



# KIPP Academy Lynn Charter School

SY 2018-2019 Annual Report

Department of Elementary and Secondary Education

Report Date: August 1, 2019

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## Table of Contents

<b>Introduction to Our School</b>	<b>3</b>
<b>School Performance and Program Implementation</b>	<b>4</b>
Faithfulness to Charter	4
Mission and Key Design Elements	4
Amendments to the Charter	6
Access and Equity	6
Dissemination Efforts	8
Academic Program Success	11
Student Performance	11
Program Delivery	11
Organizational Viability	14
Organizational Structure of the School	14
Network Structure	14
Teacher Evaluation	15
Budget and Finance	16
Unaudited FY19 statement of revenues, expenses & changes in net assets (income statement)	16
Statement of Net Assets for FY19 (balance sheet)	17
Approved School Budget for FY20	18
Capital Plan for FY20	18
Additional Information/Appendix	19
A. Appendix A: Accountability Plan Performance for 2018-2019	19
B. Appendix B: Recruitment and Retention Plan	22
C. Appendix C: School and Student Data	32
D. Appendix D: Additional Required Information	41
E. Appendix E: Anticipated Board Meeting Schedule	42
F. Appendix F: Complaints	42
G. Appendix G: Regional Office Organization Chart FY 2018-2019 (As of 2/2/19)	43

## Introduction to Our School

<b>KIPP Academy Lynn Charter Public School (“KALCS”)</b>			
<b>Type of Charter</b> (Commonwealth or Horace Mann)	Commonwealth	<b>Location of School (Municipality)</b>	90 High Rock Street Lynn, MA 01902
<b>Regional or Non-Regional</b>	Non-Regional	<b>Chartered Districts in Region</b>	N/A
<b>Year Opened</b>	2004	<b>Year(s) the Charter was Renewed</b>	2008, 2013 & 2018
<b>Maximum Enrollment</b>	1586	<b>Enrollment</b>	1452 As of March 1, 2019
<b>Chartered Grade Span</b>	K-12	<b>Current Grade Span</b>	K-3, 5-12
<b>Number of Instructional Days per School Year</b>	185	<b>Students on Waitlist</b>	1806 As of March 1, 2019
<b>School Hours</b>	Monday-Tuesday Thursday-Friday 7:45-4:15  Wednesday 7:45-1:30	<b>Age of School as of 2018-2019 School Year</b>	15 years
<b>Mission Statement:</b>			
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.			

## 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. Beginning in school year 2016-2017, new teachers from both Boston and Lynn were together 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 (KTC) 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 KTC 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?
May 2019	Schedule Amendment	Approved

## 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 members 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. We are committed to continue working on improving suspension rates for all students.

2017-18 Student Discipline					
Student Group	Total Number of Students	Students Disciplined	Percent In-School Suspension	Percent Out-of-School Suspension	Percent Emergency Removal
All Students	1365	166	6.6	8.1	1.1
EL	383	63	9.7	11.0	2.1
Economically Disadvantaged	770	106	7.7	9.1	1.0
Students with Disabilities	189	46	14.3	17.5	5.3
High Needs	986	138	7.9	9.2	1.5
Female	687	42	2.9	3.6	0.0
Male	678	124	10.3	12.5	2.2
American Indian or Alaska Native	3				
Asian	44	3			

<b>African American/Black</b>	279	46	10.0	8.6	1.8
<b>Hispanic/Latino</b>	911	111	6.6	8.7	1.1
<b>Multi-race, Non-Hispanic/Latino</b>	42	1			
<b>Native Hawaiian or Pacific Islander</b>	0				
<b>White</b>	86	5			

**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 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 (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 charter school 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 school year 2018-2019, we had one resident at KIPP MA. 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.

In 2018-2019, we hosted Chinese visitors from Elite K12 Schools and they in turn invited three of our leaders to travel and lead professional development sessions for their staff in Shanghai, Beijing, and Ningbo in March 2019. Our Executive Director and Managing Director of Secondary Schools joined one of our principals to share KIPP MA’s approach to lesson internalization, coaching teachers, and creating aligned school culture. The collaboration was well-received and KIPP MA is in talks with Elite K12 to host Chinese educators in the future.

<b>Best Practice Shared</b>	<b>Vehicle for Dissemination</b> (describe the method, format, or venue used to share best practices)	<b>Who at the school was involved with the dissemination efforts? (Title)</b>	<b>With whom</b> did the school disseminate its best practices? (Partners and Locations)	<b>Result of dissemination</b> (List any resulting artifacts, materials, agendas, or results from partners. Also indicate if the school received grant funding to disseminate and if a grant report was written.)
Instructional Practices	Open classroom 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, Character development	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 KIPP teachers and administrators can add materials accessible by all KIPP regions throughout the country. No grants were sought to support this work.

Administration/ Operations Best Practices	Broad Residency Participation	Managing Director of Human Resources and Operations	Traditional Public Schools, Charters, State Agencies	Partnered with the Broad Residency in Urban Education. Through program, we employ a fellow who works at our schools for two years. The fellow gains knowledge of our program, shares best practices with the Broad fellowship program and other fellows, and learn best practices to bring back to KIPP MA. The school receives funding from the program for a portion of the fellow's salary. No grant was written.
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 school 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 requests information	We share curriculum and school design resources with anyone who inquires. No grants were sought for this work.
Socio-Emotional Learning and Academic Success	The Boston Ed Talks, hosted by The Boston Foundation	KIPP Through College and Career Director	The Boston Foundation	<a href="#">2019 Boston EdTalks</a> No grants were sought to support this work
Instructional Practices	Professional development	Executive Director, Managing Director of Secondary Schools	Elite K12 Schools	No grants were sought to support this work

## Academic Program Success

### Student Performance

KALCS most recent, publicly available data is found by following this link to our school report card overview:

Complete Report Card:

<http://profiles.doe.mass.edu/accountability/report/district.aspx?orgtypecode=5&linkid=30&fycode=2018&orgcode=04290000>

Overall Classification	Accountability Percentile	Progress Toward Improvement Targets
2018	2018	2018
<b>Not requiring assistance or intervention</b> Reason for classification: Partially Meeting Targets	Found here: <a href="http://profiles.doe.mass.edu/statereport/accountability.aspx">http://profiles.doe.mass.edu/statereport/accountability.aspx</a> - Percentile	Meeting 29 percent of Improvement targets

### 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 and plan to do the same for Writer's Workshop in 2019-2020. 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 spelling inventories and on-demand writing assessments.

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 schools piloted 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 took 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, as well as creating additional aligned assessments to better monitor student progress.

In addition to science, our schools completed their second 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. Many students at our schools had opportunities to present their projects to experts in their fields, including our 8th graders, who presented their designs to engineers and doctors at our first regional engineering fair.

### **Math**

The KIPP MA 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 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 provide scripted daily plans for our math workshop block and plan to do the same with our fluency block in SY 19-20, as well as provide additional resources and guidance for the intervention block. We continue to assess our progress using the MAP assessment in addition to in-house cumulative math benchmarks, MCAS practice tests, and jar assessments and as a region, we utilized SY17-18 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 SY18-19 data.

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 in order 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 also intended to drive student growth and achievement based on specific need.

Our Lynn middle school piloted a Cumulative Review block that was intended to provide students with the opportunity to get additional practice with spiraled 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 3rd grade class. Next year, it will expand to 4th grade.

Please see appendix G for our organization chart.

### Network Structure

At the network level, during school year 2015-2016, KIPP MA partnered with Bain Consulting to develop a new strategic plan and to reimagine how the network can best serve both of KIPP MA's districts. Part of our work with Bain further clarified which work was best accomplished at the network or school level and clarified ownership and communication lines between the school and the network.

In school year 2016-2017, we began to implement changes identified from our work with Bain. For example, we hired a Chief of Staff who sits on our leadership team and a Regional Director of Operations to help coordinate operations efforts across the region.

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.

### Teacher Evaluation

During the 2018-19 school year, several of our school and regional leaders were trained by Relay Graduate School of Education in the Get Better Faster teacher coaching method. Additionally, one school piloted using Whetstone as a teacher coaching communication platform. In the 2019-20 school year, we will train all school leaders (principals, APs, coaches) in the Get Better Faster coaching method and we will use Whetstone across all five schools. We will continue to have weekly coaching sessions and middle and end of year performance reviews. Based on teacher input, we implemented a transparent, predictable, equitable, experienced based teacher salary scale that went into effect July 1, 2019.

## Budget and Finance

### A. Unaudited FY19 statement of revenues, expenses & changes in net assets (income statement)

#### Unaudited FY19 statement of revenue, expenses, and changes in net assets (income statement)

##### KIPP Academy Lynn Charter School

*Preliminary as of 7/31/19 (Audited financial statements not available until November 2019)*

		<b>KIPP Massachusetts</b>
		Statement of Revenues and Expenditures - KIPP Lynn entities From 7/1/2018 Through 6/30/2019
		Current Period Actual
		<u>                    </u>
Revenue		
Total Public Tuition Revenue		19,967,023.00
Total State Grant Revenue		135,314.22
Total Local Grant Revenue		250.00
Total Federal Grant Revenue		2,035,275.51
Total Private Grant Revenue		1,563,882.51
Total In-Kind Revenue		3,500,323.00
Total Fees and Other Revenue		<u>1,096,909.24</u>
	Total Revenue	<u><u>28,298,977.48</u></u>
Expenses		
Total Personnel Expenses		17,196,443.18
Total Student Expenses		3,387,410.39
Total Administration Expenses		1,305,583.25
Total Facilities Operating Expenses		1,112,326.31
Total Facilities Financing Expenses		1,917,015.23
Total School Contribution to Regional Office		(1,303,458.36)
Total In-Kind Expenses		3,500,323.00
Total Depreciation Expenses		905,976.00
Total Other Expenses		<u>1,835,556.07</u>
	Total Expenses	<u><u>29,857,175.07</u></u>
Net Surplus (Deficit)		<u><u>(1,558,197.59)</u></u>



B. Statement of Net Assets for FY19 (balance sheet)

Unaudited FY19 Preliminary Balance Sheet

KIPP Academy Lynn Charter School and KIPP MA Inc.

*Preliminary as of 7/31/19 (Audited financial statements not available until November 2019)*

**KIPP Academy Lynn Unaudited Balance Sheet as of 6/30/2019**

Current Assets	
Cash and cash equivalents	\$1,929,139
Grants and accounts receivable	\$1,525,383
Prepaid expenses and other	\$61,633
Due (to) from	(\$585,132)
<b>Total Current Assets</b>	<b>\$2,931,024</b>
Noncurrent Assets	
Pledges Receivable	\$230,000
Intercompany Interest Receivable (Payable)	\$148,200
Intercompany Note Receivable (Payable)	\$1,500,000
Capital Assets, net	\$52,233,242
<b>Total Noncurrent Assets</b>	<b>\$54,111,442</b>
<b>Total Assets</b>	<b>\$57,042,466</b>
Current Liabilities	
Accounts payable and accrued expenses	\$4,522,694
<b>Total Current Liabilities</b>	<b>\$4,522,694</b>
Noncurrent Liabilities	
Bonds Payable	\$40,249,899
Interest Rate Swap Liability (Asset)	\$2,646,883
Deferred Inflows of Resources	\$25,000
<b>Total Noncurrent Liabilities</b>	<b>\$42,921,782</b>
<b>Total Liabilities</b>	<b>\$47,444,476</b>
<b>Total Net Assets</b>	<b>\$9,597,990</b>
<b>Total Liabilities and Net Assets</b>	<b>\$57,042,466</b>

### C. Approved School Budget for FY20

## PRO FORMA FINANCIALS - KIPP Academy Lynn Board Approved June 2019

	<u>FY20 Final</u> KIPP Academy Lynn
# Students	1,586
# Staff FTE	235
 <u>REVENUE</u>	
Total Public	\$22,200,780
Total Other (Non-Tuition) State	\$90,000
Total Federal	\$2,230,263
Total Private	\$1,200,000
Total Fees & Other Revenue	\$75,500
<b>Total Revenue</b>	<b><u>\$25,796,543</u></b>
 <u>EXPENSES</u>	
Total Personnel - Salaries	\$15,819,844
Total Personnel - Other	\$2,997,034
Total Direct Student Expenses	\$3,638,831
Total Administration	\$1,128,137
Total Facilities	\$3,408,968
<b>Total Operating Expenses</b>	<b><u>\$26,992,814</u></b>
Total Financing Expenses	\$8,750
School Contribution for Regional Office	(\$1,875,000)
Total Capital Expenses	\$68,000
<b>Total Expenses</b>	<b><u>\$25,194,564</u></b>
 <b>Total Reserves (Deficit)</b>	 <b>\$601,979</b>

### D. Capital Plan for FY20

Throughout school year 2018-2019, KIPP Lynn continued its gut renovation of the 20 Wheeler Street facility that was purchased in the Spring of 2018. The Wheeler Street purchase and renovation

is being financed using a combination of equity and debt. Total project cost is \$29,950,000. Scheduled construction completion is August 8, 2019.

**Additional Information/Appendix**

**A. Appendix A: Accountability Plan Performance for 2018-2019**

	<b>2018-2019 Performance (Met/Partially Met/Not Met)</b>	<b>Evidence (include detailed evidence with supporting data or examples)</b>
<p><b>Objective 1:</b> 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><b>Measure 1a:</b> KIPP Academy Lynn Public Charter School teachers will engage in at least 50 hours per year of practice based professional development.</p>	<p><b>Met</b></p>	<p>In SY18-19, KIPP Academy Lynn teachers engaged in excess of 50 hours of practiced based professional development.                      Elementary: &gt;51 hrs.                      Middle: &gt;62 hrs.                      High: &gt;106 hrs.                      Total: &gt;219 hrs.</p>
<p><b>Measure 1b:</b> 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><b>Partially Met</b></p>	<p>Spring 2019 survey administration response rate: 90%+: Response Rate met.                       Elementary: 83% agree                      Middle: 41% agree                      High: 39%                      Average: 54.3% agree</p>
<p><b>Objective 2:</b> 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><b>Measure 2a:</b> Annually beginning in 5<sup>th</sup> grade<sup>1</sup>, 70% of KIPP Academy Lynn Public Charter School students will self-evaluate character strengths and habits development using a research based survey.</p>	<p><b>Met</b></p>	<p>70% of students completed the social-emotional survey administered by the Boston Charter Research Collaborative.</p>
<p><b>Measure 2b:</b> On the annual Healthy Schools &amp; 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.</p>	<p><b>Met</b></p>	<p>Response rate met. Elementary grades : 94.7% agree Middle school grades: 78.9% agree High school grades: 69.8% agree</p>
<p><b>Objective 3:</b> KIPP Academy Lynn Public Charter School will focus on broadening and deepening family engagement with our families to support student growth and development.</p>		
<p><b>Measure 3a:</b> On the annual Healthy Schools &amp; 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.</p>	<p><b>Met</b></p>	<p>Response rate met. Elementary grades:96.8% agree Middle school grades: 89.3% agree High school grades: 76.9% agree</p>
<p><b>Measure 3b:</b> On the annual Healthy Schools &amp; 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.<sup>2</sup></p>	<p><b>Partially Met</b></p>	<p>Response rate met. Elementary grades: 57.8% agree Middle school grades: 51.5% agree High school grade: 47% agree</p>

<sup>1</sup> 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.

<sup>2</sup>Questions 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.”

<b>Objective 4:</b> KIPP Academy Lynn Public Charter School’s graduates will develop college readiness so that they can climb the mountain to and through college.		
<b>Measure 4a:</b> 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.	<b>Met</b>	Over 90% of the class of 2018 enrolled in a BA/BS or AA program as of January 2019.
<b>Measure 4b:</b> 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.	<b>Not Met</b>	These survey questions are no longer administered.

**Dissemination**

	<b>2018-2019 Performance (Met/Partially Met/Not Met)</b>	<b>Evidence (include detailed evidence with supporting data or examples)</b>
<b>Objective:</b> The school will disseminate information about programs and best practices.		
<b>Measure:</b> Each year, KIPP Academy Lynn will participate in at least one research project to move the larger body of knowledge on effective schools forward.	<b>Met</b>	The middle and high school grades participated in the Boston Charter Research Collaborative: The multi-year partnership between six Boston-area charter schools or charter management organizations (CMOs), CEPR, MIT, and TransformEd, focuses on research and practice to support students’ cognitive and social-emotional development. The project, which began during the 2014-2015 school year, to identify and test promising measures of students’ cognitive skills (such as processing speed, working memory, and fluid reasoning) and social-emotional competencies. Collaborative members have also worked together to test the effectiveness of school-based interventions that aim to improve students’ cognitive and social-emotional outcomes.
<b>Measure:</b> Findings from the research projects will be disseminated to Lynn Public Schools and	<b>Met</b>	Findings from the research in the Boston Charter Research Collaborative were

<p>Boston Public Schools at least one time per year, resulting in the sharing of KIPP Academy Lynn Public Charter School’s best practices.</p>		<p>published in June 2018, January 2019, and July 2019. The findings are located at this website and are free and available to all school districts, including Lynn Public Schools and Boston Public Schools.  <a href="https://cepr.harvard.edu/boston-charter-research-collaborative">https://cepr.harvard.edu/boston-charter-research-collaborative</a></p>
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**B. Appendix B: Recruitment and Retention Plan**

**Recruitment Plan  
2019-2020**

School Name: KIPP Academy Lynn Charter School

**2018-2019 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 12.8% students with special needs, 49.2% economically disadvantaged students, 19% 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 and Spanish. 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 – 2019-2020 Strategies**

**List strategies for recruitment activities for each demographic group.**

**Special education students/students with disabilities**

<p><b>(a) CHART data</b></p> <p>School percentage: 12.8%</p> <p>GNT percentage: 11.9%</p> <p>CI percentage: 12.6%</p> <p>The school is above GNT percentages and above CI percentages</p>	<p style="text-align: center;"><b>(b) Continued 2018-2019 Strategies</b></p> <p style="text-align: center;">Met GNT/CI: no enhanced/additional strategies 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> <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 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.</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, began offering special education services to students with more severe 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>
	<p style="text-align: center;"><b>(c) 2019-2020 Additional Strategy(ies), if needed</b></p> <p style="text-align: center;">Did not meet GNT/CI: additional and/or enhanced strategies needed.</p> <p style="text-align: center;">Include the time allotted for each strategy for data change (i.e. 2-3 years, 1 year) and/or if the school collaborated with a local community organization on these strategies.</p>
<p><b>Limited English-proficient students/English learners</b></p>	



<p><b>(a) CHART data</b></p> <p>School percentage: 19%</p> <p>GNT percentage: 14.6%</p> <p>CI percentage: 21.1%</p> <p>The school is above GNT percentages and below CI percentages</p>	<p align="center"><b>(b) Continued 2018-2019 Strategies</b></p> <p align="center">Met GNT/CI: no enhanced/additional strategies 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 available in English, Spanish, and Arabic. 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 align="center"><b>(c) 2019-2020 Additional Strategy(ies), if needed</b></p> <p align="center">Did not meet GNT/CI: additional and/or enhanced strategies needed.</p> <p>Include the time allotted for each strategy for data change (i.e. 2-3 years, 1 year) and/or if the school collaborated with a local community organization on these strategies.</p> <p>For the 19-20 school year, KALCS has expanded their front office teams and provides bilingual office coordinators at all locations to provide phone support to all families. The school has also invested in support services to provide 24 hour phone translation services to all KIPP staff members, including teachers and student recruitment coordinators.</p> <p>In addition to this, KALCS plans to open their application earlier than in years past to increase the window for applications. The district also plans on advertising in the local paper earlier than in years past in including additional languages in the advertisement, including Arabic.</p>
<p align="center"><b>Students eligible for free or reduced lunch (Low Income/Economically Disadvantaged)</b></p>	

<p><b>(a) CHART data</b></p> <p>School percentage: 49.2%</p> <p>CI percentage: 51.8%</p> <p>The school is below CI percentages</p>	<p style="text-align: center;"><b>(b) Continued 2018-2019 Strategies</b></p> <p style="text-align: center;">Met GNT/CI: no enhanced/additional strategies needed</p> <p>This year, 49.2% of our students were identified as economically disadvantaged students. This number exceeds the comparison index. We believe this number is artificially low and does not accurately reflect the economic realities our students and their families face. Regardless, we hope to maintain or exceed this number in the future.</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>In the 19-20 School Year, KALCS will participate in the Community Eligibility Program to provide free breakfast, lunch, and snack to all students without charge. This will reduce the stigma of free or reduced lunches and allow 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><u>Students who are sub-proficient</u></p>	<p style="text-align: center;"><b>(c) 2019-2020 Additional Strategy(ies), if needed</b></p> <p>Did not meet CI: additional and/or enhanced strategies needed. Include the time allotted for each strategy for data change (i.e. 2-3 years, 1 year) and/or if the school collaborated with a local community organization on these strategies.</p> <p style="text-align: center;"><b>(d) Continued 2018-2019 Strategies</b></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 style="text-align: center;"><b>2019-2020 Additional Strategy(ies), if needed</b></p> <ul style="list-style-type: none"> <li>· Provide additional and/or enhanced strategies needed.</li> </ul>

<p><u>Students at risk of dropping out of school</u></p>	<p style="text-align: center;"><b>(e) 2018-2019 Strategies</b></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 style="text-align: center;"><b>2019-2020 Additional Strategy(ies), if needed</b></p> <ul style="list-style-type: none"> <li>· Provide additional and/or enhanced strategies needed.</li> </ul>
<p><u>Students who have dropped out of school</u></p>	<p style="text-align: center;"><b>(f) 2018-2019 Strategies</b></p> <p>We will advertise our school at job application centers and HiSET locations such as North Shore Community College in Lynn.</p> <p style="text-align: center;"><b>2019-2020 Additional Strategy(ies), if needed</b></p> <ul style="list-style-type: none"> <li>· Provide additional and/or enhanced strategies needed.</li> </ul>
<p><b>OPTIONAL</b> <u>Other subgroups of students who should be targeted to eliminate the achievement gap</u></p>	<p style="text-align: center;"><b>(g) 2019-2020 Strategies</b></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 &amp; Kala, 2008), through community centers, cultural organizations, churches, after school programs, and health centers located in primarily Spanish-speaking communities.</p> <p style="text-align: center;"><b>2019-2020 Additional Strategy(ies), if needed</b></p> <ul style="list-style-type: none"> <li>· Provide additional and/or enhanced strategies needed.</li> </ul>

## Retention Plan

2019-2020

Please provide a brief narrative report on the successes and challenges of implementing strategies from the 2018-2019 Retention Plan.

### 2018-2019 Implementation Summary:

We achieve high retention rates by maintaining a close and constant relationship between teachers, students, and parents. Our current retention rate is 98.2%.

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 support they need to be successful at KIPP, in college, and in life.

### Overall Student Retention Goal

<b>Annual goal for student retention (percentage):</b>	94%
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### Retention Plan –2019-2020 Strategies

List strategies for retention activities for each demographic group.

**Special education students/students with disabilities**

<p>(a) <u>CHART data</u></p> <p><b>School percentage:</b> 7.7%</p> <p><b>Third Quartile:</b> 21.6%</p> <p>The school's attrition rate is below third quartile percentages.</p>	<p style="text-align: center;"><b>(b) Continued 2018-2019 Strategies</b></p> <p style="text-align: center;">Below third quartile: no enhanced/additional strategies needed</p> <p style="text-align: center;">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 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.</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>Since SY15-16, KALCS has been able to offer services to students with more severe 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> <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>
	<p style="text-align: center;"><b>(c) 2019-2020 Additional Strategy(ies), if needed</b></p> <p style="text-align: center;">Above third quartile: additional and/or enhanced strategies needed. Include the time allotted for each strategy for data change (i.e. 2-3 years, 1 year) and/or if the school collaborated with a local community organization on these strategies.</p>
<p><b>Limited English-proficient students/English learners</b></p> <p><b>Limited English-proficient students</b></p>	

<p><b><u>(a) CHART data</u></b></p> <p><b>School percentage:</b> 3.9%</p> <p><b>Third Quartile:</b> 14.9%</p> <p>The school's attrition rate is below third quartile percentages.</p>	<p style="text-align: center;"><b>(b) Continued 2018-2019 Strategies</b></p> <p>Below third quartile: no enhanced/additional strategies needed. Teachers will take, or have already taken, the necessary SEI and ELL MTEs and courses necessary to fully support the students at KIPP Academy Lynn Charter School.</p> <p>Proactively involve parents in their child's education in a meaningful way through parent orientations, consistent parent contact in their home language by phone, email, and mail, opportunities to participate in school events, and parent conferences on a quarterly basis.</p> <hr/> <p style="text-align: center;"><b>(c) 2019-2020 Additional Strategy(ies), if needed</b></p> <p>Above third quartile: additional and/or enhanced strategies needed. Include the time allotted for each strategy for data change (i.e. 2-3 years, 1 year) and/or if the school collaborated with a local community organization on these strategies.</p> <p>No ELs were enrolled during the 2018-2019 school year. No retention strategies needed.</p>
<p><b>Students eligible for free or reduced lunch (low income/economically disadvantaged)</b></p>	
<p><b><u>(a) CHART data</u></b></p> <p><b>School percentage:</b> 4.0%</p> <p><b>Third Quartile:</b> 15.0%</p> <p>The school's attrition rate is below third quartile percentages.</p>	<p style="text-align: center;"><b>(b) Continued 2018-2019 Strategies</b></p> <p>Below median and third quartile: no enhanced/additional strategies needed</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> <p>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 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.</p> <p>We currently believe that the new economically disadvantaged metric will result</p>

	<p>in lowering the number of students who are eligible for free and reduced lunch at our schools because many students, while they would qualify based on income, do not participate in programs such as TANF or SNAP.</p> <p>Furthermore, our homelessness liaison will work with families experiencing homelessness to develop plans to keep their children enrolled at our school.</p> <p style="text-align: center;"><b>(c) 2019-2020 Additional Strategy(ies), if needed</b></p> <p style="text-align: center;">Above third quartile: additional and/or enhanced strategies needed. Include the time allotted for each strategy for data change (i.e. 2-3 years, 1 year) and/or if the school collaborated with a local community organization on these strategies.</p>
<p style="text-align: center;"><u>Students who are sub-proficient</u></p>	<p style="text-align: center;"><b>(d) 2018-2019 Strategies</b></p> <p>Teachers and staff will continue to have open conversations with students and families about students’ grade level performance. 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 style="text-align: center;"><u>Students at risk of dropping out of school</u></p>	<p style="text-align: center;"><b>(e) 2018-2019 Strategies</b></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> <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, email 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</p>

	<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 Team will work to identify students at risk for dropping out and work with those students to develop a plan to graduate.</p>
<p><u>Students who have dropped out of school</u></p>	<p><b>(f) 2018-2019 Strategies</b></p> <p>Our school counselors and KIPP Through College and Career Team works 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><b>OPTIONAL</b></p> <p><u>Other subgroups of students who should be targeted to eliminate the achievement gap</u></p>	<p><b>(g) 2018-2019 Strategies</b></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, email and mail, opportunities to participate in school events, and parent conferences on a quarterly basis.</p>

**C. Appendix 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/general/general.aspx?topNavID=1&leftNavId=100&orgcode=04290000&orgtypecode=5>

STUDENT DEMOGRAPHIC AND SUBGROUP INFORMATION		
Race/Ethnicity	# of students	% of entire student body
African-American	295	20.3%
Asian	46	3.2%
Hispanic	981	67.4%
Native American	1	0.1%



White	88	5.9%
Native Hawaiian, Pacific Islander	1	0.1%
Multi-race, non-Hispanic	44	3.0%
Special education	186	12.8%
Limited English proficient	276	19.0%
Economically Disadvantaged	716	49.2%

<b>ADMINISTRATIVE ROSTER FOR THE 2018-2019 SCHOOL YEAR</b>			
<b>Name, Title</b>	<b>Brief Job Description</b>	<b>Start date</b>	<b>End date</b> (if no longer employed at the school)
Caleb Dolan Executive Director	Overall leadership of all both Boston and Lynn districts	FY12	N/A
Emily Rodriguez Managing Director of Elementary Schools	Manages K-4 principals at KIPP Academy Lynn and KIPP Academy Boston, provides professional development	FY13	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	FY13	N/A
Mekka Smith Chief of Staff	Manages board activities and critical organizational projects	FY16	N/A
Rachel Heuisler Managing Director of Talent	Manages HR and Talent teams and teaching fellows program	FY18	N/A

Stephen Pizzimenti Chief Financial Officer	Overall financial management for both Lynn and Boston districts	FY19	N/A
Annabelle Feliz Executive Assistant	Provides administrative support to the Leadership Team	FY19	N/A
Emily DoBell School Leader, High School	Instructional Leadership of KIPP Academy Lynn High School	FY12	N/A
Farida M. Graham School Leader, Middle School	Instructional Leadership of KIPP Academy Lynn Middle School	FY18	N/A
Eveleen Hsu School Leader, Elementary School	Instructional Leadership of KIPP Academy Lynn Elementary School	FY15	N/A
Whitney Raser K-4 ELA Achievement Leader	Owens K-4 ELA curriculum	FY17	5/15/19
Cassy Burnham K-4 Math Achievement Leader	Owens K-4 Math curriculum	FY15	N/A
Sean Tamarisk K-4 Science Achievement Leader	Owens K-4 Science curriculum	FY17	N/A
Margaret Slivova 5-8 Math Achievement Leader	Owens 5-8 Math curriculum	FY18	N/A

Jay Galbraith 5-12 Science Achievement Leader	Owens 5-12 Science curriculum	FY17	N/A
Margaret 'Meg' Smith 5-12 ELA Achievement Leader	Owens 5-12 ELA curriculum	FY16	N/A
Kari Schuler 9-12 Math Achievement Leader	Owens 9-12 Math curriculum	FY17	N/A
Laurie Kennedy Senior Director of Development	Manages Development team	FY13	N/A
Nick Babbin Development Associate	Provides administrative support to development team	FY18	N/A
Elizabeth Dignan Senior Director of Finance	Provides overall financial management for both Lynn and Boston districts	FY18	7/20/18
Majestee Baker Accounts Payable Coordinator	Provides support to finance team	FY18	N/A
Ken Bertkau Finance & Payroll Associate	Provides support to finance team	FY18	N/A
Myisha Rodrigues Director of KIPP Through College	Manages college advising, match and persistence	FY08	6/30/18
Lovette Curry Managing Director of HR and School Operations	Manages HR functions and school based operations	FY17	N/A

Anny Vann HR Coordinator	Supports HR function	FY18	N/A
Julie McPhillips Director of Recruitment	Manages recruitment functions	FY15	N/A
Chris Estrella Recruitment Associate	Recruits for all open positions	FY18	N/A
Aaron McBurnie Recruitment Coordinator	Recruits for all open positions	FY18	N/A
Lauren Adams Recruitment Associate	Recruits for all open positions	FY11	N/A
Adriana Hernandez Data Director	Manages collection, validation, and interpretation of student academic data	FY18	N/A
Jacqueline Hayes General Counsel, Dir. Of Compl & Accountability	Manages legal, compliance & accountability	FY15	7/24/18
Emily Hepler Regional Director of Operations	Manages all school based operations	FY14	N/A
Rafael DeLeon Technology Manager	Provides technology support	FY11	N/A
Gabriel Gutierrez Technology Associate	Provides technology support	FY13	N/A
Sebastian Mancuso	Provides technology support	FY18	N/A

Technology Associate			
Emmanuel Fils-Aime Technology Associate	Provides technology support	FY18	N/A
Rachel Deleveaux College Persistence Manager	Supports KIPP alumni to persist in college	FY16	N/A
Hugo Carvajal Director of Family and Community Engagement	Manages community programs and relations	FY06	N/A
Zach Trotsky Director of School Operations, High School	Manager of school operations for KIPP Academy Lynn Collegiate High School	FY16	N/A
Elizabeth Garcia, Director of School Operations, Middle School	Manager of school operations for KIPP Academy Lynn Middle School	FY19	N/A
Rebecca Hazlett Director of School Operations, Elementary School	Manager of school operations for KIPP Academy Lynn Elementary School	FY17	N/A
Laura Malley Teaching Fellows Director	Manages development and supervision of teaching fellows	FY13	N/A
Stefanie Tucker, Director of Special Education and ELL Services	Manages special education and ELL services	FY14	6/14/19
Allie Whitfield		FY17	N/A

Student Support Services Liaison	Administrative assistant, special ed. dept.		
Peter Perry Friedman Special Ed. Coordinator	Administrative assistant, special ed. dept.	FY17	N/A
Nathalie Bonhomme HR Coordinator	Supports HR functions	FY19	N/A
Kate Holland Education Programs Manager	Oversees Compliance	FY19	N/A
Julia Mahr Senior Data Manager	Provides support with student academic data	FY15	N/A
Callum Nelson Data Manager	Provides support with student academic data	FY17	N/A

<b>TEACHERS AND STAFF ATTRITION FOR THE 2018-2019 SCHOOL YEAR</b>				
	<b>Number as of the last day of the 2018-2019 school year</b>	<b>Departures during the 2018-2019 school year</b>	<b>Departures at the end of the school year</b>	<b>Reason(s) for Departure*</b>
Teachers	84	11	33	Personal reasons: Fit Return to school Move to different industry
Other Staff	86	18	8	Personal reasons: Fit Return to school Move to for-profit

<b>BOARD AND COMMITTEE INFORMATION</b>	
Number of commissioner approved board members <b>as of August 1, 2019</b>	<b>14</b>
Minimum number of board members in approved by-laws	7
Maximum number of board members in approved by-laws	20
Number of board <b>committee</b> members who are neither trustees nor school employees during 2018-2019 school year (If not applicable, enter NA.)	N/A

<b>BOARD MEMBERS FOR THE 2018-2019 SCHOOL YEAR</b>				
<b>Name</b>	<b>Position on the Board</b>	<b>Committee affiliation(s)</b>	<b>Number of terms served</b>	<b>Length of each term (start and end date)</b>
Abramson, Joel	Secretary		2	9/30/2015 - 9/30/2018 9/30/2018 - 9/30/2021
Beecher, Tom	Vice Chair	Co-Chair, 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 - 1/16/2021
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 - 8/1/2020
Fates, Matt	Treasurer	Co-Chair, Finance and Facilities	1	8/17/2017 - 8/17/2020
Foye, Dawn	Trustee	Finance and Facilities	1	8/17/2017 - 6/26/2019
Gondelles, Luis	Trustee	Finance and Facilities	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

\* Add additional rows as needed



#### D. Appendix D: Additional Required Information

Position	Name	Email Address	No Change/ New/Open Position
Board of Trustees Chairperson	Amanda Seider	amanda.seider@gmail.com	New
Charter School Leader	Caleb Dolan	cdolan@kippma.org	No
Assistant Charter School Leader	N/A	N/A	N/A
Special Education Director	Stefanie Tucker	stucker@kippma.org	No
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	New
School Business Official	Emily Hepler	ehepler@kippma.org	No
SIMS Contact	Emily Hepler	ehepler@kippma.org	No

\*Add additional rows as necessary

#### Enrollment

Action	2019-2020 School Year Date(s)
Student Application Deadline	2/28/2020
Lottery	March 2-6, 2020

## E. Appendix E: Anticipated Board Meeting Schedule

Board of Trustees	Governance and Compensation	Finance and Facilities	Teaching and Learning	People
Fri, Sept 27 Board Retreat 9:00am-5:00pm 15 Smith Street, Dover, MA	Wed, Oct. 9 Governance and Compensation Committee 11:00am-12:30pm 100 Northern Ave Boston, MA	Thurs, Oct 24 Finance and Facilities Committee 8:30am-10:30am 2 Seaport Lane Boston, AEW Offices	Wed, Oct 30 Teaching and Learning Committee 11:00am-12:30pm 90 High Rock St., KIPP LYNN	Wed, Oct 30 People Committee 11:00am-12:30pm 90 High Rock Street, KIPP Lynn
Wed, Oct 30 Board Meeting 9:00-11:00am 90 High Rock St., KIPP LYNN	Wed, April 8 Governance and Compensation Committee 11:00am-12:30pm 37 Babson St, KIPP BOSTON	Thurs, Sept. 5 Finance and Facilities Committee 8:30-10:00am 255 State Street, Boston Ascent Venture Partners	Wed, April 8 Teaching and Learning Committee 8:00-9:00am 90 High Rock St., KIPP LYNN	Wed, Jan 22 People Committee 11:00am-12:30pm 100 Northern Ave Boston, MA
Wed, Jan 22 Board Meeting 9:00-11:00am 100 Northern Ave Boston, MA	Wed, May 13 Governance and Compensation Committee 9:00am-10:30am 100 Northern Ave Boston, MA	Thurs, Jan 16 Finance and Facilities Committee 8:30-10:30am 255 State Street, Boston Ascent Venture Partners		Wed, June 24 People Committee 11:00am-12:30pm 100 Northern Ave Boston, MA
Wed, April 8 Board Meeting 9:00-11:00am 37 Babson St, KIPP BOSTON		Thurs, April 2 Finance and Facilities Committee 8:30-10:30am 90 High Rock St., KIPP LYNN		
Wed, June 24 Board Meeting 9:00-11:00am 100 Northern Ave Boston, MA		Thurs, June 18 Finance and Facilities Committee 8:30-10:30am 2 Seaport Lane Boston, AEW Offices		

## F. Appendix F: Complaints

No complaints

G. Appendix G: Regional Office Organization Chart FY 2018-2019 (As of 2/2/19)

