	-	-	2,542	-	2,542	-	2,542	-	
	1,250	-	1,250	-	1,250	-	1,250	-	
	375	-	375	-	375	-	375	-	
	-	-	-	-	-	-	-	-	
	15,584	-	2,585	-	2,585	-	2,698	-	
	410,537	-	297,978	-	327,499	-	319,665	-	
<b>FACILITY OPERATION &amp; MAINTENANCE</b>									
	29,114	-	29,114	-	29,114	-	29,114	-	
	2,500	-	2,500	-	2,500	-	2,500	-	
	13,850	-	13,850	-	13,850	-	13,850	-	
	-	-	-	-	-	-	-	-	
	-	-	-	-	-	-	-	-	
	45,464	-	45,464	-	45,464	-	45,464	-	
	62,750	-	62,750	-	62,750	-	62,750	-	
	18,203	-	18,203	-	18,203	-	18,203	-	
	4,073,442	-	4,004,029	-	3,704,168	-	3,761,489	-	
	1,501,664	-	1,902,350	-	(626,415)	-	(782,368)	-	
<b>NET INCOME</b>									







**KIPP NYC WASHINGTON HEIGHTS ACADEMY CHARTER SCHOOL**

**Budget / Operating Plan**

2021-22

	2021-22			DESCRIPTION OF ASSUMPTIONS			
	Total Year	Original Budget	Revised Budget				
<b>Total Revenue</b>	17,538,359	17,538,359	17,538,359				
<b>Total Expenses</b>	15,543,128	15,543,128	(15,543,128)				
<b>Net Income</b>	1,995,230	1,995,230	1,995,230				
<b>Actual Student Enrollment</b>							
	<b>Original Budget</b>	<b>Revised Budget</b>	<b>Variance</b>	<b>VARIANCE</b>			
				<b>Original Budget</b>			
				<b>Revised Budget</b>			
				<b>Budget vs. PY Budget</b>			
				<b>Budget</b>			
				<b>Budget</b>			
<b>EXPENSES</b>							
<b>ADMINISTRATIVE STAFF PERSONNEL COSTS</b>							
Executive Management	103,024	103,024	-	(103,024)	(103,024)	(103,024)	
Instructional Management	360,206	360,206	-	(360,206)	(360,206)	(360,206)	
Deans, Directors & Coordinators	744,520	744,520	-	(744,520)	(744,520)	(744,520)	
CFO / Director of Finance	-	-	-	-	-	-	
Operation / Business Manager	493,596	493,596	-	(493,596)	(493,596)	(493,596)	
Administrative Staff	-	-	-	-	-	-	
<b>TOTAL ADMINISTRATIVE STAFF</b>	<b>1,701,347</b>	<b>1,701,347</b>	<b>-</b>	<b>(1,701,347)</b>	<b>(1,701,347)</b>	<b>(1,701,347)</b>	
<b>INSTRUCTIONAL PERSONNEL COSTS</b>							
Teachers - Regular	3,670,537	3,670,537	-	(3,670,537)	(3,670,537)	(3,670,537)	
Teachers - SPED	1,683,343	1,683,343	-	(1,683,343)	(1,683,343)	(1,683,343)	
Substitute Teachers	-	-	-	-	-	-	
Teaching Assistants	540,460	540,460	-	(540,460)	(540,460)	(540,460)	
Specialty Teachers	655,042	655,042	-	(655,042)	(655,042)	(655,042)	
Aides	-	-	-	-	-	-	
Therapists & Counselors	601,951	601,951	-	(601,951)	(601,951)	(601,951)	
Other	202,381	202,381	-	(202,381)	(202,381)	(202,381)	
<b>TOTAL INSTRUCTIONAL</b>	<b>7,353,714</b>	<b>7,353,714</b>	<b>-</b>	<b>(7,353,714)</b>	<b>(7,353,714)</b>	<b>(7,353,714)</b>	
							Includes afterschool hourly instructors and part-time staff
<b>NON-INSTRUCTIONAL PERSONNEL COSTS</b>							
Nurse	-	-	-	-	-	-	
Librarian	-	-	-	-	-	-	
Custodian	-	-	-	-	-	-	
Security	-	-	-	-	-	-	
Other	-	-	-	-	-	-	
<b>TOTAL NON-INSTRUCTIONAL</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	
<b>SUBTOTAL PERSONNEL SERVICE COSTS</b>	<b>9,055,060</b>	<b>9,055,060</b>	<b>-</b>	<b>(9,055,060)</b>	<b>(9,055,060)</b>	<b>(9,055,060)</b>	
<b>PAYROLL TAXES AND BENEFITS</b>							
Payroll Taxes	705,495	705,495	-	(705,495)	(705,495)	(705,495)	
Fringe / Employee Benefits	1,319,965	1,319,965	-	(1,319,965)	(1,319,965)	(1,319,965)	
Retirement / Pension	309,455	309,455	-	(309,455)	(309,455)	(309,455)	
<b>TOTAL PAYROLL TAXES AND BENEFITS</b>	<b>2,334,915</b>	<b>2,334,915</b>	<b>-</b>	<b>(2,334,915)</b>	<b>(2,334,915)</b>	<b>(2,334,915)</b>	
<b>TOTAL PERSONNEL SERVICE COSTS</b>	<b>11,389,975</b>	<b>11,389,975</b>	<b>-</b>	<b>(11,389,975)</b>	<b>(11,389,975)</b>	<b>(11,389,975)</b>	
<b>CONTRACTED SERVICES</b>							
Accounting / Audit	19,805	19,805	-	(19,805)	(19,805)	(19,805)	Allocation as part of larger entity
Legal	-	-	-	-	-	-	12% of government revenues
Management Company Fee	2,163,411	2,163,411	-	(2,163,411)	(2,163,411)	(2,163,411)	
Nurse Services	-	-	-	-	-	-	
Food Service / School Lunch	-	-	-	-	-	-	
Payroll Services	18,838	18,838	-	(18,838)	(18,838)	(18,838)	
Special Ed Services	-	-	-	-	-	-	
Titlment Services (i.e., Title I)	-	-	-	-	-	-	
Other Purchased / Professional / Consulting	89,752	89,752	-	(89,752)	(89,752)	(89,752)	
<b>TOTAL CONTRACTED SERVICES</b>	<b>2,291,807</b>	<b>2,291,807</b>	<b>-</b>	<b>(2,291,807)</b>	<b>(2,291,807)</b>	<b>(2,291,807)</b>	

KIPP NYC WASHINGTON HEIGHTS ACADEMY CHARTER SCHOOL

Budget / Operating Plan

2021-22

Total Revenue	17,538,359	17,538,359	-	17,538,359	17,538,359
Total Expenses	15,543,128	15,543,128	-	(15,543,128)	(15,543,128)
Net Income	1,995,230	1,995,230	-	1,995,230	1,995,230
Actual Student Enrollment					

DESCRIPTION OF ASSUMPTIONS

	Total Year			VARIANCE	
	Original Budget	Revised Budget	Variance	Original Budget vs. PY Budget	Revised Budget
<b>SCHOOL OPERATIONS</b>					
Board Expenses	61,769	61,769	-	(61,769)	(61,769)
Classroom / Teaching Supplies & Materials	-	-	-	-	-
Special Ed Supplies & Materials	143,650	143,650	-	(143,650)	(143,650)
Textbooks / Workbooks	66,417	66,417	-	(66,417)	(66,417)
Supplies & Materials other	82,221	82,221	-	(82,221)	(82,221)
Equipment / Furniture	121,617	121,617	-	(121,617)	(121,617)
Telephone	306,598	306,598	-	(306,598)	(306,598)
Technology	27,838	27,838	-	(27,838)	(27,838)
Student Testing & Assessment	124,000	124,000	-	(124,000)	(124,000)
Field Trips	3,000	3,000	-	(3,000)	(3,000)
Transportation (student)	22,871	22,871	-	(22,871)	(22,871)
Student Services - other	151,062	151,062	-	(151,062)	(151,062)
Office Expense	204,515	204,515	-	(204,515)	(204,515)
Staff Development	10,168	10,168	-	(10,168)	(10,168)
Staff Recruitment	-	-	-	-	-
Student Recruitment / Marketing	5,000	5,000	-	(5,000)	(5,000)
School Meals / Lunch	1,500	1,500	-	(1,500)	(1,500)
Travel (Staff)	-	-	-	-	-
Fundraising	23,452	23,452	-	(23,452)	(23,452)
Other	1,355,679	1,355,679	-	(1,355,679)	(1,355,679)
<b>TOTAL SCHOOL OPERATIONS</b>					
<b>FACILITY OPERATION &amp; MAINTENANCE</b>					
Insurance	116,455	116,455	-	(116,455)	(116,455)
Janitorial	10,000	10,000	-	(10,000)	(10,000)
Building and Land Rent / Lease / Facility Finance Interest	-	-	-	-	-
Repairs & Maintenance	55,400	55,400	-	(55,400)	(55,400)
Equipment / Furniture	-	-	-	-	-
Security	-	-	-	-	-
Utilities	-	-	-	-	-
<b>TOTAL FACILITY OPERATION &amp; MAINTENANCE</b>	181,855	181,855	-	(181,855)	(181,855)
<b>DEPRECIATION &amp; AMORTIZATION</b>					
COVID-19 / CONTINGENCY	251,000	251,000	-	(251,000)	(251,000)
DEFERRED RENT	72,812	72,812	-	(72,812)	(72,812)
<b>TOTAL EXPENSES</b>	15,543,128	15,543,128	-	(15,543,128)	(15,543,128)
<b>NET INCOME</b>	1,995,230	1,995,230	-	1,995,230	1,995,230

Allocation as part of larger entity



**KIPP NYC WASHINGTON HEIGHTS ACADEMY CHARTER SCHOOL**

**Budget / Operating Plan**

2021-22

Total Revenue	17,538,359	17,538,359	17,538,359
Total Expenses	15,543,128	15,543,128	(15,543,128)
Net Income	1,995,230	1,995,230	1,995,230

	Total Year			VARIANCE	
	Original Budget	Revised Budget	Variance	Original Budget vs. PY Budget	Revised Budget vs. PY Budget
Actual Student Enrollment	17,538,359	17,538,359	-	17,538,359	17,538,359

**DESCRIPTION OF ASSUMPTIONS**

ENROLLMENT - \*School Districts Are Linked To Above Entries\*

Number of Districts:

NYC CHANCELLOR'S OFFICE

- 
- 
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ALL OTHER School Districts: ( Weighted Avg )

TOTAL ENROLLMENT

REVENUE PER PUPIL

EXPENSES PER PUPIL

KIPP NYC WASHINGTON HEIGHTS ACADEMY 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	
<b>Total Revenue</b>	-	5,575,106	-	-	5,906,379	-	-	3,077,753	-	-	2,979,121	-	-	17,538,359
<b>Total Expenses</b>	-	4,073,442	-	-	4,004,029	-	-	3,704,168	-	-	3,761,489	-	-	15,543,128
<b>Net Income</b>	-	1,501,664	-	-	1,902,350	-	-	(626,415)	-	-	(782,368)	-	-	1,995,230
<b>Actual Student Enrollment</b>	-	828	-	-	828	-	-	828	-	-	828	-	-	-
<b>CASH FLOW ADJUSTMENTS</b>														
<b>OPERATING ACTIVITIES (enter descriptions below )</b>														
Depreciation	-	62,750	-	-	62,750	-	-	62,750	-	-	62,750	-	-	251,000
Other	-	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>Total Operating Activities</b>	-	62,750	-	-	62,750	-	-	62,750	-	-	62,750	-	-	251,000
<b>INVESTMENT ACTIVITIES (enter descriptions below )</b>														
Technology Capex	-	(39,625)	-	-	(94,171)	-	-	(39,625)	-	-	(39,625)	-	-	(213,046)
Facilities Capex	-	(4,525)	-	-	(4,525)	-	-	(4,525)	-	-	(4,525)	-	-	(18,099)
<b>Total Investment Activities</b>	-	(44,150)	-	-	(98,696)	-	-	(44,150)	-	-	(44,150)	-	-	(231,145)
<b>FINANCING ACTIVITIES (enter descriptions below )</b>														
Example - Add Expected Proceeds from a Loan or Line of Credit	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>Total Financing Activities</b>	-	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>Total Cash Flow Adjustments</b>	-	18,600	-	-	(35,946)	-	-	18,600	-	-	18,600	-	-	19,855
<b>NET INCOME</b>	-	1,520,264	-	-	1,866,404	-	-	(607,815)	-	-	(763,768)	-	-	2,015,085
<b>Beginning Cash Balance</b>	-	-	-	-	1,520,264	-	-	3,386,668	-	-	2,778,853	-	-	-
<b>ENDING CASH BALANCE</b>	-	1,520,264	-	-	3,386,668	-	-	2,778,853	-	-	2,015,085	-	-	2,015,085

**KIPP NYC WASHINGTON HEIGHTS ACADEMY CHARTER SCHOOL**

**Budget / Operating Plan**  
2021-22

	2021-22		VARIANCE	DESCRIPTION OF ASSUMPTIONS
	Revised Budget	Original Budget vs. PY Budget		
<b>Total Revenue</b>	17,538,359	17,538,359		
<b>Total Expenses</b>	15,543,128	(15,543,128)		
<b>Net Income</b>	1,995,230	1,995,230		
<b>Actual Student Enrollment</b>				
	<b>Total Year</b>	<b>Variance</b>	<b>Original Budget vs. PY Budget</b>	<b>Revised Budget</b>
	251,000	-	251,000	251,000
	-	-	-	-
	251,000	-	251,000	251,000
<b>CASH FLOW ADJUSTMENTS</b>				
<b>OPERATING ACTIVITIES</b> <i>(enter descriptions below)</i>				
Depreciation				
Other				
<b>Total Operating Activities</b>				
<b>INVESTMENT ACTIVITIES</b> <i>(enter descriptions below)</i>				
Technology Capex	(213,046)	-	(213,046)	(213,046)
Facilities Capex	(18,099)	-	(18,099)	(18,099)
<b>Total Investment Activities</b>	(231,145)	-	(231,145)	(231,145)
<b>FINANCING ACTIVITIES</b> <i>(enter descriptions below)</i>				
Example - Add Expected Proceeds from a Loan or Line of Credit				
Other				
<b>Total Financing Activities</b>				
<b>Total Cash Flow Adjustments</b>	19,855	-	19,855	19,855
<b>NET INCOME</b>	2,015,085	-	2,015,085	2,015,085
<b>Beginning Cash Balance</b>				
<b>ENDING CASH BALANCE</b>	2,015,085	-	2,015,085	2,015,085

**KIPP NYC WASHINGTON HEIGHTS ACADEMY CHARTER SCHOOL  
BALANCE SHEET**

**DO NOT ENTER BALANCE SHEET DATA ON THIS TEMPLATE**  
 Balance sheet data should for the Ed Corp:  
**KIPP NYC Public Charter Schools II (Combined)**  
 should be entered on the template for  
**KIPP Bronx Charter School III.**

Prior Year	Q1	Q2	Q3	Q4
2020-21	As of 9/30	As of 12/31	As of 3/31	As of 6/30
<b><u>ASSETS</u></b>				
<b><u>CURRENT ASSETS</u></b>				
	-	-	-	-
Cash and cash equivalents	-	-	-	-
Grants and contracts receivable	-	-	-	-
Accounts receivables	-	-	-	-
Prepaid Expenses	-	-	-	-
Contributions and other receivables	-	-	-	-
<b>TOTAL CURRENT ASSETS</b>	-	-	-	-
<b><u>PROPERTY, BUILDING AND EQUIPMENT, net</u></b>				
	-	-	-	-
<b>TOTAL ASSETS</b>	-	-	-	-
<b><u>LIABILITIES AND NET ASSETS</u></b>				
<b><u>CURRENT LIABILITIES</u></b>				
Accounts payable and accrued expenses	-	-	-	-
Accrued payroll and benefits	-	-	-	-
Deferred Revenue	-	-	-	-
Current maturities of long-term debt	-	-	-	-
Short Term Debt - Bonds, Notes Payable	-	-	-	-
Other	-	-	-	-
<b>TOTAL CURRENT LIABILITIES</b>	-	-	-	-
<b><u>LONG-TERM DEBT and NOTES PAYABLE, net current maturities</u></b>				
	-	-	-	-
<b>TOTAL LIABILITIES</b>	-	-	-	-
<b><u>NET ASSETS</u></b>				
Unrestricted	-	-	-	-
Temporarily restricted	-	-	-	-
<b>TOTAL NET ASSETS</b>	-	-	-	-
<b>TOTAL LIABILITIES AND NET ASSETS</b>				
	-	-	-	-





KIPP NYC WASHINGTON HEIGHTS ACADEMY 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
Total Revenue	5,575,106	5,906,379	3,077,753	2,979,121
Total Expenses	4,073,442	4,004,029	3,704,168	3,761,489
Net Income	1,501,664	1,902,350	(626,415)	(782,368)
Actual Student Enrollment	828	828	828	828

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

	Actual	Current Budget	Variance	Actual	Current Budget	Variance	Actual	Current Budget	Variance	Actual	Current Budget	Variance
<b>EXPENSES</b>												
<b>ADMINISTRATIVE STAFF PERSONNEL COSTS</b>												
Executive Management	25,756	25,756	-	25,756	25,756	-	25,756	25,756	-	25,756	25,756	-
Instructional Management	87,052	87,052	-	87,052	87,052	-	87,052	87,052	-	87,052	87,052	-
Deans, Directors & Coordinators	186,130	186,130	-	186,130	186,130	-	186,130	186,130	-	186,130	186,130	-
CFO / Director of Finance	-	-	-	-	-	-	-	-	-	-	-	-
Operation / Business Manager	123,399	123,399	-	123,399	123,399	-	123,399	123,399	-	123,399	123,399	-
Administrative Staff	422,337	422,337	-	422,337	422,337	-	422,337	422,337	-	422,337	422,337	-
<b>TOTAL ADMINISTRATIVE STAFF</b>	<b>935,277</b>	<b>935,277</b>	<b>-</b>	<b>935,277</b>	<b>935,277</b>	<b>-</b>	<b>935,277</b>	<b>935,277</b>	<b>-</b>	<b>935,277</b>	<b>935,277</b>	<b>-</b>
<b>INSTRUCTIONAL PERSONNEL COSTS</b>												
Teachers - Regular	430,902	417,480	13,422	417,480	417,480	-	417,480	417,480	-	417,480	417,480	-
Teachers - SPED	-	-	-	-	-	-	-	-	-	-	-	-
Substitute Teachers	129,926	136,845	(6,919)	136,845	136,845	-	136,845	136,845	-	136,845	136,845	-
Teaching Assistants	167,891	162,383	5,508	162,383	162,383	-	162,383	162,383	-	162,383	162,383	-
Specialty Teachers	-	-	-	-	-	-	-	-	-	-	-	-
Aides	150,488	150,488	-	150,488	150,488	-	150,488	150,488	-	150,488	150,488	-
Therapists & Counselors	29,885	57,499	(27,614)	57,499	57,499	-	57,499	57,499	-	57,499	57,499	-
Other	1,844,368	1,836,448	7,920	1,836,448	1,836,448	-	1,836,448	1,836,448	-	1,836,448	1,836,448	-
<b>TOTAL INSTRUCTIONAL</b>	<b>2,266,705</b>	<b>2,258,785</b>	<b>7,920</b>	<b>2,258,785</b>	<b>2,258,785</b>	<b>-</b>	<b>2,258,785</b>	<b>2,258,785</b>	<b>-</b>	<b>2,258,785</b>	<b>2,258,785</b>	<b>-</b>
<b>NON-INSTRUCTIONAL PERSONNEL COSTS</b>												
Nurse	-	-	-	-	-	-	-	-	-	-	-	-
Librarian	-	-	-	-	-	-	-	-	-	-	-	-
Custodian	-	-	-	-	-	-	-	-	-	-	-	-
Security	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-
<b>TOTAL NON-INSTRUCTIONAL</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>
<b>SUBTOTAL PERSONNEL SERVICE COSTS</b>	<b>2,266,705</b>	<b>2,258,785</b>	<b>7,920</b>	<b>2,258,785</b>	<b>2,258,785</b>	<b>-</b>	<b>2,258,785</b>	<b>2,258,785</b>	<b>-</b>	<b>2,258,785</b>	<b>2,258,785</b>	<b>-</b>
<b>PAYROLL TAXES AND BENEFITS</b>												
Payroll Taxes	174,238	177,086	(2,848)	177,086	177,086	-	177,086	177,086	-	177,086	177,086	-
Fringe / Employee Benefits	321,198	316,978	4,220	316,978	340,895	(23,917)	340,895	340,895	-	340,895	340,895	-
Retirement / Pension	78,248	77,069	1,179	77,069	77,069	-	77,069	77,069	-	77,069	77,069	-
<b>TOTAL PAYROLL TAXES AND BENEFITS</b>	<b>573,684</b>	<b>571,133</b>	<b>2,551</b>	<b>571,133</b>	<b>595,049</b>	<b>(23,916)</b>	<b>595,049</b>	<b>595,049</b>	<b>-</b>	<b>595,049</b>	<b>595,049</b>	<b>-</b>
<b>TOTAL PERSONNEL SERVICE COSTS</b>	<b>2,840,389</b>	<b>2,829,918</b>	<b>10,471</b>	<b>2,829,918</b>	<b>2,853,835</b>	<b>(23,917)</b>	<b>2,853,835</b>	<b>2,853,835</b>	<b>-</b>	<b>2,853,835</b>	<b>2,853,835</b>	<b>-</b>
<b>CONTRACTED SERVICES</b>												
Accounting / Audit	-	13,864	(13,864)	-	-	13,864	-	-	13,864	-	-	13,864
Legal	-	-	-	-	-	-	-	-	-	-	-	-
Management Company Fee	668,953	708,705	(39,752)	708,705	369,270	339,435	369,270	369,270	-	369,270	416,483	(47,213)
Nurse Services	-	-	-	-	-	-	-	-	-	-	-	-
Food Service / School Lunch	-	-	-	-	-	-	-	-	-	-	-	-
Payroll Services	4,710	4,710	-	4,710	4,710	-	4,710	4,710	-	4,710	4,710	-
Special Ed Services	-	-	-	-	-	-	-	-	-	-	-	-
Titlment Services (i.e. Title I)	-	-	-	-	-	-	-	-	-	-	-	-
Other Purchased / Professional / Consulting	22,438	22,438	-	22,438	22,438	-	22,438	22,438	-	22,438	22,438	-
<b>TOTAL CONTRACTED SERVICES</b>	<b>696,100</b>	<b>749,717</b>	<b>(53,617)</b>	<b>749,717</b>	<b>396,418</b>	<b>353,300</b>	<b>396,418</b>	<b>396,418</b>	<b>-</b>	<b>396,418</b>	<b>449,572</b>	<b>(53,154)</b>

KIPP NYC WASHINGTON HEIGHTS ACADEMY 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	-	5,575,106	-	-	5,906,379	-	-	3,077,753	-	-	2,979,121	-
Total Expenses	-	4,073,442	-	-	4,004,029	-	-	3,704,168	-	-	3,761,489	-
Net Income	-	1,501,664	-	-	1,902,350	-	-	(626,415)	-	-	(782,368)	-
Actual Student Enrollment	-	828	-	-	828	-	-	828	-	-	828	-
*NOTE: Enrollment, Revenue and Expenditure Data IN the 'Total and Variance Analysis' Section is Based on LAST ACTUAL Quarter Completed												
<b>SCHOOL OPERATIONS</b>												
Board Expenses	-	-	-	-	-	-	-	-	-	-	-	-
Classroom / Teaching Supplies & Materials	6,252	18,506	-	-	18,506	-	-	18,506	-	-	18,506	-
Special Ed Supplies & Materials	-	-	-	-	-	-	-	-	-	-	-	-
Textbooks / Workbooks	53,650	25,000	-	-	25,000	-	-	40,000	-	-	25,000	-
Supplies & Materials other	42,417	8,000	-	-	8,000	-	-	8,000	-	-	8,000	-
Equipment / Furniture	43,833	12,722	-	-	12,722	-	-	12,722	-	-	12,944	-
Telephone	30,404	30,404	-	-	30,404	-	-	30,404	-	-	30,404	-
Technology	83,650	74,316	-	-	74,316	-	-	74,316	-	-	74,316	-
Student Testing & Assessment	861	861	-	-	861	-	-	8,178	-	-	17,938	-
Field Trips	30,000	30,000	-	-	30,000	-	-	31,000	-	-	33,000	-
Transportation (student)	750	750	-	-	750	-	-	750	-	-	750	-
Student Services - other	3,750	3,750	-	-	3,750	-	-	11,621	-	-	3,750	-
Office Expense	37,766	37,766	-	-	37,766	-	-	37,766	-	-	37,766	-
Staff Development	57,453	49,151	-	-	49,151	-	-	47,484	-	-	50,427	-
Staff Recruitment	2,542	2,542	-	-	2,542	-	-	2,542	-	-	2,542	-
Student Recruitment / Marketing	-	-	-	-	-	-	-	-	-	-	-	-
School Meals / Lunch	1,250	1,250	-	-	1,250	-	-	1,250	-	-	1,250	-
Travel (Staff)	375	375	-	-	375	-	-	375	-	-	375	-
Fundraising	-	-	-	-	-	-	-	-	-	-	-	-
Other	15,584	2,585	-	-	2,585	-	-	2,585	-	-	2,698	-
TOTAL SCHOOL OPERATIONS	-	410,537	-	-	297,978	-	-	327,499	-	-	319,665	-
<b>FACILITY OPERATION &amp; MAINTENANCE</b>												
Insurance	29,114	29,114	-	-	29,114	-	-	29,114	-	-	29,114	-
Janitorial	2,500	2,500	-	-	2,500	-	-	2,500	-	-	2,500	-
Building and Land Rent / Lease / Facility Finance Interest	-	-	-	-	-	-	-	-	-	-	-	-
Repairs & Maintenance	13,850	13,850	-	-	13,850	-	-	13,850	-	-	13,850	-
Equipment / Furniture	-	-	-	-	-	-	-	-	-	-	-	-
Security	-	-	-	-	-	-	-	-	-	-	-	-
Utilities	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL FACILITY OPERATION & MAINTENANCE	-	45,464	-	-	45,464	-	-	45,464	-	-	45,464	-
DEPRECIATION & AMORTIZATION	62,750	62,750	-	-	62,750	-	-	62,750	-	-	62,750	-
COVID-19 / CONTINGENCY	18,203	18,203	-	-	18,203	-	-	18,203	-	-	18,203	-
DEFERRED RENT	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL EXPENSES	-	4,073,442	-	-	4,004,029	-	-	3,704,168	-	-	3,761,489	-
NET INCOME	-	1,501,664	-	-	1,902,350	-	-	(626,415)	-	-	(782,368)	-







KIPP NYC WASHINGTON HEIGHTS ACADEMY CHARTER SCHOOL

Budget / Operating Plan

2021-22

	Actual vs. Budget			Actual vs. Original			Actual vs. Original			Actual vs. Original		
	Actual	Current Budget	Current Budget - TY	Actual Current	Original Budget	Original Budget - TY	Actual Current	Original Budget	Original Budget - TY	Actual Current	Original Budget	Original Budget - TY
Total Revenue	-	-	-	17,538,359	17,538,359	(17,538,359)	-	-	-	17,538,359	17,538,359	(17,538,359)
Total Expenses	-	-	-	15,543,128	15,543,128	(15,543,128)	-	-	-	15,543,128	15,543,128	(15,543,128)
Net Income	-	-	-	1,995,230	1,995,230	(1,995,230)	-	-	-	1,995,230	1,995,230	(1,995,230)
Actual Student Enrollment	-	-	-	-	-	-	-	-	-	-	-	-
<p><b>*NOTE: Enrollment, Revenue and Expenditure Data IN the 'Total and Variance Analysis' Section is Based on LAST ACTUAL Quarter Completed</b></p>												
<b>TOTALS AND VARIANCE ANALYSIS</b>												
EXPENSES												
ADMINISTRATIVE STAFF PERSONNEL COSTS												
Executive Management	-	-	-	103,024	103,024	-	-	-	-	103,024	103,024	-
Instructional Management	-	-	-	360,206	360,206	-	-	-	-	360,206	360,206	-
Deans, Directors & Coordinators	-	-	-	744,520	744,520	-	-	-	-	744,520	744,520	-
CFO / Director of Finance	-	-	-	-	-	-	-	-	-	-	-	-
Operation / Business Manager	-	-	-	493,596	493,596	-	-	-	-	493,596	493,596	-
Administrative Staff	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL ADMINISTRATIVE STAFF	-	-	-	1,701,347	1,701,347	-	-	-	-	1,701,347	1,701,347	-
INSTRUCTIONAL PERSONNEL COSTS												
Teachers - Regular	-	-	-	3,670,537	3,670,537	-	-	-	-	3,670,537	3,670,537	-
Teachers - SPED	-	-	-	1,683,343	1,683,343	-	-	-	-	1,683,343	1,683,343	-
Substitute Teachers	-	-	-	-	-	-	-	-	-	-	-	-
Teaching Assistants	-	-	-	540,460	540,460	-	-	-	-	540,460	540,460	-
Specialty Teachers	-	-	-	655,042	655,042	-	-	-	-	655,042	655,042	-
Aides	-	-	-	-	-	-	-	-	-	-	-	-
Therapists & Counselors	-	-	-	601,951	601,951	-	-	-	-	601,951	601,951	-
Other	-	-	-	202,381	202,381	-	-	-	-	202,381	202,381	-
TOTAL INSTRUCTIONAL	-	-	-	7,353,714	7,353,714	-	-	-	-	7,353,714	7,353,714	-
NON-INSTRUCTIONAL PERSONNEL COSTS												
Nurse	-	-	-	-	-	-	-	-	-	-	-	-
Librarian	-	-	-	-	-	-	-	-	-	-	-	-
Custodian	-	-	-	-	-	-	-	-	-	-	-	-
Security	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL NON-INSTRUCTIONAL	-	-	-	-	-	-	-	-	-	-	-	-
SUBTOTAL PERSONNEL SERVICE COSTS												
PAYROLL TAXES AND BENEFITS												
Payroll Taxes	-	-	-	705,495	705,495	-	-	-	-	705,495	705,495	-
Fringe / Employee Benefits	-	-	-	1,319,965	1,319,965	-	-	-	-	1,319,965	1,319,965	-
Retirement / Pension	-	-	-	309,455	309,455	-	-	-	-	309,455	309,455	-
TOTAL PAYROLL TAXES AND BENEFITS	-	-	-	2,334,915	2,334,915	-	-	-	-	2,334,915	2,334,915	-
TOTAL PERSONNEL SERVICE COSTS												
CONTRACTED SERVICES												
Accounting / Audit	-	-	-	19,805	19,805	-	-	-	-	19,805	19,805	-
Legal	-	-	-	-	-	-	-	-	-	-	-	-
Management Company Fee	-	-	-	2,163,411	2,163,411	-	-	-	-	2,163,411	2,163,411	-
Nurse Services	-	-	-	-	-	-	-	-	-	-	-	-
Food Service / School Lunch	-	-	-	-	-	-	-	-	-	-	-	-
Payroll Services	-	-	-	18,838	18,838	-	-	-	-	18,838	18,838	-
Special Ed Services	-	-	-	-	-	-	-	-	-	-	-	-
Titlement Services (i.e. Title I)	-	-	-	-	-	-	-	-	-	-	-	-
Other Purchased / Professional / Consulting	-	-	-	89,752	89,752	-	-	-	-	89,752	89,752	-
TOTAL CONTRACTED SERVICES	-	-	-	2,291,807	2,291,807	-	-	-	-	2,291,807	2,291,807	-

KIPP NYC WASHINGTON HEIGHTS ACADEMY CHARTER SCHOOL

Budget / Operating Plan

2021-22

	Actual	Current Budget (Current Quarter)	Actual vs. Current Budget	Current Budget - TY	Actual vs. Current Budget	Original Budget (Current Quarter)	Actual vs. Original Budget	Original Budget - TY	Actual vs. Original Budget	PY Actual (PY TY / No. of COMPLETED Actual CY Quarters)	Actual CY vs. Actual PY
<b>Total Revenue</b>	-	-	-	17,538,359	(17,538,359)	-	-	17,538,359	(17,538,359)	-	-
<b>Total Expenses</b>	-	-	-	15,543,128	15,543,128	-	-	15,543,128	15,543,128	-	-
<b>Net Income</b>	-	-	-	1,995,230	(1,995,230)	-	-	1,995,230	(1,995,230)	-	-
<b>Actual Student Enrollment</b>	-	-	-	-	-	-	-	-	-	-	-
<b>*NOTE: Enrollment, Revenue and Expenditure Data IN the 'Total and Variance Analysis' Section is Based on LAST ACTUAL Quarter Completed</b>											
<b>SCHOOL OPERATIONS</b>											
Board Expenses	-	-	-	61,769	61,769	-	-	61,769	61,769	-	-
Classroom / Teaching Supplies & Materials	-	-	-	-	-	-	-	-	-	-	-
Special Ed Supplies & Materials	-	-	-	-	-	-	-	-	-	-	-
Textbooks / Workbooks	-	-	-	143,650	143,650	-	-	143,650	143,650	-	-
Supplies & Materials other	-	-	-	66,417	66,417	-	-	66,417	66,417	-	-
Equipment / Furniture	-	-	-	82,221	82,221	-	-	82,221	82,221	-	-
Telephone	-	-	-	121,617	121,617	-	-	121,617	121,617	-	-
Technology	-	-	-	306,598	306,598	-	-	306,598	306,598	-	-
Student Testing & Assessment	-	-	-	27,838	27,838	-	-	27,838	27,838	-	-
Field Trips	-	-	-	124,000	124,000	-	-	124,000	124,000	-	-
Transportation (student)	-	-	-	3,000	3,000	-	-	3,000	3,000	-	-
Student Services - other	-	-	-	22,871	22,871	-	-	22,871	22,871	-	-
Office Expense	-	-	-	151,062	151,062	-	-	151,062	151,062	-	-
Staff Development	-	-	-	204,515	204,515	-	-	204,515	204,515	-	-
Staff Recruitment	-	-	-	10,168	10,168	-	-	10,168	10,168	-	-
Student Recruitment / Marketing	-	-	-	-	-	-	-	-	-	-	-
School Meals / Lunch	-	-	-	5,000	5,000	-	-	5,000	5,000	-	-
Travel (Staff)	-	-	-	1,500	1,500	-	-	1,500	1,500	-	-
Fundraising	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	23,452	23,452	-	-	23,452	23,452	-	-
<b>TOTAL SCHOOL OPERATIONS</b>	-	-	-	1,355,679	1,355,679	-	-	1,355,679	1,355,679	-	-
<b>FACILITY OPERATION &amp; MAINTENANCE</b>											
Insurance	-	-	-	116,455	116,455	-	-	116,455	116,455	-	-
Janitorial	-	-	-	10,000	10,000	-	-	10,000	10,000	-	-
Building and Land Rent / Lease / Facility Finance Interest	-	-	-	-	-	-	-	-	-	-	-
Repairs & Maintenance	-	-	-	55,400	55,400	-	-	55,400	55,400	-	-
Equipment / Furniture	-	-	-	-	-	-	-	-	-	-	-
Security	-	-	-	-	-	-	-	-	-	-	-
Utilities	-	-	-	-	-	-	-	-	-	-	-
<b>TOTAL FACILITY OPERATION &amp; MAINTENANCE</b>	-	-	-	181,855	181,855	-	-	181,855	181,855	-	-
<b>DEPRECIATION &amp; AMORTIZATION</b>											
COVID-19 / CONTINGENCY	-	-	-	251,000	251,000	-	-	251,000	251,000	-	-
DEFERRED RENT	-	-	-	72,812	72,812	-	-	72,812	72,812	-	-
<b>TOTAL EXPENSES</b>	-	-	-	15,543,128	15,543,128	-	-	15,543,128	15,543,128	-	-
<b>NET INCOME</b>	-	-	-	1,995,230	(1,995,230)	-	-	1,995,230	(1,995,230)	-	-







**Annual Report Requirement**  
*for SUNY Authorized Charter Schools*  
**KIPP NYC WASHINGTON HEIGHTS ACADEMY 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.

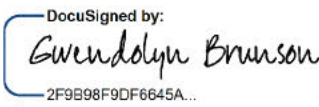
**Violations of the Conflicts of Interest Policy:**

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:   
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 <b>yes</b> , answer 1a), 1b), and 1c)].	<input type="radio"/> Yes <input checked="" type="radio"/> No
1a) Description of the position:	
1b) Salary:	
1c) Start date:	

2) Are you related, by blood, marriage, or legal adoption/guardianship, to, or do you cohabit with, any person (any of the foregoing being an "interested person") who is, or, during the last school year (July 1-June 30), was employed by the education corporation, or who could otherwise benefit from your being a trustee? If yes, please identify each interest/transaction (and provide the requested information) that you ("self") or any interested persons have held or engaged in with the education corporation during the prior school year.

None


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

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

None

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

**Trustee Signature**

DocuSigned by:  
  
 Signature: 2F9B98F9DF6645A...

*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.”

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“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:**

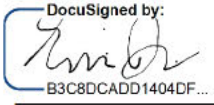
If the Board has reasonable cause to believe that a Trustee, Officer or Key Employee has failed to disclose an actual or possible Conflict of Interest, it shall inform the individual of the basis for such belief and afford that person an opportunity to explain the alleged failure to disclose. If, after 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	
Please complete with <i>changes</i> only:	
Street:	
City, State Zip:	
Phone:	

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

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

None

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

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

None

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

**Trustee Signature**

Signature:  B3C8DCADD1404DF...

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

## **Conflicts of Interest Policy**

### **KIPP NYC Public Charter Schools & KIPP Academy Charter School**

#### **Purpose:**

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

#### **Definitions:**

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

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

“Board” means the Board of Trustees.

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

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



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

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

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

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

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

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

“School” any school managed by the Corporation.

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

**What is a Conflict of Interest?**

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

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

**Disclosure of Conflicts of Interest:**

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

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

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

**Annual Statements:**

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

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

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

**Related Party Transactions:**

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

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

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

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

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

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

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

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

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

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

### **Periodic Reviews**

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



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

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

**Violations of the Conflicts of Interest Policy:**

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



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

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

Signature of Board Member:   
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 <b>yes</b> , answer 1a), 1b), and 1c)].	<input type="radio"/> Yes <input checked="" type="radio"/> No
1a) Description of the position:	
1b) Salary:	
1c) Start date:	

2) Are you related, by blood, marriage, or legal adoption/guardianship, to, or do you cohabit with, any person (any of the foregoing being an "interested person") who is, or, during the last school year (July 1-June 30), was employed by the education corporation, or who could otherwise benefit from your being a trustee? If yes, please identify each interest/transaction (and provide the requested information) that you ("self") or any interested persons have held or engaged in with the education corporation during the prior school year.

None

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

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

None

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

**Trustee Signature**

DocuSigned by:  
  
 FC17C8D2E5F14F4...

Signature:

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



## **Conflicts of Interest Policy**

### **KIPP NYC Public Charter Schools & KIPP Academy Charter School**

#### **Purpose:**

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

#### **Definitions:**

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

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

“Board” means the Board of Trustees.

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

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

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

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

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

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

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

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

“School” any school managed by the Corporation.

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

**What is a Conflict of Interest?**

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

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

**Disclosure of Conflicts of Interest:**

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

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

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

**Annual Statements:**

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

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

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

**Related Party Transactions:**

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

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

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



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

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

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

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

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

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

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

### **Periodic Reviews**

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

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

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

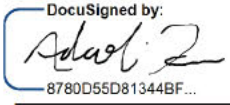
**Violations of the Conflicts of Interest Policy:**

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



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

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

Signature of Board Member:   
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 <b>yes</b> , answer 1a), 1b), and 1c)].	<input type="radio"/> Yes <input checked="" type="radio"/> No
1a) Description of the position:	
1b) Salary:	
1c) Start date:	

2) Are you related, by blood, marriage, or legal adoption/guardianship, to, or do you cohabit with, any person (any of the foregoing being an "interested person") who is, or, during the last school year (July 1-June 30), was employed by the education corporation, or who could otherwise benefit from your being a trustee? If yes, please identify each interest/transaction (and provide the requested information) that you ("self") or any interested persons have held or engaged in with the education corporation during the prior school year.

None



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

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

None

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

**Trustee Signature**

DocuSigned by:  
  
 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 <b>yes</b> , 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 Negrón

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**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

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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.

<b>Date(s)</b>	<b>Nature of financial interest/transaction</b>	<b>Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion)</b>	<b>Name of person holding interest or engaging in transaction and relationship to you</b>
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.

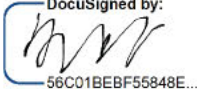
**Violations of the Conflicts of Interest Policy:**

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 <b>yes</b> , 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

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**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

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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** \_\_\_<sup>x</sup> **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				

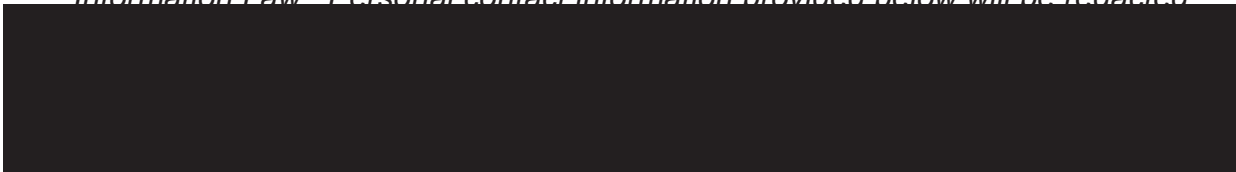
DocuSigned by:  
  
 F1BF9AC680214D2...

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*

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

	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 SRI/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 IAR 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						







