



# KIPP Academy Lynn Charter School

SY 2021-2022 Annual Report

Department of Elementary and Secondary Education

Report Date: August 1, 2022

**Address:** 90 High Rock Street, Lynn, MA 01902

**Website:** [www.kippma.org](http://www.kippma.org)

**Phone:** 781-598-1609

**Fax:** 781-598-1639

## Contacts:

**Rhonda "Nikki" Barnes**, Executive Director: [rbarnes@kippma.org](mailto:rbarnes@kippma.org)

**Shauna-Kaye Clarke**, Principal Grades 9-12: [sclarke@kippma.org](mailto:sclarke@kippma.org)

**Jimmy Seter**, Principal Grades 5-8: [jseter@kippma.org](mailto:jseter@kippma.org)

**Elsy Estevez-Hicks**, Principal Grades K-4: [eestevez-hicks@kippma.org](mailto:eestevez-hicks@kippma.org)

**Coretta Martin**, Chief of Staff: [cmartin@kippma.org](mailto:cmartin@kippma.org)

## Table of Contents

<b>Introduction to the School</b>	<b>2</b>
<b>School Performance and Program Implementation</b>	<b>3</b>
Faithfulness to Charter	3
Mission and Key Design Elements	3
Amendments to the Charter	4
Access and Equity	4
Dissemination Efforts	6
Academic Program Success	7
Student Performance	7
Program Delivery	7
Organizational Viability	8
Organizational Structure of the School	8
Network Structure	9
Budget and Finance	9
<b>Additional Information/Appendix</b>	<b>12</b>
Accountability Plan Performance for 2021-2022	12
Recruitment and Retention Plan	13
School and Student Data	22
Additional Required Information	32
Organizational Chart	34

## Introduction to the 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)	2009, 2014, 2019
Maximum Enrollment	1586	Enrollment as of <b>(fill in the date)</b>	1,607 As of March 1, 2022
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 <b>(fill in the date)</b>	1,835 As of March 1, 2022
Number of Instructional Days during the 2021-2022 School Year <sup>1</sup>	Elementary and High School  180 in-person 2 remote  Middle School  179 in-person 2 remote		
School Hours (ex: 8:30-3pm M-F)	Elementary and Middle School  8:00-3:00  High School  8:30-3:30	Age of School as of 2021-2022 School Year	18 years
<b>Mission Statement</b> 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.			

<sup>1</sup> In June 2020, the Board of Elementary and Secondary Education (Board) adopted initial amendments to the student learning time regulations on an emergency basis, and in September 2020, the Board voted on final adoption of the amendments. Among other provisions, the revised regulations altered the student learning time requirements for the 2020-2021 school year to be 170 days and 850 hours (for elementary schools) and 935 hours (for secondary schools).

## School Performance and Program Implementation

### Faithfulness to Charter

#### Mission and Key Design Elements

KIPP Academy Lynn Charter School's mission is together with families and communities, we create a joyful, academically excellent school that prepare 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. KALCS made tangible progress and strives for continuous growth on the journey to become an anti-racist organization—we know where we've been, we own where we are, we see where we're headed
2. KALCS has excellent student academic outcomes as a result of having joyful, identity-affirming classrooms
3. KALCS recruits, develops and retains a team of outstanding, diverse talent
4. KALCS empowers alumni to lead fulfilling lives through post-secondary experiences, careers and beyond
5. KALCS co-authors the educational experience of students along with their families
6. KALCS is on a path to partnering with more families to expand our reach and deepen our impact in New England

**High Quality Instruction:** KALCS believes that high quality instruction is the cornerstone of enabling students to maximize their academic potential. To do this, KALCS must create an anti-Racist curriculum that builds a critical consciousness. KALCS continuously audits and revises curriculum to enhance cultural relevance. KALCS studies and turn-keys teaching methods that ensure racial justice lives in practice, as well as planning. KALCS revised the unit internalization and unit launch process so that it is centered in planning the unit to enhance critical consciousness. To support the development of anti-racist, high quality instruction, teachers participate in rigorous professional development, most of which is practice-based. For at least a week both before the school year begins and after it ends, teachers are engaged in high-impact professional development. This work is built on with weekly professional development throughout the school year. KALCS teachers have access to coaches and mentors on a weekly basis who observe them teach and give actionable real-time feedback to improve their practice and hone their craft.

To help teachers have a clear path to developing their practice, KALCS adopted and began using the High Impact Instructional Practices (HIIP) Rubric in 2014. This rubric is designed to comprehensively explain what KALCS believes are the skills that support excellent instruction and bring shared language and understanding of what excellent teaching looks like, using a four-point scale. Teachers are all regularly assessed using the HIIP rubric to help drive their development. Further, progress toward developing high quality instruction is tracked using the HIIP rubric at both the individual and the network level. The regional team, alongside KALCS leaders and teachers, work to continuously define excellent teaching. We look forward to revising and expanding our vision of excellent teaching. KALCS also uses The New Teacher Project (TNTP) Insight survey to assess our professional culture and our progress toward our goals.

**Character Development:** KALCS expanded the definition of character development to include social emotional learning. Beginning in the pandemic, student social emotional wellness was incorporated into daily lessons through the use of online journaling and reflection assignments. Teachers participated in social-emotional wellness PD to ensure that social-emotional wellness was centered in all classrooms and students began setting annual social-emotional goals. These practices will continue into 2021-2022, with additional daily social emotional wellness practice being built into morning and afternoon homeroom.

**Family Engagement:** KALCS believes in a close partnership with our families, viewing families as key stakeholders in a student's success, especially maximizing their potential to and through college. KALCS began setting up a partnership with families through its commitment to excellence and a discussion about what they can expect from KALCS and what the school should expect from them in terms of support for students' learning.

KALCS seeks to eliminate barriers to free communication among students, families, and teachers/leaders/staff. Each teacher, staff, and leader is given a KIPP cellphone so that families and students can reach them outside of school hours. School leaders have an open door policy and regularly meet with families and students. Staff communicate in the preferred written and verbal language of the family directly or through translation services.

KALCS teachers and leaders regularly communicate with families, sending home weekly feedback on their students' progress and inviting parents to campus at various intervals for celebrations, parent- teacher conferences and other events. Families are also invited to observe their students' classroom and to schedule more formal follow-ups with teachers and school leaders as needed.

KALCS offers three family councils; FAKT (Families and KIPPster Together) collaborate with leader on planning school events, SEPAC supports the coauthorship of the educational experience of our exceptional learners, and ELPAC (the MLL Family Advisory Council) supports the co-authorship of the educational experience of our multilingual learners.

**College and Career Readiness For All Students:** KALCS works with students beginning on their first day to help them become familiar with how to master their path to succeed to and through college. Classrooms and hallways are filled with college pennants and classrooms are named for teachers' Alma Maters. Students participate in college campus visits and are surrounded with the expectation of college. KALCS engages with 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, the KIPP Forward 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 earn a college degree. The KIPP Forward 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. KALCS also partners 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 Submitted	Amendment Requested	Pending or Approved?
07.20.2021	Accountability Plan	Approved

### Access and Equity

KALCS is actively working to identify and implement strategies to help reduce in-school and out-of-school suspension rates. All school and network leaders review a monthly suspension report, which includes subgroup numbers, to comprehensively track trends in suspension data.

In 2016-2017, KALCS 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 2017-2018, all staff members were trained in an aligned approach to developing a 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, data has shown the 2017-2018 suspension rates 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, the 2019-2020 discipline rates in Lynn were on track to be lower than the 2018-2019 rates. Beginning in 2020-2021, teachers engaged in additional social-emotional wellness PD in order to explicitly center social-emotional wellness in all classrooms. Students began the tradition of setting annual social-emotional goals. KALCS is committed to

continue improving suspension rates for all students and has changed policies and practice while expanding the sub-separate programming to address the disproportionate suspension of students with disabilities.

<b>2021-2022 Student Discipline</b>					
<a href="https://profiles.doe.mass.edu/ssdr/default.aspx?orgcode=04290000&amp;orgtypecode=5&amp;=04290000&amp;">https://profiles.doe.mass.edu/ssdr/default.aspx?orgcode=04290000&amp;orgtypecode=5&amp;=04290000&amp;</a>					
<b>Student Group</b>	<b>Total Number of Students</b>	<b>Students Disciplined</b>	<b>Percent In-School Suspension</b>	<b>Percent Out-of-School Suspension</b>	<b>Percent Emergency Removal</b>
All Students	1,623	1	-	-	-
English Learner	198	0	-	-	-
Economically Disadvantaged	1,012	1	-	-	-
Students with Disabilities	185	1	-	-	-
High Needs	1,233	1	-	-	-
Female	818	0	-	-	-
Male	805	1	-	-	-
American Indian or Alaska Native	3	-	-	-	-
Asian	53	0	-	-	-
African American/Black	296	0	-	-	-
Hispanic/Latino	1,133	1	-	-	-
Multi-race, Non-Hispanic/Latino	41	0	-	-	-
Native Hawaiian or Pacific Islander	2	-	-	-	-
White	95	0	-	-	-

## Dissemination Efforts

<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?</b> (Title)	<b>With whom did the school disseminate its best practices?</b> (Highlight partners and locations, including school districts)	<b>Result of dissemination</b> (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, 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 per year. Visitors come from our district and from surrounding districts.	Visitors attended some of our online classrooms via Zoom this year. No grant funding was sought for this work.
Instructional practices, academic and character development 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 KIPP teachers and administrators can add materials accessible by all KIPP regions throughout the country. No grants were sought to support this work.
Curriculum and School Design Resources	Electronic 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.
Communication: Family Partnership	MCPSA Communications for Charters call	Communications Team	Other Charter schools	Shared best practices as it relates to partnership with families in communication

## Academic Program Success

### Student Performance

KALCS most recent, publically available data is found by following this link to our school report card overview: <https://reportcards.doe.mass.edu/2020/DistrictReportcard/04290000>

### Program Delivery

#### Curriculum

KALCS has structures in place to regularly review and revise the curriculum. Curriculum review and revision follows a predictable structure for K-8 and 9-12. For the K-8 curriculum, this occurs throughout the year, but most notably in the work of the Director of Academics (this role was previously titled Achievement Leader) in the Spring and Summer. The Director of Academics reflects upon student growth and achievement, solicits teacher feedback, and makes necessary adjustments to the curriculum for the upcoming school year. Through this process, the region ensures that teachers have a robust curriculum to build from. During the school year, teachers work with their instructional coaches to internalize and adjust curriculum as needed. Adjustments are made to the curriculum at the lesson level to create daily materials that meet the needs of students, as revealed by the student data. Special education staff, generally called learning specialists or interventionists, modify the curriculum to meet the needs of diverse learners. Learning specialists develop and implement modifications and accommodations in order to ensure all students can access the curriculum. In grades 9-12, a similar process is followed, and teachers work more closely with coaches and Directors of Academics to determine the direction for courses. High school courses are reviewed by the Director of Academics looking for rigor and alignment within and across courses in a content area. If the course is diagnosed as benefiting from curriculum revision, the DOA then determines the next steps for revising the curriculum, including the level of revision, whether the teacher or DOA will own the revision, and how the teacher and DOA will provide feedback on the revision.

#### Instruction

At KALCS, there is a strong emphasis on teacher development as the means to ensuring high quality instruction for students. Key levers to ensuring high quality instruction include:

Whole Group PD - At KALCS, PD is built into the school calendar on a weekly basis. School-wide PD is scheduled to occur one day per week, often with a focus on key classroom moves, both instructional and culture-building. Teachers frequently explore the best practices to support instruction, such as methods of collecting or analyzing data. Teachers may meet as a whole team, in grade-level department, or content-based teams as appropriate. Additional school based PD topics could include: leading successful parent conferences, leading student advisory, or other cultural events. Teachers also participate in regional PD. While content teams can be school specific, in the past year and a half, KALCS transitioned to virtual content teams to allow for region-wide content collaboration.

Teacher Coaching- All teachers are assigned a coach, who is the main lever in teacher development. Teachers have at least bi-weekly coaching sessions, but may contact their coach for support at any time. In 2018, KALCS invested in training coaches on the Instructional Power Moves as defined and created by Relay Graduate School of Education, focusing on observation/feedback, lesson internalization, and the weekly data meeting. Through defining and training coaches in these instructional leadership moves, KALCS moved to improve the quality of teacher coaching. Whenever possible, KALCS aligns the content expertise of the coach with the content taught by the team they support.

Clarity of Expectations & Communication- KALCS school leadership teams work with regional instructional teams to align on and communicate instructional expectations. Coaches across a school team leverage rubrics that are shared with teachers to observe and provide feedback rooted in a shared expectation.

As leadership teams notice trends in teacher performance and challenges, they are able to collaborate on



developing focused professional development sessions to improve teacher practice swiftly.

Some examples of rubrics leveraged by the KALCS teams include Get Better Faster (Strong Start), High Impact Instructional Practices, Danielson, and Lynch Leadership Academy Classroom Observation Tool.

Principal and Assistant Principal Coaching- Principals and assistant principals receive coaching, through which they have support in norming on observations, practicing the Instructional Power Moves, and planning action steps for teachers. Leaders and their coaches regularly examine their practices for inequities, collaboratively solving for any gaps they identify.

### **Assessment**

During pandemic learning, KALCS innovated ways to collect more holistic data and seek out informal, as well as, formal structures for data collection and response to data.

KALCS led the way in defining and innovating practices for reviewing and immediately responding to student data. Daily teacher practices were created through strong coaching, using the teacher coach to support gathering, tracking, and interpreting data. Teachers began to implement daily review and response to student data and began to dig into the daily achievement data of all students. Coaches, specialists and teachers analyzed the data via subgroup, utilizing the data to reteach skills and content the following day.

KALCS reduced the assessment load during pandemic learning by modifying existing assessments. Some assessments shifted in frequency from unit to interim assessments. ELA assessments were adapted to focus on reading and on-demand writing pieces. When analyzing formal data, seen in most major assessments, the data team aggregated data and created “dashboards” to support teachers in analyzing the major assessments, ensuring that all subgroups were represented in dashboards. Unsurprisingly, KALCS’ practices of using daily assessment data to progress monitor and respond to student needs resulted in significant growth on the major assessments defined below, including subgroups.

### **Physical Safety**

Beginning in March of 2021, KALCS students and staff returned to in-person instruction on a rolling basis. KALCS followed, and continues to follow, CDC guidelines and recommendations if someone exhibits symptoms or tests positive. Campuses are cleaned and sanitized multiple times per day, masks are optional on campus, and COVID testing is available on site for symptomatic individuals. KIPP MA maintained a web page dedicated to the return to in person learning for 2020-2021 that can be found [here](#).

### **Accelerating Learning in 2021-2022**

KALCS recruited several students and staff for robust summer programming in July 2021. Students enrolled in summer programming receive targeted ELA and/or Math instruction, COVID-19 safe socialization time, and social-emotional time.

In 2021-2022, KALCS continued to utilize online platforms that support academic outcomes and parent access to content. Social emotional wellness PD continued for staff and social emotional wellness continued to be explicitly centered in all classrooms. KALCS continued to co-author the educational experience of students along with their families.

## **Organizational Viability**

### **Organizational Structure of the School**

In the 2021-22 school year, Farida Mama Graham transitioned from the role of Middle School (KAL) Principal to Managing Director of Teacher and Leader Development. Jimmy Seter transitioned from the role of KAL Assistant Principal to KAL Principal.

Please see appendix F for the KALCS organization chart.

## Network Structure

KALCS is overseen by a regional network referred to as KIPP MA, which also includes a charter district in Boston, MA. KIPP MA has approximately 50 network staff members who serve in leadership or support roles in instruction, data, operations, student enrollment, talent, finance, compliance and technology among others.

KALCS's Board meets at least six times per year and at each meeting evaluates performance of the school through review of an Organizational Goals Dashboard and detailed reports on Finance, Development, Facilities, Teaching & Learning, Advocacy, and Compliance. During the pandemic, the KALCS Board reviewed the COVID-19 response, reopening plans, and safe and strong start proposals.

Throughout the year, the Board conducts a full review of the school's academic, operational, and organizational progress. This review includes a 360° review of the school leadership, analysis of test results, a review of budget-to-actual reports, and systematic internal review of each aspect of the school by the relevant Board committee.

KIPP MA's Executive Director reports to the Board of Trustees, and regularly meets with the Board Chair, Vice-Chair and other members to discuss progress. To execute with accountability, Regional Office senior leaders report to the Executive Director. The Executive Director and regional leaders also staff Board committees and task forces, adding to the governance-leadership structure.

## Budget and Finance

### A. Unaudited FY22 statement of revenues, expenses, and changes in net assets (income statement)

KIPP Academy Lynn Income Statement	Current Period Balance
Total Revenue	
Total Public Tuition Revenue	\$25,856,867
Total State Grant Revenue	\$341,345
Total Federal Grant Revenue	\$4,592,974
Total Private Grant Revenue	\$980,455
Total In-Kind Revenue	\$3,216,837
Total Fees and Other Revenue	\$1,985,596
<b>Total Revenue</b>	<b>\$36,974,073</b>
Expenses	
Total Personnel Expenses	\$23,030,305
Total Student Expenses	\$4,426,294
Total Administration Expenses	\$1,393,233

Total Facilities Operating Expenses	\$1,687,135
Total Facilities Financing Expenses	\$2,539,224
Total School Contribution to Regional Office	(\$2,350,679)
Total In-Kind Expenses	\$3,216,837
Total Depreciation Expenses	\$533,991
Total Other Expenses	(\$180,000)
<b>Total Expenses</b>	<b>\$34,296,340</b>
<b>Net Surplus</b>	<b>\$2,677,733</b>

B. Statement of net assets for FY22 (balance sheet)

<b>KIPP Academy Lynn Balance Sheet</b>	<b>Current Period Balance</b>
Current Assets	
Cash and cashequivalents	\$4,077,898
Tuition, Grants, and Accounts Receivable	\$1,367,350
Prepaid expenses and other	\$0
Due (to) from	(\$120,406)
<b>Total Current Assets</b>	<b>\$5,324,843</b>
Noncurrent Assets	
Right-to-use lease assets, net	\$28,947,944
Capital assets, net	\$19,259,668
<b>Total Noncurrent Assets</b>	<b>\$48,207,612</b>
<b>Total Assets</b>	<b>\$53,532,455</b>
Current Liabilities	
Accounts payable and accrued expenses	\$1,035,110
<b>Total Current Liabilities</b>	<b>\$1,035,110</b>
Noncurrent Liabilities	

Intercompany notes payable	\$15,415,419
Lease liability	\$28,988,655
<b>Total Noncurrent Liabilities</b>	<b>\$44,404,074</b>
<b>Total Liabilities</b>	<b>\$45,439,184</b>
<b>Net Assets</b>	
Unrestricted - operating	\$4,289,732
Net investment in capital assets	\$3,803,539
<b>Total Net Assets</b>	<b>\$8,093,271</b>
<b>Total Liabilities and Net Assets</b>	<b>\$53,532,455</b>

C. Approved school budget for FY23

<b>KIPP Academy Lynn FY22 Budget - approved 06/15/2022</b>	
# Students	1,586
# Staff FTE	281
<b>REVENUE</b>	
Public Tuition Revenue	\$27,264,486
State Grant Revenue	\$59,940
Federal ESSER Grant Revenue	\$2,367,619
Federal Entitlement Grant Revenue	\$967,414
Other Federal Grant Revenue	\$1,007,939
Private Grant Revenue	\$1,900,000
Fees and Other Revenue	\$18,699
Intercompany Revenue	\$120,000
<b>Total Revenue</b>	<b>\$33,706,097</b>

<b>EXPENSES</b>	
Personnel Expenses	\$24,218,318
Student Expenses	\$3,580,892
Administration Expenses	\$1,299,412
Facilities Operating Expenses	\$1,189,726
Interest Payments on Long Term Debt	\$1,768,118
Contingency	\$746,883
School Contribution to Regional Office	(\$427,661)
Total Expenses	\$32,375,688
Total Net Operating Cash Flow	\$1,330,409
Principal Payments on Long Term Debt	\$866,907
Capitalized Expenditures	\$200,000
Total Other Cash Expenditures	\$1,066,907
Total Surplus (Deficit)	\$263,502

<b>FY23 Enrollment Table</b>	<b>Enter Number Below</b>
Number of students pre-enrolled via March 15, 2022 submission	1586
Number of students upon which FY23 budget tuition line is based	1586
Number of expected students for FY23 first day of school	1614
Please explain any variances: <i>(Example: Since March, 5 students informed us that they were not returning. We budget conservatively each year of 5-10 less than the expected students)</i>	

D. Capital plan for FY22

In August 2019, KIPP Academy Lynn Charter School 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. In June 2022, KIPP Academy Lynn Charter School started its roof replacement project of the 20 Wheeler Street facility. The project will be completed by August 2022 and is estimated to cost \$1,500,000.

## Additional Information/Appendix

### A. Accountability Plan Performance for 2021-2022

	<b>2021-2022 Performance (Met/Not Met)</b>	<b>Evidence</b> (include detailed evidence with supporting data or examples)
<b>Objective:</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. (See Key Design Element 1)		
<b>Measure 1a:</b> KIPP Academy Lynn Charter School teachers will engage in at least 50 hours per year of practice based professional development.	Met	In SY21-22, KIPP Academy Lynn teachers engaged in almost 50 hours of practice based professional development. Elementary: 54 Middle: 57 High: 66
<b>Measure 1b:</b> On the annual Insight Survey, at least 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.”	Not Met	Elementary: 65% agree, 94% response rate Middle: 75% agree, 95% response rate High: 62% agree, 98% response rate
<b>Objective:</b> Beginning in Kindergarten, KIPP Academy Lynn Charter School will teach and practice research-based character traits necessary for students to maximize their potential in college and in life. (See Key Design Element 2)		
<b>Measure 2a:</b> Annually, as evidenced by KALCS’ professional development tracker, staff will participate	Met	PD topics include, but are not limited to; culture, affirming classrooms, crucial conversations,

in at least 10 sessions of practice and instruction in teaching research-based character traits		disability awareness, and implicit bias.
<b>Measure 2b:</b> Each year, 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 80% or higher, with a 50% response rate from our families.	Not Met	This survey was not administered in Fall 2021. KIPP MA utilized a culture diagnostic in Fall 2021 to understand how students, families and staff experience each of the six most critical cultural practices at school. <sup>2</sup>
<b>Objective:</b> KIPP Academy Lynn Charter School will focus on broadening and deepening family engagement with our families to support student growth and development. (See Key Design Element 3)		
<b>Measure 3a:</b> Beginning in 5 <sup>th</sup> grade, on the annual Healthy Schools & Regions Survey, at least 80% of Families (50% response rate) will answer agree or strongly agree to the statement, “I would recommend KIPP to other families.”	Not Met	This survey was not administered in Fall 2021. KIPP MA utilized a culture diagnostic in Fall 2021 to understand how students, families and staff experience each of the six most critical cultural practices at school. <sup>2</sup>
<b>Measure 3b:</b> On the annual Healthy Schools & Regions Survey, the average score for the questions related to family engagement will be at least 80% agree or strongly agree, with a 50% response rate from our families. <sup>3</sup>	Not Met	This survey was not administered in Fall 2021. KIPP MA utilized a culture diagnostic in Fall 2021 to understand how students, families and staff experience each of the six most critical cultural practices at school. <sup>2</sup>
<b>Objective:</b> KIPP Academy Lynn Charter School graduates will develop college and career readiness so that they can climb the mountain to and through college and career. (See Key Design Element 4)		
<b>Measure 4a:</b> At least 90% of seniors will graduate from KIPP Academy Lynn annually, based on 4-year graduation rates.	Met	100% of seniors (class of 2022) graduated from KIPP Academy Lynn Charter School.
<b>Measure 4b:</b> 90% of seniors who apply to college and university will be accepted into at least one college or university.	Met	As of 6.1.22, 90% (103 out of 114) of seniors were accepted into at least one college or university.

\*Add rows as necessary

## Dissemination

	2021-2022 Performance (Met/Not Met)	Evidence (include detailed evidence with supporting data or examples)
<b>Objective:</b> The school will disseminate information about programs and best practices to public schools in Massachusetts.		
<b>Measure:</b> Each year, the school will host at least 50 visitors looking to learn about our programs.	Not Met	KIPP MA has engaged over 35 stakeholders in on-campus, in-person school visits this academic year.

<sup>2</sup> Responses on a scale of 1-4 and Questions include: “Which best describes expectations for students at your school?”, “Which best describes the interactions between staff and students?”, “Which best describes how staff responds to student behavior?”, “Which best describes how the school handles activities for students?”, “Which best describes how much input students and families have on school decisions?” and “Which best describes what students are taught about why school is important?”.

<sup>3</sup> Questions include seeking information such as: “How comfortable do you feel talking with teachers at your child’s school?”, “The school communicates with families openly and respectfully?”, and “I am well informed about how my child is doing in school.”

<b>Measure:</b> Each year, leaders at KIPP Academy Lynn Charter School will meet with leaders and groups in Lynn on a monthly basis to continue to build relationships and share best practices.	Met	Members of the KIPP MA Executive Leadership Team meet every two weeks as part of the Boston Charter Alliance. KIPP MA's Executive Director meets monthly with other charter school superintendents of color.
--	-----	--

## B. Recruitment and Retention Plan

### Recruitment Plan 2022-2023

School Name: KIPP Academy Lynn Charter School

#### 2021-2022 Implementation Summary:

At KIPP Academy Lynn Charter School ("KIPP"), 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. We also make clear to all families through recruitment materials that KIPP Academy Lynn Charter School is a free, open-enrollment school to dispel parents' misconceptions around entrance exams or tuition fees for entrance into charter schools. In 2018-2019, we offered our first substantially separate classroom in Lynn to accommodate students with a greater variety of disabilities. In the 22-23 School Year, we will have four substantially separate classrooms across our K-12 schools.

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 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 is also developing a reputation in the communities it serves as a place that welcomes and supports diverse learners.

In every application cycle, KIPP sees considerable sibling applications and acceptances. In the 21-22 Enrollment Cycle, 18% of the Kindergarten applications were sibling applications, and 14% of the total applications were sibling applications. In the past three years, we have been able to offer seats to all our Kindergarten siblings.

	16-17		17-18		18-19		19-20		20-21		21-22		22-23	
	TOTAL APPS	SIBLING APPS	TOTAL APPS	SIBLING APPS	TOTAL APPS	SIBLING APPS	TOTAL APPS	SIBLING APPS	TOTAL APPS	SIBLING APPS	TOTAL APPS	SIBLING APPS	TOTAL APPS	SIBLING APPS
LYNN	1178	171	1503	186	1922	266	2167	270	2112	231	1402	173	2051	208

A challenge that our district experienced in the past few years is declining application numbers, which has been experienced across our charter counterparts in the greater Boston area. Given the pandemic, education choices for potential families became especially challenging, especially as our schools were unable to offer in person opportunities for applicants to experience our school culture. However, we experienced a 46% increase in overall applications from SY21-22 to SY22-23.

	16-17		17-18		18-19		19-20		20-21		21-22		22-23	
	TOTAL APPS	SIBLING APPS	TOTAL APPS	SIBLING APPS	TOTAL APPS	SIBLING APPS	TOTAL APPS	SIBLING APPS	TOTAL APPS	SIBLING APPS	TOTAL APPS	SIBLING APPS	TOTAL APPS	SIBLING APPS
LYNN Change	238%	677%	28%	9%	28%	43%	13%	2%	-3%	-14%	-34%	-25%	46%	5%





**Recruitment Plan – 2022-2023 Strategies**  
**List strategies for recruitment activities for each demographic group.**

**Special education students/students with disabilities**

**(b) Continued 2021-2022 Strategies**

During the lottery process, we 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.

- We make clear statements 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.

**(a) CHART data**

**School percentage:**  
11.5%

**GNT percentage:** 13.1%  
**CI percentage:** 13.4%

The school is below GNT percentages and below CI percentages

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 encouraging 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.

**(c) 2022-2023 Additional Strategy(ies), if needed**

We will meet with community organizations that serve child clients with disabilities (and their parents) to make them aware of our capacity to serve students with disabilities (e.g., Headstart, the Department of Children and Families, Early Intervention Centers).

In the 2022-2023 School Year, we are offering more extensive special education options for our families, including sub separate classrooms K-12.

KIPP MA hired a Director of Academics, Exceptional Learners (effective 7/1/22) to provide coaching and support to school-based special education instructors, as well as program audits and monitoring.

**Limited English-proficient students/English learners**

**(a) CHART data**

**School percentage:**  
13.3%

**GNT percentage:** 28.3%  
**CI percentage:** 30.8%

**(b) Continued 2021-2022 Strategies**

We will make our recruitment and lottery materials 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>The school is below GNT percentages and below CI percentages</p>	<p>We will 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 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 style="text-align: center;"><b>(c) 2022-2023 Additional Strategy(ies), if needed</b></p> <p>We will ensure recruitment materials are available in Cape Verdean (versus Portuguese) when requested by a family as their preferred language.</p> <p>Our application platform, Schoolmint, will be updated to reflect the most recent instructions and information in Spanish, English, and Arabic.</p> <p>The KIPP MA website will continue to be updated and available for translation in many languages, and is now easier for families to navigate with less text, more graphics, and easier and more intuitive navigation.</p> <p>Spanish-speaking members of the school staff and parent community will participate at all community outreach events and information sessions to ensure that native Spanish speakers can fully understand our program and application process.</p>
<p><b>Students eligible for free or reduced lunch (Low Income/Economically Disadvantaged)</b></p>	
<p><b>(a) CHART data</b></p> <p><b>School percentage:</b> 72.1%</p> <p><b>GNT percentage:</b> 60.3%</p> <p><b>CI percentage:</b> 72.5%</p> <p>The school is above GNT percentages and below CI percentages</p>	<p style="text-align: center;"><b>(b) Continued 2021-2022 Strategies</b></p> <p>We 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 21-22 School Year, KALCS participated 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;"><b>(c) 2022-2023 Additional Strategy(ies), if needed</b></p> <p>We will disseminate application materials and, whenever possible, host information sessions at locations and organizations serving Lynn’s most in need families, such as- Lynn’s WIC and DTA centers; various Head Start locations; and the offices of the Department of Children and Families.</p> <p>We will meet one-on-one with leaders at the above organizations to ensure that they are fully aware of our school programs and can share information with their clients and/or members in an informed manner.</p>

<p><u>Students who are sub-proficient</u></p>	<p align="center"><b>(d) Continued 2021-2022 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 align="center"><b>2022-2023 Additional Strategy(ies), if needed</b></p>
<p><u>Students at risk of dropping out of school</u></p>	<p align="center"><b>(e) Continued 2021-2022 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 align="center"><b>2022-2023 Additional Strategy(ies), if needed</b></p>
<p><u>Students who have dropped out of school</u> <u>*only schools serving students who are 16 and older</u></p>	<p align="center"><b>(f) Continued 2021-2022 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 align="center"><b>2022-2023 Additional Strategy(ies), if needed</b></p>
<p><b>OPTIONAL<sup>4</sup></b> <u>Other groups of students who should be targeted to eliminate the achievement gap</u></p>	<p align="center"><b>(g) Continued 2021-2022 Strategies</b></p> <p>We will recruit Hispanic/Latinx 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 align="center"><b>2022-2023 Additional Strategy(ies), if needed</b></p> <p>We will develop and cultivate a close working relationship with the district and community organizations in order to identify and recruit children who appear at risk of dropping out according to the above-referenced risk factors.</p>

<sup>4</sup> Perhaps consider students and families who may experience access, opportunity, and achievement gaps due to the historical inequities based on race, ethnicity, gender, education level, immigration status, or sexual orientation.

## Retention Plan 2022-2023

**Please provide a brief narrative report on the successes and challenges of implementing strategies from the 2021-2022 Retention Plan.**

### 2021-2022 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.

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>	98.2%

### Retention Plan – 2022-2023 Strategies List strategies for retention activities for each demographic group.

#### Special education students/students with disabilities

#### (b) Continued 2021-2022 Strategies

KIPP Academy Lynn Charter School will continue to recruit highly-skilled special education teachers.

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.

- 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. We also hired a full-time speech therapist to work with students who have IEPs that call for speech therapy.

#### (a) CHART data

**School percentage:**  
6%

**Third Quartile:**  
24.2%

The school's attrition rate is below third quartile percentages.

	<ul style="list-style-type: none"> <li>• 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 encouraging more students with special needs to consider applying to KALCS.</li> </ul> <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>
<b>(c) 2022-2023 Additional Strategy(ies), if needed</b>	
<b>Limited English-proficient students/English learners</b>	
Limited English-proficient students	
<p><b><u>(a) CHART data</u></b></p> <p><b>School percentage:</b> 7.3%</p> <p><b>Third Quartile:</b> 19.7%</p> <p>The school's attrition rate is below third quartile percentages.</p>	<p style="text-align: center;"><b>(b) Continued 2021-2022 Strategies</b></p> <p>Teachers will be taking, or have already taken, the necessary SEI and ELL MTELEs 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, e-mail, and mail, opportunities to participate in school events, and parent conferences on a quarterly basis.</p>
<b>(c) 2022-2023 Additional Strategy(ies), if needed</b>	

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

**(b) Continued 2021-2022 Strategies**

The school will continue to 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 throughout the year.

**(a) CHART data**

**School percentage:**

4.2%

**Third Quartile:**

19.4%

The school's attrition rate is below third quartile percentages.

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 students, while they would qualify based on income, do not participate in programs such as TANF or SNAP.

Our homelessness liaison will work with families experiencing homelessness to develop plans to keep their children enrolled at our school.

In the 21-22 School Year, KALCS participates in the Community Eligibility Program to provide free breakfast, lunch, and snacks 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.

**(c) 2022-2023 Additional Strategy(ies), if needed**

**(d) Continued 2021-2022 Strategies**

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.

Students who are sub-proficient

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.

**2022-2023 Additional Strategy(ies), if needed**

**(e) Continued 2021-2022 Strategies**

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.

Students at risk of dropping out of school

- The school will proactively involve parents in their child's education in a meaningful way through parent orientations, consistent parent contact in their home language by phone, e-mail and mail, opportunities to participate in school events, 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.

	<ul style="list-style-type: none"> <li>The high school will provide alternate arrangements and/or schedules to accommodate the needs of students who might otherwise drop out of school (e.g. students with children or students who require transportation to school when it is not required by an IEP).</li> </ul> <p>Our school counselors, advisors, and KIPP Forward 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;"><b>2022-2023 Additional Strategy(ies), if needed</b></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;"><b>(f) Continued 2021-2022 Strategies</b></p> <p>Our school counselors and KIPP Forward 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;"><b>2022-2023 Additional Strategy(ies), if needed</b></p>
<p><b>OPTIONAL<sup>5</sup></b> <u>Other groups of students who should be targeted to eliminate the achievement gap</u></p>	<p style="text-align: center;"><b>(g) Continued 2021-2022 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, e-mail and mail, opportunities to participate in school events, and parent conferences on a quarterly basis.</p> <p style="text-align: center;"><b>2022-2023 Additional Strategy(ies), if needed</b></p>

### C. School and Student Data

KIPP Academy Lynn Charter Public School's student demographic enrollment data link would be here:

<https://profiles.doe.mass.edu/profiles/student.aspx?orgcode=04290000&orgtypecode=5&fycode=2021>

<b>STUDENT RACE AND ETHNICITY AND SELECTED POPULATIONS 2021-2022 SCHOOL YEAR</b>	
Race/Ethnicity	% of School
African American	17.5
Asian	3.3
Hispanic	70.9
Native American	0.2
White	5.5
Native Hawaiian, Pacific Islander	0.1
Multi-race, non-Hispanic	2.5
Selected Populations	% of School
First Language not English	80.9
English Language Learner	13.3
Students with Disabilities	11.5
High Needs	79.3

<sup>5</sup> Perhaps consider students and families who may experience access, opportunity, and achievement gaps due to the historical inequities based on race, ethnicity, gender, education level, immigration status, or sexual orientation.





















Rhonda "Nikki"	Ex-Officio	Compensation; Development		
Fates, Matt	Vice Chair	Co-Chair, Governance and Compensation	2	8/17/2017 - 8/17/2020 8/17/2020 - 8/27/2023
Gonzalez, Ivelisse	Secretary	People Committee	2	5/4/2018 - 4/11/2021 4/11/2021 - 4/11/2024
Kendall, Michael	Trustee	Governance and Compensation; Development	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	Treasurer	Co-Chair, Finance and Facilities	1	8/17/2018 - 8/17/2021
Lim, Shenkiat	Trustee	Chair, People; Governance and Compensation	2	8/17/2017 - 8/17/2020 8/17/2020 - 8/17/2023
Seider, Amanda	Trustee	Governance and Compensation	4	11/3/2011 - 11/3/2014 11/3/2014 - 11/3/2017 11/3/2017 - 11/3/2020 11/3/2020 - 11/3/2023
Oliveras, Stephanie	Board Chair	Chair, Finance and Facilities	1	8/21/2019 - 6/1/2022
Bergman, Eyal	Trustee	Teaching and Learning Committee	1	

<b>BOARD OF TRUSTEE MEETING SCHEDULE FOR THE 2022-2023 SCHOOL YEAR</b>	
<b>Date/Time</b>	<b>Location</b>
September 16, 2022, 9:00am-3:00pm	TBD
October 27, 2022, 10:00am-1:00pm	TBD
February 10, 2023, 10:00am-1:00pm	TBD
April 17, 2023, 10:00am-1:00pm	TBD
June 15 2023, 10:00am-1:00pm	TBD

<b>COMMITTEE MEETING SCHEDULES FOR THE 2022-2023 SCHOOL YEAR</b>
--

Name of Committee	Date/Time	Location
Governance & Compensation	September 16, 2022, 9:00am-3:00pm	TBD
Governance & Compensation	November 16, 2022, 9:00am-10:00am	TBD
Governance & Compensation	February 2, 2023, 9:00am-10:00am	TBD
Governance & Compensation	April 6, 2023, 9:00am-10:00am	TBD
Governance & Compensation	May 11, 2023, 9:00am-10:00am	TBD
Finance & Facilities	September 16, 2022, 9:00am-3:00pm	TBD
Finance & Facilities	October 21, 2022, 10:00am-11:30am	TBD
Finance & Facilities	January 25, 2023, 10:00am-11:30am	TBD
Finance & Facilities	March 30, 2023, 10:00am-11:30am	TBD
Finance & Facilities	June 7, 2023, 10:00am-11:30am	TBD
Teaching & Learning	September 16, 2022, 9:00am-3:00pm	TBD
Teaching & Learning	November 10, 2022, 11:00am-12:30pm	TBD
Teaching & Learning	February 17, 2023, 11:00am-12:30pm	TB
Teaching & Learning	April 7, 2023, 11:00am-12:30pm	TBD
People	September 16, 2022, 9:00am-3:00pm	TBD
People	October 5, 2022, 10:00am-11:30am	TBD
People	January 11, 2023, 10:00am-11:30am	TBD
People	April 5, 2023, 10:00am-11:30am	TBD
People	June 1, 2023, 10:00am-11:30am	TBD
Development	September 16, 2022, 9:00am-3:00pm	TBD
Development	November 17, 2022, 9:00am-10:30am	TBD
Development	January 5, 2023, 9:00am-10:30am	TBD
Development	February 9, 2023, 9:00am-10:30am	TBD
Development	May 18, 2023, 9:00am-10:30am	TBD

#### D. Additional Required Information

Position	Name	Email Address	No Change/ New/Open Position
Board of Trustees Chairperson	Stephanie Pierre-Louis	soliveras@gmail.com	New
Charter School Leader	Rhonda "Nikki" Barnes	rbarnes@kippma.org	No Change
Assistant Charter School Leader	Coretta Martin	cmartin@kippma.org	No Change
Special Education Director	N/A	N/A	N/A
MCAS Test Coordinator	Zach Trotsky	ztrotsky@kippma.org	No
SIMS Coordinator	Mariela Morales	mmorales@kippma.org	New
English Learner Program Director	Dana Gottlieb	dgottlieb@kippma.org	No

School Business Official	Emily Taylor	etaylor@kipppma.org	No
SIMS Contact	Mariela Morales	mmorales@kipppma.org	New
Admissions and Enrollment Coordinator	Kate Kiley	kkiley@kipppma.org	No

### Enrollment

Action	2022-2023 School Year Date(s)
Student Application Deadline	2/10/23
Lottery	3/1/23

### E. Complaints

KIPP Academy Lynn Charter School did not receive any complaints in the 2021-2022 school year.

## F. Organizational Chart

