

Application: KIPP STAR College Prep 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. This 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 STAR COLLEGE PREP CHARTER SCHOOL 310500860858

a1. Popular School Name

KIPP STAR College Prep Charter School

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

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

SUNY BOARD OF TRUSTEES

c. DISTRICT / CSD OF LOCATION

CSD # 5 - MANHATTAN

d. DATE OF INITIAL CHARTER

3/2003

e. DATE FIRST OPENED FOR INSTRUCTION

8/2003

h. SCHOOL WEB ADDRESS (URL)

<https://www.kipp.org/school/kipp-star-harlem-middle-school/>

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

927

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

738

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

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	aljohnson@kippnyc.org
CONTACT PERSON NAME	Alicia Johnson

FACILITIES INFORMATION

m. FACILITIES

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

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

School Site 1 (Primary)

m1. SCHOOL SITES

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

	Physical Address	Phone Number	District/CSD	Grades to be Served at Site for 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	433 W 123rd St New York, NY 10027	212-991-2650	NYC CSD 5	5-8	

m1a. Please provide the contact information for Site 1.

	Name	Work Phone	Alternate Phone	Email Address
School Leader	Chrystal Griffin			
Operational Leader	Casey Miskowski			
Compliance Contact	Alicia Johnson			
Complaint Contact	Alicia Johnson			
DASA Coordinator				
Phone Contact for After Hours Emergencies				

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

Co-located Space

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

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

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

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

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

Site 1 Certificate of Occupancy (COO)

Site 1 Fire Inspection Report

School Site 2

m2. SCHOOL SITES

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

	Physical Address	Phone Number	District/CSD	Grades to be Served at Site for coming year (K-5, 6-9, etc.)	Receives Rental Assistance for Which Grades (If yes, enter the appropriate grades. If no, enter No).
Site 2	625 W 133rd St New York 10027	212-991-2655	NYC CSD 5	K-4	

m2a. Please provide the contact information for Site 2.

	Name	Work Phone	Alternate Phone	Email Address
School Leader	Brandi Vardiman			
Operational Leader	Leah Weissburg			
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	jhernaez@kippnyc.org

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

Responses Selected:

Yes

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


Responses Selected:

Yes

Signature, Head of Charter School



Signature, President of the Board of Trustees



Date

Jul 30 2021



Thank you.

Entry 3 Accountability Plan Progress Reports

Completed 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.

[STAR K-8 2020-21 Accountability Plan Progress Report](#)

Filename: STAR K 8 2020 21 Accountability Pl hiGMRW4.pdf Size: 299.6 kB

Entry 4 - Audited Financial Statements

Completed Nov 5 2021

Required of ALL Charter Schools

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

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

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

Final KIPP NYC PCS 063021 FS

Filename: Final KIPP NYC PCS 063021 FS 0PL2NAn.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 STAR 2020-21 Audit 102921

Filename: SUNY STAR 2020 21 Audit 102921.xlsx **Size:** 175.1 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^[1]
5. Corrective Action Plan for Audit Findings and Management Letter Recommendations

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

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

Entry 4d - Financial Services Contact Information

Incomplete Hidden from applicant

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

Form for "Financial Services Contact Information"

1. School Based Fiscal Contact Information

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

2. Audit Firm Contact Information

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

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

	Firm Name	Contact Person	Mailing Address	Email	Phone	Years With Firm

Entry 5 - Fiscal Year 2021-2022 Budget

Completed Nov 5 2021

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

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

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

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

only.

[STAR 2022 Budget 063021](#)

Filename: STAR 2022 Budget 063021.xlsx Size: 515.5 kB

Entry 6 - Board of Trustees Disclosure of Financial Interest Form

Completed Jul 30 2021

Required of ALL Charter Schools by August 2

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

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

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

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

[Dewan KIPP NYC Disclosure](#)

Filename: Dewan KIPP NYC Disclosure 1P3VueF.pdf Size: 1.1 MB

[Negron KIPP NYC Disclosure](#)

Filename: Negron KIPP NYC Disclosure f65p2T0.pdf Size: 1.0 MB

[Kanu KIPP NYC Disclosure](#)

Filename: Kanu KIPP NYC Disclosure JzilLQC.pdf Size: 1.1 MB

[Taft KIPP NYC Disclosure](#)

Filename: Taft KIPP NYC Disclosure pLfobQ1.pdf Size: 1.1 MB

[Kaneene KIPP NYC Disclosure](#)

Filename: Kaneene KIPP NYC Disclosure 1zKZqUI.pdf Size: 1.1 MB

[Mayer KIPP NYC Disclosure](#)

Filename: Mayer KIPP NYC Disclosure pwjloaz.pdf Size: 1.1 MB

[Brunson KIPP NYC Disclosure](#)

Filename: Brunson KIPP NYC Disclosure Rrx11Q.pdf **Size:** 1.1 MB

[Tilson KIPP NYC Disclosure](#)

Filename: Tilson KIPP NYC Disclosure rw3iZYN.pdf **Size:** 1.0 MB

Entry 7 BOT Membership Table

Completed Jul 30 2021

Instructions

Required of All charter schools

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

Entry 7 BOT Table

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

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

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

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

No

2. INFORMATION ABOUT MEMBERS OF THE BOARD OF TRUSTEES

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

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

3. Number of Board meetings held during 2020-2021

13

4. Number of Board meetings scheduled for 2021-2022

13

Thank you.

Entry 8 Board Meeting Minutes

Incomplete Hidden from applicant

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

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

Entry 9 Enrollment & Retention

Completed Jul 30 2021

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

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

Entry 9 Enrollment and Retention of Special Populations

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

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

Recruitment/Attraction Efforts Toward Meeting Targets

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

Retention Efforts Toward Meeting Targets

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

Entry 10 - Teacher and Administrator Attrition

Completed Jul 30 2021

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

A. TEACH System - Employee Clearance

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

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

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

B. Emergency Conditional Clearances

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

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

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

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

Attestation

Responses Selected:

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

Entry 11 Percent of Uncertified Teachers

Incomplete Hidden from applicant

Instructions

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

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

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

Entry 11 Uncertified Teachers

School Name:

Instructions for Reporting Percent of Uncertified Teachers

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

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

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

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

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

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

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

CATEGORY C: PLUS 5 ADDITIONAL UNCERTIFIED TEACHERS

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

CATEGORY D: TOTAL FTE COUNT OF UNCATEGORIZED, UNCERTIFIED TEACHERS

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

	FTE Count
Total Category D	

CATEGORY E: TOTAL FTE COUNT OF CERTIFIED TEACHERS

	FTE Count
Total Category E	

CATEGORY F: TOTAL FTE COUNT OF ALL TEACHERS

Please do not include paraprofessionals, such as teacher aides.

	FTE Count
Total Category F	



Thank you.

Entry 12 Organization Chart

Incomplete Hidden from applicant

Instructions

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

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

Entry 13 School Calendar

Completed Jul 30 2021

Instructions for submitting School Calendar

Required of ALL Charter Schools

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

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

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

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

21-22 KIPP NYC MASTER CALENDAR

Filename: 21 22 KIPP NYC MASTER CALENDAR rSKmILR.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 STAR College Prep Charter School

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

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

	Link to Documents
1. Most Recent Annual Report (i.e., 2019-20)	https://www.kippnyc.org/charter-documentation
2. Most recent board meeting notice, documents to be discussed at the meeting (if any)	https://www.kippnyc.org/charter-documentation
2a. Webcast of Board Meetings (per Governor's Executive Order)	https://www.kippnyc.org/charter-documentation
3. Link to NYS School Report Card	https://data.nysed.gov/essa.php?year=2020&instid=800000034168
4. Lottery Notice announcing date of lottery	https://www.kippnyc.org/enroll
5. Authorizer-approved DASA Policy (For Regents, NYCDOE, and Buffalo BOE Authorized Charter Schools ONLY);	https://www.kippnyc.org/wp-content/uploads/2020/09/KIPP-STAR-Middle-School-2020-21.pdf
6. District-wide Safety Plan	https://www.kippnyc.org/charter-documentation
6a. Authorizer-Approved Discipline Policy (as per August 29, 2019 Emergency Response Plan Memo)	https://www.kippnyc.org/wp-content/uploads/2020/09/KIPP-STAR-Middle-School-2020-21.pdf
7. Authorizer-Approved FOIL Policy	https://www.kippnyc.org/wp-content/uploads/2020/09/KIPP-STAR-Middle-School-2020-21.pdf
8. Subject matter list of FOIL records	https://www.kippnyc.org/wp-content/uploads/2020/09/KIPP-STAR-Middle-School-2020-21.pdf

Thank you.



Entry 15 Staff Roster

Incomplete Hidden from applicant

[INSTRUCTIONS](#)

Required of Regents-Authorized Charter Schools ONLY

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

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



KIPP STAR Charter School

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

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

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2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

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

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

Brandi Vardimen has served as the school leader of STAR ES since 2014

Chrystal Griffin has served as the school leader of STAR MS since 2010

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	95	92	96	N/A	N/A	91	57	73	60	N/A	N/A	N/A	N/A	554
2017-18	93	94	93	90	N/A	99	78	51	68	N/A	N/A	N/A	N/A	666
2018-19	83	84	96	89	91	94	97	72	52	N/A	N/A	N/A	N/A	758
2019-20	84	87	93	89	92	100	86	84	77	N/A	N/A	N/A	N/A	792
2020-21	90	95	91	99	96	97	96	85	80	N/A	N/A	N/A	N/A	829

GOAL 1: ENGLISH LANGUAGE ARTS

ELEMENTARY AND MIDDLE ENGLISH LANGUAGE ARTS

Goal 1: English Language Arts

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

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

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

BACKGROUND

K-8 ELA Program

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

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

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

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

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

Middle School ELA

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

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

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

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

METHOD

Elementary ELA

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

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

Middle ELA

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

RESULTS AND EVALUATION

Elementary ELA

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

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

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

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

Middle School ELA

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

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

Interim Assessments

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

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

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

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

STEP				
Grade	All Students		% of students with IEPs meeting Reading level goal	% of ELL students meeting Reading level goal
	x % of students meeting Reading level goal	Number tested		
K	64	88	60%	N/A
1	26	95	21%	17%
2	36	88	31%	0
3	16	98	0	0
4	43	95	28%	0

Grade	All Students		% of students with IEPs meeting Reading level growth goal	% of ELL students meeting Reading level growth goal
	x % of students meeting reading level growth goal	Number tested		
K	75	88	80	N/A
1	43	95	42	67
2	63	88	48	0
3	39	98	30	50
4	48	95	44	0

IA #1		
Grade	All Students	
	x % of students meeting proficiency goal	Number tested
3	54	97
4	44	95
5	52	94
6	36	95
7	31	81
8	68	77

IA #2		
Grade	All Students	
	x % of students meeting proficiency goal	Number tested
K		
1	34	91
2	57	72
3	58	97
4	48	94

ADDITIONAL CONTEXT AND EVIDENCE

3-8 ELA

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

Middle School ELA

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

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

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

Middle School ELA

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

ACTION PLAN

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

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

GOAL 2: MATHEMATICS**ELEMENTARY AND MIDDLE MATHEMATICS****Goal 2: Mathematics:**

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

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

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

BACKGROUND

Elementary School Math

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

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

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

Middle School Math

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

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

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

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

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

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

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

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

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

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

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

METHOD

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

- Additional external assessment tools administered at the beginning and end of the year, primarily used to determine year over year growth and to identify students in need of intervention
- Assessments given in June to primarily assess the core skills and concepts learned that year and provide data to next year's teachers for the purposes of remediation (3rd interim assessment / EOY diagnostic)

RESULTS AND EVALUATION

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

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

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

Interim Assessments

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

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

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

IA #1				
Grade	All Students		% of students with IEPs meeting proficiency goal	% of ELL students meeting proficiency goal
	x % of students meeting proficiency goal	Number tested		
K	98	82	100	N/A
1	75	95	68	100
2	86	86	87	100
3	40	97	31	25
4	73	95	60	80
5	39	94	29	0
6	41	95	17	0
7	23	81	18	0
8	28	32	29	N/A
Algebra	57	46	40	N/A

IA #2				
Grade	All Students		% of students with IEPs meeting proficiency goal	% of ELL students meeting proficiency goal
	x % of students meeting proficiency goal	Number tested		
K	99	85	100	N/A
1	82	95	89	100
2	76	83	65	100
3	48	98	21	75
4	25	95	26	20
5	46	93	37	0
6	47	90	6	0
7	47	76	20	0
8	6	32	5	N/A
Algebra	81	37	60	N/A

IA #3 (Optional for MS)				
Grade	All Students		% of students with IEPs meeting proficiency goal	% of ELL students meeting proficiency goal
	x % of students meeting proficiency goal	Number tested		
K	95	82	100	N/A
1	87	91	95	100
2	85	80	82	50
3	70	97	50	75
4	40	94	35	20

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

BACKGROUND

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

METHOD

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

RESULTS AND EVALUATION

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

Interim Assessments

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

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

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

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

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	7	81	0	0
4	40	82	28	25
5	58	91	37	0
6	21	87	7	0
7	58	66	25	33
8	55	75	40	N/A

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	0	15	0	N/A
4	50	2	N/A	N/A
5	50	82	30	0
6	20	91	6	0
8	68	72	48	N/A

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	5	0	N/A
4	0	1	0	N/A
5	15	82	9	0
6	20	70	13	N/A
7	48	56	22	0
8	67	63	42	N/A

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

ADDITIONAL EVIDENCE

KIPP STAR 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 S.T.A.R. College Prep 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 S.T.A.R. COLLEGE PREP CHARTER SCHOOL
Statement of Financial Position
as of June 30, 2021

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

CK - Should be zero

-

-

KIPP S.T.A.R. COLLEGE PREP CHARTER SCHOOL

Statement of Activities

as of June 30, 2021

	2020-21			2019-20
	Without Donor Restrictions	With Donor Restrictions	Total	Total
REVENUE, GAINS AND OTHER SUPPORT				
Public School District				
Resident Student Enrollment	\$ 13,298,708	\$ -	\$ 13,298,708	\$ 13,096,635
Students with disabilities	1,708,524	-	1,708,524	1,500,644
Grants and Contracts				
State and local	433,801	-	433,801	523,851
Federal - Title and IDEA	534,338	53,602	587,940	679,646
Federal - Other	372,617	-	372,617	48,972
Other	-	-	-	-
NYC DoE Rental Assistance	-	-	-	-
Food Service/Child Nutrition Program	-	-	-	-
TOTAL REVENUE, GAINS AND OTHER SUPPORT	16,347,987	53,602	16,401,589	15,849,748
EXPENSES				
Program Services				
Regular Education	\$ 12,488,222	\$ -	\$ 12,488,222	\$ 10,236,477
Special Education	1,596,220	-	1,596,220	1,759,238
Other Programs	-	-	-	-
Total Program Services	14,084,442	-	14,084,442	11,995,715
Management and general	2,012,741	-	2,012,741	1,807,860
Fundraising	-	-	-	7,252
TOTAL OPERATING EXPENSES	16,097,183	-	16,097,183	13,810,826
SURPLUS / (DEFICIT) FROM SCHOOL OPERATIONS	250,804	53,602	304,406	2,038,922
SUPPORT AND OTHER REVENUE				
Contributions				
Foundations	\$ 53,602	\$ -	\$ 53,602	\$ 500
Individuals	-	-	-	600
Corporations	-	-	-	-
Fundraising	-	-	-	-
Interest income	-	-	-	-
Miscellaneous income	29,061	-	29,061	72,968
Net assets released from restriction	54,484	(54,484)	-	-
TOTAL SUPPORT AND OTHER REVENUE	137,147	(54,484)	82,663	74,068
CHANGE IN NET ASSETS	387,950	(882)	387,068	2,112,990
NET ASSETS BEGINNING OF YEAR	2,317,543	7,431	2,324,974	201,528
PRIOR YEAR/PERIOD ADJUSTMENTS	331	-	331	10,456
NET ASSETS END OF YEAR	\$ 2,705,824	\$ 6,549	\$ 2,712,373	\$ 2,324,974

KIPP S.T.A.R. COLLEGE PREP CHARTER SCHOOL

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

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



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

TEMPLATE TABS




1- GRAY tab contains the Instructions

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

2- BLUE tabs require input of information

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

CELL COLORS & GUIDANCE COMMENTS

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

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



ANNUAL BUDGET & QUARTERLY REPORT TEMPLATE

KIPP S.T.A.R. College Prep Charter School

SCHOOL

Name:	KIPP S.T.A.R. College Prep Charter School
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CONTACT INFORMATION

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

REPORT PERIOD

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

KIPP S.T.A.R. COLLEGE PREP CHARTER SCHOOL
2021-22

ENROLLMENT BY GRADES

9	10	11	12
94	95	90	83

1	2	3	4	5	6	7	8
94	95	90	96	95	90	86	83

K
90

INITIAL BUDGETED ENROLLMENT
TOTAL ENROLLMENT = 819

ENROLLMENT BY DISTRICT

ACTUAL QUARTERLY TOTAL DISTRICTS/ENROLLMENT			
QUARTER 1	QUARTER 2	QUARTER 3	QUARTER 4
Actual	Actual	Actual	Actual
0	0	0	0
0	0	0	0

ANNUAL BUDGET TOTAL DISTRICTS/ENROLLMENT BY QUARTER							
QUARTER 1		QUARTER 2		QUARTER 3		QUARTER 4	
Original	Revised	Original	Revised	Original	Revised	Original	Revised
1	0	1	0	1	0	1	0
819	0	819	0	819	0	819	0

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

PRIOR YEAR ACTUAL
0
0

NUMBER OF SCHOOL DISTRICTS ENROLLED:
NUMBER OF STUDENTS ENROLLED:

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

ANNUAL BUDGET ENROLLMENT BY QUARTER							
QUARTER 1		QUARTER 2		QUARTER 3		QUARTER 4	
Original Budgeted Enrollment	Revised Budgeted Enrollment	Original Budgeted Enrollment	Revised Budgeted Enrollment	Original Budgeted Enrollment	Revised Budgeted Enrollment	Original Budgeted Enrollment	Revised Budgeted Enrollment
819		819		819		819	

PRIOR YEAR 2020-21
Actual Enrollment
819

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

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

KIPP S.T.A.R. COLLEGE PREP CHARTER SCHOOL
2021-22

STAFFING PLAN FULL-TIME EQUIVALENT (FTE)

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

ADMINISTRATIVE PERSONNEL FTE	PRIOR YEAR 2020-21 ACTUAL		ANNUAL BUDGETED FTE								ACTUAL QUARTERLY FTE				Description of Assumptions		
	Original	Revised	Q1	Q2	Q3	Q4	Original	Revised	Original	Revised	Original	Revised	Q1	Q2		Q3	Q4
Executive Management	0.4	0.4	0.4	0.4	0.4	0.4	0.4	0.4	0.4	0.4	0.4	0.4					
Instructional Management	3.0	3.0	3.0	3.0	3.0	3.0	3.0	3.0	3.0	3.0	3.0	3.0					
Deans, Directors & Coordinators	10.0	10.0	10.0	10.0	10.0	10.0	10.0	10.0	10.0	10.0	10.0	10.0					
CEO / Director of Finance	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0					
Operations / Business Manager	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0					
Other	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0					
TOTAL ADMINISTRATIVE STAFF	13.4	13.4	13.4	13.4	13.4	13.4	13.4	13.4	13.4	13.4	13.4	13.4	0.0	0.0	0.0	0.0	0.0

INSTRUCTIONAL PERSONNEL FTE	PRIOR YEAR 2020-21 ACTUAL		ANNUAL BUDGETED FTE								ACTUAL QUARTERLY FTE				Description of Assumptions		
	Original	Revised	Q1	Q2	Q3	Q4	Original	Revised	Original	Revised	Original	Revised	Q1	Q2		Q3	Q4
Teachers - Regular	44.0	44.0	44.0	44.0	44.0	44.0	44.0	44.0	44.0	44.0	44.0	44.0					
Teachers - SPED	16.0	16.0	16.0	16.0	16.0	16.0	16.0	16.0	16.0	16.0	16.0	16.0					
Substitute Teachers	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0					
Teaching Assistants	4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0					
Specialty Teachers	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0					
Aides	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0					
Therapists & Counselors	6.0	6.0	6.0	6.0	6.0	6.0	6.0	6.0	6.0	6.0	6.0	6.0					
Other	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0					
TOTAL INSTRUCTIONAL	72.0	72.0	72.0	72.0	72.0	72.0	72.0	72.0	72.0	72.0	72.0	72.0	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		
	Original	Revised	Q1	Q2	Q3	Q4	Original	Revised	Original	Revised	Original	Revised	Q1	Q2		Q3	Q4
Nurse	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0					
Librarian	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0					
Custodian	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0					
Security	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0					
Other	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0					
TOTAL NON-INSTRUCTIONAL	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	0.0	0.0	0.0	0.0	0.0

TOTAL PERSONNEL SERVICE FTE	Original	Revised	Q1	Q2	Q3	Q4	Original	Revised	Original	Revised	Original	Revised	Q1	Q2	Q3	Q4
	92.4	92.4	92.4	92.4	92.4	92.4	92.4	92.4	92.4	92.4	92.4	92.4	0.0	0.0	0.0	0.0

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	Prior Year Actual 2020-21 Revenue Per Pupil	1st Quarter - 7/1 - 9/30			2nd Quarter - 10/1 - 12/31			3rd Quarter - 1/1 - 3/31			4th Quarter - 4/1 - 6/30		
		Original Budget	Revised Budget	Variance	Original Budget	Revised Budget	Variance	Original Budget	Revised Budget	Variance	Original Budget	Revised Budget	Variance
Total Revenue	-	5,154,715	-	5,151,860	-	2,900,997	-	2,900,997	-	2,803,295	-	-	
Total Expenses	-	3,863,445	-	3,850,392	-	3,643,837	-	3,643,837	-	3,808,200	-	-	
Net Income	-	1,291,270	-	1,635,468	-	(742,839)	-	(742,839)	-	(1,004,905)	-	-	
Actual Student Enrollment	-	819	-	819	-	819	-	819	-	819	-	-	
EXPENSES													
ADMINISTRATIVE STAFF PERSONNEL COSTS													
	Avg. No. of Positions	25,756	-	25,756	-	25,756	-	25,756	-	25,756	-	-	
Executive Management	0.40	119,106	-	119,106	-	119,106	-	119,106	-	131,106	-	-	
Instructional Management	3.00	317,170	-	307,612	-	307,612	-	307,612	-	307,612	-	-	
Deans, Directors & Coordinators	10.00	-	-	-	-	-	-	-	-	-	-	-	
CFO / Director of Finance	-	125,413	-	125,413	-	125,413	-	125,413	-	125,413	-	-	
Operation / Business Manager	6.00	-	-	-	-	-	-	-	-	-	-	-	
Administrative Staff	-	587,445	-	577,886	-	577,886	-	577,886	-	589,886	-	-	
TOTAL ADMINISTRATIVE STAFF	19.40	980,473	-	971,934	-	971,934	-	971,934	-	971,934	-	-	
INSTRUCTIONAL PERSONNEL COSTS													
Teachers - Regular	44.00	381,623	-	363,929	-	363,929	-	363,929	-	363,929	-	-	
Teachers - SPED	16.00	-	-	-	-	-	-	-	-	-	-	-	
Substitute Teachers	-	60,179	-	63,638	-	63,638	-	63,638	-	63,638	-	-	
Teaching Assistants	4.00	29,355	-	20,124	-	20,124	-	20,124	-	20,124	-	-	
Specialty Teachers	1.00	151,482	-	147,034	-	147,034	-	147,034	-	147,034	-	-	
Aides	-	41,116	-	71,709	-	71,709	-	71,709	-	71,709	-	-	
Therapists & Counselors	6.00	-	-	-	-	-	-	-	-	-	-	-	
Other	1.00	1,644,230	-	1,638,369	-	1,638,369	-	1,638,369	-	1,638,369	-	-	
TOTAL INSTRUCTIONAL	72.00	1,644,230	-	1,638,369	-	1,638,369	-	1,638,369	-	1,638,369	-	-	
NON-INSTRUCTIONAL PERSONNEL COSTS													
Nurse	-	-	-	-	-	-	-	-	-	-	-	-	
Librarian	-	-	-	-	-	-	-	-	-	-	-	-	
Custodian	-	-	-	-	-	-	-	-	-	-	-	-	
Security	1.00	19,603	-	19,603	-	19,603	-	19,603	-	19,603	-	-	
Other	-	-	-	-	-	-	-	-	-	-	-	-	
TOTAL NON-INSTRUCTIONAL	1.00	19,603	-	19,603	-	19,603	-	19,603	-	19,603	-	-	
SUBTOTAL PERSONNEL SERVICE COSTS	92.40	2,251,278	-	2,235,859	-	2,235,859	-	2,235,859	-	2,247,859	-	-	
PAYROLL TAXES AND BENEFITS													
Payroll Taxes	-	170,230	-	175,223	-	175,223	-	175,223	-	175,223	-	-	
Fringe / Employee Benefits	-	296,732	-	293,140	-	315,615	-	315,615	-	315,615	-	-	
Retirement / Pension	-	77,113	-	75,599	-	75,599	-	75,599	-	75,599	-	-	
TOTAL PAYROLL TAXES AND BENEFITS	-	544,074	-	543,962	-	566,437	-	566,437	-	566,437	-	-	
TOTAL PERSONNEL SERVICE COSTS	92.40	2,795,352	-	2,779,820	-	2,802,295	-	2,802,295	-	2,814,295	-	-	
CONTRACTED SERVICES													
Accounting / Audit	-	-	-	2,914	-	-	-	-	-	1,249	-	-	
Legal	-	-	-	-	-	-	-	-	-	-	-	-	
Management Company Fee	-	618,476	-	661,813	-	348,030	-	348,030	-	395,381	-	-	
Nurse Services	-	-	-	-	-	-	-	-	-	-	-	-	
Food Service / School Lunch	-	-	-	-	-	-	-	-	-	-	-	-	
Payroll Services	-	4,573	-	4,573	-	4,573	-	4,573	-	4,573	-	-	
Special Ed Services	-	-	-	-	-	-	-	-	-	-	-	-	
Titlment Services (i.e. Title I)	-	16,999	-	19,281	-	26,450	-	26,450	-	26,450	-	-	
Other Purchased / Professional / Consulting	-	640,048	-	688,581	-	382,804	-	382,804	-	431,404	-	-	
TOTAL CONTRACTED SERVICES	-	640,048	-	688,581	-	382,804	-	382,804	-	431,404	-	-	

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	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	-	5,154,715	-	5,515,860	-	2,900,997	-	2,803,295	-	
Total Expenses	-	3,863,445	-	3,880,392	-	3,643,837	-	3,808,200	-	
Net Income	-	1,291,270	-	1,635,468	-	(742,839)	-	(1,004,905)	-	
Actual Student Enrollment	-	819	-	819	-	819	-	819	-	
SCHOOL OPERATIONS										
Board Expenses	-	-	-	-	-	-	-	-	-	-
Classroom / Teaching Supplies & Materials	-	9,294	-	27,633	-	27,633	-	27,633	-	-
Special Ed Supplies & Materials	-	-	-	-	-	-	-	-	-	-
Textbooks / Workbooks	-	27,575	-	30,170	-	26,211	-	36,257	-	-
Supplies & Materials other	-	50,305	-	12,317	-	23,397	-	23,397	-	-
Equipment / Furniture	-	11,289	-	10,178	-	11,428	-	11,650	-	-
Telephone	-	29,406	-	29,406	-	29,406	-	29,406	-	-
Technology	-	78,267	-	68,933	-	68,933	-	68,933	-	-
Student Testing & Assessment	-	111	-	111	-	9,534	-	17,512	-	-
Field Trips	-	5,580	-	8,500	-	12,500	-	46,420	-	-
Transportation (student)	-	-	-	-	-	250	-	250	-	-
Student Services - other	-	5,555	-	7,334	-	12,738	-	15,111	-	-
Office Expense	-	33,676	-	48,956	-	49,232	-	49,232	-	-
Staff Development	-	45,835	-	45,511	-	37,398	-	79,040	-	-
Staff Recruitment	-	2,969	-	2,969	-	-	-	4,969	-	-
Student Recruitment / Marketing	-	-	-	25	-	-	-	5,475	-	-
School Meals / Lunch	-	1,505	-	2,729	-	6,883	-	6,883	-	-
Travel (Staff)	-	250	-	2,750	-	250	-	250	-	-
Fundraising	-	-	-	-	-	-	-	-	-	-
Other	-	14,189	-	2,191	-	2,757	-	2,864	-	-
TOTAL SCHOOL OPERATIONS	-	315,808	-	299,753	-	321,519	-	425,283	-	-
FACILITY OPERATION & MAINTENANCE										
Insurance	-	27,855	-	27,855	-	27,855	-	27,855	-	-
Janitorial	-	2,500	-	2,500	-	2,500	-	2,500	-	-
Building and Land Rent / Lease / Facility Finance Interest	-	-	-	-	-	-	-	-	-	-
Repairs & Maintenance	-	16,237	-	16,237	-	16,237	-	16,237	-	-
Equipment / Furniture	-	-	-	-	-	-	-	-	-	-
Security	-	-	-	-	-	-	-	-	-	-
Utilities	-	-	-	-	-	-	-	-	-	-
TOTAL FACILITY OPERATION & MAINTENANCE	-	46,592	-	46,592	-	46,592	-	46,592	-	-
DEPRECIATION & AMORTIZATION										
COVID-19 / CONTINGENCY	-	62,750	-	62,750	-	62,750	-	62,750	-	-
DEFERRED RENT	-	2,895	-	2,895	-	27,876	-	27,876	-	-
TOTAL EXPENSES	-	3,863,445	-	3,880,392	-	3,643,837	-	3,808,200	-	-
NET INCOME	-	1,291,270	-	1,635,468	-	(742,839)	-	(1,004,905)	-	-

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	1st Quarter - 7/1 - 9/30				2nd Quarter - 10/1 - 12/31				3rd Quarter - 1/1 - 3/31				4th Quarter - 4/1 - 6/30			
	Prior Year Actual 2020-21 Revenue Per Pupil	Original Budget	Revised Budget	Variance	Original Budget	Revised Budget	Variance	Original Budget	Revised Budget	Variance	Original Budget	Revised Budget	Variance	Original Budget	Revised Budget	Variance
Total Revenue	-	5,154,715	-	-	5,515,860	-	-	2,900,997	-	-	2,803,295	-	-	-	-	-
Total Expenses	-	3,863,445	-	-	3,880,392	-	-	3,643,837	-	-	3,808,200	-	-	-	-	-
Net Income	-	1,291,270	-	-	1,635,468	-	-	(742,839)	-	-	(1,004,905)	-	-	-	-	-
Actual Student Enrollment	-	819	-	-	819	-	-	819	-	-	819	-	-	-	-	-
ENROLLMENT - *School Districts Are Linked To Above Entries*																
Number of Districts:	-	1	-	-	1	-	-	1	-	-	1	-	-	1	-	-
NYC CHANCELLOR'S OFFICE	-	819	-	-	819	-	-	819	-	-	819	-	-	819	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
ALL OTHER School Districts: (Weighted Avg)	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL ENROLLMENT	-	819	-	-	819	-	-	819	-	-	819	-	-	819	-	-
REVENUE PER PUPIL	-	6,294	-	-	6,735	-	-	3,542	-	-	3,423	-	-	4,123	-	-
EXPENSES PER PUPIL	-	4,717	-	-	4,738	-	-	4,449	-	-	4,650	-	-	4,650	-	-

KIPP S.T.A.R. COLLEGE PREP CHARTER SCHOOL

Budget / Operating Plan

2021-22

	2021-22				DESCRIPTION OF ASSUMPTIONS
	Total Year Original Budget	Total Year Revised Budget	Variance	VARIANCE Original Budget vs. PY Budget Revised Budget	
Total Revenue	16,374,867	16,374,867	-	16,374,867	
Total Expenses	15,195,874	15,195,874	-	(15,195,874)	
Net Income	1,178,993	1,178,993	-	1,178,993	
Actual Student Enrollment					
EXPENSES					
ADMINISTRATIVE STAFF PERSONNEL COSTS					
	Avg. No. of Positions				
Executive Management	0.40	103,024	-	(103,024)	
Instructional Management	3.00	488,424	-	(488,424)	
Deans, Directors & Coordinators	10.00	1,240,005	-	(1,240,005)	
CFO / Director of Finance	-	-	-	-	
Operation / Business Manager	6.00	501,650	-	(501,650)	
Administrative Staff	-	-	-	-	
TOTAL ADMINISTRATIVE STAFF	19.40	2,333,104	-	(2,333,104)	
INSTRUCTIONAL PERSONNEL COSTS					
Teachers - Regular	44.00	3,896,276	-	(3,896,276)	
Teachers - SPED	16.00	1,473,412	-	(1,473,412)	
Substitute Teachers	-	-	-	-	
Teaching Assistants	4.00	251,094	-	(251,094)	
Specialty Teachers	1.00	89,728	-	(89,728)	
Aides	-	-	-	-	
Therapists & Counselors	6.00	592,584	-	(592,584)	
Other	1.00	256,243	-	(256,243)	
TOTAL INSTRUCTIONAL	72.00	6,559,337	-	(6,559,337)	Includes afterschool hourly instructors and part-time staff
NON-INSTRUCTIONAL PERSONNEL COSTS					
Nurse	-	-	-	-	
Librarian	-	-	-	-	
Custodian	-	-	-	-	
Security	1.00	78,413	-	(78,413)	
Other	-	-	-	-	
TOTAL NON-INSTRUCTIONAL	1.00	78,413	-	(78,413)	
SUBTOTAL PERSONNEL SERVICE COSTS	92.40	8,970,854	-	(8,970,854)	
PAYROLL TAXES AND BENEFITS					
Payroll Taxes		695,897	-	(695,897)	
Fringe / Employee Benefits		1,221,103	-	(1,221,103)	
Retirement / Pension		303,909	-	(303,909)	
TOTAL PAYROLL TAXES AND BENEFITS		2,220,909	-	(2,220,909)	
TOTAL PERSONNEL SERVICE COSTS	92.40	11,191,763	-	(11,191,763)	
CONTRACTED SERVICES					
Accounting / Audit		4,162	-	(4,162)	Allocation as part of larger entity
Legal		-	-	-	
Management Company Fee		2,023,700	-	(2,023,700)	12% of government revenues
Nurse Services		-	-	-	
Food Service / School Lunch		18,294	-	(18,294)	
Payroll Services		7,500	-	(7,500)	
Special Ed Services		-	-	-	
Titlment Services (i.e., Title I)		89,180	-	(89,180)	
Other Purchased / Professional / Consulting		2,142,837	-	(2,142,837)	
TOTAL CONTRACTED SERVICES		2,142,837	-	(2,142,837)	

KIPP S.T.A.R. COLLEGE PREP CHARTER SCHOOL

Budget / Operating Plan

2021-22

DESCRIPTION OF ASSUMPTIONS

	Total Year			VARIANCE	
	Original Budget	Revised Budget	Variance	Original Budget vs. PY Budget	Revised Budget
Total Revenue	16,374,867	16,374,867	-	16,374,867	16,374,867
Total Expenses	15,195,874	15,195,874	-	(15,195,874)	(15,195,874)
Net Income	1,178,993	1,178,993	-	1,178,993	1,178,993
Actual Student Enrollment					
SCHOOL OPERATIONS					
Board Expenses	92,192	92,192	-	(92,192)	(92,192)
Classroom / Teaching Supplies & Materials	-	-	-	-	-
Special Ed Supplies & Materials	120,213	120,213	-	(120,213)	(120,213)
Textbooks / Workbooks	109,417	109,417	-	(109,417)	(109,417)
Supplies & Materials other	44,544	44,544	-	(44,544)	(44,544)
Equipment / Furniture	117,625	117,625	-	(117,625)	(117,625)
Telephone	285,067	285,067	-	(285,067)	(285,067)
Technology	27,268	27,268	-	(27,268)	(27,268)
Student Testing & Assessment	73,000	73,000	-	(73,000)	(73,000)
Field Trips	500	500	-	(500)	(500)
Transportation (student)	40,738	40,738	-	(40,738)	(40,738)
Student Services - other	181,135	181,135	-	(181,135)	(181,135)
Office Expense	207,785	207,785	-	(207,785)	(207,785)
Staff Development	13,877	13,877	-	(13,877)	(13,877)
Staff Recruitment	5,500	5,500	-	(5,500)	(5,500)
Student Recruitment / Marketing	18,000	18,000	-	(18,000)	(18,000)
School Meals / Lunch	3,500	3,500	-	(3,500)	(3,500)
Travel (Staff)	-	-	-	-	-
Fundraising	-	-	-	-	-
Other	22,001	22,001	-	(22,001)	(22,001)
TOTAL SCHOOL OPERATIONS	1,362,363	1,362,363	-	(1,362,363)	(1,362,363)
FACILITY OPERATION & MAINTENANCE					
Insurance	111,420	111,420	-	(111,420)	(111,420)
Janitorial	10,000	10,000	-	(10,000)	(10,000)
Building and Land Rent / Lease / Facility Finance Interest	-	-	-	-	-
Repairs & Maintenance	64,950	64,950	-	(64,950)	(64,950)
Equipment / Furniture	-	-	-	-	-
Security	-	-	-	-	-
Utilities	-	-	-	-	-
TOTAL FACILITY OPERATION & MAINTENANCE	186,370	186,370	-	(186,370)	(186,370)
DEPRECIATION & AMORTIZATION					
COVID-19 / CONTINGENCY	251,000	251,000	-	(251,000)	(251,000)
DEFERRED RENT	61,542	61,542	-	(61,542)	(61,542)
TOTAL EXPENSES	15,195,874	15,195,874	-	(15,195,874)	(15,195,874)
NET INCOME	1,178,993	1,178,993	-	1,178,993	1,178,993

Allocation as part of larger entity

KIPP S.T.A.R. COLLEGE PREP CHARTER SCHOOL

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Total Revenue	16,374,867	16,374,867	16,374,867
Total Expenses	15,195,874	15,195,874	(15,195,874)
Net Income	1,178,993	1,178,993	1,178,993

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

DESCRIPTION OF ASSUMPTIONS

ENROLLMENT - *School Districts Are Linked To Above Entries*

Number of Districts:

NYC CHANCELLOR'S OFFICE

-
-
-
-
-
-
-
-
-
-
-
-
-
-
-
-
-
-
-
-

ALL OTHER School Districts: (Weighted Avg)

TOTAL ENROLLMENT

REVENUE PER PUPIL

EXPENSES PER PUPIL

KIPP S.T.A.R. COLLEGE PREP CHARTER SCHOOL
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	Prior Year Actual 2020-21 Revenue Per Pupil	1st Quarter - 7/1 - 9/30			2nd Quarter - 10/1 - 12/31			3rd Quarter - 1/1 - 3/31			4th Quarter - 4/1 - 6/30		
		Original Budget	Revised Budget	Variance	Original Budget	Revised Budget	Variance	Original Budget	Revised Budget	Variance	Original Budget	Revised Budget	Variance
Total Revenue	-	5,154,715	-	5,151,860	-	2,900,997	-	2,803,295	-	16,374,867			
Total Expenses	-	3,863,445	-	3,880,392	-	3,643,837	-	3,808,200	-	15,195,874			
Net Income	-	1,291,270	-	1,635,468	-	(742,839)	-	(1,004,905)	-	1,178,993			
Actual Student Enrollment	-	819	-	819	-	819	-	819	-	-			
CASH FLOW ADJUSTMENTS													
OPERATING ACTIVITIES (enter descriptions below)													
Depreciation	-	62,750	-	62,750	-	62,750	-	62,750	-	62,750	-	251,000	
Other	-	-	-	-	-	-	-	-	-	-	-	-	
Total Operating Activities	-	62,750	-	62,750	-	62,750	-	62,750	-	62,750	-	251,000	
INVESTMENT ACTIVITIES (enter descriptions below)													
Technology Capex	-	(38,900)	-	(93,446)	-	(38,900)	-	(38,900)	-	(38,900)	-	(210,146)	
Facilities Capex	-	(7,025)	-	(7,025)	-	(7,025)	-	(7,025)	-	(7,025)	-	(28,099)	
Total Investment Activities	-	(45,925)	-	(100,471)	-	(45,925)	-	(45,925)	-	(45,925)	-	(238,245)	
FINANCING ACTIVITIES (enter descriptions below)													
Example - Add Expected Proceeds from a Loan or Line of Credit	-	-	-	-	-	-	-	-	-	-	-	-	
Other	-	-	-	-	-	-	-	-	-	-	-	-	
Total Financing Activities	-	-	-	-	-	-	-	-	-	-	-	-	
Total Cash Flow Adjustments	-	16,825	-	(37,721)	-	16,825	-	16,825	-	16,825	-	12,755	
NET INCOME	-	1,308,095	-	1,597,747	-	(726,014)	-	(988,080)	-	1,191,748			
Beginning Cash Balance	-	-	-	1,308,095	-	2,905,842	-	2,179,828	-	2,179,828			
ENDING CASH BALANCE	-	1,308,095	-	2,905,842	-	2,179,828	-	1,191,748	-	1,191,748			

KIPP S.T.A.R. COLLEGE PREP CHARTER SCHOOL

Budget / Operating Plan
2021-22

	Total Year		VARIANCE		DESCRIPTION OF ASSUMPTIONS
	Revised Budget	Variance	Original Budget vs. PY Budget	Revised Budget	
Total Revenue	16,374,867	-	16,374,867	16,374,867	
Total Expenses	15,195,874	-	(15,195,874)	(15,195,874)	
Net Income	1,178,993	-	1,178,993	1,178,993	
Actual Student Enrollment					
CASH FLOW ADJUSTMENTS					
OPERATING ACTIVITIES <i>(enter descriptions below)</i>					
Depreciation	251,000	-	251,000	251,000	
Other	-	-	-	-	
Total Operating Activities	251,000	-	251,000	251,000	
INVESTMENT ACTIVITIES <i>(enter descriptions below)</i>					
Technology Capex	(210,146)	-	(210,146)	(210,146)	
Facilities Capex	(28,099)	-	(28,099)	(28,099)	
Total Investment Activities	(238,245)	-	(238,245)	(238,245)	
FINANCING ACTIVITIES <i>(enter descriptions below)</i>					
Example - Add Expected Proceeds from a Loan or Line of Credit	-	-	-	-	
Other	-	-	-	-	
Total Financing Activities	-	-	-	-	
Total Cash Flow Adjustments	12,755	-	12,755	12,755	
NET INCOME	1,191,748	-	1,191,748	1,191,748	
Beginning Cash Balance	-	-	-	-	
ENDING CASH BALANCE	1,191,748	-	1,191,748	1,191,748	

**KIPP S.T.A.R. COLLEGE PREP CHARTER SCHOOL
BALANCE SHEET**

2021-22

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

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

KIPP S.T.A.R. COLLEGE PREP 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	5,154,715	5,515,860	2,900,997	2,803,295
Total Expenses	3,863,445	3,880,392	3,643,837	3,808,200
Net Income	1,291,270	1,635,468	(742,839)	(1,004,905)
Actual Student Enrollment	819	819	819	819

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

	Quarter 0			
	No. of Positions	Actual	Current Budget	Variance
EXPENSES				
ADMINISTRATIVE STAFF PERSONNEL COSTS				
Executive Management		25,756	25,756	-
Instructional Management		119,106	119,106	-
Deans, Directors & Coordinators		317,170	307,612	307,612
CFO / Director of Finance				
Operation / Business Manager		125,413	125,413	-
Administrative Staff		587,445	577,886	577,886
TOTAL ADMINISTRATIVE STAFF		1,044,734	1,038,369	1,038,369
INSTRUCTIONAL PERSONNEL COSTS				
Teachers - Regular		980,473	971,934	971,934
Teachers - SPED		381,623	363,929	363,929
Substitute Teachers				
Teaching Assistants		60,179	63,638	63,638
Specialty Teachers		29,355	20,124	20,124
Aides				
Therapists & Counselors		151,482	147,034	147,034
Other		41,116	71,709	71,709
TOTAL INSTRUCTIONAL		1,644,230	1,638,369	1,638,369
NON-INSTRUCTIONAL PERSONNEL COSTS				
Nurse				
Librarian				
Custodian				
Security		19,603	19,603	19,603
Other				
TOTAL NON-INSTRUCTIONAL		19,603	19,603	19,603
SUBTOTAL PERSONNEL SERVICE COSTS		2,254,278	2,235,859	2,247,859
PAYROLL TAXES AND BENEFITS				
Payroll Taxes		170,230	175,223	175,223
Fringe / Employee Benefits		296,732	315,615	315,615
Retirement / Pension		77,113	75,599	75,599
TOTAL PAYROLL TAXES AND BENEFITS		544,075	566,437	566,437
TOTAL PERSONNEL SERVICE COSTS		2,798,353	2,802,296	2,814,296
CONTRACTED SERVICES				
Accounting / Audit				
Legal		2,914		2,914
Management Company Fee		618,476	348,030	348,030
Nurse Services				
Food Service / School Lunch				
Payroll Services		4,573	4,573	4,573
Special Ed Services				
Titlment Services (i.e. Title I)				
Other Purchased / Professional / Consulting		16,999	26,450	26,450
TOTAL CONTRACTED SERVICES		640,048	382,804	382,804

KIPP S.T.A.R. COLLEGE PREP 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	-	5,154,715	-	-	5,515,860	-	-	2,900,997	-	-	2,803,295	-
Total Expenses	-	3,863,445	-	-	3,880,392	-	-	3,643,837	-	-	3,808,200	-
Net Income	-	1,291,270	-	-	1,635,468	-	-	(742,839)	-	-	(1,004,905)	-
Actual Student Enrollment	-	819	-	-	819	-	-	819	-	-	819	-
*NOTE: Enrollment, Revenue and Expenditure Data IN the 'Total and Variance Analysis' Section is Based on LAST ACTUAL Quarter Completed												
SCHOOL OPERATIONS												
Board Expenses	-	-	-	-	-	-	-	-	-	-	-	-
Classroom / Teaching Supplies & Materials	9,294	-	-	-	27,633	-	-	27,633	-	-	27,633	-
Special Ed Supplies & Materials	-	-	-	-	-	-	-	-	-	-	-	-
Textbooks / Workbooks	27,575	-	-	-	30,170	-	-	26,211	-	-	36,257	-
Supplies & Materials other	50,305	-	-	-	12,317	-	-	23,397	-	-	23,397	-
Equipment / Furniture	11,289	-	-	-	11,428	-	-	11,428	-	-	11,650	-
Telephone	29,406	-	-	-	29,406	-	-	29,406	-	-	29,406	-
Technology	78,267	-	-	-	68,933	-	-	68,933	-	-	68,933	-
Student Testing & Assessment	111	-	-	-	111	-	-	9,534	-	-	17,512	-
Field Trips	5,580	-	-	-	8,500	-	-	12,500	-	-	46,420	-
Transportation (student)	-	-	-	-	-	-	-	250	-	-	250	-
Student Services - other	5,555	-	-	-	7,334	-	-	12,738	-	-	15,111	-
Office Expense	33,676	-	-	-	48,996	-	-	49,232	-	-	49,232	-
Staff Development	45,835	-	-	-	45,511	-	-	37,398	-	-	79,040	-
Staff Recruitment	2,969	-	-	-	2,969	-	-	2,969	-	-	4,969	-
Student Recruitment / Marketing	-	-	-	-	25	-	-	-	-	-	5,475	-
School Meals / Lunch	1,505	-	-	-	2,729	-	-	6,883	-	-	6,883	-
Travel (Staff)	250	-	-	-	2,750	-	-	250	-	-	250	-
Fundraising	-	-	-	-	-	-	-	-	-	-	-	-
Other	14,189	-	-	-	2,191	-	-	2,757	-	-	2,864	-
TOTAL SCHOOL OPERATIONS	-	315,808	-	-	299,753	-	-	321,519	-	-	425,283	-
FACILITY OPERATION & MAINTENANCE												
Insurance	27,855	-	-	-	27,855	-	-	27,855	-	-	27,855	-
Janitorial	2,500	-	-	-	2,500	-	-	2,500	-	-	2,500	-
Building and Land Rent / Lease / Facility Finance Interest	-	-	-	-	-	-	-	-	-	-	-	-
Repairs & Maintenance	16,237	-	-	-	16,237	-	-	16,237	-	-	16,237	-
Equipment / Furniture	-	-	-	-	-	-	-	-	-	-	-	-
Security	-	-	-	-	-	-	-	-	-	-	-	-
Utilities	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL FACILITY OPERATION & MAINTENANCE	-	46,592	-	-	46,592	-	-	46,592	-	-	46,592	-
DEPRECIATION & AMORTIZATION												
COVID-19 / CONTINGENCY	62,750	-	-	-	62,750	-	-	62,750	-	-	62,750	-
DEFERRED RENT	2,895	-	-	-	2,895	-	-	27,876	-	-	27,876	-
TOTAL EXPENSES	-	3,863,445	-	-	3,880,392	-	-	3,643,837	-	-	3,808,200	-
NET INCOME	-	1,291,270	-	-	1,635,468	-	-	(742,839)	-	-	(1,004,905)	-

KIPP S.T.A.R. COLLEGE PREP 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	5,154,715	5,515,860	2,900,997	2,803,295
Total Expenses	3,863,445	3,880,392	3,643,837	3,808,200
Net Income	1,291,270	1,635,468	(742,839)	(1,004,905)
Actual Student Enrollment	819	819	819	819

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

ENROLLMENT - *School Districts Are Linked To Above Entries*
NYC CHANCELLOR'S OFFICE

	Actual	Current Budget	Variance	Actual	Current Budget	Variance	Actual	Current Budget	Variance	Actual	Current Budget	Variance
-	819	819	-	-	819	-	-	819	-	-	819	-
-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL ENROLLMENT	819	819	-	-	819	-	-	819	-	-	819	-
REVENUE PER PUPIL	6,294	6,735	-	-	3,542	-	-	3,423	-	-	3,423	-
EXPENSES PER PUPIL	4,717	4,738	-	-	4,449	-	-	4,650	-	-	4,650	-

ALL OTHER School Districts: (Count = 0)

KIPP S.T.A.R. COLLEGE PREP CHARTER SCHOOL
Budget / Operating Plan

2021-22

Total Revenue	-	16,374,867	(16,374,867)	-	16,374,867	(16,374,867)	-
Total Expenses	-	15,195,874	15,195,874	-	15,195,874	15,195,874	-
Net Income	-	1,178,993	(1,178,993)	-	1,178,993	(1,178,993)	-
Actual Student Enrollment	-	-	-	-	-	-	-

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

	Actual	Actual vs. Current Budget		Original Budget vs. Current Budget		Original Budget vs. Actual Budget		PY Actual (PY TY / No. of COMPLETED Actual CY Quarters)	Actual vs. Original Budget TY	Actual CY vs. Actual PY
		Current Budget (Current Quarter)	Actual Current Budget TY	Original Budget (Current Quarter)	Actual Original Budget	Original Budget	Actual Budget			

TOTALS AND VARIANCE ANALYSIS										
	Actual	Current Budget (Current Quarter)	Actual Current Budget TY	Original Budget (Current Quarter)	Actual Original Budget	Original Budget	Actual Budget	PY Actual (PY TY / No. of COMPLETED Actual CY Quarters)	Actual vs. Original Budget TY	Actual CY vs. Actual PY
EXPENSES										
ADMINISTRATIVE STAFF PERSONNEL COSTS										
Executive Management	-	-	103,024	103,024	-	-	103,024	103,024	103,024	-
Instructional Management	-	-	488,424	488,424	-	-	488,424	488,424	488,424	-
Deans, Directors & Coordinators	-	-	1,240,005	1,240,005	-	-	1,240,005	1,240,005	1,240,005	-
CFO / Director of Finance	-	-	-	-	-	-	-	-	-	-
Operation / Business Manager	-	-	501,650	501,650	-	-	501,650	501,650	501,650	-
Administrative Staff	-	-	-	-	-	-	-	-	-	-
TOTAL ADMINISTRATIVE STAFF	-	-	2,333,104	2,333,104	-	-	2,333,104	2,333,104	2,333,104	-
INSTRUCTIONAL PERSONNEL COSTS										
Teachers - Regular	-	-	3,896,276	3,896,276	-	-	3,896,276	3,896,276	3,896,276	-
Teachers - SPED	-	-	1,473,412	1,473,412	-	-	1,473,412	1,473,412	1,473,412	-
Substitute Teachers	-	-	-	-	-	-	-	-	-	-
Teaching Assistants	-	-	251,094	251,094	-	-	251,094	251,094	251,094	-
Specialty Teachers	-	-	89,728	89,728	-	-	89,728	89,728	89,728	-
Aides	-	-	-	-	-	-	-	-	-	-
Therapists & Counselors	-	-	592,584	592,584	-	-	592,584	592,584	592,584	-
Other	-	-	256,243	256,243	-	-	256,243	256,243	256,243	-
TOTAL INSTRUCTIONAL	-	-	6,559,337	6,559,337	-	-	6,559,337	6,559,337	6,559,337	-
NON-INSTRUCTIONAL PERSONNEL COSTS										
Nurse	-	-	-	-	-	-	-	-	-	-
Librarian	-	-	-	-	-	-	-	-	-	-
Custodian	-	-	-	-	-	-	-	-	-	-
Security	-	-	78,413	78,413	-	-	78,413	78,413	78,413	-
Other	-	-	78,413	78,413	-	-	78,413	78,413	78,413	-
TOTAL NON-INSTRUCTIONAL	-	-	156,826	156,826	-	-	156,826	156,826	156,826	-
SUBTOTAL PERSONNEL SERVICE COSTS	-	-	8,970,854	8,970,854	-	-	8,970,854	8,970,854	8,970,854	-
PAYROLL TAXES AND BENEFITS										
Payroll Taxes	-	-	695,897	695,897	-	-	695,897	695,897	695,897	-
Fringe / Employee Benefits	-	-	1,221,103	1,221,103	-	-	1,221,103	1,221,103	1,221,103	-
Retirement / Pension	-	-	303,909	303,909	-	-	303,909	303,909	303,909	-
TOTAL PAYROLL TAXES AND BENEFITS	-	-	2,220,909	2,220,909	-	-	2,220,909	2,220,909	2,220,909	-
TOTAL PERSONNEL SERVICE COSTS	-	-	11,191,763	11,191,763	-	-	11,191,763	11,191,763	11,191,763	-
CONTRACTED SERVICES										
Accounting / Audit	-	-	4,162	4,162	-	-	4,162	4,162	4,162	-
Legal	-	-	-	-	-	-	-	-	-	-
Management Company Fee	-	-	2,023,700	2,023,700	-	-	2,023,700	2,023,700	2,023,700	-
Nurse Services	-	-	-	-	-	-	-	-	-	-
Food Service / School Lunch	-	-	-	-	-	-	-	-	-	-
Payroll Services	-	-	18,294	18,294	-	-	18,294	18,294	18,294	-
Special Ed Services	-	-	7,500	7,500	-	-	7,500	7,500	7,500	-
Titlement Services (i.e. Title I)	-	-	-	-	-	-	-	-	-	-
Other Purchased / Professional / Consulting	-	-	89,180	89,180	-	-	89,180	89,180	89,180	-
TOTAL CONTRACTED SERVICES	-	-	2,142,837	2,142,837	-	-	2,142,837	2,142,837	2,142,837	-

KIPP S.T.A.R. COLLEGE PREP CHARTER SCHOOL
Budget / Operating Plan

2021-22

	Actual	Current Budget (Current Quarter)	Actual vs. Current Budget	Current Budget -TY	Actual Current Budget TY	Actual vs. Original Budget (Current Quarter)	Original Budget	Actual Original Budget	Original Budget -TY	Actual Original Budget	Actual vs. Original Budget	Actual Original Budget	PY Actual (PY TY / No. of COMPLETED Actual CY Quarters)	Actual CY vs. Actual PY
Total Revenue	-	-	-	-	16,374,867	16,374,867	-	-	-	16,374,867	-	-	-	-
Total Expenses	-	-	-	-	15,195,874	15,195,874	-	-	-	15,195,874	-	-	-	-
Net Income	-	-	-	-	1,178,993	1,178,993	-	-	-	1,178,993	-	-	-	-
Actual Student Enrollment	-	-	-	-	-	-	-	-	-	-	-	-	-	-
*NOTE: Enrollment, Revenue and Expenditure Data IN the 'Total and Variance Analysis' Section is Based on LAST ACTUAL Quarter Completed														
SCHOOL OPERATIONS														
Board Expenses	-	-	-	-	92,192	92,192	-	-	-	92,192	-	-	-	-
Classroom / Teaching Supplies & Materials	-	-	-	-	120,213	120,213	-	-	-	120,213	-	-	-	-
Special Ed Supplies & Materials	-	-	-	-	109,417	109,417	-	-	-	109,417	-	-	-	-
Textbooks / Workbooks	-	-	-	-	44,544	44,544	-	-	-	44,544	-	-	-	-
Supplies & Materials other	-	-	-	-	117,625	117,625	-	-	-	117,625	-	-	-	-
Equipment / Furniture	-	-	-	-	285,067	285,067	-	-	-	285,067	-	-	-	-
Telephone	-	-	-	-	73,000	73,000	-	-	-	73,000	-	-	-	-
Technology	-	-	-	-	500	500	-	-	-	500	-	-	-	-
Student Testing & Assessment	-	-	-	-	40,738	40,738	-	-	-	40,738	-	-	-	-
Field Trips	-	-	-	-	181,135	181,135	-	-	-	181,135	-	-	-	-
Transportation (student)	-	-	-	-	207,785	207,785	-	-	-	207,785	-	-	-	-
Student Services - other	-	-	-	-	13,877	13,877	-	-	-	13,877	-	-	-	-
Office Expense	-	-	-	-	5,500	5,500	-	-	-	5,500	-	-	-	-
Staff Development	-	-	-	-	18,000	18,000	-	-	-	18,000	-	-	-	-
Staff Recruitment	-	-	-	-	3,500	3,500	-	-	-	3,500	-	-	-	-
Student Recruitment / Marketing	-	-	-	-	22,001	22,001	-	-	-	22,001	-	-	-	-
School Meals / Lunch	-	-	-	-	1,362,363	1,362,363	-	-	-	1,362,363	-	-	-	-
Travel (Staff)	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Fundraising	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL SCHOOL OPERATIONS	-	-	-	-	111,420	111,420	-	-	-	111,420	-	-	-	-
FACILITY OPERATION & MAINTENANCE														
Insurance	-	-	-	-	10,000	10,000	-	-	-	10,000	-	-	-	-
Janitorial	-	-	-	-	64,950	64,950	-	-	-	64,950	-	-	-	-
Building and Land Rent / Lease / Facility Finance Interest	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Repairs & Maintenance	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Equipment / Furniture	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Security	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Utilities	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL FACILITY OPERATION & MAINTENANCE	-	-	-	-	186,370	186,370	-	-	-	186,370	-	-	-	-
DEPRECIATION & AMORTIZATION														
COVID-19 / CONTINGENCY	-	-	-	-	251,000	251,000	-	-	-	251,000	-	-	-	-
DEFERRED RENT	-	-	-	-	61,542	61,542	-	-	-	61,542	-	-	-	-
TOTAL EXPENSES	-	-	-	-	15,195,874	15,195,874	-	-	-	15,195,874	-	-	-	-
NET INCOME	-	-	-	-	1,178,993	1,178,993	-	-	-	1,178,993	-	-	-	-



Annual Report Requirement
for SUNY Authorized Charter Schools
KIPP S.T.A.R. COLLEGE PREP 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**



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

Charter School Name:	KIPP S.T.A.R. College Prep 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 S.T.A.R. COLLEGE PREP CHARTER SCHOOL
Statement of Financial Position
as of June 30, 2021

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

CK - Should be zero

-

-

KIPP S.T.A.R. COLLEGE PREP CHARTER SCHOOL

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

	2020-21			2019-20
	Without Donor Restrictions	With Donor Restrictions	Total	Total
REVENUE, GAINS AND OTHER SUPPORT				
Public School District				
Resident Student Enrollment	\$ 13,298,708	\$ -	\$ 13,298,708	\$ 13,096,635
Students with disabilities	1,708,524	-	1,708,524	1,500,644
Grants and Contracts				
State and local	433,801	-	433,801	523,851
Federal - Title and IDEA	534,338	53,602	587,940	679,646
Federal - Other	372,617	-	372,617	48,972
Other	-	-	-	-
NYC DoE Rental Assistance	-	-	-	-
Food Service/Child Nutrition Program	-	-	-	-
TOTAL REVENUE, GAINS AND OTHER SUPPORT	16,347,987	53,602	16,401,589	15,849,748
EXPENSES				
Program Services				
Regular Education	\$ 12,488,222	\$ -	\$ 12,488,222	\$ 10,236,477
Special Education	1,596,220	-	1,596,220	1,759,238
Other Programs	-	-	-	-
Total Program Services	14,084,442	-	14,084,442	11,995,715
Management and general	2,012,741	-	2,012,741	1,807,860
Fundraising	-	-	-	7,252
TOTAL OPERATING EXPENSES	16,097,183	-	16,097,183	13,810,826
SURPLUS / (DEFICIT) FROM SCHOOL OPERATIONS	250,804	53,602	304,406	2,038,922
SUPPORT AND OTHER REVENUE				
Contributions				
Foundations	\$ 53,602	\$ -	\$ 53,602	\$ 500
Individuals	-	-	-	600
Corporations	-	-	-	-
Fundraising	-	-	-	-
Interest income	-	-	-	-
Miscellaneous income	29,061	-	29,061	72,968
Net assets released from restriction	54,484	(54,484)	-	-
TOTAL SUPPORT AND OTHER REVENUE	137,147	(54,484)	82,663	74,068
CHANGE IN NET ASSETS	387,950	(882)	387,068	2,112,990
NET ASSETS BEGINNING OF YEAR	2,317,543	7,431	2,324,974	201,528
PRIOR YEAR/PERIOD ADJUSTMENTS	331	-	331	10,456
NET ASSETS END OF YEAR	\$ 2,705,824	\$ 6,549	\$ 2,712,373	\$ 2,324,974

KIPP S.T.A.R. COLLEGE PREP CHARTER SCHOOL

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

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

KIPP S.T.A.R. COLLEGE PREP CHARTER SCHOOL
Statement of Functional Expenses
as of June 30, 2021

	No. of Positions	2020-21				2019-20			
		Program Services		Supporting Services		Program Services		Supporting Services	
		Regular Education	Special Education	Other Education	Total	Fund-raising	General	Total	Total
Personnel Services Costs		\$	\$	\$	\$	\$	\$	\$	\$
Administrative Staff Personnel	19.63	2,445,518	-	-	2,445,518	-	-	-	2,445,518
Instructional Personnel	65.59	4,771,122	1,226,902	-	5,998,024	-	-	-	5,998,024
Non-Instructional Personnel	1.00	76,474	-	-	76,474	-	-	-	76,474
Total Salaries and Staff	86.22	7,293,114	1,226,902	-	8,520,016	-	-	-	8,520,016
Fringe Benefits & Payroll Taxes		1,441,158	291,141	-	1,732,298	-	-	-	1,732,298
Retirement		234,838	61,928	-	296,766	-	-	-	296,766
Management Company Fees		60,000	-	-	60,000	-	1,932,583	-	1,992,583
Legal Service		19,116	-	-	19,116	-	-	-	19,116
Accounting / Audit Services		-	-	-	-	-	5,833	-	5,833
Other Purchased / Professional / Consulting Services		78,712	-	-	78,712	-	-	-	78,712
Building and Land Rent / Lease / Facility Finance Interest		67,028	-	-	67,028	-	-	-	67,028
Repairs & Maintenance		118,203	-	-	118,203	-	-	-	118,203
Insurance		-	-	-	-	-	74,324	-	74,324
Utilities		-	-	-	-	-	-	-	-
Supplies / Materials		512,547	16,249	-	528,796	-	-	-	528,796
Equipment / Furnishings		22,644	-	-	22,644	-	-	-	22,644
Staff Development		140,866	-	-	140,866	-	-	-	140,866
Marketing / Recruitment		6,046	-	-	6,046	-	-	-	6,046
Technology		546,955	-	-	546,955	-	-	-	546,955
Food Service		-	-	-	-	-	-	-	-
Student Services		1,943	-	-	1,943	-	-	-	1,943
Office Expense		216,300	-	-	216,300	-	-	-	216,300
Depreciation		231,968	-	-	231,968	-	-	-	231,968
OTHER		1,496,453	-	-	1,496,453	-	-	-	1,496,453
Total Expenses		\$ 12,487,891	\$ 1,596,220	\$ -	\$ 14,084,112	\$ -	\$ 2,012,741	\$ -	\$ 16,096,852
									\$ 13,800,370



KIPP STAR 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
433 w. 123rd street NY 10027

212-991-2650

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

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

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

Brandi Vardimen has served as the school leader of STAR ES since 2014

Chrystal Griffin has served as the school leader of STAR MS since 2010

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	95	92	96	N/A	N/A	91	57	73	60	N/A	N/A	N/A	N/A	554
2017-18	93	94	93	90	N/A	99	78	51	68	N/A	N/A	N/A	N/A	666
2018-19	83	84	96	89	91	94	97	72	52	N/A	N/A	N/A	N/A	758
2019-20	84	87	93	89	92	100	86	84	77	N/A	N/A	N/A	N/A	792
2020-21	90	95	91	99	96	97	96	85	80	N/A	N/A	N/A	N/A	829

GOAL 1: ENGLISH LANGUAGE ARTS

ELEMENTARY AND MIDDLE ENGLISH LANGUAGE ARTS

Goal 1: English Language Arts

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

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

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

BACKGROUND

K-8 ELA Program

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

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

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

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

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

Middle School ELA

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

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

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

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

METHOD

Elementary ELA

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

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

Middle ELA

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

RESULTS AND EVALUATION

Elementary ELA

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

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

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

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

Middle School ELA

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

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

Interim Assessments

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

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

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

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

STEP				
Grade	All Students		% of students with IEPs meeting Reading level goal	% of ELL students meeting Reading level goal
	x % of students meeting Reading level goal	Number tested		
K	64	88	60%	N/A
1	26	95	21%	17%
2	36	88	31%	0
3	16	98	0	0
4	43	95	28%	0

Grade	All Students		% of students with IEPs meeting Reading level growth goal	% of ELL students meeting Reading level growth goal
	x % of students meeting reading level growth goal	Number tested		
K	75	88	80	N/A
1	43	95	42	67
2	63	88	48	0
3	39	98	30	50
4	48	95	44	0

IA #1		
Grade	All Students	
	x % of students meeting proficiency goal	Number tested
3	54	97
4	44	95
5	52	94
6	36	95
7	31	81
8	68	77

IA #2		
Grade	All Students	
	x % of students meeting proficiency goal	Number tested
K		
1	34	91
2	57	72
3	58	97
4	48	94

ADDITIONAL CONTEXT AND EVIDENCE

3-8 ELA

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

Middle School ELA

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

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

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

Middle School ELA

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

ACTION PLAN

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

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

GOAL 2: MATHEMATICS**ELEMENTARY AND MIDDLE MATHEMATICS****Goal 2: Mathematics:**

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

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

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

BACKGROUND

Elementary School Math

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

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

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

Middle School Math

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

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

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

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

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

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

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

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

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

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

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

METHOD

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

- Additional external assessment tools administered at the beginning and end of the year, primarily used to determine year over year growth and to identify students in need of intervention
- Assessments given in June to primarily assess the core skills and concepts learned that year and provide data to next year's teachers for the purposes of remediation (3rd interim assessment / EOY diagnostic)

RESULTS AND EVALUATION

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

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

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

Interim Assessments

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

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

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

IA #1				
Grade	All Students		% of students with IEPs meeting proficiency goal	% of ELL students meeting proficiency goal
	x % of students meeting proficiency goal	Number tested		
K	98	82	100	N/A
1	75	95	68	100
2	86	86	87	100
3	40	97	31	25
4	73	95	60	80
5	39	94	29	0
6	41	95	17	0
7	23	81	18	0
8	28	32	29	N/A
Algebra	57	46	40	N/A

IA #2				
Grade	All Students		% of students with IEPs meeting proficiency goal	% of ELL students meeting proficiency goal
	x % of students meeting proficiency goal	Number tested		
K	99	85	100	N/A
1	82	95	89	100
2	76	83	65	100
3	48	98	21	75
4	25	95	26	20
5	46	93	37	0
6	47	90	6	0
7	47	76	20	0
8	6	32	5	N/A
Algebra	81	37	60	N/A

IA #3 (Optional for MS)				
Grade	All Students		% of students with IEPs meeting proficiency goal	% of ELL students meeting proficiency goal
	x % of students meeting proficiency goal	Number tested		
K	95	82	100	N/A
1	87	91	95	100
2	85	80	82	50
3	70	97	50	75
4	40	94	35	20

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

BACKGROUND

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

METHOD

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

RESULTS AND EVALUATION

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

Interim Assessments

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

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

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

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

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	7	81	0	0
4	40	82	28	25
5	58	91	37	0
6	21	87	7	0
7	58	66	25	33
8	55	75	40	N/A

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	0	15	0	N/A
4	50	2	N/A	N/A
5	50	82	30	0
6	20	91	6	0
8	68	72	48	N/A

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	5	0	N/A
4	0	1	0	N/A
5	15	82	9	0
6	20	70	13	N/A
7	48	56	22	0
8	67	63	42	N/A

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

ADDITIONAL EVIDENCE

KIPP STAR 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

Conflicts of Interest Policy

KIPP NYC Public Charter Schools & KIPP Academy Charter School

Purpose:

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

Definitions:

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

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

“Board” means the Board of Trustees.

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

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

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

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

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

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

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

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

“School” any school managed by the Corporation.

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

What is a Conflict of Interest?

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

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

Disclosure of Conflicts of Interest:

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

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

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

Annual Statements:

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

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

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

Related Party Transactions:

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

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

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

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

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

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

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

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

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

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

Periodic Reviews

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

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

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

Violations of the Conflicts of Interest Policy:

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



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

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

Signature of Board Member: DocuSigned by:
Gwendolyn Brunson
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Date: 7/2/2021



2021 DISCLOSURE OF FINANCIAL INTEREST FORM

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

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

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

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

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

None


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

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

None

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

Trustee Signature

DocuSigned by:

 2F9B98F9DF6645A...

Signature:

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

Conflicts of Interest Policy

KIPP NYC Public Charter Schools & KIPP Academy Charter School

Purpose:

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

Definitions:

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

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

“Board” means the Board of Trustees.

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

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

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

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

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

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

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

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

“School” any school managed by the Corporation.

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

What is a Conflict of Interest?

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

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

Disclosure of Conflicts of Interest:

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

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

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

Annual Statements:

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

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

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

Related Party Transactions:

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

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

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

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

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

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

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

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

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

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

Periodic Reviews

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

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

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

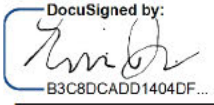
Violations of the Conflicts of Interest Policy:

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



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

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

Signature of Board Member:  _____
B3C8DCADD1404DF...

Date: 7/11/2021 _____



2021 DISCLOSURE OF FINANCIAL INTEREST FORM

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

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

Home Address	
PI	[REDACTED]
Street:	[REDACTED]
City, State Zip	[REDACTED]
Phone:	[REDACTED]

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

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

None

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

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

None

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

Trustee Signature

Signature:  B3C8DCADD1404DF...

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

Conflicts of Interest Policy

KIPP NYC Public Charter Schools & KIPP Academy Charter School

Purpose:

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

Definitions:

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

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

“Board” means the Board of Trustees.

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

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

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

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

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

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

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

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

“School” any school managed by the Corporation.

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

What is a Conflict of Interest?

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

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

Disclosure of Conflicts of Interest:

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

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

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

Annual Statements:

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

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

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

Related Party Transactions:

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

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

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

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

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

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

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

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

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

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

Periodic Reviews

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

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

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

Violations of the Conflicts of Interest Policy:

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



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

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

Signature of Board Member: 
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Date: 6/29/2021



2021 DISCLOSURE OF FINANCIAL INTEREST FORM

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

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

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

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

Questions	
1) Are you, or have you been during the last school year (July 1-June 30), an employee of the education corporation? [If you check yes , answer 1a), 1b), and 1c)].	<input type="radio"/> Yes <input checked="" type="radio"/> No
1a) Description of the position:	
1b) Salary:	
1c) Start date:	

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

None

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

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

None

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

Trustee Signature

DocuSigned by:

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Signature:

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

Conflicts of Interest Policy

KIPP NYC Public Charter Schools & KIPP Academy Charter School

Purpose:

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

Definitions:

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

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

“Board” means the Board of Trustees.

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

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

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

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

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

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

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

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

“School” any school managed by the Corporation.

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

What is a Conflict of Interest?

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

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

Disclosure of Conflicts of Interest:

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

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

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

Annual Statements:

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

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

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

Related Party Transactions:

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

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

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

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

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

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

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

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

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

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

Periodic Reviews

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

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

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

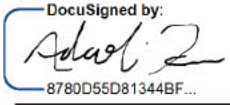
Violations of the Conflicts of Interest Policy:

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



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

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

Signature of Board Member:  _____
DocuSigned by:
Adaobi Kanu
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Date: **7/26/2021** _____



2021 DISCLOSURE OF FINANCIAL INTEREST FORM

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

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

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

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

Questions	
1) Are you, or have you been during the last school year (July 1-June 30), an employee of the education corporation? [If you check yes , answer 1a), 1b), and 1c)].	<input type="radio"/> Yes <input checked="" type="radio"/> No
1a) Description of the position:	
1b) Salary:	
1c) Start date:	

2) Are you related, by blood, marriage, or legal adoption/guardianship, to, or do you 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:

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Signature:

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

Conflicts of Interest Policy

KIPP NYC Public Charter Schools & KIPP Academy Charter School

Purpose:

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

Definitions:

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

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

“Board” means the Board of Trustees.

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

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

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

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

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

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

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

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

“School” any school managed by the Corporation.

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

What is a Conflict of Interest?

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

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

Disclosure of Conflicts of Interest:

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

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

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

Annual Statements:

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

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

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

Related Party Transactions:

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

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

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

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

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

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

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

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

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

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

Periodic Reviews

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

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

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

Violations of the Conflicts of Interest Policy:

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



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

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

Signature of Board Member: 
0E7B54E4F3924B8...

Date: **6/30/2021**



2021 DISCLOSURE OF FINANCIAL INTEREST FORM

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

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

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

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

Questions	
1) Are you, or have you been during the last school year (July 1-June 30), an employee of the education corporation? [If you check yes , answer 1a), 1b), and 1c)].	<input type="radio"/> Yes <input checked="" type="radio"/> No
1a) Description of the position:	
1b) Salary:	
1c) Start date:	

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

None

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

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

None

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

Trustee Signature

DocuSigned by:

 Signature: 0E7B54E4F3924B8...

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

Conflicts of Interest Policy

KIPP NYC Public Charter Schools & KIPP Academy Charter School

Purpose:

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

Definitions:

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

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“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

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

KIPP Academy

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

N/A

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

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

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

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

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

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

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

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

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

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

Yes **No**

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

See above


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

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

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

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

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

DocuSigned by:

 7B20C3EDA65D44F...

6/30/2021

Signature

Date

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





last revised 06/8/2020

Conflicts of Interest Policy

KIPP NYC Public Charter Schools & KIPP Academy Charter School

Purpose:

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

Definitions:

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

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

“Board” means the Board of Trustees.

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

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

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

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

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

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

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

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

“School” any school managed by the Corporation.

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

What is a Conflict of Interest?

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

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

Disclosure of Conflicts of Interest:

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

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

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

Annual Statements:

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

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

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

Related Party Transactions:

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

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

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

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

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

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

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

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

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

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

Periodic Reviews

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

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

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

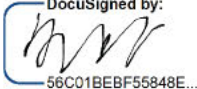
Violations of the Conflicts of Interest Policy:

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



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

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

Signature of Board Member: 
56C01BEBF55848E...

Date: 6/29/2021



2021 DISCLOSURE OF FINANCIAL INTEREST FORM

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

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

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

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

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

None

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

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

None

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

Trustee Signature

Signature:  56C01BEBF55848E...

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

Conflicts of Interest Policy

KIPP NYC Public Charter Schools & KIPP Academy Charter School

Purpose:

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

Definitions:

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

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

“Board” means the Board of Trustees.

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

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

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

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

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

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

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

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

“School” any school managed by the Corporation.

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

What is a Conflict of Interest?

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

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

Disclosure of Conflicts of Interest:

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

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

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

Annual Statements:

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

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

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

Related Party Transactions:

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

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

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

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

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

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

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

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

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

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

Periodic Reviews

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

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

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

Violations of the Conflicts of Interest Policy:

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



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

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

Signature of Board Member:  _____
F1BF9AC680214D2...

Date: 7/4/2021 _____

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

Name: whitney Tilson

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

KIPP Academy Board

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

2. Are you an employee of any school operated by the education corporation?
___ **Yes** ___^x **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:

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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 <i>Independence Day (Observed)</i>	Jul 6	Jul 7	Jul 8	Jul 9	Jul 10
				SST Break			
	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					
		BOY 5-8 SRI/F&P Assessment					
		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			
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					Veterans (DOE Closed-- KIPP NYC in session)			
Instructional Days: 5	Nov 21	Nov 22	Nov 23	Nov 24	Nov 25	Nov 26	Nov 27	

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

	Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
Instructional Days: 5	Feb 6	Feb 7	Feb 8	Feb 9	Feb 10	Feb 11	Feb 12
W23				K-8 T2 Progress Reports			
				K-4 STEP/F&P Cycle 2 (3-4)			
Instructional Days: 5	Feb 13	Feb 14	Feb 15	Feb 16	Feb 17	Feb 18	Feb 19
W24				K-4 STEP/F&P Cycle 2 (3-4)			
						START DATE: 5-8 F&P Assessment for Tier 2/Tier 3 Students	
	Feb 20	Feb 21	Feb 22	Feb 23	Feb 24	Feb 25	Feb 26
				Mid-Winter Break			
Instructional Days: 5	Feb 27	Feb 28	Mar 1	Mar 2	Mar 3	Mar 4	Mar 5
W25				K-4 Math IA #2			
					K-2 STEP Cycle 2		
Instructional Days: 5	Mar 6	Mar 7	Mar 8	Mar 9	Mar 10	Mar 11	Mar 12
W26				K-2 STEP Cycle 2			
Instructional Days: 5	Mar 13	Mar 14	Mar 15	Mar 16	Mar 17	Mar 18	Mar 19
W27				5-8 Math PT Simulation		T2 Ends	
				3-4 ELA Mini-Simulation			
T2: 13 Weeks				K-2 STEP Cycle 2			Data Deadline for K-1 JAR IA #2 (for kids who are not Exemplary)
Instructional Days: 4	Mar 20	Mar 21	Mar 22	Mar 23	Mar 24	Mar 25	Mar 26
W28		T3 Starts		K-8 Wellness Wednesday #4			
		No School for Students					
		Regional PD/School-Based PD Day					
Instructional Days: 5	Mar 27	Mar 28	Mar 29	Mar 30	Mar 31	Apr 1	Apr 2
W29				NYS 3-8 ELA State Test Administration			
Instructional Days: 5	Apr 3	Apr 4	Apr 5	Apr 6	Apr 7	Apr 8	Apr 9
W30				T2 K-8 Report Card Night			
				3-4 Math Mini-Simulation			
	Apr 10	Apr 11	Apr 12	Apr 13	Apr 14	Apr 15	Apr 16
				Spring Break			
						(Good Friday DOE Spring Break	
Instructional Days: 5	Apr 17	Apr 18	Apr 19	Apr 20	Apr 21	Apr 22	Apr 23
W31	Easter Sunday						

