



KIPP Academy Lynn Charter School

SY 2019-2020 Annual Report

Department of Elementary and Secondary Education

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Introduction to Our School

KIPP Academy Lynn Charter Public School (“KALCS”)			
Type of Charter (Commonwealth or Horace Mann)	Commonwealth	Location of School (Municipality)	90 High Rock Street Lynn, MA 01902
Regional or Non-Regional	Non-Regional	Chartered Districts in Region (if applicable)	Not applicable
Year Opened	2004	Year(s) the Charter was Renewed (if applicable)	2008, 2013, 2018
Maximum Enrollment	1586	Enrollment as of (fill in the date)	1590 As of March 1, 2020
Chartered Grade Span	K-12	Current Grade Span	K-12
Number of Instructional Days per School Year (as stated in the charter)	185	Students on Waitlist as of (fill in the date)	1859 As of March 1, 2020
Final Number of Instructional Days during 2019-2020 School Year¹ Report the number of “in person” days <u>separately from</u> the number of “remote learning” days. (e.g. 124 in person days; 56 remote days)	127 in person days 54 remote days		
School Hours	Elementary and Middle School 7:45 - 4:00 7:45 - 1:15 (Weds.) High School 8:20 - 3:40 8:20 - 1:50 (Weds.)	Age of School as of 2019-2020 School Year	16 Years

Mission Statement

Together with families and communities, we create a joyful, academically excellent school that prepares students at KIPP Academy Lynn Charter School 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.

¹ In April 2020, Commissioner Jeffrey C. Riley amended the terms of every charter school's charter related to the length of the school year and permitted all charter schools to operate consistent with orders made by the Commonwealth of Massachusetts in response to Coronavirus Disease 2019. Charter schools were required to make closure decisions and changes in the school year to comply with these orders. All charter schools are required to report the total number of school days they were in session for the 2019-2020 year in their annual reports. Report the number of “in person” days and the number of “remote learning” days.

School Performance and Program Implementation

Faithfulness to Charter

Mission and Key Design Elements

The mission of KIPP Massachusetts (KIPP MA) schools is to create an environment where students develop the academic skills, intellectual habits and character traits necessary to maximize their potential in high school, college and the world beyond. Our program is based on:

- A focus on high-quality instruction supported by rigorous professional development to ensure that our students develop the academic skills necessary to maximize their potential.
- A high regard for character development to ensure that our students develop the character traits, such as grit to persevere through challenges and zest for learning, necessary to maximize their potential.
- An emphasis on family engagement, because we believe that our students are most likely to be able to maximize their potential when we work in partnership with our students and their families.
- A focus on college readiness for all students so that all students can make choices about their post-secondary education and future.

High Quality Instruction

We believe that high quality instruction is the cornerstone of enabling our students to maximize their academic potential. To support the development of high quality instruction, our teachers participate in rigorous professional development, most of which is practice-based. For at least one week before the school year begins and one week after it ends, our teachers engage in high impact professional development. We build on this work with weekly professional development throughout the school year. Our teachers have access to coaches and mentors on a weekly basis who observe them teach and give real-time actionable feedback to improve their practice and hone their craft.

Our teachers also have access to network-wide professional development, meeting at least twice per year as a network, as well as KIPP national professional development opportunities. At the start of each school year, new teachers from both Boston and Lynn convene for three days of summer PD followed by one day of region-wide PD and four days of school-level PD for all staff members. We continue to seek opportunities for cross regional professional development throughout the school year.

To help our teachers have a clear path to develop their practice, we adopted and began using the High Impact Instructional Practices (HIIP) Rubric in school year 2014. This rubric is designed to comprehensively explain what we believe are the skills that support excellent instruction and bring

shared language and understanding of what excellent teaching looks like, using a four-point scale. Our teachers are all regularly assessed using the HIIP rubric to help drive their development. Further, we track our progress toward developing high quality instruction using the HIIP rubric at both the individual and the network level. We also use The New Teacher Project (TNTP) Insight survey to assess our professional culture and our progress toward our goals.

Character Development

Character development is one of the hallmarks of our organization and it permeates the work of every student, teacher, and staff member. We explicitly teach character development and seek to develop traits of agency, curiosity, community, compassion and identity in our students and staff. Beginning with the physical environment of our schools, a visitor would observe displays of the character traits throughout our buildings. Before students arrive for the new school year, we initiate home visits to begin orienting students to, among other things, our character curriculum. When new-to-KIPP students arrive, they participate in an orientation to help learn expected character traits. While students are at KIPP, they are taught what it means to develop character and we constantly strive to identify examples of those character traits in action. Those examples are posted throughout our schools and discussed in our classrooms. Our faculty and staff also participate in identifying examples of character traits in action in their own work.

Family Engagement

We believe that close partnership with our families is essential for our students' academic and emotional well-being, for we view families as the primary stakeholders in a student's success. We begin setting up a partnership with our families through our commitment to excellence and a discussion during home visits about what they can expect from KALCS and what the school should expect from them in terms of support for our students' learning.

Furthermore, we seek to eliminate barriers to allow for transparent communication among our students, families, and teachers/leaders/staff. Our school leaders have an open-door policy and regularly meet with our families and students.

Our teachers and leaders regularly communicate with our families, sending home feedback on each students' progress and staff invite parents to campus at various intervals for celebrations, parent-teacher conferences and other events. Families are invited to observe their child's classroom and to schedule formal follow-up conversations with teachers and school leaders as needed.

College Readiness for All Students

We work with our students from day one to help them become familiar with how to master their path to succeed to and through college or post-secondary education to realize an adult life of independence and impact. We study and learn from the experiences of our KIPP alumni to inform and improve our program so that it better prepares students to thrive after they leave our schools. We engage with our students and families in discussion about preparing for college so that they have support mastering the many steps necessary to make college a reality.

Taking college readiness a step further, our KIPP Through College and Career (KTCC) program was created to ensure that all KIPP alumni, regardless of whether the alum graduated from a KIPP high school, have the tools and support needed to pursue the option to earn a college degree. The KTCC full time staff provide students with: college matching and placement services so students can identify the colleges that are right for them, counseling and social/emotional support, SAT prep classes, and financial aid counseling for students and families. We also partner with local organizations to offer internships and summer programs for students to gain an understanding of the career opportunities available to them after college and begin to build a network of contacts to enable them to reach their career goals.

Amendments to the Charter

Date	Amendment Requested	Pending or Approved?
7/18/2019	Accountability Plan	Pending
2/10/2020	Mission and Vision Statement	Approved 08.05.2020

Access and Equity

KIPP Academy Lynn Charter School is actively working to identify and implement strategies to help reduce our in-school and out-of-school suspension rates. All school and network leaders review a monthly suspension report, which includes subgroup numbers so we can comprehensively track trends in suspension data.

In school year 2016-2017, we began developing and implementing a restorative practices approach in the high school grades that became more robust in the following school year. At the start of the 2017-2018 school year, all staff members were trained in an aligned approach to developing strong classroom and school culture and received ongoing support from the school leadership team. Staff and leaders also trained on consistent responses to discipline scenarios and created shared decision-making structures that limit the use of exclusion. In many instances, we have seen the 2017-2018 suspension data cut to half of the 2017 rates due to more stringent tracking and usage of these aligned practices. Prior to the shift to remote learning, our SY20 discipline rates in Lynn were on track to be lower than the SY19 school. We are committed to continue improving suspension rates for all students. We have changed policies and practice and expanded our sub separate programming to address the disproportionate suspension of students with disabilities.

The most recent, publicly available student discipline data can be found here:

<http://profiles.doe.mass.edu/general/general.aspx?topNavID=1&leftNavId=100&orgcode=04630000&orgtypecode=5>

2018-19 Student Discipline					
Student Group	Total Number of Students	Students Disciplined	Percent In-School Suspension	Percent Out-of-School Suspension	Percent Emergency Removal
All Students	1,485	141	5.7	5.5	0.5
English Learner	289	34	6.6	8.3	0.3
Economically Disadvantaged	843	97	7.0	6.6	0.7
Students with Disabilities	204	41	10.3	13.7	2.0
High Needs	1,119	125	6.5	6.6	0.6
Female	752	54	3.6	4.3	0.3
Male	733	87	7.9	6.8	0.8
American Indian or Alaska Native	2				
Asian	50				
African American/Black	305	33	7.2	5.6	0.3
Hispanic/Latino	996	97	5.6	6.1	0.6
Multi-race, Non-Hispanic/Latino	43	5			
Native Hawaiian or Pacific Islander	2				
White	87	6	3.4	2.3	1.1

Dissemination Efforts

All KIPP MA schools make a concerted effort to share our promising practices and lessons learned with a variety of educators and organizations. We host several hundred visitors each year of our charter term across our Boston and Lynn campuses from local district and charter schools. Our teachers, leaders, and regional team have led professional development for organizations such as DESE, 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 are founding members of the Boston Charter Research Collaborative (BCRC). 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 engages 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.

During our charter term, our operations and network staff have also engaged in opportunities to disseminate best practices, hosting visitors from other districts and charter schools and responding to requests for information about areas such as compliance and student assessments.

Beginning in school year 2017-2018, we began partnering with the Broad Residency and hosting Broad fellows. In 2019-2020, the resident continues to work past their fellowship timeline, leads our regional operations team and continues to utilize the Broad network for dissemination purposes. Through the program, the resident participates in intense professional development and shares best practices from KIPP MA with other residents in the program who are placed in schools across the country. This positively impacts our ability to collaborate and share non-instructional best practices with traditional public school districts in Massachusetts as well as nationally.

Through our special education department, we have the opportunity to participate in increasingly robust communities of practice focusing on problem solving to serve our highest needs students. Through this process, we have learned and shared best practices in special education.

Best Practice Shared	Vehicle for Dissemination (describe the method, format, or venue used to share best practices)	Who at the school was involved with the dissemination efforts?	With whom did the school disseminate its best practices? (Highlight partners and locations, including school districts)	Result of dissemination (Share any changes in practice or new opportunities for students that occurred as a result of your work at other schools/districts. List any resulting artifacts, materials, agendas, or results from partners and indicate if the school received grant funding to disseminate and if a grant report was written.)
Instructional Practices	Open classrooms and school observations	All positions	We regularly host 100+ visitors each year. Visitors come from our home district and from surrounding districts, as well as from other MA and out of state charters. We have also hosted international visitors.	No grant funding was sought for this work.
Instructional practices, Academic Curriculum,	KIPP Share, an online database	All positions	KIPP National Foundation and other KIPP Charter Schools throughout the country	Teachers and school leaders contributed to the body of knowledge available on the KIPP Share database where

Character development				KIPP teachers and administrators can add materials accessible by all KIPP regions throughout the country. No grants were sought to support this work.
Teaching and Learning Operations	School Walkthroughs	All areas	Charter schools, charter management organizations, principals, teachers	At least two times per year in each of our elementary, middle and high grades, we invite a team of outside educational leaders to tour our schools and give feedback. The process is ultimately both constructive for us and a sharing of best practices both to and from the reviewers. The school did not receive grants funding. No grant was written.
Curriculum and School Design Resources	Electronic documents and paper documents	All positions	Anyone who request information	We share curriculum and school design resources with anyone who inquires. No grants were sought for this work.
Recruiting and Retaining Diverse and Talented Teachers	DESE Sharing for Success 2019 Dissemination Fair and MCPSA Community of Practice Meeting	Managing Director of Talent	Participants at the Sharing for Success Dissemination Fair and Participants of the MCPSA Meeting	No grants were sought for this work.
Data Practices	Boston School Data Network	Data Team	Network of data leaders from area schools	No grants were sought for this work
Professional Development	Arts Ambassador	Two KIPP MA Art Teachers	Other Massachusetts Arts Teachers	No grants were sought for this work

Student Performance

A. Publically available data:

KALCS most recent, publically available data is found by following this link to our school report card overview: <http://reportcards.doe.mass.edu/2019/DistrictReportcard/04290000>

Complete Report Card:

2019 Official Accountability Report – [School Name]	
Overall classification	Not requiring assistance or intervention
Reason for classification	Substantial progress towards targets
Progress toward improvement targets	53% - Substantial progress towards targets
Accountability percentile	-

Program Delivery

ELA/Writing/Humanities

In the elementary school, we continue to implement a Balanced Literacy approach including Reader’s and Writer’s Workshops, Guided Reading, Word Study, Interactive Read Aloud and Shared Reading. We’ve found success in having our ELA Achievement Leader (curriculum director) provide scripted daily plans for Reader’s Workshop, Writer’s Workshop, Shared Reading, Interactive Read Aloud, and Word Study in order to align content across the literacy blocks and allow teachers to focus on internalization and execution. We also have set guidelines around the number of minutes students should be reading independently per day in order to ensure we are building reading stamina. In addition to our core ELA blocks, we also have an intervention block where students receive targeted small group instruction based on a specific area of need, including but not limited to LLI instruction from Fountas and Pinnell. We continue to assess using the Fountas and Pinnell and STEP assessments in addition to on-demand writing assessments. Overall, we utilized SY18-19 data to determine any additional adjustments that needed to be made to our literacy curriculum to support greater student growth and achievement in literacy. We will continue to do the same with SY19-20 data.

The KIPP MA middle schools have chosen to maintain much of the ELA/Writing practices from the prior year, including the use of the Wheatley curriculum, which is created by the KIPP Foundation. Based upon student achievement and growth data, we have observed a positive effect upon student mastery. Every year, the KIPP Foundation has revised the curriculum to strengthen alignment to the rigor of the Common Core State Standards.

In SY18-19, the KIPP Foundation made two improvements: the alignment of assessment to lessons and clarifying the teacher facing lesson plan. The goal in simplifying and clarifying the lesson plan was to

improve teacher preparation and digestion of the lesson, ultimately improving the quality of instruction. Through these revisions, we've found that the curriculum sufficiently supports student growth in reading skills and content. As a region, we utilized SY17-18 data to determine that additional tweaks needed to be made to the Wheatley writing curriculum to support greater student growth and achievement in writing. We based this decision upon data that revealed a gap between student skill in selected response questions versus student skill in open response questions. Therefore, under the guidance of the ELA Achievement Leader, we supplemented and revised the writing curriculum. Within KIPP MA, we increased the number of on-demand writing prompts. The Wheatley curriculum provides on-demand writing assessment per unit. As a region, KIPP MA has created an aligned on-demand writing prompt to be administered mid-unit. This additional assessment allows teachers to progress monitor student writing skills.

Science

In the elementary school, the Elementary Achievement Leader, in coordination with the KIPP Foundation and content experts in other KIPP regions, spearheaded the adoption and implementation of a new, high-quality, NGSS-aligned Science curriculum called Amplify Science. In addition, the elementary school piloted a high quality computer science and engineering curriculum from Project Lead the Way, using a grant from MassSTEMHub, with the eventual goal of giving all students high-quality Computer Science and Engineering experiences and skills in every grade level, K-12.

In middle school, science teachers continue to use Amplify Science as their primary curriculum. This highly-rated, inquiry-driven program has led to increased student engagement and deeper student comprehension of the material. Led by our Secondary Science Achievement leader, we continue to take steps to bridge the gap between the Next Generation Science Standards (to which Amplify is aligned) and the Massachusetts STE standards. This involved supplementing Amplify lessons with additional materials and creating region-wide science interim assessments to identify trends across the region.

In addition to science, our schools completed their third year of Project Lead The Way engineering. Each year, one unit of each 5-8 course was dedicated to a different engineering project. All engineering projects were rigorous and related to real-world problems. The goal was to develop students' problem-solving skills and engage them in the practice of working in teams, refining an idea, and sharing it with others.

Math

The elementary schools have chosen to maintain much of the math practices and structures from the prior year. Based upon student achievement and growth data, we observed a continued positive effect upon student mastery. We continue to implement a constructivist approach to math within our five distinct math blocks: math workshop, cognitively guided instruction, jar, routines, and fluency. In addition to our core math blocks, we also have an intervention block where students receive targeted small group instruction based on a specific area of need. We found success in having our Math Achievement Leader (curriculum director) continue to provide scripted daily plans for the majority of

our core math blocks, as well as provide additional resources and guidance for the intervention block. We also have set guidelines around the trajectories and targets of our K-4 fluency scope and sequence in order to ensure we are building mathematical stamina. We continued to assess our progress using the MAP assessment in addition to in-house cumulative math benchmarks, MCAS practice tests, and number sense assessments and as a region, we utilized SY18-19 data to determine any additional adjustments that needed to be made to our math curriculum to support greater student growth and achievement in math. We will continue to do the same with SY19-20 data.

When the elementary school shifted to remote learning in March 2020, the elementary math program narrowed focus to spiral standards that had already been introduced in school in order to deepen student understanding of key concepts at their grade-level. The Math Achievement Leader collaborated with teachers and leaders to determine the highest leverage standards, to create all student work, and to support implementation of remote learning K-4. Teachers ran small groups and 1-on-1 daily check-ins to continue to support student learning.

In middle school, we made the shift to a common set of unit and interim assessments, a common scope and sequence, as well as one primary curriculum this year. Based upon student achievement and growth data, we started the process of shifting to a more aligned middle school mathematics program. In SY 18-19, this involved creating a common scope and sequence that outlined the standards that would be addressed in each unit in order to ensure that all of the key content for each grade was covered before the end of the school year. Another shift that was made in SY 18-19 was shifting to one primary curriculum that was used across the region. The primary curriculum that was used is the curriculum created by the Achievement First Network. This curriculum is based on the Eureka Math curriculum and provides for thorough and in-depth math instruction at the middle school level. In order to ensure teachers had tools to monitor progress throughout the year, the Math Achievement Leader provided standard aligned Unit Tests and Cumulative Interim Assessments that were aligned to the scope and sequence. We will use the data collected from these assessments, in addition to the MAP assessment, and the MCAS assessment, in order to determine any additional adjustments that are necessary to support greater student growth and achievement in middle school math. In addition to these region wide shifts, there were also some school specific initiatives that were intended to drive student growth and achievement based on specific need.

Our middle school piloted a Cumulative Review block that was intended to provide students with the opportunity to get additional practice with spiralled content throughout the year in an effort to improve student retention of content and help students improve their ability to solve problems that pulled from multiple standards/concepts. Based on data collected on our cumulative interim assessments, there was a positive impact on student retention of prior content, and as a result we plan to roll out this content region-wide in SY19-20. Based on SY17-18 data, which revealed a gap between student skill in selected response questions versus student skill in open response questions, our Boston middle school piloted an initiative intended to provide students with targeted feedback on open response questions in order for students to more quickly develop their mathematical writing skills. Based on data collected on our MCAS practice tests which were administered in early April, this

initiative had a positive impact on student writing and ability with open response questions. As a result of this, we plan to roll out a similar initiative region wide during SY 19-20.

Organizational Viability

Organizational Structure of the School

This year, KALCS enrolled its first 4th grade class.

Please see appendix G for our organization chart.

Network Structure

The regional office consists of an executive director and leadership team that manages the regional office functions. The regional office works in concert with school-based staff to provide support in operations, finance, human resources, teaching and learning, talent, student supports, and family engagement, among other areas.

The Board approves expansion plans and regularly evaluates the performance of our organization and schools to ensure faithfulness to our charter and successful, sustainable growth. Progress on starting up new grades is shared and discussed at every Board meeting and frequently through committees. The Board meets at least six times per year and, at each meeting, evaluates the 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 review of the school leadership, analysis of assessment 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 are used to create goals for the following year. Our Executive Director reports to the Board of Trustees, and regularly 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.

Budget and Finance

A. Unaudited FY20 Statement of Revenues, Expenses, and Changes in Net Assets (Income Statement)

KIPP Academy Lynn FY20 Income Statement as of 6/30/2020	
Revenue	
Total Public Tuition Revenue	\$22,847,605
Total State Grant Revenue	\$70,531
Total Federal Grant Revenue	\$1,903,324
Total Private Grant Revenue	\$852,735
Total In-Kind Revenue	\$4,789,710
Total Fees and Other Revenue	\$50,703
Total Revenue	\$30,514,608
Expenses	
Total Personnel Expenses	\$18,562,577
Total Student Expenses	\$3,300,683
Total Administration Expenses	\$1,046,809
Total Facilities Operating Expenses	\$1,107,122
Total Facilities Financing Expenses	\$2,826,196
Total School Contribution to Regional Office	(\$1,886,362)
Total In-Kind Expenses	\$4,789,710
Total Depreciation Expenses	\$583,943
Total Other Expenses	(\$110,253)
Total Expenses	\$30,220,425
Net Surplus	\$294,183

B. Statement of Net Assets for FY20 (Balance Sheet)

KIPP Academy Lynn Unaudited Balance Sheet as of 6/30/2020	
Current Assets	
Cash and cash equivalents	\$3,860,109
Grants and accounts receivable	\$91,096
Prepaid expenses and other	\$88,217
Due (to) from	\$104,984
Total Current Assets	\$4,144,406
Noncurrent Assets	
Right-to-use lease assets, net	\$28,543,361
Capital assets, net	\$20,031,035
Total Noncurrent Assets	\$48,574,396
Total Assets	\$52,718,802
Current Liabilities	
Accounts payable and accrued expenses	\$856,699
Current portion of intercompany notes payable	\$362,373
Current portion of lease liability	\$534,880
Total Current Liabilities	\$1,753,952
Noncurrent Liabilities	
Intercompany notes payable, net of current portion	\$15,790,490
Lease liability, net of current portion	\$28,998,366
Total Noncurrent Liabilities	\$44,788,856
Total Liabilities	\$46,542,808
Net Assets	
Unrestricted - operating	\$3,287,707
Net investment in capital assets	\$2,888,287
Total Net Assets	\$6,175,994
Total Liabilities and Net Assets	\$52,718,802

C. Approved School Budget for FY21 (approved in 06.24.2020 Board Meeting)

KIPP Academy Lynn	
FY21 Budget	
	KIPP Academy Lynn
# Students	1,586
REVENUE	

Public Tuition Revenue	\$22,496,541
State Grant Revenue	\$50,000
Federal Entitlement Grant Revenue	\$907,209
Other Federal Grant Revenue	\$1,570,151
Private Grant Revenue	\$1,200,000
Fees and Other Revenue	\$53,100
Intercompany Interest Revenue	\$37,050
Total Revenue	\$26,314,051
EXPENSES	
Personnel Expenses	\$19,486,200
Student Expenses	\$3,226,698
Administration Expenses	\$973,159
Facilities Expenses	\$4,029,994
Capital Expenses	\$60,000
Contingency	\$425,000
School Contribution to Regional Office	(\$1,887,000)
Total Expenses	\$26,314,051
Total Net Operating Cash Flow	\$0

FY21 Enrollment Table	Enter Number Below
Number of students pre-enrolled via March 16, 2020 submission	1600
Number of students upon which FY21 budget tuition line is based	1591
Number of expected students for FY21 first day of school	1600
Please explain any variances: <i>Any discrepancies are a result of our budgeted numbers being based on our charter cap, whereas the enrollment number is the total number of students attending school with us on average throughout the year.</i>	

D. Capital Plan for FY21

In August of the 2019-2020 school year, KIPP Lynn completed its gut renovation of the 20 Wheeler Street facility that was purchased in the Spring of 2018. The Wheeler Street purchase and renovation was financed using a combination of equity and debt. Total project cost was \$29,950,000. Currently, we do not have any plans to further expand or renovate facilities.

A. Accountability Plan Performance for 2019-2020²

	2019-2020 Performance (Met/Partially Met/Not Met)	Evidence (include detailed evidence with supporting data or examples)
<p>Objective 1: To support its emphasis on high-quality instruction, KIPP Academy Lynn Charter School 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>Met</p>	<p>In SY19-20, KIPP Academy Lynn teachers engaged in excess of 50 hours of practiced based professional development. Elementary: 82.5 hours Middle: 83 hours High: 130 hours</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 teaching are clearly defined at my school.”</p>	<p>Not Met</p>	<p>Due to programmatic shifts in the spring of 2020 in response to the global pandemic and mandatory school closures, KIPP MA did not administer the Insight Survey.</p>
<p>Objective 2: Beginning in Kindergarten, KIPP Academy Lynn Public Charter School will teach and practice research-based character traits necessary for students to maximize their potential in college and in life.</p>		
<p>Measure 2a: On the annual Healthy School and Region Survey, beginning in 3rd grade, at least 50% of KIPP Academy Lynn Charter School students will agree or strongly agree that character traits are effectively taught as evidenced by their responses to these questions: How much do teachers encourage you to do your best? (Self-management)</p>	<p>Not Met</p>	<p>Due to programmatic shifts in the spring of 2020 in response to the global pandemic and mandatory school closures, KIPP MA did not administer the Healthy Schools & Regions Survey.</p>

² The KIPP Academy Lynn Accountability Plan is currently under review. Some measures were based on out-dated practices resulting in ratings of “Not Met”. The proposed metrics are currently pending DESE review.

When you feel like giving up on a difficult task, how likely is it that your teachers will make you keep trying? (Grit)		
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 (75%) or higher out of 5.00, with a 50% response rate from our families.	Not Met	Due to programmatic shifts in the spring of 2020 in response to the global pandemic and mandatory school closures, KIPP MA did not administer the Healthy Schools & Regions Survey.
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 (75%) or higher out of 5.00, with a 50% response rate from our families.	Not Met	Due to programmatic shifts in the spring of 2020 in response to the global pandemic and mandatory school closures, KIPP MA did not administer the Healthy Schools & Regions Survey.
Measure 3b: On the annual Healthy Schools & Regions Survey, the average score for the questions related to family engagement will be 3.75 (75%) or higher out of 5.00, with a 50% response rate from our families. ³	Not Met	Due to programmatic shifts in the spring of 2020 in response to the global pandemic and mandatory school closures, KIPP MA did not administer the Healthy Schools & Regions Survey.
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.	Met	Over 90% of the class of 2019 enrolled in a BA/BS or AA program as of January 2020.
Measure 4b: Each year, 80% of graduating seniors will apply to colleges with a balanced mix of likely/target/reach schools.	Met	95% of the class of 2020 with a 2.0+ GPA and ACT score 16+ submitted 9+ balanced applications with likely, target, and reach options. Data from January 2020.

³Questions include seeking information such as: “How comfortable do you feel talking with teachers at your child’s school?”, “How often do you meet in person with teachers at your child’s school?”, “How involved have you been with parent group(s) at your child’s school?”, “In the past year, how often have you visited your child’s school?”, “In the past year, how often have you helped out at your child’s school?”, “The school communicates with families openly and respectfully?”, “I am well informed about how my child is doing in school.”

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Dissemination

	2019-2020 Performance (Met/Partially Met/Not Met)	Evidence (include detailed evidence with supporting data or examples)
Objective: The school will disseminate information about programs and best practices.		
Measure: Each year, the school will host at least 50 visitors looking to learn about our programs.	Met	KALCS hosted over 40 separate visits during SY 19-20, engaging over 10 visitors both in-person and virtually. Visitors came for classroom observations, STEM project collaboration, and partnership-building with local non-profits.
Measure: Each year, various school staff will write 5 blog posts that contribute to education reform. These blog posts will detail work that is happening in KIPP Lynn classrooms, our fellow program, our college support process, or common core related topics.	Met	Information about program delivery and core topics was disseminated via the KIPP MA Monthly Notes (Executive Director), the biannual Juntos newsletter (Development team), and the monthly Curriculum Blasts (Achievement Leaders). Audience includes KIPP MA staff, board members, and community members .In March, we began a bi-weekly stakeholder update email regarding our response to the pandemic.

B. Recruitment and Retention Plan

Recruitment Plan 2020-2021

School Name: KIPP Academy Lynn Charter School

2019-2020 Implementation Summary:

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 12.1% students with special needs, 51.4% economically disadvantaged students, 14.2% English language learner students. These rates are comparable to Lynn Public Schools.

We hope to continue this trend by translating all recruitment materials in English, Spanish, and Khmer. We are continuing to develop our adult education programs to facilitate recruitment throughout Lynn.

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. We are continuing to expand our post high school programming for students with special needs who still qualify for special education services.

While we currently believe our incoming class will be demographically similar to our existing student population, if it does not, then we would like to consult with the Charter School Office after the October SIMS report.

Describe the school's general recruitment activities, i.e. those intended to reach all students.

General Recruitment Activities for 2019-2020:

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 educationally underserved 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;
- Encouraging parents of current K-12 students to enroll their children at our school and to spread the word about KIPP to friends with children.

Recruitment Plan – 2020-2021 Strategies List strategies for recruitment activities for <u>each</u> demographic group.	
Special education students/students with disabilities	
<p>(a) CHART data</p> <p>School percentage: 12.1%</p> <p>GNT percentage: 12.4%</p> <p>CI percentage: 13%</p> <p>The school is <u>below</u> GNT percentages and <u>below</u> CI percentages</p>	(b) Continued 2019-2020 Strategies
	<p style="text-align: center;">(c) 2020-2021 Additional Strategy(ies), if needed</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> <ul style="list-style-type: none"> • 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. • During our school tours and flyering, 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. • 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>In SY15-16, KALCS and its sister organization, KIPP Academy Boston Public Charter School, began offering special education services to students with more demanding disabilities. Our hope is that, over time, this will make 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 encourage more students with special needs to consider applying to KALCS. We are continuing to try to leverage a growing number of program offerings to attract more applicants with special needs.</p>
Limited English-proficient students/English learners	
<p>(a) CHART data</p> <p>School percentage: 14.2%</p>	(b) Continued 2019-2020 Strategies
	<p style="text-align: center;">(c) 2020-2021 Additional Strategy(ies), if needed</p> <p>Our current strategies to attract applicants who are English language learners are successful. We will continue those strategies in SY19-20. We will make our recruitment and lottery materials</p>

<p>GNT percentage: 19.1%</p> <p>CI percentage: 24.9%</p> <p>The school is <u>below</u> GNT percentages and <u>below</u> CI percentages</p>	<p>available in English, Spanish, Arabic and Khmer. We will continue to identify persons in our KALCS community who can assist us at 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. This will include identifying organizations predominantly serving both the Spanish speaking and the Arabic speaking communities.</p> <p>Additionally, we will invite parent leaders and community leaders to work with us to identify additional outreach venues to increase the number of applicants from Arabic and Spanish speaking families.</p>
<p>Students eligible for free or reduced lunch (Low Income/Economically Disadvantaged)</p>	
<p>(a) CHART data</p> <p>School percentage:51.4%</p> <p>GNT percentage: 47.6%</p> <p>CI percentage: 53.8%</p> <p>The school is <u>above</u> GNT percentages and <u>below</u> CI percentages</p>	<p style="text-align: center;">(b) Continued 2019-2020 Strategies</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. In the 19-20 School Year, KALCS started participating in the Community Eligibility Program to provide free breakfast, lunch, and snacks to all students without charge. This reduces the stigma of free or reduced lunches and allows students to eat multiple meals on campus without concern for cost. The Community Eligibility Program participation aims to make KALCS a more attractive choice for families.</p> <p style="text-align: center;">(c) 2020-2021 Additional Strategy(ies), if needed</p>
<p><u>Students who are sub-proficient</u></p>	<p style="text-align: center;">(d) Continued 2019-2020 Strategies</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 programs and credit recovery plans.</p>
<p><u>Students at risk of dropping out of school</u></p>	<p style="text-align: center;">(e) Continued 2019-2020 Strategies</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. We will identify organizations that offer tutoring services and provide them with recruitment materials. 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>
<p><u>Students who have dropped out of school</u></p>	<p style="text-align: center;">(f) Continued 2019-2020 Strategies</p>

<u>*only schools serving students who are 16 and older</u>	We will advertise our school at job application centers and HiSET locations such as North Shore Community College in Lynn.
OPTIONAL <u>Other subgroups of students who should be targeted to eliminate the achievement gap</u>	<p style="text-align: center;">(g) Continued 2019-2020 Strategies 2020-2021 Additional Strategy(ies), if needed</p> <p>We will recruit Latino students, who consistently have the lowest academic achievement, the 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.</p>

<h2 style="margin: 0;">Retention Plan</h2> <h3 style="margin: 0;">2020-2021</h3>
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<p>Please provide a brief narrative report on the successes and challenges of implementing strategies from the 2019-2020 Retention Plan.</p>

<p>2019-2020 Implementation Summary:</p>
<p>We achieve high retention rates by maintaining a close and constant relationship between teachers, students, and parents. Our current retention rate is 97.7%.</p> <p>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.</p> <p>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.</p>

Overall Student Retention Goal	
Annual goal for student retention (percentage):	94%

Retention Plan – 2020-2021 Strategies	
List strategies for retention activities for <u>each</u> demographic group.	
Special education students/students with disabilities	
<p style="text-align: center;">(a) CHART data</p> <p>School percentage: 4.9% Third Quartile: 20.4%</p> <p>The school’s attrition rate is below third quartile percentages.</p>	(b) Continued 2019-2020 Strategies
	<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> <ul style="list-style-type: none"> ● We will offer summer school for credit recovery and for ACT preparation at the high school level and summer school for math and reading skills at the middle school level. We recently founded a behavioral program at the middle school and scheduling substantially separate classes when necessary. ● KIPP Academy Lynn Charter School is continuing to develop strategies to meet the needs of its severe 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. ● Since SY15-16, KALCS has been able to offer services to students with more demanding disabilities. This 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 encourage more students with special needs to consider applying to KALCS. <p>In SY15-16, we began offering postsecondary special education services. We hope this encourages our students with special needs to stay with us.</p>
	(c) 2020-2021 Additional Strategy(ies), if needed
Limited English-proficient students/English learners	
Limited English-proficient students	
<p style="text-align: center;">(a) CHART data</p> <p>School percentage: 3.4% Third Quartile: 16.5%</p> <p>The school’s attrition rate is <u>below</u> third quartile percentages.</p>	(b) Continued 2019-2020 Strategies
	<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. 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) 2020-2021 Additional Strategy(ies), if needed

Students eligible for free or reduced lunch (low income/economically disadvantaged)

<p>(a) CHART data</p> <p>School percentage: 3.4%</p> <p>Third Quartile: 18.1%</p> <p>The school's attrition rate is <u>below</u> third quartile percentages.</p>	<p align="center">(b) Continued 2019-2020 Strategies</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.</p> <ul style="list-style-type: none"> • 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. • The Food Services Director works with the Director of Family and Community Engagement to ensure that parents have access to information as to how to apply for programs such as TANF or SNAP. • We currently believe that the new economically disadvantaged metric will result in lowering the number of students 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>Furthermore, our homelessness liaison will work with families experiencing homelessness to develop plans to keep their children enrolled at our school.</p> <p align="center">(c) 2020-2021 Additional Strategy(ies), if needed</p>
<p><u>Students who are sub-proficient</u></p>	<p align="center">(d) Continued 2019-2020 Strategies</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 recovery 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 align="center">2020-2021 Additional Strategy(ies), if needed</p>
<p><u>Students at risk of dropping out of school</u></p>	<p align="center">(e) Continued 2019-2020 Strategies</p> <p>Students who are absent are reported to their parents before 9:00am of the same day in an effort to reduce skipping and increase parental engagement.</p> <ul style="list-style-type: none"> • 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. • Teachers and staff will conduct home visits in order to invest students at risk of dropping out, as well as their families. • The high school will provide alternate arrangements and/or schedules to accommodate the needs of students who might otherwise drop out of school

	<p>(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 and Career Team will work to identify students at risk for dropping out and work with those students to develop a plan to graduate.</p> <p style="text-align: center;">2020-2021 Additional Strategy(ies), if needed</p>
<p><u>Students who have dropped out of school</u> <u>*only schools serving students who are 16 and older</u></p>	<p style="text-align: center;">(f) Continued 2019-2020 Strategies</p> <p>Our school counselors and KIPP Through College and Career Team work to re-engage 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 style="text-align: center;">2020-2021 Additional Strategy(ies), if needed</p>
<p>OPTIONAL <u>Other subgroups of students who should be targeted to eliminate the achievement gap</u></p>	<p style="text-align: center;">(g) Continued 2019-2020 Strategies</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> <p style="text-align: center;">2020-2021 Additional Strategy(ies), if needed</p>

C. School and Student Data

KIPP Academy Lynn Charter Public School's student demographic enrollment data may be found here:

<http://profiles.doe.mass.edu/profiles/student.aspx?orgcode=04290000&orgtypecode=5&>

STUDENT RACE AND ETHNICITY AND SELECTED POPULATIONS	
Race/Ethnicity	% of School
African American	19.5
Asian	3.1
Hispanic	68.7
Native American	0.2
White	5.6
Native Hawaiian, Pacific Islander	0.1
Multi-race, non-Hispanic	2.7
Selected Populations	% of School
First Language not English	77.0
English Language Learner	14.2
Students with Disabilities	12.1
High Needs	71.7
Economically Disadvantaged	51.4

ADMINISTRATIVE ROSTER FOR THE 2019-2020 SCHOOL YEAR

Name, Title	Brief Job Description	Start date	End date (if no longer employed at the school)
Caleb Dolan Executive Director	Overall leadership of all both Boston and Lynn districts	07/01/2009	N/A
Emily Rodriguez Managing Director of Elementary Schools	Manages K-4 principals at KIPP Academy Lynn and KIPP Academy Boston, provides professional development	09/04/2012	N/A
Rhonda “Nikki” Barnes Managing Director of Secondary Schools	Manages 5-12 principals at KIPP Academy Lynn and KIPP Academy Boston, provides professional development	07/15/2013	N/A
Mekka Smith Chief of Staff	Manages board activities and critical organizational projects	07/01/2016	N/A
Rachel Heuisler Managing Director of Talent	Manages HR and Talent teams and teaching fellows program	08/01/2017	N/A
Stephen Pizzimenti Chief Financial Officer	Overall financial management for both Lynn and Boston districts	07/30/2012 10/17/2019 rehire date	N/A
Annabelle Feliz Executive Assistant	Provides administrative support to the Leadership Team	03/01/2016	N/A
Emily DoBell School Leader, High School	Instructional Leadership of KIPP Academy Lynn High School	07/01/2012	N/A
Farida M. Graham School Leader, Middle School	Instructional Leadership of KIPP Academy Lynn Middle School	07/01/2017	N/A

Eveleen Hsu School Leader, Elementary School	Instructional Leadership of KIPP Academy Lynn Elementary School	07/01/2009	N/A
Cassy Burnham K-4 Math Achievement Leader	Owens K-4 Math curriculum	07/07/2014	N/A
Sean Tamarisk K-4 Science Achievement Leader	Owens K-4 Science curriculum	07/01/2016	N/A
Margaret Slivova 5-8 Math Achievement Leader	Owens 5-8 Math curriculum	07/09/2018	N/A
Jay Galbraith 5-12 Science Achievement Leader	Owens 5-12 Science curriculum	06/19/2017	N/A
Margaret 'Meg' Smith 5-12 ELA Achievement Leader	Owens 5-12 ELA curriculum	07/01/2015	N/A
Laurie Kennedy Senior Director of Development	Manages Development team	01/04/2012	N/A
Majestee Baker Business Manager	Provides support to finance team	03/05/2018	N/A
Ken Bertkau Finance Manager	Provides support to finance team	05/29/2018	N/A
Myisha Rodrigues Director of KIPP Through College and Career	Manages college advising, match and persistence	08/30/2011	N/A
Lovette Curry Managing Director of Operations	Manages operations employees	06/19/2017	N/A
Anny Vann HR Coordinator	Supports HR function	08/21/2017	08/02/2019

Julie McPhillips Director of Recruitment	Manages recruitment functions	08/10/2015	N/A
Aaron McBurnie Recruitment Coordinator	Recruits for all open positions	11/27/2017	12/6/2019
Lauren Adams Recruitment Manager	Recruits for all open positions	04/04/2011	N/A
Adriana Hernandez Data Director	Manages collection, validation, and interpretation of student academic data	05/14/18	N/A
Emily Hepler Taylor Regional Director of Operations	Manages all school based operations	05/19/2014	N/A
Rafael DeLeon Technology Manager	Provides technology support	1/26/2010	N/A
Gabriel Gutierrez Technology Associate	Provides technology support	10/09/2012	N/A
Sebastian Mancuso Technology Associate	Provides technology support	03/05/2018	08/23/2019
Emmanuel Fils-Aime Technology Associate	Provides technology support	05/29/2018	N/A
Rachel Deleveaux College Persistence Manager	Supports KIPP alumni to persist in college	11/16/2015	09/13/2019
Hugo Carvajal Director of Family and Community Engagement	Manages community programs and relations	09/15/2015	06/30/2020
Zach Trotsky Director of School Operations, High School	Manager of school operations for KIPP Academy Lynn Collegiate High School	08/10/2015	N/A

Elizabeth Garcia Director of School Operations, Middle School	Manager of school operations for KIPP Academy Lynn Middle School	07/01/2018	N/A
Shannon Clark Director of School Operations, Elementary School	Manager of school operations for KIPP Academy Lynn Elementary School	07/01/2019	N/A
Laura Malley Teaching Fellows Director	Manages development and supervision of teaching fellows	07/16/2012	N/A
Allie Whitfield Student Support Services Liaison	Administrative assistant, special ed. dept.	11/14/2016	08/09/2019
Peter Perry Friedman Special Ed. Coordinator	Administrative assistant, special ed. dept.	07/01/2016	N/A
Nathalie Bonhomme HR Manager	Supports HR functions	09/17/2018	N/A
Kate Holland Education Programs Manager	Oversees Compliance	01/01/2019	N/A
Julia Mahr Senior Data Manager	Provides support with student academic data	07/16/2014	N/A
Callum Nelson Data Manager	Provides support with student academic data	07/30/2018	06/30/2020
James Francois Director of Facilities	Manages Facilities employees	06/01/2019	N/A
Fabiola Breton Accounts Payable Associate	Supports in finance functions	6/11/2018	N/A

Victoria Maher Development Manager	Supports in Development Functions	09/30/2019	N/A
Natalya Faison Persistence Pathways Counselor	Supports college advising, match and persistence	09/09/2019	N/A
Rebecca Muller Special Education Manager	Oversees Special Education employees	07/01/2018	N/A
Linda Sewnarine ELA Achievement Leader	Owens K-4 ELA curriculum	07/01/2016	N/A
Norma Casado Human Resources Coordinator	Supports in HR functions	10/07/2019	N/A
Dana Gottlieb ESL Achievement Leader	Owens ESL curriculum	07/01/2015	N/A
Yara Figuero Support Services Coordinator	Supports in special edu functions	04/13/2020	N/A
Daniel Liu Data Analyst	Supports in Data functions	04/21/2020	N/A
Lawrence Hall Technology Associate	Provides technology support	10/08/2019	N/A
Kate Lobel Director of Human Resources	Manages Human Resources Employees	07/29/2019	N/A
Chelsie Hinckley Persistence Pathway Manager	Supports college advising, match and persistence	10/29/2019	N/A
Allen Harris Recruitment Associate	Recruit all open positions	07/01/2019	N/A
Courtney Fisk Recruitment Manager	Recruit all open positions	12/02/2019	03/02/2020

TEACHERS AND STAFF ATTRITION FOR THE 2019-2020 SCHOOL YEAR				
	Number as of the last day of the 2019-2020 school year	Departures during the 2019-2020 school year	Departures at the end of the school year	Reason(s) for Departure*
Teachers	88	8	17	4 Terminated 21 Resigned
Other Staff	70	7	6	13 Resigned

BOARD AND COMMITTEE INFORMATION	
Number of commissioner approved board members as of August 1, 2020	12
Minimum number of board members in approved bylaws	7
Maximum number of board members in approved bylaws	20

BOARD MEMBERS FOR THE 2019-2020 SCHOOL YEAR				
Name	Position on the Board	Committee affiliation(s)	Number of terms served	Length of each term (start and end date)
Abramson, Joel	Secretary	Advisor, Lynn Community Engagement	2	9/30/2015 - 9/30/2018 9/30/2018 - 9/30/2021
Beecher, Tom	Trustee	Governance and Compensation	2	5/18/2015 - 5/14/2018 5/14/2018 - 5/14/2021
Betancourt, Jennifer	Trustee	Governance and Compensation	1	1/16/2018 - 9/20/19
Borchard, Douglas	Trustee	Co-Chair, Governance and Compensation	2	6/23/14 - 6/22/2017 6/22/2017 - 6/22/2020
Davis, Jennifer	Trustee	Chair, Teaching and Learning	2	8/24/2015 - 8/24/2018 8/24/2018 - 8/24/2021

Dolan, Caleb	Trustee, Ex-Officio	Governance and Compensation; Finance and Facilities; Teaching and Learning	3	8/1/2011 - 8/1/2014 8/1/2014 - 8/1/2017 8/1/2017 - 6/24/2020
Fates, Matt	Vice Chair	Co-Chair, Governance and Compensation	1	8/17/2017 - 8/17/2020
Gondelles, Luis	Trustee	Advisor, Development	1	2/26/2019 - 1/23/2022
Gonzalez, Ivelisse	Trustee	People Committee	1	5/4/2018 - 4/11/2021
Kendall, Michael	Trustee	Governance and Compensation	4	4/30/2010 - 4/30/2013 4/30/2013 - 4/30/2016 4/30/2016 - 4/30/2019 4/30/2019 - 4/30/2022
Ketterer, Paul	Trustee	Co-Chair, Finance and Facilities	1	8/17/2018 - 8/17/2021
Lim, Shenkiat	Trustee	Chair, People; Governance and Compensation	1	8/17/2017 - 8/17/2020
Seider, Amanda	Chair	Governance and Compensation	3	11/3/2011 - 11/3/2014 11/3/2014 - 11/3/2017 11/3/2017 - 11/3/2020
Oliveras, Stephanie	Trustee	Chair, Finance and Facilities	1	8/21/2019 - 6/1/2022

D. Additional Required Information

Position	Name	Email Address	No Change/ New/Open Position
Board of Trustees Chairperson	Amanda Seider	amanda.seider@gmail.com	No
Charter School Leader	Caleb Dolan	cdolan@kippma.org	No
Assistant Charter School Leader	Mekka Smith	mekkasmith@kippma.org	No
Special Education Director	N/A	N/A	N/A
MCAS Test Coordinator	Zach Trotsky	ztrotsky@kippma.org	No
SIMS Coordinator	Emily Hepler	ehepler@kippma.org	No
English Language Learner Director	Dana Gottlieb	dgottlieb@kippma.org	No
School Business Official	Emily Hepler	ehepler@kippma.org	No
SIMS Contact	Emily Hepler	ehepler@kippma.org	No

Enrollment

Action	2020-2021 School Year Date(s)
Student Application Deadline	February 12, 2021
Lottery	Kindergarten: February 22, 2021 Grades 1-8: February 23, 2021 Grades 9-12: February 24, 2021

E. Anticipated Board Meeting Schedule for 2020-2021

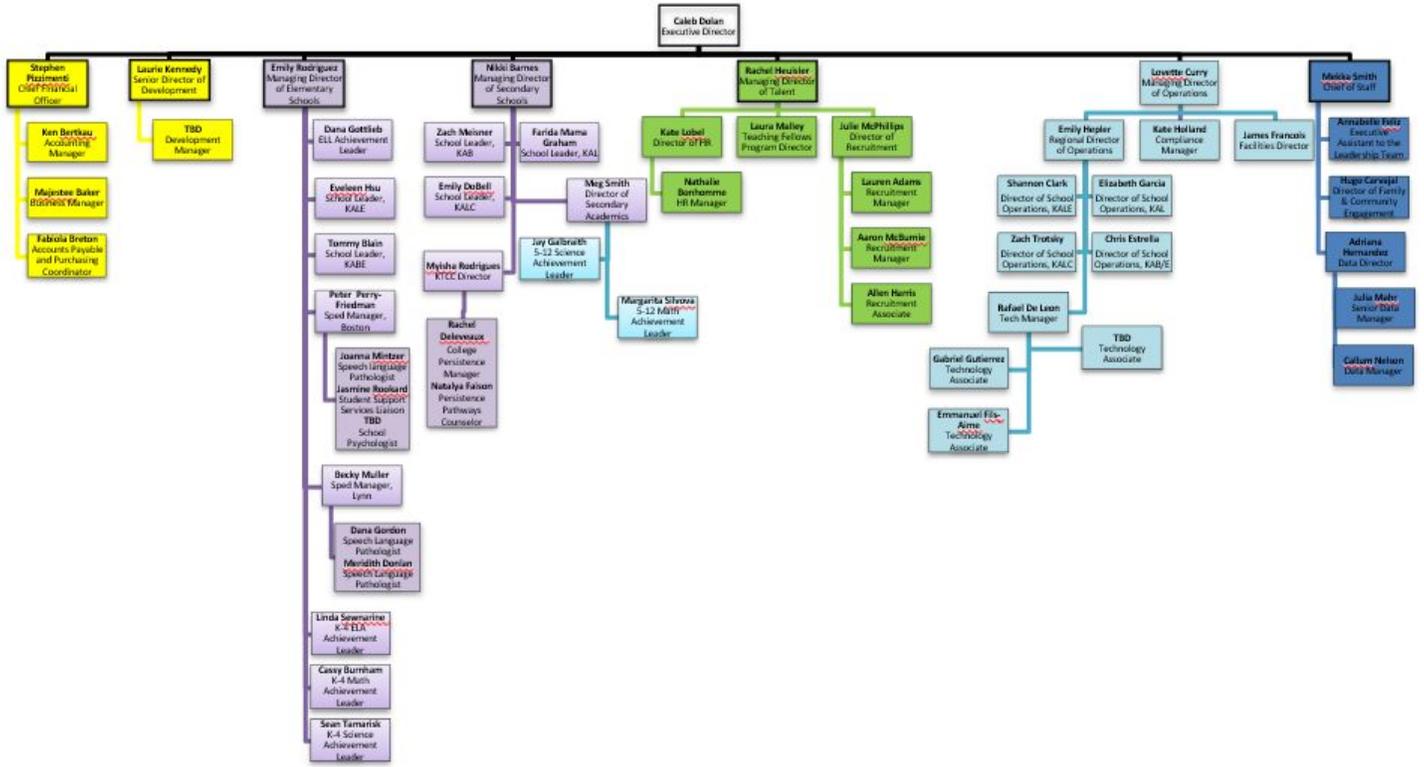
BOARD OF TRUSTEE MEETING SCHEDULE FOR THE 2020-2021 SCHOOL YEAR	
Date/Time	Location
July 29, 2020 9:00 am	Zoom (until instructed otherwise by state)
August 26, 2020 9:00 am	Zoom (until instructed otherwise by state)
September 23, 2020 9:00 am	Zoom (until instructed otherwise by state)
October 28, 2020 9:00 am	Zoom (until instructed otherwise by state)
January 20, 2021 9:00 am	Zoom (until instructed otherwise by state)
April 7, 2021 9:00 am	Zoom (until instructed otherwise by state)
June 23, 2021 9:00 am	Zoom (until instructed otherwise by state)

COMMITTEE MEETING SCHEDULES FOR THE 2020-2021 SCHOOL YEAR		
Name of Committee	Date/Time	Location
Governance and Compensation	September 23, 2020 11:00 am	Zoom (until instructed otherwise by state)
Governance and Compensation	October 14, 2020 11:00 am	Zoom (until instructed otherwise by state)
Governance and Compensation	April 7, 2021 11:00 am	Zoom (until instructed otherwise by state)
Governance and Compensation	May 12, 2021 11:00 am	Zoom (until instructed otherwise by state)
Finance and Facilities	September 23, 2020 11:00 am	Zoom (until instructed otherwise by state)
Finance and Facilities	October 21, 2020 9:00 am	Zoom (until instructed otherwise by state)
Finance and Facilities	January 13, 2021 9:00 am	Zoom (until instructed otherwise by state)
Finance and Facilities	March 31, 2021 9:00 am	Zoom (until instructed otherwise by state)
Finance and Facilities	June 16, 2021 9:00 am	Zoom (until instructed otherwise by state)
Teaching and Learning	September 23, 2020 11:00 am	Zoom (until instructed otherwise by state)
Teaching and Learning	April 7, 2021 11:00 am	Zoom (until instructed otherwise by state)
People	September 23, 2020 11:00 am	Zoom (until instructed otherwise by state)
People	October 28, 2020 11:00 am	Zoom (until instructed otherwise by state)
People	January 20, 2021 11:00 am	Zoom (until instructed otherwise by state)
People	June 23, 2021 11:00 am	Zoom (until instructed otherwise by state)

F. Attachments

Regional Office Organizational Chart FY 2019-2020 (as of 2020.08.19)

KIPP MA FY19-20 Regional Office Org Chart



Family and Community Engagement/ Data	Teaching and Learning	Finance/Development	Operations and Tech	Talent Team
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