



KIPP Academy Lynn Charter School

SY2014-2015 Annual Accountability Report to the Massachusetts

Department of Elementary & Secondary Education

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Introduction to Our School

KIPP Academy Lynn Charter School (“KALCS”)			
Type of Charter (Commonwealth or Horace Mann)	Commonwealth	Location	90 High Rock Street, Lynn, MA, 01902
Regional or Non-Regional?	Non-Regional	Districts in Region (if applicable)	N/A
Year Opened	2004	Year(s) in which the Charter was Renewed	N/A
Maximum Enrollment	1586	Current Enrollment	851
Charter Grade Span	K-12	Current Grade Span	5-12
# of Instructional Days per school year	185	Student on Waitlist	472
School Hours	Monday-Thursday: 7:30 a.m. 4:30 p.m. Friday: 7:30a.m. - 12:30p.m.	Age of School	10 years
<p>Mission Statement:</p> <p>The mission of KIPP Academy Lynn Charter School (KALCS) is to empower all of its students with the academic skills, intellectual habits and character traits necessary to maximize their potential in high school, college and the world beyond.</p>			

School Performance and Program Implementation

Faithfulness to the Charter

Mission and Key Design Elements

The mission of all of KIPP Massachusetts schools is to create an environment where students develop the academic skills, character strengths, and intellectual habits necessary to maximize their potential in high school, in college, and in life. Our program is based on: a longer school day and year; academic and character development; a relentless focus on student outcomes and college graduation; intensive professional development and continuous coaching for teachers and staff; and a system of support for students in grades K-12, as well as through college. Other key design elements include:

High Expectations

KIPP schools have clearly defined and measurable high expectations for academic achievement and strong character. Students, parents, teachers, and staff create and reinforce a culture of achievement and support through a range of formal and informal rewards and consequences for academic performance and behavior.

Choice & Commitment

Students, their parents, and the teachers of each KIPP school choose to participate in the program. No one is assigned or forced to attend a KIPP school. Everyone must make and uphold a commitment to the school and to each other to put in the time and effort required to achieve success.

More Time

KIPP leaders, students, and families know that there are no shortcuts when it comes to success in academics and life. With more hours in the school day, more days in the year, and more years in the lives of our students (K-12 and KIPP support through college), students have more time in the classroom to acquire the academic knowledge and skills that will prepare them for competitive colleges and other post-secondary paths, as well as more opportunities to engage in diverse enrichment activities and experiences.

Power to Lead

The principals of KIPP schools are effective academic and organizational leaders who understand that great schools require great school leaders. They have control over their school budget and personnel with accountability to student outcomes. They are free to swiftly move dollars or make staffing changes, allowing them maximum effectiveness in helping students learn.

Focus on Results

KIPP schools relentlessly focus on high student performance on standardized tests and other objective measures. Just as there are no shortcuts, there are no excuses. Students are expected to achieve a level of academic performance that will enable them to succeed at the nation's best colleges and other post-secondary paths.

KALCS's mission and key design elements are the building blocks for all program and organizational elements at our schools. KALCS ensures that all stakeholders share a common understanding of the school's mission by introducing the mission and discussing what it means in concrete terms from the first day teachers, staffs, students, and families walk in the doors of our school. For example, students, staff, and teachers are all asked to regularly identify examples of the character traits KALCS seeks to teach and to "shout out" others in the community who have exemplified those traits in their recent work. KALCS's board, teachers, and staff ground their work and are asked to explicitly connect their work to students successfully matriculating and persisting through college.

KALCS mission is also evident throughout its facilities. College posters are placed throughout the buildings, classrooms are named after teachers' alma maters, character and life lesson quotes are on the walls of the classrooms and hallways, and we celebrate all students as they progress through the college application process. Our students have the opportunity to attend college visits. The character traits we are seeking to teach our students are grit, self-awareness, pride, bravery, and zest.

We have continued to focus on using data to evaluate and drive instruction. KALCS employs a Director of Student Achievement to help KALCS collect, verify, analyze, and report out data that helps inform program evaluation and interventions for student.

Dissemination Efforts

All KIPP Massachusetts schools make a concerted effort to share our promising practices and lessons learned with a variety of educators and organizations. We have hosted several hundred visitors this year across our Boston and Lynn campuses from local traditional and charter public schools. Our teachers, leaders, and regional team have led professional development for organizations such as Teach for America, the Match Teacher Residency, and Building Excellent Schools. In particular we have led dissemination of KIPP:MA's practices for character education and student engagement. We have shared curriculum and school design resources to all who request them believing that this will improve all schools.

We offer the opportunity for district leaders to participate in the KIPP School Design Fellowship. Leaders from Boston and Salem Public Schools have participated to learn about KIPP's human capital and leadership development strategies. The satisfaction rate with district leaders is 97%.

We are also founding members of the Boston Charter Research Collaborative. The BCRC is a multi-year partnership between six Boston-area charter management organizations, CEPR and MIT researchers, and the National Center on Time and Learning's Transforming Education program. The project will engage in rapid-cycle experimentation to develop scalable measures of and interventions to improve students' fluid intelligence and social-emotional capacities. The collaborative will serve as a model for similar partnerships between practitioners and researchers that efficiently address the education sector's most pressing needs of practice.

Academic Program Success

Student Performance

A. Publicly Available Data

KALCS's most recent, publically available MCAS data can be found by following this link to our school report card:

<http://profiles.doe.mass.edu/reportcard/rc.aspx?linkid=37&orgcode=04290000&fycode=2014&orgtypecode=12&>

B. Non-MCAS Data

This year, the average ACT score for our high school students was approximately 21. This correlated to an average SAT score of 1470.

Program Delivery

In the 2014-2015 school year, KIPP Academy Lynn made some significant changes to increase student achievement. First, KIPP:MA, including instructional leaders at KALCS, developed a clear academic vision and a shared definition of rigor. This helped set a high bar for teaching and learning across all classrooms and grade levels. Leaders observed together across our schools and at high performing charter schools in MA, as well as conducted extensive research in order to continuously set a high bar for instruction and our students.

Second, KIPP:MA used released PARCC items to create interim assessments in ELA and math. These assessments were given at both our middle schools and were used to benchmark student learning throughout the year as well as drive planning and instruction in our classrooms.

Third, in our middle school, we implemented guided reading in all of our English language arts classes, giving all students the opportunity to have instruction and intervention at their reading level.

Organizational Viability

Organizational Structure of the School

This year, KALCS added its first 12th grade class. Next year, KALCS will enroll its first Kindergarten class.

At the school level, we have added the Managing Director of Schools (“MDS”) role to oversee all school leaders in one district. We have one MDS in Lynn and one MDS in Boston. The MDS role is able to provide more focused professional development and support to our school leaders and is driving a refocusing on horizontally and vertically aligned K-12 school curriculums. At the regional office level, which serves as a support services hub for KIPP Academy Lynn Charter School and KIPP Academy Boston Charter School, we have also made some adjustments. These improvements are focusing on organizing the regional office to be poised to best support our schools at scale. Certain roles and responsibilities have been divided up or combined, while some new roles have been added.

For example, our human resources and recruitment departments have been combined under one Chief People Person who will focus on continuing to improve the entire employee experience from the first application through years of successful teaching. Our compliance & accountability role has been restructured. Prior to this year, one person oversaw compliance & accountability, as well as facilities in Lynn. The compliance & accountability role is now staffed by our general counsel and no longer retains responsibility for facility management. This change has allowed our compliance & accountability role to have a closer relationship with our schools and to develop more specialized knowledge of state and federal compliance and accountability requirements.

Please see Appendix G for our organizational chart.

Network Structure

Structure – Two Districts, Two Charters, One Network:

The Board and staff of KIPP Lynn and KIPP Boston, collectively (“KIPPMA”) created and are implementing a comprehensive business plan to fulfill our charters and grow with quality and sustainability during the FY12-FY20 period. Our primary goal is to establish an aligned K-12 system of elementary, middle, and high schools in each district where we operate (as charter seats allow) and provide alumni services, all to support our mission of increasing the numbers of students who graduate from college. Our plan includes a detailed model that demonstrates a sustainable financial path for both the existing charters and for further proposed growth. To ensure separation of public funds for compliance and audit purposes, KIPPMA must manage cash separately for its two legal public entities, KIPP Academy Lynn Charter School (which as “flagship” includes the regional office) and KIPP Academy Boston Charter School. Within each charter, KIPP internally differentiates multiple “schools” that represent elementary, middle, and

high school grade spans. Each school has its own grade levels, principal, staff team, and budget.

Under the KIPP Academy Lynn charter currently authorized for grades K-12, we operate a middle school with grades 5-8 (KIPP Academy Lynn) and a High School with grades 9-12 (KIPP Academy Lynn Collegiate). In SY15-16, we will begin operating an elementary school, starting with grade K (KIPP Academy Lynn Elementary). In subsequent years, we will continue to grow the elementary school, one grade per year in accordance with our growth plan. In Boston, we are authorized to grow to grades K-8, internally operating an Elementary School grades K-4 (KIPP Academy Boston Elementary) and a Middle School, grades 5-8 (KIPP Academy Boston). Internally, each “school” pays a fee to the regional office for a range of network support services. The Board of KIPP Lynn and KIPP Boston and the staff of the regional office support the growth and performance of the network.

Network Management Capacity:

In recent years, KIPPMA has invested substantially in strengthening its capacity to manage network growth. This gives us confidence that we can manage the full scope of our upcoming proposed expansion to add elementary grades in Lynn, grow the size of middle and high school grades in Lynn, and continue to grow Boston middle and elementary grades. We also recently submitted an amendment to expand enrollment and grades served in Boston to include grades 9-12.

Our capacity investments stem from:

- a) **Strengthened Regional Office Capacities:** Investment in “KIPP Massachusetts” regional office talent (staff and Board), systems, compliance, and other resources to support schools in start-up, growth, and steady state phases.
- b) **Growth Experience:** Expertise gained from successfully opening two new ventures, KIPP Lynn’s high school grades and KIPP Academy Boston Charter School, including staff based in those schools.
- c) **School Leadership Pipeline:** Demonstrated pipeline for developing school leaders to found new schools and grades.
- d) **National KIPP Network Resources:** Increased capacity of the national KIPP Foundation and peer KIPP regions from around the country to provide supports and share best practices.

Board:

Our network’s highly effective and engaged Board of Trustees governs both KIPP Academy Lynn Charter School and KIPP Academy Boston Charter School. The Board will continue to govern the network using the same performance management and oversight practices it has used to ensure successful expansion of schools and grades over the past several years in Lynn and Boston. The board’s main roles are: Fiduciary & Charter Accountability Oversight, Executive Performance Management & Development, Vision & Strategy, Financial Resourcing, External Champions, Board Self-Management. In support, the Board has utilized committees and

advisory tasks forces including Finance, Facilities, Governance & Compliance, Compensation, Development, Teaching & Learning, Advocacy, and Strategic Planning.

The Board approves expansion plans and regularly evaluates the performance of our organization and schools ensure faithfulness to our charter and successful, sustainable growth. Progress starting up new schools and grades is reported on and discussed at every Board meeting and frequently through committees. The Board meets at least 6 times per year and, at each meeting, evaluates performance of our existing and start-up schools through review of an Organizational Goals Dashboard and detailed reports on Finance, Development, Facilities, Teaching & Learning, and Compliance. At year-end, the Board conducts a full review of the school's academic, operational, and organizational progress. This review includes a 360' review of the school leadership, analysis of test results, a review of budget-to-actual reports, as well as systematic internal review of each aspect of our schools by the relevant Board committee. The results of reviews are used to create goals for the following year. Our Executive Director reports to the Board of Trustees, and regular meets with the Board Chair and other members to discuss progress. The Executive Director and regional leaders also staff Board committees and task forces, adding to the governance-leadership structure.

Teacher Evaluation

KALCS utilizes a system developed specifically for KIPP:MA to evaluate our teachers. Our teachers' performance is evaluated at two times during the year: mid-year and year-end. KIPP Academy Lynn and KIPP Academy Boston utilize different formats for their evaluations. KIPP Academy Lynn has a goals-based evaluation form, and KIPP Academy Boston rates teachers against the KIPP Framework for Effective Teaching (KFET). Both districts' forms refer to the KFET.

KFET consist of four evaluation categories: Self and Others / Leadership, Classroom Culture, The Teaching Cycle, and Knowledge. Additionally, it ranks teachers within four levels: Unsatisfactory, Needs Improvement, Proficient, and Exemplary. The two types of evaluation forms include a self-evaluation as well as a manager/coach evaluation.

Budget and Finance

A. Unaudited FY15 statement of revenues, expenses, and changes in net assets (income statement)

**KIPP Academy Lynn and affiliated Foundation
FY 2015 Preliminary Income Statement
Preliminary as of 7/28/15 (audited financial statements not available until November 2015)**

July 2014 - June 2015

Public	
Total Public	11,425,086
Private	
Total Private	433,250
Fees & Other	
Total Fees & Other	957,018
Total Revenue	<u>12,815,355</u>
Personnel - Salaries	
Total Personnel - Salaries	8,077,233
Personnel - Other	
Total Personnel - Other	1,484,763
Direct Student Expenses	
Total Direct Student Expenses	1,600,382
Administration	
Total Administration	2,020,553
Facilities	
Total Facilities	1,648,294
School Contribution to Regional Office	
Total School Contribution to Regional Office	(618,480)
Total Expenses	<u>14,212,746</u>
Total Surplus (Deficit)	<u>(1,397,391)</u>

B. Statement of net assets for FY15 (balance sheet)

KIPP Academy Lynn and affiliated Foundation FY 2015 Preliminary Balance Sheet

Preliminary as of 7/28/15 (audited financial statements not available until November 2015)

June 30, 2015

Assets	
Boston Private Operating *8842	76,250.18
Boston Private FOKA Operating*8859	1,617,307.99
Citizens Bank KAL *0730	646,179.99
Lynn Fund *8831	1,381,269.67
Petty Cash KAL Middle School	250.00
Petty Cash KAL High School	250.00
Petty Cash Regional Office	250.00
Grants Receivable	34,315.34
Pledges Receivable	592,587.67
Notes Receivable - Bonds	19,243,342.00
Due to/Due from KIPPMA Inc 70 / KIPP Lynn Charter 30	(2,800.00)
Due to / from KIPP MA Fund 70 / KIPP Lynn Fund 80	233,333.00
Due to / from KIPP Lynn Fund 80 / KIPP Boston Fund 84	(161,168.00)
Due to / from KIPP Lynn Fund 80 / 90 HR	246,879.52
Due to / from Lynn Charter / Boston Charter	618,479.75
Due to / from Lynn / 90HR	(69,492.50)
Prepaid Expenses	46,938.43
Deposits	56,899.00
Leasehold Improvements	1,000.00
Furniture Capitalized	70,891.62
Equipment	72,954.00
Technology Capitalized	968,232.21
Financing Fees Capitalized	422.66
Soft Costs - FFE	21,738.00
Soft Costs - Legal and Insurance	10,082.24
Investment in 90 HR	631,579.00
Accum Dep - Leasehold Improvements	(932.50)
Accum Dep - Furniture	(14,703.44)
Accum Dep - Equipment	(66,041.98)
Accum Dep - Computers and Tech	(667,426.80)
Total Assets	<u>25,588,867.05</u>
Liabilities	
Accounts Payable	486,271.19
403b Payable	(535.50)
FSA Payable	3,556.07
Accrued Expenses	60,000.00
Accrued Payroll	(1,078.45)
QLICI - A note payable	15,692,720.89
QLICI - B note payable	1,480,828.20
NFF Loan Payable	129,500.00
Citizens Tax Exempt Bond	(17,230.38)
Citizens Taxable Bond	(20,839.53)
Citizens Bank Line of Credit	500,000.00
Total Liabilities	<u>18,313,192.49</u>
Net Assets	
Total Net Assets	<u>7,275,674.56</u>
Total Liabilities and Net Assets	<u>25,588,867.05</u>

C. Approved School Budget for FY16

PRO FORMA FINANCIALS - KIPP Academy Lynn Board Approved on 6/11/15

REVENUE	
Public - Tuition Revenue	13,126,867
Public - Other State Revenue	296,042
Public - Local Revenue	35,000
Public - Federal Revenue Total	1,192,288
Private Revenue Total	2,148,800
Other Income	60,500
School Contribution to Regional Office	799,698
TOTAL REVENUE	17,659,195
EXPENSES	
Personnel - Salaries	9,979,633
Personnel - Other	1,867,230
Direct Student Expenses	1,951,922
Administration	925,436
Facilities	1,887,289
School Contribution to Regional Office	1,567,853
TOTAL EXPENSES	16,611,510
CHANGE IN NET POSITION	1,047,685

D. Capital Plan for FY16

During FY15, KIPP completed renovations of our 90 High Rock Facility to reconfigure and add 7 additional classrooms for use by middle and high school grades, which went into use in FY15. KIPP has completed its search for a new facility to house new elementary school grades. That facility is located at 20 Wheeler Street, Suite 404 Lynn, MA 01902. KIPP:MA is redistributing its regional office staff among its existing High Rock campus, the new space of Wheeler street, and its two facilities in Boston.

Additional Information/Appendix

A. Appendix A: Accountability Plan Performance for 2014-2015

2014-2015 Performance (Met/Partially Met/Not Met)	Evidence	
<p>Objective 1: To support its emphasis on high-quality instruction, KIPP Academy Lynn will annually develop high-quality teaching by engaging its staff in practice based professional development. Practice based professional development will include modeling the intended practice, the teachers practicing the target skill, and time for the teacher to receive feedback and adjust accordingly.</p>		
<p>Measure 1a: KIPP Academy Lynn Public Charter School teachers will engage in at least 50 hours per year of practice based professional development.</p>	<p>Partially Met</p>	<p>In SY14-15, KIPP Academy Lynn shifted its focus to practice based professional development. KIPP Academy Lynn looks forward to meeting this measure in SY15-16.</p>
<p>Measure 1b: On the annual Insight Survey, 70% of our teachers (survey response rate of 80%) will agree with the statement “The expectations for effective teacher are clearly defined at my school.”</p>	<p>Partially Met</p>	<p>We achieved a response rate of 94%. 47% of our teachers agreed with the statement that “The expectations for effective teacher are clearly defined at my school.”</p>
<p>Objective 2: Beginning in Kindergarten, KIPP Academy Lynn Public Charter School will teach and practice research-based character traits necessary for student to maximize their potential in college and in life.</p>		
<p>Measure 2a: Annually beginning in 5th grade¹, 70% of KIPP Academy Lynn Public Charter School students will self-evaluate character strengths and habits development using a research based survey.</p>	<p>Not Met</p>	<p>In SY14-15, 64% of our students in grades 5-12 self-evaluated character strengths and habits development using a research based survey.</p>
<p>Measure 2b: On the annual Healthy Schools & Regions Survey, the average score for the statement, “The school is having a positive impact on my child’s character,” will be 3.75 or higher out of 5.00, with a 50% response rate from our families.</p>	<p>Met</p>	<p>In SY14-15, we achieved a response rate of 55%. The average response was 4.30 out of 5.00.</p>

¹ In year one of this charter term, KIPP Academy Lynn Public Charter School was approved to expand to include grades Kindergarten through 4. KIPP Academy Lynn will begin its Kindergarten class in year two of its charter term and continue building one grade per year thereafter, until it reaches full enrollment, which would not occur until after this charter term ends.

Objective 3: KIPP Academy Lynn Public Charter School will focus on broadening and deepening family engagement with our families to support student growth and development.		
Measure 3a: On the annual Healthy Schools & Regions Survey, the average response to the statement, "I would recommend KIPP to other families," will be 3.75 or higher out of 5.00, with a 50% response rate from our families.	Met	In SY14-15, 55% of our families in grades 5-12 responded to the Health Schools & Regions Survey. Of those responses, the average was 4.46 out of 5.00.
Measure 3b: On the annual Healthy Schools & Regions Survey, the average score for the questions related to family engagement will be 3.75 or higher out of 5.00, with a 50% response rate from our families.	Met	In SY14-15, 55% of our families in grades 5-12 responded to the Health Schools & Regions Survey. Of those responses, the average was 4.25 out of 5.00.
Objective 4: KIPP Academy Lynn Public Charter School's graduates will develop college readiness so that they can climb the mountain to and through college.		
Measure 4a: Each year, 90% of graduating seniors will matriculate to a two or four year college by January 1st of the year following their graduation from KIPP Academy Lynn Public Charter School.	Not yet reportable	We graduated our first class in SY14-15, therefore, we will first be able to report on this goal in the annual report for SY15-16. Currently, 89% of our graduating seniors have matriculated at a two or four year college.
Measure 4b: The average score for questions related to college placement and support on the annual KIPP Healthy Schools & Regions Survey will be 3.75 or higher out of 5.00 with a 50% response rate from our families.	Partially Met	In SY14-15, we achieved a response rate of 55%. The average response was 3.74 out of 5.00.
Objective 5: KIPP Academy Lynn will partner with leading educational institutions to participate in rapid cycle research and share those findings publicly with the broader education community both in Massachusetts and nationally.		
Measure 5a: Each year, KIPP Academy Lynn will participate in at least one research project to move the larger body of knowledge on effective schools forward.	Met	In SY14-15, KIPP Academy Lynn participated in research through BCRC.
Measure 5b: Findings from the research projects will be disseminated to Lynn Public Schools and Boston Public Schools at least one time per year, resulting in the sharing of KIPP Academy Lynn Public Charter School's best practices.	n/a	While KIPP Academy Lynn participated in research in SY14-15, the research has not yet resulted in published findings.

B. Appendix B: Recruitment and Retention Plan

School Name: KIPP Academy Lynn Charter School

Date: July 31, 2015

Implementation Summary on Recruitment Activities

At KIPP:MA, we strive to demographically mirror the communities we serve, and we are intent on recruiting a student population rich in English Language Learners and high needs students. Because of this focus, KIPP Lynn's student body reflects the demographics of its home city. For this year, we enrolled through our lottery, which resulted in a student body comprised of 11.3% students with special needs, 82% low-income students (43.2% economically disadvantaged students), and 16.5% English language learner students for the 2014-2015 school year. When examined against Lynn Public Schools (LPS), KALCS still below LPS rate for special education, but we are closing the gap on English language learners.

We hope to continue this trend by translating all recruitment materials in English and Spanish. We continue to run a robust adult and community education program at our school, in particular English classes. This continues to serve as a recruitment tool for student with a language other than English as their first language.

We also make clear to all families through recruitment materials that KIPP Academy Lynn is a free, open-enrollment school to dispel parents' misconceptions around entrance exams or tuition fees for entrance into charter schools.

General Recruitment Activities

Due to extensive outreach and adult educational programming geared towards both KIPP parents and non-KIPP parents alike, KIPP has built positive relationships with the greater Lynn community, in addition to the relationships with KIPP students and their families. KIPP has targeted its recruitment efforts to families with school-aged children in Lynn's low income communities as well as to families with students who may have special needs or for whom English is not the primary language spoken at home. Through our current families sharing their experiences, KIPP Lynn is also developing a reputation in Lynn as a place that welcomes and supports diverse learners.

We publish lottery advertisements in English and Spanish, in the Daily Item of Lynn, and on our website. We hold open houses that are open to the public where parents and prospective students can learn more about the school and where they can fill out applications. Finally, we do outreach at local places of worship and youth centers such as the YMCA and Boys and Girls Club.

These partnerships and positive relationships have led to a large pool of applicants for the past several years. KIPP:MA staff employ several strategies to inform as many families in Lynn as

possible about the opportunity to attend KALCS, including but not limited to:

- Attending and participating in community events;
- Dropping information packets and applications at local businesses, community organizations, and places of worship serving the targeted populations that KIPP aims to serve in an effort to closely mirror the demographics of the Lynn Public Schools; and
- Encouraging parents of current 5-12 students to enroll their children at our school and to spread the word about KIPP to friends with children.

Recruitment Plan – Strategies	
Demographic Group	Strategies
Special Education Students	<p>In FY15, 11.3% of our students were classified as having disabilities. This represents a slight decrease from 12.6% in FY14 and is still below the state average of 17.1% and LPS’s rate of 15.4%.</p> <p>During the lottery process, we will continue to make a concerted effort to inform parents that all students, regardless of ability, are encouraged to apply, including students who have IEPs, 504 plans, or are currently being evaluated.</p> <p>We will make a clear statement in all communications sent to families that all students are encouraged to apply for the enrollment lottery, including students currently on or being evaluated for IEPs.</p> <p>During our school tours, flyering, and the charter school fair, KALCS staff explains to potential parents the systems we have in place to guarantee their child is going to receive the full services required by their IEPs. This includes (but is not limited to) learning specialists, outside providers for occupational therapy, in house counselors for therapy, and small group instruction.</p> <p>We also provide potential parents with the opportunity to speak with the Director of Special Education and the SPED learning specialists for the relevant grade(s). The SPED learning specialists write student IEPs and can provide parents a deeper understanding of how services will be provided for their student.</p> <p>In SY15-16, KALCS and its sister organization, KIPP Academy Boston Public Charter School, will have the opportunity to offer special education services to students with more demanding disabilities. This will made us a more attractive option for future students with special needs by continuing to demonstrate our commitment to offering services to all students, regardless of special need status and</p>

	<p>encourage more students with special needs to consider applying to KALCS.</p>
<p>Limited English-proficient students</p>	<p>In FY15, 16.5% of our students were classified as being limited English-proficient. This is a significant increase from our FY14 number of 9.2%. We are still below our host district, which is at 18.8%, but we are working to close the gap.</p> <p>We will continue to make our recruitment and lottery materials available in English and Spanish. We will continue to identify persons in our KALCS community who can assist us in events such as open houses by providing translation for prospective families.</p> <p>We will continue to identify community centers and cultural organizations that are able to disseminate information about KALCS and that serve communities that are predominantly made up of immigrant families, refugee families, and families for whom English is not the home language. We will continue to work with our Director of Community Outreach to identify new and existing organizations and establish communications with them., including through our adult education programs.</p>
<p>Students eligible for free or reduced lunch/Economically Disadvantaged</p>	<p>This year, 82% (43.2% economically disadvantaged students) of our student body qualified for free or reduced price lunch. We hope to maintain or exceed this number in the future. We are aware that the metric used to calculate free or reduced price lunch will no longer be in use in the future. Many of our families would not be captured in the new metrics due to reluctance to utilize services captured by direct certification, despite qualifying for those services.</p> <p>We will strive to further increase the number of low income students at KALCS by reaching out to community centers, cultural organizations, health centers, and after-school programs in neighborhoods where the schools have high percentages of students eligible for free or reduced meals.</p>
<p>Students who are sub-proficient</p>	<p>We will include in recruitment materials the success of KIPP Academy Lynn Charter School in helping students who have been sub-proficient in past years reach proficient and advanced levels as measured by MCAS.</p> <p>We will identify organizations that offer tutoring services and provide them with recruitment materials.</p> <p>We will advertise our extended hours and increased learning time as well as directed strategies and programs such as small group learning and tutoring blocks. We will also advertise our summer school</p>

	programs and credit recovery plans.
Students at risk for dropping out of school	<p>We will include in recruitment materials the success of KIPP Academy Lynn Charter School in helping students who have been sub-proficient in past years reach proficient and advanced levels as measured by MCAS/PARCC.</p> <p>We will identify organizations that offer tutoring services and provide them with recruitment materials.</p> <p>We will advertise our extended hours and increased learning time as well as directed strategies and programs such as small group learning and tutoring blocks. We will also advertise our summer school programs and credit recovery plans.</p>
Students who have dropped out of school	We will advertise our school at job application centers and HiSET locations such as North Shore Community College in Lynn.
Other subgroups of students who should be targeted to eliminate the achievement gap	We will recruit Latino students, who consistently have the lowest academic achievement, highest number of days absent, and highest dropout rate in the district in comparison to other racial/ethnic groups (Uriarte, Chen & Kala, 2008), through community centers, cultural organizations, churches, after school programs, and health centers located in primarily Spanish-speaking communities.

2015-2016 Student Retention Goal
92%

Implementation Summary on Retention Activities

We achieve high retention rates by maintaining a close and constant relationship between teachers, student, and parents. Our current retention rate is 93.6%.

Each student at KIPP Academy Lynn Charter School is assigned to an advisor with a group of 8 to 11 other students. Advisories meet on a daily basis for 30 minutes to touch base on the student's academic progress and general well-being. Advisors make weekly contact with parents to give them updates on their children's progress. Incoming students receive a home visit from their advisors in the days previous to the beginning of school. During this home visit, the advisor explains the structure of the year, the student's schedules, and expectations for not

only students but for parents and teachers too.

KALCS has grade-level events numerous times over the year where parents can check in with teachers (e.g. report cards) or accomplish a goal, such as registering students for financial aid for college. These events are held in both English and Spanish and we offer translators for other languages if requested.

Finally, students are offered the opportunity to recover credit via summer school and/or online credit recovery to minimize the risk of students dropping out. Retaining students at KIPP for the duration of their academic careers from kindergarten through high school will have an everlasting impact on their life outcomes. KALCS systematically builds strong relationships with families, creates a joyful school culture alongside high expectations for academics and character, and provides all students the supports they need to be successful at KIPP, in college, and in life.

Retention Plan – Strategies	
Demographic Group	Strategies
Special Education Students	<p>KIPP Academy Lynn Charter School will continue to recruit highly-skilled special education teachers.</p> <p>The school will continue to engage parents in understanding the specifics of their students’ IEPs and how to advocate on their behalf. IEP meetings will be held on a yearly basis. Depending on a student’s level of need in each academic area, they will either receive inclusion services or separate settings.</p> <p>We will offer summer school for credit recover and for ACT preparation at the high school level and summer school for math and reading skills at the middle school level. We are founding a behavioral program at the middle school and scheduling substantially separate classes when necessary.</p> <p>KIPP Academy Lynn Charter School is continuing to develop strategies to meet the needs of its severe need special education students. For example, for those students who require occupational therapy or physical therapy, we have contracted with outside providers to deliver these services. This past year, we hired a full-time speech therapist to work with students who have IEPs that call for speech therapy.</p> <p>In SY15-16, KALCS and its sister organization, KIPP Academy Lynn collegiate, will have the opportunity to offer services to students with more demanding disabilities. This will made us a more</p>

	<p>attractive option for future students with special needs by continuing to demonstrate our commitment to offering services to all students, regardless of special need status and encourage more students with special needs to consider applying to KALCS.</p>
<p>Limited English-proficient students</p>	<p>Teachers will be taking, or have already taken, the necessary SEI and ELL MTEs and courses necessary to fully support the students at KIPP Academy Lynn Charter School. The school will proactively involve parents in their child's education in a meaningful way through parent orientations, consistent parent contact in their home language by phone, e-mail, and mail, opportunities to participate in school events, and parent conferences on a quarterly basis.</p>
<p>Students eligible for free or reduced lunch/Economically Disadvantaged</p>	<p>The Food Services Director will ensure that as many students as possible are certified to receive free meals through the direct certification method. The Director will contact the families of those students who are not directly certified to ensure that they accurately complete a meal application as soon as possible at the beginning of the school year. The Director will perform a direct certification at least two more times during the school year to ensure that any students receiving benefits such as TANF or SNAP are also receiving free meals at school.</p> <p>The Food Services Director will work with the Director of Community Programs to ensure that parents have access to information as to how to apply for programs such as TANF or SNAP.</p> <p>We currently believe that the new economically disadvantaged metric will result in lowering the number of student who are eligible for free and reduced lunch at our schools because many of students, while they would qualify based on income, do not participate in programs such as TANF or SNAP.</p>
<p>Students who are sub-proficient</p>	<p>Teachers and staff will continue to have open conversations with students and families about what grade level their student is performing at. This will shape the curriculum choices and support systems for each student so they receive the right amount of support. Additionally, student progress will be shared directly with students and families through quarterly (middle school) and bi-weekly (high school) progress reports.</p> <p>We will offer summer school for credit recover and for ACT preparation at the high school level and summer school for math and reading skills at the middle school level. We are founding a behavioral program at the middle school and scheduling substantially separate classes when necessary.</p>

<p>Students at risk for dropping out of school</p>	<p>Students who absent are reported to their parents before 9:00am of the same day in an effort to reduce skipping and increase parental engagement.</p> <p>The school will proactively involve parents in their child's education in a meaningful way through parent orientations, consistent parent contact in their home language by phone, e-mail and mail, opportunities to participate in school events, distribution of progress reports, and parent conferences on a quarterly basis.</p> <p>Teachers and staff will conduct home visits in order to invest students at risk of dropping out, as well as their families.</p> <p>The high school will provide alternate arrangements and/or schedules to accommodate the needs of students who might otherwise drop out of school (e.g. students with children or students who require transportation to school when it is not required by an IEP).</p> <p>Our school counselors, advisors, and KIPP Through College Team will work to identify students at risk for dropping out and work with those students to develop a plan to graduate.</p>
<p>Students who have dropped out of school</p>	<p>Our school counselors and KIPP Through College Team work to reengage students who have dropped out. The team works with these students, encouraging them to return to school, or working with them to find alternative paths to graduate.</p>
<p>Other subgroups of students who should be targeted to eliminate the achievement gap</p>	<p>The school will proactively involve parents in their child's education in a meaningful way through parent orientations, consistent parent contact in their home language by phone, e-mail and mail, opportunities to participate in school events, and parent conferences on a quarterly basis.</p>

C. Appendix C: School and Student Data

STUDENT DEMONGRAPHIC AND SUBGROUP INFORMATION		
Race/Ethnicity	# of student	% of entire student body
African-American	221	26.0
Asian	20	2.4
Hispanic	500	60.5
Native American	0	0.0
White	75	8.9
Native Hawaiian, Pacific Islander	0	0.0
Multi-race, non-Hispanic	20	2.2
Special Education	98	11.3
Limited English proficient	145	16.5
Economically Disadvantaged	361	43.2
Low-income, Free & Reduced Lunch	686	82

ADMINISTRATIVE ROSTER FOR THE 2014-2015 SCHOOL YEAR			
Name, Title	Brief Job Description	Start date	End date (if no longer employed at the
Caleb Dolan, Executive Director	Overall leadership of all aspects of KIPP Academy Boston Charter School & KIPP Academy Lynn Charter Schools	FY12	N/A
Anna Breen, School Leader Middle	Instructional Leadership of KIPP Academy Lynn Middle School	FY05	N/A
Andrea Deangelo, School Leader High School	Instructional Leadership of KIPP Academy Lynn High School	FY12	N/A
Eveleen Hsu, School Leader High School	Instructional Leadership of KIPP Academy Boston Elementary School	FY15	N/A
John Kalafatas, Chief Operating Officer	Business operations management for KIPP Academy Boston Charter School & KIPP Academy Lynn	FY11	N/A
Jenn Parkos, Chief Development Officer	Private Fundraising for KIPP Academy Boston Charter School & KIPP Academy Lynn	FY10	N/A
Sarah Drezek Managing Director of Schools	Oversee principals at KIPP Academy Lynn, provide professional development	FY14	N/A
Jen Jewell, Director of Finance	Overall financial management for KIPP Academy Boston Charter School & KIPP Academy Lynn	FY11	January 31, 2015
Alexis Rosado Director of KIPP Through College	Oversee college advising, match and persistence	FY08	N/A
Kevin Taylor Senior Director of Finance & Regional Operations	Overall financial management for KIPP Academy Boston Charter School & KIPP Academy Lynn	FY15	N/A
Christina Killizli-Salameh, Senior Director of HR and Operations	Oversee the HR department and compliance department	FY14	March 20,2015
Teresa Rita Chief People Officer	Director of Human Resources and Recruitment department	FY15	N/A

Alexandria Mauristhene HR Coordinator	Provide HR support	FY15	N/A
Stefanie Perry Director of Special Education and ELL	Oversee special education and ELL services	FY14	N/A
Stewart Stout Director of Student Achievement	Oversee collection, validation, and interpretation of student achievement data	FY14	N/A
Jacqueline Hayes, General Counsel, Compliance & Accountability Mgr.	Oversee legal, compliance & accountability	FY15	N/A
Victor Woodroffe Director of Technology	Oversee technology implementation	FY15	N/A
Rafael DeLeon Technology Associate	Provide technology support	FY11	N/A
Gabriel Gutierrez, Technology Associate	Provide technology support	FY13	N/A
Myisha Rodrigues-Scott, Director of Counseling	Oversee counseling department	FY12	N/A
Hugo Carvajal Director of Community Programs	Oversee community programs and relations	FY06	N/A
Hans Klinger Finance Analyst, Finance & Operations	Prepare financial and operations analysis reports	FY15	N/A
Steve Pizimenti, School Operations, Middle School	Manager of school operations for KIPP Academy Lynn Middle School	FY13	June 30, 2015
Donato Gray Visco School Operations, Middle School	Manager of school operations for KIPP Academy Lynn Middle School	FY15	N/A
Jennifer Startek, School Operations, High School	Manager of school operations for KIPP Academy Lynn High School	FY07	N/A
Emi Okuda School Operations, Elementary	Manager of school operations for KIPP Academy Lynn Elementary	FY15	N/A
Laura Malley Teaching Fellows Manager	Oversee development and supervision of teaching fellows	FY13	N/A
Laurie Kennedy Deputy Directory of Development	Oversee major development activity	FY13	N/A

Susan Vignolo-Collazzo Special Ed. Coordinator	Administrative assistant, special ed. dept.	FY13	N/A
Lilliam Rivera Executive Assistant	Assistant to the executive director	FY15	N/A
Michael Donahue Finance Coordinator	Process invoices, reimbursements, etc.	FY14	May 29, 2015

TEACHER AND STAFF ATTRITION FOR THE 2014-2015 SCHOOL YEAR				
	Number as of the last day of the 2014-2015 school year	Departures during the 2014-2015 school year	Departures at the end of the school	Reason(s) for Departure
Teachers	80	5	2	9 involuntary *9 Termination 18 voluntary *9 Personal Reasons *3 Took a position at a non-profit *2 Moved out of state *1 Took a job at another charter school *1 Took a job at another school *1 Graduate School *1 Unknown
Other Staff	58	9	5	2 involuntary *2 Team Restructured 13 voluntary *3 Took a position with a non-profit *2 Moved out of state *2 Took a position with another charter school *1 Took a position with a for-profit *1 Took a position with a parochial school *1 Moved out of the country *1 Personal Reasons *1 Transitioned to a Per Diem Role *1 Went to Graduate School

BOARD MEMBERS FOR THE 2014-2015 SCHOOL YEAR				
Last Name	Position on the Board	Committee Affiliations	Number of Terms Served	Length of each term (including date of election and expiration)
Michael Kendall	Board Chair	Governance Committee Chair, Strategic Task Force Member, Compensation Committee Chair	Two	06/2012 - 06/2015
Skip Besthoff	Treasurer	Finance Committee Chair	Two	06/2014 - 06/2017
Douglas Borchard		Governance Committee Member, Strategic Task Force Member	One	05/2014 - 05/2017
John Connors		Advocacy Task Force Member	One	02/2012 - 02/2015
Scott Sarazen		Facilities Committee Chair, Governance Committee Member	Three	03/2007 - 03/2016
Amanda Fernandez		Teaching & Learning Committee member, Advocacy Task Force Member, Development Task Force Member	One	01/2014 - 01/2017
Amanda Seider	Secretary	Teaching & Learning Committee Chair, Governance Committee Member	Two	06/2014 - 06/2017
Tom Beecher			One	04/2015 - 04/2018
Eric Svenson			One	04/2015 - 04/2018
Joal Abramson			One	04/2015 - 04/2018
Jennifer Davis			One	06/2015 – 06/2018
Caleb Dolan	Executive Director	All Committees and Task Forces	Serves on board as executive director	08/2011 -

D. Appendix D: Additional Required Information

Key Leadership Changes

Position	Name
MCAS Test Coordinator	Stewart Stout
SIMS Coordinator	Jacqueline Hayes

Facilities

Location	Dates of Occupancy
Rented additional facility space for our elementary grades. 20 Wheeler Street, Lynn, MA	July 1, 2015, three year term

Enrollment

Action	Date(s)
Student Application Deadline	On or about March 3, 2015
Lottery	The week of March 7-11, 2016

E. Appendix E: Conditions

Not Applicable

F. Appendix F: Complaints

No complaints were received in SY14-15.

G. Appendix G: Regional Office Organizational Charts



