



KIPP Academy Lynn Charter School

SY 2022-2023 Annual Report

Department of Elementary and Secondary Education

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Introduction to the School

| KIPP Academy Lynn Charter Public School (“KALCS”) | | | |
|---|------------------------------|---|------------------------------|
| Type of Charter (Commonwealth or Horace Mann) | Commonwealth | Location of School (Municipality) | Lynn, MA |
| 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 for 2022-23 | 1,612 |
| 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 for 2022-23 ¹ 1964 | 1,964 As of March 1, 2023 |
| Number of Instructional Days during the 2021-2022 School Year | 185 | | |
| School Hours (ex: 8:30-3pm M-F) | Elementary and Middle School | Age of School in 2022-2023 | 19 years |
| | 8:00-3:00 | | |
| | High School | | |
| | 8:30-3:30 | | |
| Mission Statement Together with families and communities, we create a joyful, academically excellent school that prepares students at KIPP Academy Lynn Charter School with the skills and confidence to pursue the paths they choose - college, career, and beyond- so they can lead fulfilling lives and build a more just world. | | | |

¹The figure included here should match the figure reported in the [Massachusetts Charter School Waitlist Updated Report for 2022-23](#). If there is no waitlist, please report “0”.

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 its students to maximize their academic potential. KALCS believes to do this it 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 its 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, KALCS teachers participate in rigorous professional development, most of which is practice-based. For at least one week both before the school year begins and after it ends, teachers are engaged in high- impact professional development. KALCS builds on this work with weekly professional development throughout the school year. Teachers access 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 the High Impact Instructional Practices (HIIP) Rubric in SY2014. 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). KALCS teachers regularly access the HIIP rubric to help drive their development. Further, KALCS tracks progress toward developing high quality instruction using the HIIP rubric at both the individual and the network level. KALCS 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. Character development is one of the hallmarks of the organization and it permeates the work of every student, teacher, and staff member. KALCS explicitly teaches character development and seeks to develop traits of agency, curiosity, community, compassion and identity, in our students, staff, and faculty.

Family Engagement: KALCS believes it is essential to be in close partnership with our families, the organization views families as key stakeholders in a students' success, especially maximizing their potential to and through college. KALCS has a partnership with our families through the commitment to excellence.

KALCS eliminates barriers to free communication among students, families, and staff. Each of the teachers, staff, and leaders are 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.

Teachers and leaders regularly communicate with families, sending home weekly feedback on their students’ progress. Families are invited to campus at various intervals for celebrations, family 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.

College and Career Readiness For All Students: KALCS works with students from day one to fulfill its mission to ensure that they can live a life of choice, freedom, and happiness. KALCS students engage in a curriculum that incorporates their values and beliefs and connects those to college readiness and career exploration. KALCS students participate in college campus visits. KALCS connects with students and families in discussion about regarding the potential postsecondary pathways students want to embark on so that they can make an informed decision on what specific pathway they would like to follow, no matter if it is a 2-year or 4-year college/university, a Career and Technical Education program, Military, or straight into the workforce. KALCS wants students to follow the pathway that they choose to follow. KALCS provides one-on-one counseling with students regarding their postsecondary goals and options, as well as connecting them with resources needed to reach those goals. KALCS hosts FAFSA events for families and students, offers the ACT in-house during their Junior year, connects them with internship opportunities and takes college visits.

As students continue on to their postsecondary journeys, the KIPP Forward (formerly the KIPP Through College and Career (KTCC)) program ensures that all KALCS alumni receive 6 years of support after high school graduation. KALCS leverages its national resources as part of the Postsecondary Success Collaborative, which consists of 3 other KIPP Regions and allows KALCS to expand levels of support with students. Students receive either a College Success Advisor if they are pursuing the college pathway or a Workforce Advisor if they are following the CTE, Military, or Workforce pathway. These advisors will work to ensure students are receiving the support and resources they need to successfully persist through their pathway.

KALCS assesses its progress on college and career readiness and family engagement on an annual survey in which all families are invited to participate.

Amendments to the Charter

No amendments were requested during the 2022-23 school year.

Access and Equity

2021-22 Student Discipline Data Report

| 2021-22 Student Discipline | | | | | |
|----------------------------|--------------------------|----------------------|------------------------------|----------------------------------|---------------------------|
| Student Group | Total Number of Students | Students Disciplined | Percent In-School Suspension | Percent Out-of-School Suspension | Percent Emergency Removal |
| All Students | 1,631 | 65 | 3.1 | 1.5 | 0.2 |
| English Learner | 222 | 5 | - | - | - |

| | | | | | |
|--|--------------|-----------|------------|------------|------------|
| Economically Disadvantaged | 1,238 | 47 | 3.0 | 1.7 | 0.1 |
| Students with Disabilities | 197 | 10 | 4.1 | 2.0 | - |
| High Needs | 1,340 | 54 | 3.2 | 1.7 | 0.1 |
| Female | 815 | 10 | 0.9 | 0.7 | - |
| Male | 815 | 55 | 5.4 | 2.3 | 0.4 |
| American Indian or Alaska Native | 4 | - | - | - | - |
| Asian | 53 | 3 | - | - | - |
| African American/Black | 283 | 25 | 7.4 | 3.9 | 0.4 |
| Hispanic/Latino | 1,157 | 34 | 2.3 | 1.0 | 0.1 |
| Multi-race, Non-Hispanic/Latino | 42 | 0 | - | - | - |
| Native Hawaiian or Pacific Islander | 2 | - | - | - | - |
| White | 90 | 3 | - | - | - |

KALCS continues to identify and implement strategies to reduce suspension rates. KABCS leadership reviews suspension and removal data via a regional dashboard. This dashboard includes subgroup analysis, allowing identification of trends among subgroups. In 2022-23, regional KIPP MA staff reviewed removal and suspension data to better understand the discipline associated with different student behaviors. Review of this data includes conversations about age appropriate discipline and alternatives to exclusionary measures.

Dissemination Efforts

| Best Practice Shared | Vehicle for Dissemination (describe the method, format, or venue used to share best practices) | Who at the school was involved with the dissemination efforts? (Title) | With whom did the school disseminate its best practices? (Highlight partners and locations, including school districts) | Result of dissemination (Share any changes in practice or new opportunities for students that occurred as a result of your work at other schools/districts. List any resulting artifacts, materials, 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. | 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. |
| Curriculum, School Design, Culture and Instruction | Barr Foundation | School Leaders | Community of practice: 20-25 School Leaders across MA | No grants were sought for this work. |
| Leadership and Culture Best Practices | KIPP Foundation Board of Trustees | School Leader, Chief Academic Officer, Executive Director | Other KIPP Regions | No grants were sought for this work. |
| Problem of Practice and School Visits | MCPSA | Communications Team | Other Charter Schools in MA | No grants were sought for this work. |
| Post-secondary Match Program | Private Meeting | Executive Director | Superintendent of Salem Public Schools | No grants were sought for this work. |

Academic Program Success

Student Performance

[2022 School Report Card](#)

Program Delivery

Curriculum

In 2016, KIPP MA created a robust Teaching and Learning Team, beginning at the regional office and built out over subsequent years. The purpose of this departmental expansion was to create a team of leaders responsible for crafting or selecting meaningful standards aligned curriculum and training school leaders and teachers in the implementation of the curriculum. While the Teaching and Learning Team identifies/creates the core curriculum, teachers implement the curriculum to meet the needs of individual students. Teachers utilize student data to determine when and how to tweak regionally created curriculum to match the instructional needs of students in the class.

As the starting point, KALCS teachers utilize the vertically and horizontally aligned regional curriculum. This curriculum is aligned to the Common Core State Standards (CCSS). By starting with the regional curriculum, teachers are able to move beyond creation of curriculum, instead focusing on internalizing lessons, adjusting lessons to meet student needs, and analyzing and responding to student work.

KIPP MA has structures in place to regularly review and revise the curriculum each year. This occurs throughout the year, but most notably in the work of the Director of Academics in the Spring and Summer. During these seasons, the Director of Academics reflects upon student growth and achievement, solicits leader and teacher feedback, and makes necessary adjustments to the curriculum for the upcoming year. Through this process, the region ensures that teachers have a robust curriculum to build from. Learning specialists, in collaboration with lead teachers, develop and implement modifications and accommodations in order to ensure all students can access the curriculum. In addition, KALCS has language supports for students who are multilingual learners. Often, there are suggestions for language supports already built into the unit and/or lesson plans. MLL specialists and lead teachers plan specific and additional language supports as needed.

Instruction

At KIPP MA, 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:

- **Professional Development (“PD”)-** At KALCS, professional development is built into the school calendar. The team believes that teachers should participate in team/department, school-wide and district-wide professional development. Both pre-pandemic and during the pandemic, PD was a feature built into the weekly calendar. Teachers stay until 4:30 p.m. two days per week for professional development. In addition, there is at least a quarterly professional development session dedicated to Diversity, Equity, and Inclusivity.
- **Teacher Coaching-** All teachers are assigned a coach. Coaches are the main lever in teacher development. The coach is intended to know the teacher, including strengths and growth areas. Teachers have at least bi-weekly coaching sessions, with some teachers meeting with or receiving feedback/support more frequently. Coaches determine the most impactful lever for coaching based on teacher skill level. In 2018, KIPP MA 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. In School Year 2021-22, several KIPP MA leaders participated in development through the Lynch Leadership Academy. During School year 2022-23, KIPP MA partnered with Lynch to have all principals and regional Academic Leaders participate in several micro academies focused on improving instructional vision and design.
- **Clarity of Expectations & Communication-** Through the work with the Lynch Leadership Academy, KALCS

adopted the use of the Lynch Leadership Academy observation tool. In addition, all leaders and teachers receive a mid year and end of year evaluation, which includes a self reflection. There are also several additional supports for newer teachers such as implementation checklists by content area.

- **Principal and Assistant Principal Coaching-** In addition to teacher coaching, a means by which KIPP MA ensures strong instruction is through principal and assistant principal coaching. All staff at KIPP MA have coaches who provide them ongoing support and development, including principals and assistant principals. This coaching provides support in norming on observations, deepening their own content knowledge, and planning action steps for teachers.

Assessment

Assessments are a form of feedback to families, students, and educators. Assessments allow a teacher to support individual students and cohorts by monitoring and responding to progress towards end of course goals. Therefore, KIPP MA designed the assessment structures to support answering:

- How am I/my child/my students growing? How am I/my child/my students achieving?
- What are my/my child's/students' strengths? How can these skills be leveraged to support my/my child's/students' growth areas?
Where was my instruction/practice effective? How do I need to respond?

Core mindsets undergird the assessment vision:

- Instruction, and therefore assessments, should be driven by the larger regional priorities.
- Assessments, and therefore instruction, should also be driven by learning standards
- Assessments can and should take many forms. Students should have opportunities to apply their knowledge and skills in a variety of contexts.
- Teachers monitor progress on an ongoing basis and do not wait for regional assessments to use data to inform instruction.
- Students can and should monitor their own progress as well as have input on their own learning goals.
- How we frame assessments to students matters. Assessments are an opportunity to empower students.

KIPP MA believes that assessments should be used to fluidly adjust instruction. Accordingly, teachers analyze class data to determine the extent students are mastering data daily. This allows teachers to intervene during class and between major assessments. Furthermore, when a major assessment is proctored, the KIPP MA data team compiles data and provides reports to teachers and school leaders for analysis.

Directors of Academics analyze data, noting trends and naming headlines for teachers and leaders. After each assessment, teachers either have an opportunity to work with their coach or work with the larger regional content team to analyze the data and plan how to respond.

Data is used throughout the course of the year to evaluate the curriculum's effectiveness and make changes where necessary. If KIPP MA finds that at any point schools are not meeting or exceeding goals for student achievement, the region and school refine teaching and remediation strategies.

Accelerating Learning in 2022-2023

KALCS approached acceleration in several ways. First, KALCS ensured there was time in all grades, K-8, for targeted instruction/intervention. During this time, students either work directly with a teacher and/or on an online platform. Additionally, KALCS provided tutoring for select students using research based programs. KALCS also piloted a virtual program available through a partnership with DESE for 2nd graders and has plans to expand the number of students receiving this tutoring in the fall of 2023.

KALCS continues to prioritize social emotional wellness for students through play based learning in grades K-2, classroom meetings, and advisories.

Organizational Viability

Finance

A. Unaudited FY23 statement of revenues, expenses, and changes in net assets (income statement)

| KIPP Academy Lynn Income Statement - projected 6/30/2023 | |
|---|-------------------------|
| Revenue | |
| Total Public Tuition Revenue | \$27,687,560.00 |
| Total State Grant Revenue | \$145,207.00 |
| Total Federal Grant Revenue | \$4,088,845.00 |
| Total Private Grant Revenue | \$1,425,000.00 |
| Total In-Kind Revenue | \$3,913,814.00 |
| Total Fees and Other Revenue | \$13,360.00 |
| Total Revenue | \$37,273,786.00 |
| Expenses | |
| Total Personnel Expenses | \$25,208,047.00 |
| Total Student Expenses | \$5,114,373.00 |
| Total Administration Expenses | \$1,057,653.00 |
| Total Facilities Operating Expenses | \$2,041,555.00 |
| Total Facilities Financing Expenses | \$2,801,341.00 |
| Total School Contribution to Regional Office | (\$711,400.00) |
| Total In-Kind Expenses | \$3,913,814.00 |
| Total Depreciation Expenses | \$541,260.00 |
| Total Other Expenses | (\$180,000.00) |
| Total Expenses | \$39,786,644.00 |
| Net Surplus | (\$2,512,858.00) |

B. Statement of net assets for FY23 (balance sheet)

| KIPP Academy Lynn Balance Sheet - projected 6/30/2023 | |
|--|------------------------|
| Current Assets | |
| Cash and Cash Equivalents | \$3,560,591.00 |
| Grants and Accounts Receivable | \$387,830.00 |
| Prepaid Expenses and Other | \$821,528.00 |
| Due (to) From | \$78,356.00 |
| Total Current Assets | \$4,848,305.00 |
| Noncurrent Assets | |
| Right-to-use Lease Assets, net | \$27,870,308.00 |
| Capital Assets, net | \$18,440,207.00 |
| Total Noncurrent Assets | \$46,310,516.00 |
| | |
| Total Assets | \$51,158,821.00 |
| | |
| Current Liabilities | |
| Accounts Payable and Accrued Expenses | \$2,165,303.00 |
| Total Current Liabilities | \$2,165,303.00 |
| Noncurrent Liabilities | |
| Intercompany Notes Payable | \$15,027,206.00 |
| Lease Liability | \$28,385,899.00 |
| Total Noncurrent Liabilities | \$43,413,105.00 |
| | |
| Total Liabilities | \$45,578,408.00 |
| | |
| Net Assets | |
| Beginning Net Assets | \$8,093,271.00 |
| Change in Net Assets | (\$2,512,858.00) |

| | |
|---|------------------------|
| Ending Net Assets | \$5,580,413.00 |
| Total Net Assets | \$5,580,413.00 |
| | |
| Total Liabilities and Net Assets | \$51,158,821.00 |

C. Approved school budget for FY24

| | |
|---|--------------|
| KIPP Academy Lynn FY24 Budget - approved 6/15/2023 | |
| # Students | 1,586 |
| # Staff FTE | 281 |
| | |
| REVENUE | |
| Public Tuition Revenue | \$30,280,951 |
| State Grant Revenue | \$60,000 |
| Federal ESSER Grant Revenue | \$1,418,676 |
| Federal Entitlement Grant Revenue | \$1,181,555 |
| Other Federal Grant Revenue | \$1,174,145 |
| Private Grant Revenue | \$1,900,000 |
| Fees and Other Revenue | \$0 |
| Intercompany Revenue | \$120,000 |
| Total Revenue | \$36,135,327 |
| | |
| EXPENSES | |
| Personnel Expenses | \$25,875,622 |
| Student Expenses | \$4,687,964 |
| Administration Expenses | \$1,338,958 |
| Facilities Operating Expenses | \$1,831,197 |
| Interest Payments on Long Term Debt | \$1,761,169 |
| Contribution to Regional Office | (\$473,131) |
| Contingency | \$0 |

| | |
|--------------------------------------|--------------|
| | |
| Total Expenses | \$35,021,779 |
| | |
| Total Operating Income | \$1,113,548 |
| | |
| Principal Payments on Long Term Debt | \$887,186 |
| Capitalized Expenditures | \$200,000 |
| Total Other Cash Expenditures | \$1,087,186 |
| | |
| Total Net Operating Cash Flow | \$26,362 |

| FY24 Enrollment Table | Enter Number Below |
|--|--------------------|
| Number of students pre-enrolled via March 15, 2023 submission | 1586 |
| Number of students upon which FY24 budget tuition line is based | 1586 |
| Number of expected students for FY24 first day of school | 1586 |
| 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 FY23

In July 2022, KIPP Academy Lynn Charter School started its roof replacement project of the 20 Wheeler Street facility. The project was completed in August 2022 at a total cost of \$1.3 million. Currently, there are no plans to further expand or renovate the facility at 20 Wheeler Street or 90 High Rock Street.

Additional Information/Appendix

A. Accountability Plan Performance for 2022-2023

| | 2022-2023 Performance (Met/Not Met) | Evidence (include detailed evidence with supporting data or examples) |
|--|-------------------------------------|--|
| Objective: 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) | | |
| Measure 1a: KIPP Academy Lynn Charter School teachers will engage in at least 50 hours per year of practice based professional development. | Met | In SY22-23, KIPP Academy Lynn teachers engaged in over 50 hours of practice based professional development. Elementary: 164 Middle: 67 High: 56 |

| | | |
|---|---------|--|
| Measure 1b: 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: 75% agree, 96% response rate Middle: 35% agree, 53% response rate High: 82% agree, 74% response rate |
| Objective: 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) | | |
| Measure 2a: Annually, as evidenced by KALCS’ professional development tracker, staff will participate in at least 10 sessions of practice and instruction in teaching research-based character traits | Met | PD topics include, but are not limited to; culture, affirming classrooms, crucial conversations, disability awareness, and implicit bias. |
| Measure 2b: 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 2022. KIPP MA utilized a regional family survey to understand how families are experiencing the school and to ensure family voice is part of planning and strategy. |
| Objective: 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) | | |
| Measure 3a: Beginning in 5 th 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 2022. KIPP MA utilized a regional family survey to understand how families are experiencing the school and to ensure family voice is part of planning and strategy. |
| Measure 3b: 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. ² | Not Met | This survey was not administered in Fall 2022. KIPP MA utilized a regional family survey to understand how families are experiencing the school and to ensure family voice is part of planning and strategy. |
| Objective: 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) | | |
| Measure 4a: At least 90% of seniors will graduate from KIPP Academy Lynn annually, based on 4-year graduation rates. | Met | 99% of seniors (class of 2023) graduated from KIPP Academy Lynn Charter School. |
| Measure 4b: 90% of seniors who apply to college and university will be accepted into at least one college or university. | Met | As of 5.31.23, 100% of seniors who applied to college and university were accepted into at least one college or university. |

*Add rows as necessary

Dissemination

| | 2022-2023 Performance (Met/Not Met) | Evidence (include detailed evidence with supporting data or examples) |
|--|-------------------------------------|--|
| Objective: The school will disseminate information about programs and best practices to public schools in Massachusetts. | | |
| Measure: Each year, the school will host at least 50 visitors looking to learn about our programs. | Met | KIPP MA has engaged over 50 stakeholders in on-campus, in-person school visits this academic year. |
| Measure: 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 is the co-chair of the Boston Charter |

² 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.”

| | | |
|--|--|---|
| | | Alliance. KIPP MA’s Executive Director also meets monthly with other charter school superintendents of color. |
|--|--|---|

B. Recruitment and Retention Plan

**Recruitment Plan
2023-2024**

School Name: KIPP Academy Lynn Charter School

2023-2024 Implementation Summary:

At KIPP Academy Lynn Charter School (“KALCS”), 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 KALCS 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 have four substantially separate classrooms across our K-8 schools.

Due to extensive outreach and adult educational programming geared towards both KALCS parents and non-KALCS parents alike, KALCS has built positive relationships with the Lynn community, in addition to the relationships with KALCS students and their families. KALCS 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, KALCS is also developing a reputation in the communities it serves as a place that welcomes and supports diverse learners.

In every application cycle, KALCS sees considerable sibling applications and acceptances. For the 23-24 Enrollment Cycle, 13% of the Kindergarten applications were sibling applications. In the past two years, KALCS offered seats to all our Kindergarten siblings.

| | 19-20 | | 20-21 | | 21-22 | | 22-23 | | 23-24 | |
|------|------------|--------------|------------|--------------|------------|--------------|------------|--------------|------------|--------------|
| | TOTAL APPS | SIBLING APPS | TOTAL APPS | SIBLING APPS | TOTAL APPS | SIBLING APPS | TOTAL APPS | SIBLING APPS | TOTAL APPS | SIBLING APPS |
| LYNN | 2167 | 270 | 2112 | 231 | 1402 | 198 | 2051 | 208 | 2179 | 142 |

KALCS experienced declining application numbers in the 21-22 Enrollment Cycle, but saw an uptick in applications in both the 22-23 and 23-24 cycles. Post-pandemic, KALCS offered in person opportunities (including tours, open houses, Back to School BBQ) for applicants & newly enrolled students to experience the school culture.

| | 19-20 | | 20-21 | | 21-22 | | 22-23 | | 23-24 | |
|---------------------------|------------|--------------|------------|--------------|------------|--------------|------------|--------------|------------|--------------|
| | TOTAL APPS | SIBLING APPS | TOTAL APPS | SIBLING APPS | TOTAL APPS | SIBLING APPS | TOTAL APPS | SIBLING APPS | TOTAL APPS | SIBLING APPS |
| Change from Previous Year | -6% | -37% | -11% | -21% | -69% | -38% | 46% | 5% | 6% | -32% |

2023 Demographics

| Student Population | KIPP Lynn | Lynn Public Schools | Comparison Index | Gap Narrowing Target | Statewide Average |
|---------------------------------------|-----------|---------------------|------------------|----------------------|-------------------|
| English Language Learners | 14.1% | 39.7% | 33.9% | 33.9% | 12.1% |
| Economically Disadvantaged Low Income | 66.7% | 74.2% | 69.8% | 60.9% | 42.3% |
| Students with Disabilities | 10.5% | 18.5% | 14.2% | 14.2% | 19.4% |

See <http://www.doe.mass.edu/charter/finance/chart/>

The enrollment of students that are economically disadvantaged/low income is above the statewide average and gap narrowing target. KALCS continues to target English Language Learners and Students with Disability (enrollment is lower than the district average, comparison index, and gap narrowing target) and implemented the following strategies:

- Targeted recruitment & retention for Students with Disabilities
 - Increased services to students with disabilities, including the onboarding of a Managing Director of Student Supports.
 - Increasing number of Special Education Staff, Therapeutic Programming, and inclusion programming
- Targeted recruitment & retention for English Language Learners
- Increased translations of recruitment materials and interpreters and translators available at all recruitment events in multiple languages
- Translation of recruitment materials in Cape Verdean Creole (versus Portuguese)
- Increased services and expertise to English Language Learners, including the onboarding of a English Language Learner Coordinator and Director of Academics (English Language Learners).

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

General Recruitment Activities for 2023-2024:

Activity 1: School Open Houses. Annually, before each application deadline and lottery, KALCS hosts an open house for families. The goal of this event is to provide families an opportunity to see the school, visit the school, get to know the staff, tour the school, and build partnership with other potential families. During these events, we have Spanish speaking staff readily available and honor additional interpreter requests from families and visitors. All promotional materials will explicitly state that the school serves all students, including those with IEPs and 504s and be printed in English and Spanish.

Activity 2: School Tours. On request, schools provide tours to prospective families. The goal of these tours is to provide families a touchpoint with the school while students are in session to allow them to observe school culture, systems, staff, and students. All Enrollment Coordinators speak Spanish and conduct tours.

KALCS provides additional language support upon request.

Activity 3: Mailings. Annually, before the lottery, KALCS sends out mailings in English, Spanish and other prevalent languages. Mailers are sent to families with school age children in the city. In some cases, KALCS sends targeted mailings for prospective kindergarten students. Mailings are clear and easy to understand- with large fonts, graphics, and contact information. Mailings explicitly state that the school is welcoming of all students, including those who have learning disabilities, language barriers, and/or have struggled in traditional school environments.

Activity 4: Community Partnerships. In Lynn, KALCS has active partnerships with several organizations, formally and informally, to share the KALCS story & advertise the school. In the 22-23 School Year, KALCS partnered with Lynn Public Schools for the “Pursuing Pathways” Program to offer support and experiences to KALCS and LPS students. In March 2023, the program traveled to Washington DC to visit an HBCU, attend a Celtics game, and received a private tour of the National Museum of African American History and Culture. KALCS shares information and application materials with community organizations to share these materials with their members.

Activity 5: Family-to-Family Outreach. KALCS asks current families to distribute recruitment materials to friends, colleagues, and neighbors. KALCS act as the school’s best recruiters- families are eager to get the word out to other families, and this is an effective way to build awareness of, and interest in, the school.

Activity 6: Adult Education Community Classes. Post-COVID, KALCS reinstated free English and citizenship classes to the community. There is no cost to the participants and they are not required to be affiliated with KALCS prior to joining the program. Classes are offered in English and Spanish. In addition to language and citizenship classes, KALCS’s Equity & Engagement team offers additional adult enrichment- such as financial literacy, homebuying, and cooking classes. Community classes allow KALCS to build partnerships with the community, expand our reach to English language learners and communities.

Activity 7: Social Media Outreach. Over the past year, KALCS increased social media outreach via Facebook and Instagram. KALCS posts regularly on Instagram (handle- “kipppma”) and has over 1,800 followers.

Activity 8: Additional Access to School Policies. Over the past year, KALCS increased the number of readily available school policies and translated documents into several additional languages. All of these policies are found at www.kippma.org under “Public Information.” As an example, the KALCS Enrollment policy was updated and Commissioner approved in 2023 and has been translated into Spanish, Khmer, and Arabic.

Recruitment Plan – 2023-2024 Strategies
List strategies for recruitment activities for each demographic group.

Special education students/students with disabilities

(b) Continued 2022-2023 Strategies

During the lottery process, KALCS will 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.

- There are 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.
- Potential parents have the opportunity to speak with the Director of Special Education and the SPED learning specialists for the relevant grade(s) prior to enrollment. The SPED learning specialists write student IEPs and can provide parents a deeper understanding of how services will be provided for their student.

KALCS hired additional staff to support students with disabilities, including:

- Director of Instruction, Exceptional Learners (effective 7/1/21) to provide coaching and support to school-based special education instructors, as well as program audits and monitoring.

KALCS increased the number of sub-separate classrooms available to students with more demanding disabilities, including:

- SY15-16: First sub-separate class offered in grades 5-8 at KALCS
- SY20-21: First sub-separate class offered in grades K-4 at KALCS
- SY2-23: Four sub-separate classes available in grade K-8 for cognitive and behavioral disabilities.

(c) 2023-2024 Additional Strategy(ies), if needed

KALCS hired additional staff to support students with disabilities, including:

- 1 Managing Director of Student Supports (effective 7/1/22) to provide coaching and support to school-based special education instructors, as well as program audits and monitoring.
- 1:1 Nurse to support individual student with complex medical needs
- 1 School Nurse to support multiple students with complex and routine medical needs
- 6 additional Learning Specialists to reduce caseload and move to a co-teaching instructional model
- 3 additional 1:1 Student Aides to support students with IEPs
- 2 Additional Counselors to provide socio-emotional support.
- 1 ELL Teacher to provide support to English Language learners.

(a) CHART data

School percentage:

10.5%

GNT percentage:

14.2%

CI percentage:

14.2%

The school is below GNT percentages and below CI percentages

Limited English-proficient students/English learners

| | |
|--|--|
| <p>(a) CHART data</p> <p>School percentage: 14.1%</p> <p>GNT percentage: 33.9%</p> <p>CI percentage: 33.9%</p> <p>The school is below GNT percentages and below CI percentages</p> | <p style="text-align: center;">(b) Continued 2022-2023 Strategies</p> <p>KALCS has recruitment and lottery materials available in English, Spanish, Arabic and Khmer and will continue to provide translation/interpretation in multiple languages for prospective families as requested. KALCS’s application & registration platform, Schoolmint, is updated to reflect the most recent instructions and information in Spanish, English, Khmer, Haitian Creole, Portuguese, and Arabic.</p> <p>The KALCS website was updated in August 2021 and translates in many languages. The website upgrades allow easy access for families- less text, more graphics, and more intuitive navigation.</p> <p>Spanish-speaking members of the school staff and parent community participate at all community outreach events and information sessions to ensure that native Spanish speakers can fully understand KALCS’ program and application process.</p> <p style="text-align: center;">(c) 2023-2024 Additional Strategy(ies), if needed</p> <p>KALCS created structures to honor and promote language fluency amongst its staff</p> <ul style="list-style-type: none"> • In 2022-2023, KALCS initiated a bonus program for staff that had multiple language fluencies. In October 2023, for the first time in KALCS’ history- staff will receive additional compensation for fluency in languages other than English. • All staff that provide translation support are eligible for consistent and transparent compensation for written and oral translation. <p>KALCS increased the number of vendors available for translation to all staff and for KALCS events:</p> <ul style="list-style-type: none"> • Multiple vendors provide live Zoom support for families town halls in Spanish and Haitian Creole • All staff have immediate access to Language Line, a phone interpretation service with many languages available for instant interpretation. |
|--|--|

Students eligible for free or reduced lunch (Low Income/Economically Disadvantaged)

| | |
|--|--|
| <p>(a) CHART data</p> <p>School percentage: 66.7%</p> <p>GNT percentage: 60.9%</p> <p>CI percentage: 69.8%</p> <p>The school is above GNT percentages and below CI percentages</p> | <p style="text-align: center;">(b) Continued 2022-2023 Strategies</p> <p>In the 19-20 School Year, KALCS began participation in the Community Eligibility Program (CEP) 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>KALCS disseminates 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 style="text-align: center;">(c) 2023-2024 Additional Strategy(ies), if needed</p> <p>Since the 19-20 School Year, KALCS actively participates in the P-EBT program for every possible reimbursement claim. A designated staff member attended all training and became the subject matter expert in P-EBT claims and diligently submitted for each eligible family. Families were provided constant communication about eligibility and had access to a specific staff member about their P-EBT claims or status.</p> <p>In the 22-23 School Year, KALCS switched their food vendor to Stockpot to provide delicious, nutritious, and culturally relevant meals to all students. The selection of the vendor included active participation from school staff, families, and students.</p> |
| <p><u>Students who are sub-proficient</u></p> | <p style="text-align: center;">(d) Continued 2022-2023 Strategies</p> <p>KALCS will identify organizations that offer tutoring services and provide organizations with recruitment materials.</p> <p>KALCS will advertise the school’s extended hours and increased learning time as well as directed strategies and programs such as small group learning and tutoring blocks. This will include information about the school’s summer school programs and credit recovery plans.</p> <p style="text-align: center;">2023-2024 Additional Strategy(ies), if needed</p> |
| <p><u>Students at risk of dropping out of school</u></p> | <p style="text-align: center;">(e) Continued 2022-2023 Strategies</p> <p>KALCS will identify organizations that offer tutoring services and provide organizations with recruitment materials.</p> <p>KALCS will advertise the school’s extended hours and increased learning time as well as directed strategies and programs such as small group learning and tutoring blocks. This will include information about the school’s summer school programs and credit recovery plans.</p> <p style="text-align: center;">2023-2024 Additional Strategy(ies), if needed</p> |
| <p><u>Students who have dropped out of school</u> *only schools serving students who are 16 and older</p> | <p style="text-align: center;">(f) Continued 2022-2023 Strategies</p> <p>KALCS 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;">2023-2024 Additional Strategy(ies), if needed</p> |
| <p>OPTIONAL³ <u>Other groups of students who should be targeted to eliminate the achievement gap</u></p> | <p style="text-align: center;">(g) Continued 2022-2023 Strategies</p> <p style="text-align: center;">2023-2024 Additional Strategy(ies), if needed</p> |

³ 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 2023-2024

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

2022-23 Implementation Summary:

KALCS remains committed to retaining its students, as it believes a KIPP education will provide students the best possible opportunity for students to live a life of choice post graduation. KALCS' attrition is well below the statewide average. This success is attributed to several factors: KALCS believes in keeping its students is an essential part of success as an organization, it systematically creates strong relationships with students and families, and it builds a joyful school culture alongside high expectations for academics and character that makes KIPP MA schools a place kids want to be. Year after year KALCS' retention strategies contribute to a student retention rate of 94% or higher, meeting KIPP National's retention goal for its regions. Retaining students at KIPP for the duration of their academic careers (K0 - 12th grade) will have an everlasting impact on their life outcomes.

As evidenced below, although KALCS' overall attrition is lower than than the statewide average and subgroups (students with disabilities, English Language Learners, and low income students). KALCS ensures that its high needs students have access to the resources they need to ensure that they are retained and have a consistent educational experience.

KALCS achieves high retention rates by maintaining a close and constant relationship between teachers, students, and parents. The retention rate in the 21-22 School Year was 5%, compared to the statewide average of 9.6%

KALCS' retention strategy involves several components, including:

- Fostering meaningful relationships with kids and families.
 - Student Advisory Groups. Each student is assigned an advisor who serves as the family's point of contact. The small group advisory is an opportunity for peer engagement in a small setting and gives the advisor a unique opportunity to engage with the student outside of the classroom. Advisors regularly contact families to check in, and KIPP conducts family nights where students have the opportunity to showcase their work and connect their families with the school.
- After school activities for all grade levels.
 - Kindergarten - 8th grade are eligible to enroll in after school care which accepts vouchers and has multiple afterschool plans. It includes academic, physical, and socio-emotional enrichment.
 - After school clubs and sports for grades 5 - 8, including soccer, cross country, basketball, poetry, and many others led by school staff.
 - High School Preparedness classes for rising and current 8th graders, led by school staff. This enriching opportunity prepares students for exam school entry and engages them in the different opportunities for high schools in the Boston area.
- Specialized roles to aid students and families in subgroups

All Students

| School Name | Grades | 2019 | 2020 | 2021 | 2022 | 2023 |
|--|--------|------|------|------|------|------|
| KIPP Academy Lynn Charter School - Lynn - Est. 2004 (Max Grade Span: | 5-12 | 3.7 | 3.5 | 1.8 | 5.1 | 3.0 |
| Statewide Average | | 8.4 | 8.4 | 8.7 | 9.6 | 8.3 |
| Median | | 12.0 | 13.1 | 9.5 | 14.9 | 10.4 |
| Third Quartile | | 13.6 | 16.9 | 14.6 | 19.0 | 14.2 |

Students with Disabilities

| School Name | Grades | 2019 | 2020 | 2021 | 2022 | 2023 |
|--|--------|------|------|------|------|------|
| KIPP Academy Lynn Charter School - Lynn - Est. 2004 (Max Grade Span: 5-12) | 5-12 | 7.7 | 4.9 | 1.1 | 6.0 | 3.4 |
| Statewide Average | | 9.3 | 9.4 | 8.7 | 10.1 | 9.2 |
| Median | | 15.6 | 16.7 | 12.1 | 19.1 | 14.0 |
| Third Quartile | | 21.6 | 20.4 | 17.1 | 24.2 | 19.3 |

| English Language Learners | | | | | | |
|--|--------|------|------|------|------|------|
| School Name | Grades | 2019 | 2020 | 2021 | 2022 | 2023 |
| KIPP Academy Lynn Charter School - Lynn - Est. 2004 (Max Grade Span: 5-12) | 5-12 | 3.9 | 3.4 | 0.9 | 7.3 | 1.9 |
| Statewide Average | | 13.3 | 12.5 | 11.5 | 12.4 | 11.3 |
| Median | | 11.1 | 12.6 | 10.0 | 14.4 | 13.7 |
| Third Quartile | | 14.9 | 16.5 | 12.3 | 19.7 | 16.7 |

| Low Income | | | | | | |
|--|--------|------|------|------|------|------|
| School Name | Grades | 2019 | 2020 | 2021 | 2022 | 2023 |
| KIPP Academy Lynn Charter School - Lynn - Est. 2004 (Max Grade Span: 5-12) | 5-12 | 4.0 | 3.4 | 2.0 | 4.2 | 2.3 |
| Statewide Average | | 10.6 | 10.5 | 9.9 | 11.5 | 9.8 |
| Median | | 12.4 | 13.3 | 9.8 | 16.6 | 11.7 |
| Third Quartile | | 15.0 | 18.1 | 16.0 | 19.4 | 15.0 |

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

| Retention Plan – 2023-2024 Strategies | |
|---|--|
| List strategies for retention activities for <u>each</u> demographic group. | |
| Special education students/students with disabilities | |
| <p>(a) CHART data</p> <p>School percentage: 3.4%</p> <p>Third Quartile: 19.3%</p> <p>The school's attrition rate is below third quartile percentages.</p> | <p>(b) Continued 2022-2023 Strategies</p> <p>KALCS Academy Lynn Charter School will continue to recruit highly-skilled special education teachers.</p> <p>The school will continue to engage parents in understanding the specifics of their students' IEPs and how to advocate on their behalf. IEP meetings will be held on a yearly basis. Depending on a student's level of need in each academic area, they will either receive inclusion services or separate settings.</p> <ul style="list-style-type: none"> We will offer summer school for credit recovery and for ACT preparation at the high school level and summer school for math and reading skills at the middle school level. We recently founded a behavioral program at the middle school and scheduling substantially separate classes when necessary. KALCS Academy Lynn Charter School is continuing to develop strategies to meet the needs of its severe special education students. For example, for those students who require occupational therapy or physical therapy, we have contracted with outside providers to deliver these services. This past year, we hired a full-time speech therapist to |

| | |
|--|---|
| | <p>work with students who have IEPs that call for speech therapy.</p> <ul style="list-style-type: none"> • 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. <p>In SY15-16, we began offering postsecondary special education services. We hope this encourages our students with special needs to stay with us.</p> |
| (c) 2023-2024 Additional Strategy(ies), if needed | |
| Limited English-proficient students/English learners Limited English-proficient students | |
| <p><u>(a) CHART data</u></p> <p>School percentage: 1.9%</p> <p>Third Quartile: 16.7%</p> <p>The school's attrition rate is <u>below</u> third quartile percentages.</p> | <p style="text-align: center;">(b) Continued 2022-2023 Strategies</p> <p>Teachers will be taking, or have already taken, the necessary SEI and ELL MTEs and courses necessary to fully support the students at KIPP Academy Lynn Charter School.</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> |
| (c) 2023-2024 Additional Strategy(ies), if needed | |

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

(b) Continued 2022-2023 Strategies

The Food Services Director will ensure that as many students as possible are certified to receive free meals through the direct certification method. The Director will contact the families of those students who are not directly certified to ensure that they accurately complete a meal application as soon as possible at the beginning of the school year.

- The Director will perform a direct certification at least two more times during the school year to ensure that any students receiving benefits such as TANF or SNAP are also receiving free meals at school.
- The Food Services Director works with the Director of Family and Community Engagement to ensure that parents have access to information as to how to apply for programs such as TANF or SNAP.
- We currently believe that the new economically disadvantaged metric will result in lowering the number of students who are eligible for free and reduced lunch at our schools because many of students, while they would qualify based on income, do not participate in programs such as TANF or SNAP.

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

(c) 2023-2024 Additional Strategy(ies), if needed

(a) CHART data

School percentage:

2.3%

Third Quartile:

15.0%

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

(d) Continued 2022-2023 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.

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.

2023-2024 Additional Strategy(ies), if needed

Students who are sub-proficient

(e) Continued 2022-2023 Strategies

Students who are absent are reported to their parents before 9:00am of the same day in an effort to reduce sKALCSing and increase parental engagement.

- 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

Students at risk of dropping out of school

| | |
|--|---|
| | <p>participate in school events, distribution of progress reports, and parent conferences on a quarterly basis.</p> <ul style="list-style-type: none"> • Teachers and staff will conduct home visits in order to invest students at risk of dropping out, as well as their families. • The high school will provide alternate arrangements and/or schedules to accommodate the needs of students who might otherwise drop out of school (e.g. students with children or students who require transportation to school when it is not required by an IEP). <p>Our school counselors, advisors, and KALCS Through College and Career Team will work to identify students at risk for dropping out and work with those students to develop a plan to graduate.</p> <p style="text-align: center;">2023-2024 Additional Strategy(ies), if needed</p> |
| <p><u>Students who have dropped out of school</u> *only schools serving students who are 16 and older</p> | <p style="text-align: center;">(f) Continued 2022-2023 Strategies</p> <p>Our school counselors and KALCS Through College and Career Team work to re-engage students who have dropped out. The team works with these students, encouraging them to return to school, or working with them to find alternative paths to graduate.</p> <p style="text-align: center;">2023-2024 Additional Strategy(ies), if needed</p> |
| <p>OPTIONAL⁴ <u>Other groups of students who should be targeted to eliminate the achievement gap</u></p> | <p style="text-align: center;">(g) Continued 2022-2023 Strategies</p> <p>The school will proactively involve parents in their child's education in a meaningful way through parent orientations, consistent parent contact in their home language by phone, e-mail and mail, opportunities to participate in school events, and parent conferences on a quarterly basis.</p> <p style="text-align: center;">2023-2024 Additional Strategy(ies), if needed</p> |

C. School and Student Data

Enrollment by Race/Ethnicity (2022-23)

| Student Data by Race/Ethnicity (2022-23) | |
|--|----------------------------|
| Race/Ethnicity | Percentage of Student Body |
| African American | 16.1 |
| Asian | 3.3 |
| Hispanic | 72.7 |

⁴ 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.

| | |
|-----------------------------------|-----|
| Native American | 0.2 |
| White | 5.3 |
| Native Hawaiian, Pacific Islander | 0.1 |
| Multi-Race, Non-Hispanic | 2.2 |

Selected Populations (2022-23)

| Selected Student Populations (2022-23) | |
|---|-----------------------------------|
| Title | Percentage of Student Body |
| First Language not English | 80.8 |
| English Language Learner | 14.1 |
| Low-income | 66.7 |
| Students with Disabilities | 10.5 |
| High Needs | 76.2 |

| ADMINISTRATIVE ROSTER FOR THE 2022-2023 SCHOOL YEAR | | | |
|--|--|-------------------|--|
| Name | Title | Start date | End date (if no longer employed at the school) |
| Adams, Lauren | Managing Director of Recruitment and Retention | 4/4/2011 | |
| Alexander, Lauren | Assistant Principal | 7/23/2019 | |
| Alexander, Noel E | Facilities Manager | 6/17/2013 | |
| Aliotte, Kimberly | Senior Talent Advisor | 9/15/2020 | |

| | | | |
|-----------------------------|---|-----------|-----------|
| Alognon, Wamokonzi | Assistant Principal | 7/1/2016 | |
| Alvarez, Janel | Recruitment and Retention Manager | 8/11/2021 | |
| Andrews, Candace O | RO Parental Coverage Coordinator | 5/2/2022 | |
| Ayala, Carlos E | Recruitment and Retention Manager | 7/29/2019 | |
| Badami, Nanditha | Director of Academics, Secondary Exceptional Learners | 7/29/2019 | |
| Barnes, Rhonda Nichell Delk | Executive Director | 7/15/2013 | |
| Bhatti, Shahzad H | Dean of Students | 7/1/2012 | |
| Blaise, Brandy | Mental Health Counseling Manager | 5/3/2021 | 7/22/2022 |
| Blankenship, Connor T | Data Manager | 7/1/2018 | |
| Blume, Meghan E | Assistant Principal | 7/21/2014 | |
| Bonhomme, Nathalie | Director of Human Resources | 9/17/2018 | |
| Boyd, Geoffrey | Dean of Students | 7/25/2011 | |
| Breton, Fabiola S | Recruitment and Retention Manager | 6/11/2018 | |

| | | | |
|---------------------|---|------------|------------|
| Brown, Kerri L | Assistant Principal | 1/7/2019 | |
| Burnham, Caroline S | Director of Academics, Elementary Math | 7/7/2014 | |
| Cabral, Katherine | Recruitment and Retention Manager | 7/1/2022 | |
| Casado, Norma Y | Human Resources Manager | 10/7/2019 | |
| Cavallo, Alma Iris | Persistence Pathways Advisor | 8/30/2022 | |
| Chery, Israel | Human Resources Manager | 12/16/2021 | 11/28/2022 |
| Clark, Charles | Director of Facilities | 5/10/2021 | |
| Clark, Christian | Persistence Pathways Advisor | 8/29/2022 | |
| Clark, Shannon G | Director of School Operations | 6/19/2019 | |
| Clarke, Shauna C | Principal | 7/27/2015 | |
| Coleman, Shameka L | Chief Equity and Engagement Officer | 7/7/2014 | |
| Collins-Lee, Briana | Persistence Pathways Advisor | 1/10/2022 | |
| Cooke, Samantha | Communications and Marketing Manager | 7/12/2021 | |

| | | | |
|----------------------------|--|------------|--|
| Davis, Justin A | Assistant Principal | 7/1/2015 | |
| Davis, Mary Beth | Talent Development Manager | 8/16/2021 | |
| DeLeon, Rafael | Director of Technology | 1/26/2010 | |
| DoBell, Emily S | Chief Schools Officer | 7/1/2012 | |
| Duong, My T | Finance Manager | 11/30/2020 | |
| Duran, Danielle Franchesca | Managing Director of Student Supports | 7/1/2022 | |
| Estevez, Elsy D | Principal | 7/1/2015 | |
| Fetbroth, Jesse V | Senior Executive Advisor | 7/7/2014 | |
| Figueroa, Yara | Student Support Services Coordinator, Lynn | 4/13/2020 | |
| Fils-Aime, Emmanuel | Technology Coordinator | 5/29/2018 | |
| Floyd, Shavonne | Assistant Principal | 8/8/2022 | |
| Galbraith, Jay H | Director of Academics, Innovation & Instructional Technology | 6/19/2017 | |
| Garcia, Elizabeth A | Director of School Operations | 7/1/2018 | |

| | | | |
|----------------------|---|------------|-----------|
| Good, Katherine | Director of Postsecondary Match | 7/1/2009 | |
| Gottlieb, Dana Rose | Director of Academics, Multi-Language Learners | 7/1/2015 | |
| Grimaldi, Anthony | Athletic Director | 7/21/2014 | |
| Gutierrez, Gabriel | Technology Coordinator | 10/9/2012 | |
| Hall, Lenworth A | Technology Coordinator | 1/31/2022 | |
| Haynes, Jonathan O | Managing Director of KIPP Forward | 9/11/2017 | |
| Herzog, Breanna K | Assistant Principal | 12/9/2019 | |
| Hinckley, Chelsie | Director of Persistence | 10/28/2019 | |
| Hope, Chyna | Assistant Principal | 7/1/2016 | |
| Ishaazi, Jireh F | Advocacy & Community Engagement Coordinator | 6/1/2022 | 3/24/2023 |
| Johnston, Marlaina A | Assistant Principal | 7/29/2019 | |
| Kiley, Katherine E | Director of Compliance and Information Management | 1/1/2019 | |
| Liu, Gaoyuan | Data Manager | 4/21/2020 | 9/6/2022 |

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|--------------------|---|-----------|------------|
| Lobel, Katharine R | Managing Director of Human Resources and Talent Development | 7/29/2019 | |
| Lynch, Maddison E | Dean of Inclusion Supports | 7/21/2014 | |
| Mahr, Julia D | Director of Recruitment | 7/16/2014 | |
| Mai, Kenneth | Director of Academics, Elementary Exceptional Learners | 7/1/2018 | |
| Maldonado, Daniela | Finance Coordinator | 7/11/2022 | |
| Malley, Laura F | Director of Teaching Fellows | 7/16/2012 | |
| Mariano, Deborah | Dean of Students | 7/1/2017 | |
| Martin, Coretta | Chief Academic Officer | 7/1/2020 | 2/15/2023 |
| Mendoza, Celeste | Assistant Principal | 7/1/2017 | |
| Meshesha, Eskedar | Director of Finance | 9/30/2020 | |
| Metzler, Kate E | Director of School Counseling | 4/10/2018 | |
| Morales, Mariela J | Student Information Systems Manager | 8/10/2011 | |
| Muller, Rebecca | Director of Special Education, Lynn | 7/1/2016 | 11/18/2022 |

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|-----------------------|---|------------|--|
| Nakajima, Jessica | Director of Data | 7/16/2010 | |
| Njuguna, Michelle | Compliance Coordinator | 7/20/2022 | |
| Ortiz-Leger, Julielys | Family and Community Engagement Manager, Lynn | 6/21/2022 | |
| Osgood, Olivia | Dean of Student Supports | 7/1/2018 | |
| Osornio, Yvonne | Human Resources Manager | 2/24/2020 | |
| Perez, Mayreliz B | Multilingual Learner Coordinator | 3/19/2018 | |
| Peters, Alvaro | Director of Academics, 9-12 ELA | 7/1/2016 | |
| Pizzimenti, Stephen J | Chief Finance and Talent Officer | 10/17/2018 | |
| Reardon, Molly K | Director of Academics, 5-8 ELA | 12/1/2021 | |
| Rodriguez, Emily S | Managing Director of Elementary Academics | 9/4/2012 | |
| Rodriguez, Jacqueline | Human Resources Coordinator | 5/8/2023 | |
| Root, Rebecca Hazlett | Managing Director of Development and Communications | 7/1/2020 | |
| Rung, Donald C | Data Manager | 9/19/2022 | |

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|----------------------|--|-----------|-----------|
| Sanchez-Raggi, Megan | Assistant Principal | 7/7/2014 | |
| Scott, Shaunice | Director of Academics, Elementary Humanities | 7/1/2022 | |
| Seter III, James | Principal | 7/1/2016 | |
| Sidney, Sherley | Persistence Pathways Advisor | 7/6/2021 | 8/10/2022 |
| Slivova, Margarita P | Director of Academics, 9-12 Math | 7/9/2018 | |
| Smith, Margaret M | Managing Director of Secondary Academics | 7/1/2015 | |
| Smith, Michelle D. | Re-Enrollment Coordinator | 9/26/2022 | |
| Springer, Camille | Assistant Principal | 7/1/2017 | |
| Tamarisk, Sean | Director of Academics, K-8 Science | 7/1/2016 | |
| Taylor, Emily A | Chief Operating Officer | 5/19/2014 | |
| Thompson , Lenwood | Assistant Principal | 8/8/2022 | |
| Trotsky, Zachary L | Managing Director of Operations | 8/10/2015 | |
| Turner, Bryce | Director of Academics, Secondary Social Studies | 1/4/2016 | |

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|-------------|-------------------------------|----------|--|
| Wood, Julia | Director of School Operations | 7/1/2018 | |
|-------------|-------------------------------|----------|--|

| TEACHERS AND STAFF ATTRITION FOR THE 2022-2023 SCHOOL YEAR | | | | |
|--|--|---|--|---|
| | Number as of the last day of the 2022-2023 school year | Departures during the 2022-2023 school year | Departures at the end of the school year | Reason(s) for Departure* |
| Teachers | 129 | 15 | 14 | Pay/Compensation Work-life balance Relocation Family Circumstances |
| Other Staff | 130 | 18 | 13 | |

| BOARD MEMBERS FOR THE 2022-2023 SCHOOL YEAR | | | | |
|---|-----------------------|--|------------------------|--|
| Name | Position on the Board | Committee affiliation(s) | Number of terms served | Length of each term (start and end date in MM/YY format) <i>*If no longer serving on the board as of July 1, 2023, clearly indicate resignation date.</i> |
| Semexant, Shellina | Trustee | Teaching & Learning | 1 | 06/20 - 06/22 |
| Beecher, Tom | Trustee | Governance and Compensation | 3 | 05/15 - 05/18 05/18 - 05/21 05/22-05/25 |
| Borchard, Douglas | Trustee | Co-Chair, Governance and Compensation | 3 | 06/14 - 06/17 06/17 - 06/20 06/20 - 06/23 |
| Barnes, Rhonda "Nikki" | Trustee, Ex-Officio | Governance and Compensation; Development | 1 | 07/20 - 07/23 |
| Fates, Matt | Vice Chair | Co-Chair, Governance and Compensation | 2 | 08/17 - 08/20 8/17/2020 - 8/27/2023 |
| Gonzalez, | Secretary | People Committee | 2 | 05/18 - 04/21 |

| | | | | |
|---------------------|-------------|--|---|---|
| Ivelisse | | | | 04/21 - 04/24 |
| Kendall, Michael | Trustee | Governance and Compensation; Development | 4 | 04/10 - 04/13 04/13 - 04/16 04/16 - 04/19 04/19 - 04/22 04/22-04/25 |
| Ketterer, Paul | Treasurer | Co-Chair, Finance and Facilities | 1 | 08/18 - 08/21 08/21-08/24 |
| Lim, Shenkiat | Trustee | Chair, People; Governance and Compensation | 2 | 08/17 - 08/20 08/20 - 08/23 |
| Seider, Amanda | Trustee | Governance and Compensation | 4 | 11/11 - 11/14 11/14 - 11/17 11/17 - 11/20 11/20 - 06/22 |
| Oliveras, Stephanie | Board Chair | Chair, Finance and Facilities | 1 | 08/19 - 06/22 06/22 - 06/25 |
| Bergman, Eyal | Trustee | Teaching and Learning Committee | 1 | |
| Paul Maleh | Trustee | People Committee | 1 | 07/22 - 07/25 |
| Michael Gaburo | Trustee | Development Committee | 1 | 07/22 - 07/25 |

[Board of Trustee and Committee Meeting Notices](#)

D. Additional Required Information

Facilities

| Address | Dates of Occupancy |
|---------------------------------------|---------------------|
| 90 High Rock Street Lynn, MA 01902 | 8/15/2012 - Current |
| 20 Wheeler Street Lynn, MA 01902 | 8/15/2019 - Current |

Enrollment

| Action | 2023-2024 School Year Date(s) |
|------------------------------|-------------------------------|
| Student Application Deadline | 2/16/2024 |
| Lottery | 3/4/2024 - 3/8/2024 |

E. Complaints

KIPP Academy Lynn Charter School did not receive any complaints in the 2022-2023 school year.