



# KIPP Academy Lynn Charter School

SY 2024-2025 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, 2024
Maximum Enrollment	1586	Chartered Grade Span	K-12
<p><b>Mission Statement</b></p> <p>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.</p>			

## 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 prepares students at KIPP Academy Lynn Charter School with the skills and confidence to pursue the paths they choose —college, career, and beyond—so they can lead fulfilling lives and build a more just world.

1. 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 results supported by vigorous professional development:** 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 honor the genius of students by utilizing a curriculum that is standards aligned, data-based, and engages all learners. KALCS studies and turn-keys teaching methods that ensure teachers deeply internalize the standards, the arc of each unit, and the daily lesson materials. 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 through a series of end-of-year PD sessions, teachers are engaged in high-impact professional development to deeply internalize the course vision, scope and sequence, and assessments. KALCS builds on this work with weekly professional development throughout the school year that is rooted in curriculum internalization and data action planning. 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.

In School Year 2022-23, KALCS adopted the Lynch Leadership Academy (LLA) Observation Tool to support a common vision of instructional excellence. This tool centers the student experience, ensuring students engage with high quality rigorous tasks that support equitable access to the curriculum. Coaches observe teachers regularly using the LLA Observation Tool and ground professional development in the tool. Through this thoughtful alignment, KALCS leaders aim to create an aligned vision of instruction and support all teachers in developing towards that vision. In addition to use of a shared vision for instructional excellence and shared observation tool, KALCS uses The New Teacher Project (TNT) 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. Teachers, staff, and leaders use multiple methods to communicate with families including in-person communication, communication by phone, and communication by email.

Teachers and leaders regularly communicate with families to share their students' progress. Families are invited to observe their students' classroom and to schedule more formal follow-ups with teachers and school leaders as needed. School leaders have an open door policy and regularly meet with families and students. Families are invited to campus at various intervals for celebrations, family conferences, and other events. Families are also invited to participate in family councils, family working groups, and are invited to share their voice on annual family surveys.

**College and Career Readiness For Every 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. The KIPP Forward (formerly the KIPP Through College and Career (KTCC)) program 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. The KIPP Forward Team 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. KIPP Forward also hosts FAFSA events for families and students, offers the ACT in-house twice a year, and connects them with internship opportunities.

As students continue on to their postsecondary journeys, the Persistence Pathways Team of KIPP Forward ensures that all KALCS alumni receive 6 years of support after high school graduation. These advisors will work to ensure students are receiving the support and resources they need to successfully persist through their pathway. This includes but is not limited to:

- Bi-weekly and/or Monthly 1:1 Advising
- Financial Aid support
- Mental Health Support
- Supplemental workshops
- Internship and job postings
- Resume/Interview Support

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

## [Access and Equity](#)

[Enrollment by Race/Ethnicity \(2024-25\)](#)

[Selected Populations \(2024-25\)](#)

[2023-24 Student Discipline Data Report](#)

## 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)	<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.	When we host visitors to our buildings, we host a tour of the school led by student ambassadors and then hold a debrief with a school or regional leader to unpack what was observed and answer any questions.  No grant funding was sought for this work.
Instructional Practices, Curriculum and School Design Resources	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 <a href="#">KIPP:Share</a> 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.
Leadership and Culture Best Practices	School observations	All positions	Staff from KIPP National Foundation	Staff members were able to observe and learn more about best practices related to KIPP Academy Boston's math and literacy work, and take those best practices back to their regions and teams to increase alignment across the network.  No grants were sought for this work.
Leadership and Culture Best Practices	School and team observations	KIPP Massachusetts Leadership Team	KIPP Colorado Leadership Team	Members of the KIPP Colorado Leadership Team shadowed the KIPP MA leadership to observe and experience the region's teaching and leadership systems and structures to get a better understanding of how the region works.  No grants were sought for this work.

Leadership, Culture Best Practices, Curriculum and School Design Resources	School observations	All positions	Harvard Business School Education Club	KIPP MA Executive Director spoke to the Harvard Business School Education Club about KIPP MA's impact on the education landscape. She shared information on its operational model and how it is currently designed to meet its mission and vision. Two groups of students later came to visit the campuses and bring learning back to the program. No grants were sought for this work.
Culture Best Practices, Curriculum and School Design Resources	STEM Fair	All positions	Massachusetts Community Members and Partners	KIPP Academy Lynn hosts an annual STEM Fair that showcases over 90 projects from over 150 students across KIPP Massachusetts and is open to community members and partners. KIPP Massachusetts received a grant from Delta Airlines to support this work.
Leadership, Culture Best Practices, Curriculum and School Design Resources	Meetings	Chief Equity and Engagement Officer	Lynn Education District	The Chief Equity and Engagement Officer meets with community leaders in Lynn to share best practices that inform the work of other schools. No grants were sought for this work.
Leadership, Culture Best Practices, Curriculum and School Design Resources	Meetings	Chief Equity and Engagement Officer	Lynn Workforce Collaborative	The Chief Equity and Engagement Officer meets with community leaders in Lynn to share best practices that inform the work of other schools. No grants were sought for this work.
Instructional Practices, Curriculum and School Design Resources, Leadership, Culture Best Practices,	School observations and meetings	KIPP Academy Lynn Collegiate, Teaching and Learning Team	Jalen Rose Academy	Staff members were able to observe and learn more about best practices related to KIPP Academy Lynn Collegiate's high school design and work, and take those best practices back to their school and team. No grants were sought for this work.

# Academic Program Success

## Student Performance

### [2024 School Report Card](#)

## Program Delivery

### Curriculum

KIPP MA provides students with a rigorous academic experience that utilizes data backed curriculum and research to inform an academic strategy that meets students needs and provides them access to challenging and empowering coursework.

KIPP MA believes in leveraging this strong curriculum, coupled with thoughtful teacher professional development. Across the region, roles and expectations have been designed to support a system that holistically supports in developing their skills of internalizing the curriculum and applying the curriculum in ways that align with student data.

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. Over the past few years, with the emergence of many more strong curricular options for schools, the T&L Team has shifted to a greater focus on selecting and implementing rigorous data backed curriculum. The T&L Team creates the framework and foundational PD that supports teachers in meaningful implementation.

As the starting point, KALCS teachers utilize the vertically and horizontally aligned curriculum. This curriculum is aligned to the Common Core State Standards (CCSS), the 2016 Massachusetts Science and Technology/Engineering Framework, and the 2018 Massachusetts History and Social Science Framework. Curriculum is data based and thoughtfully selected by either the regional team or the KIPP Foundation. 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 strengthen our implementation of the curriculum. 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 then plans beginning-of-year and ongoing plans/structures to support more meaningful and impactful implementation.

Over the past three school years, KIPP MA has worked with the KIPP Foundation to make significant changes and improvements to the reading, math, and STE curriculum. In School Year 2022-23, KIPP MA, including members of the KALCS team participated in a learning team with the KIPP Foundation to diagnose the quality of early literacy programs in the school. Through a rigorous review of data validated curriculum options, the team determined a two year path to implementing a new early literacy curriculum. Similarly, in School Year 2023-24, the KIPP MA team, including members of the KALCS staff, participated in two learning teams with the KIPP Foundation, one exploring options for 3rd-8th ELA curriculum and one exploring options for 3rd-8th grade math curriculum. For both subject areas, through careful review of materials, data, and teacher piloting the team determined new ELA and Math curriculum to implement in School Year 2024-2025. In addition, in School Year 2022-23 and School Year 2023-24, members of the KIPP MA team piloted and implemented new STE units co-developed with the KIPP Foundation and with the Amazon Future Engineers Program. This curriculum is standard aligned and research backed. Most recently, the KIPP MA team partnered with the KIPP Foundation to explore and pilot curriculum options for High School Math and High School ELA, ultimately selected new curriculum to launch in SY2025-2026 for HS Math and ELA.

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 annually, monthly, and weekly. The team believes that teachers should participate in team/department, school-wide and district-wide professional development. PD is a feature built into the calendar. KIPP Teachers stay until 4:30 p.m. two days per week for professional development.
- **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. These power moves have become the backbone of coaching, ensuring that leaders are supporting teachers in the most meaningful ways.
- **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.
  - To further the development of coaches, KIPP MA has partnered with the Lynch Leadership Academy at Boston College. In School Year 2021-22, several KIPP MA leaders participated in development through the Lynch Leadership Academy. During School Year 2022-23 and School Year 2023-2024, 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. Additionally, over the past few years, KIPP MA has supported two fellows per year (most typically sitting principals or assistant principals) to participate as fellows in the LLA fellowship. Finally, KIPP MA has committed to ongoing and strategic coaching of leaders by LLA. Through an ongoing partnership with Lynch, all participating leaders received monthly 1:1 coaching from a leadership coach, with the focus of increasing rigor and alignment across all regional leaders. Thereby, supporting strength in teacher coaching practices.
- **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.

## 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 2024-25**

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 worked directly with a teacher and/or on an online platform.

During SY24-25, KALCS increased the focus on foundational literacy skills for all grades. By training all staff K-8 and select staff in 9-12 in DIBELS testing and Tier 2 & 3 phonics interventions, the district has focused on improving our approach to foundational literacy. Staff utilizing BOY, MOY, and EOY DIBELS testing to benchmark test student literacy. For students who earn below grade level on the assessments, additional routine progress monitoring is added. Teachers analyze data and respond accordingly. Including, some teachers have been trained in newly adopted curriculum for Tier 2 and Tier 3 reading interventions and students are assigned to those groupings according to data. These groupings are fluid and adjusted based upon progress monitoring data as students grow and improve their reading skill.

For 9-12 students we continued to leverage the resource learning center. The resource learning center is a supportive study hall with a content specific focus and staffed by content experts. While all students have the opportunity to select a study hall in their schedule, students who have demonstrated they would benefit from content specific support have an opportunity to attend the resource learning center.

## Organizational Viability

### Finance

#### A. Unaudited FY25 statement of revenues, expenses, and changes in net assets (income statement)

<b>KIPP Academy Lynn Income Statement</b>	
Revenue	
Total Public Tuition Revenue	\$31,714,017
Total State Grant Revenue	\$15,833
Total Federal Grant Revenue	\$3,016,622
Total Private Grant Revenue	\$504,940
Total In-Kind Revenue	\$4,368,612
Total Other Revenue	987,465
<b>Total Revenue</b>	<b>\$40,607,488</b>
Expenses	
Total Personnel Expenses	\$30,183,455
Total Student Expenses	\$5,415,687
Total Administrative Expenses	\$1,433,798
Total Facilities Operating Expenses	\$3,440,889
Total Facilities Financing Expenses	
Total Regional Office Contributions	
Total In-Kind Expenses	
Total Depreciation Expenses	\$1,591,776
Total Other Expenses	
<b>Total Expenses</b>	<b>\$42,065,605</b>
<b>Net Surplus</b>	<b>(\$1,458,117)</b>

#### B. Statement of net assets for FY25 (balance sheet)

<b>KIPP Academy Lynn Balance Sheet - projected 6/30/2025</b>	
Current Assets	\$3,339,125
Cash and Cash Equivalents	\$62,745
Grants and Accounts Receivable	\$227,616
Prepaid Expenses and Other	(\$413,430)
Due (to) From	(\$553,785)
<b>Total Current Assets</b>	<b>\$2,662,271</b>
Noncurrent Assets	\$25,715,037
Right-to-use Lease Assets, net	(\$13,797,351)
Capital Assets, net	\$17,385,231
<b>Total Noncurrent Assets</b>	<b>\$29,302,917</b>
<b>Total Assets</b>	<b>\$31,965,188</b>
Current Liabilities	
Accounts Payable and Accrued Expenses	\$684,089
<b>Total Current Liabilities</b>	<b>\$1,373,429</b>
Noncurrent Liabilities	<b>\$2,057,518</b>
Intercompany Notes Payable	
Lease Liability	\$26,417,256
<b>Total Noncurrent Liabilities</b>	<b>\$26,417,256</b>
<b>Total Liabilities</b>	<b>\$28,474,774</b>
<b>Net Assets</b>	
Beginning Net Assets	\$4,869,716
Change in Net Assets	(\$1,379,302)
Ending Net Assets	\$3,490,414

<b>Total Net Assets</b>	<b>\$3,490,414</b>
<b>Total Liabilities and Net Assets</b>	<b>\$31,965,188</b>

C. Approved school budget for FY26

<b>KIPP Academy Lynn FY26 Budget - to be approved 6/12/2025</b>	
# Students	1,586
# Staff FTE	243.3
<b>REVENUE</b>	
Public Tuition Revenue	\$33,152,961
State Grant Revenue	\$75,000
Federal ESSER Grant Revenue	\$0
Federal Entitlement Grant Revenue	\$1,268,891
Other Federal Grant Revenue	\$1,296,995
Private Grant Revenue	\$928,721
Total Revenue	\$36,722,568
<b>EXPENSES</b>	
Personnel Expenses	\$25,375,891
Student Expenses	\$6,103,475
Administrative Expenses	\$1,165,361
Facilities Operating Expenses	\$1,910,438
Interest Payments on Long Term Debt	\$1,685,581
Regional Office - District/Entity Split	(\$1,045,788)
Contingency	\$300,000
Total Expenses	\$35,494,958

Total Operating Income	\$1,227,610
Principal Payments on Long Term Debt	\$962,774
Capitalized Expenditures	\$0
Total Other Cash Expenditures	\$962,774
Total Net Operating Cash Flow	\$264,836

FY26 Enrollment Table	Enter Number Below
Number of students pre-enrolled via March 15, 2025 submission	1586
Number of students upon which FY26 budget tuition line is based	1586
Number of expected students for FY26 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 FY26

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 2024-2025

	2024-2025 Performance (Met/Not Met)	Evidence (include detailed evidence with supporting data or examples)
<p><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)</p>		
<p><b>Measure 1a:</b> By the end of each year, 80% of teachers in year 3 and beyond are meeting or exceeding expectations as outlined on a shared classroom observation tool, which is aligned to the Lynch Leadership classroom observation tool (attached below).</p>	Met	Over 80% of teachers in year 3 and beyond are meeting or exceeding expectations.
<p><b>Measure 1b:</b> By the end of each year, 80% of teachers in year 1 and 2 of teaching will be approaching or meeting expectations as outlined on a shared classroom observation tool, which is aligned to the Lynch Leadership classroom observation tool</p>	Met	Over 80% of teachers in year 1 and 2 of teaching are approaching or meeting expectations.
<p><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)</p>		
<p><b>Measure 2a:</b> Each year, out-of-school suspension rates at KIPP Academy Lynn Charter School will be under 1.8% for all students.</p>	Not Met	Out-of-school suspension rates are estimated to be over 1.8%.
<p><b>Measure 2b:</b> Each year, student identities will be uplifted and celebrated throughout the school community through visual representation on the</p>	Met	The school hosted over four school culture events in SY2024-25.

campus, throughout the school day, and in student, staff, and family-facing cultural events. The school will host a minimum of four school culture events per year, averaging one per quarter.		
<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> Each year, KIPP Academy MA family working groups will meet quarterly, at a minimum, to discuss and develop policies for KIPP MA.	Met	KIPP MA family working groups met quarterly during SY2024-25.
<b>Measure 3b:</b> Each year, 80% of families at KIPP Academy Lynn will engage in at least two touch points (meaningful interactions), in-person or virtually, with KIPP MA staff. Meaningful interactions include: <ul style="list-style-type: none"> <li>Sharing of key information about the school experience or the individual student's progress</li> <li>An opportunity for families to share feedback, information, and questions regarding their student's experience</li> </ul>	Met	Over 80% of families at KIPP Academy Lynn engaged in at least two touch points (meaningful interactions), in-person or virtually, with KIPP MA staff.
<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 97% of seniors will graduate from KIPP Academy Lynn annually, based on 4-year graduation rates.	Met	100% of the class of 2025 graduated from KIPP Academy Lynn.
<b>Measure 4b:</b> 95% of seniors will have a confirmed matriculation plan (BA, AA, CTE or Military) in place by the end of June. A confirmed matriculation plan includes seniors being accepted into at least one college or university, enrolled in a career/tech educational program, or enlisted in the military by the start of the next school year.	Met	97% of seniors have a confirmed matriculation plan in place.

\*Add rows as necessary

## Dissemination

	2024-2025 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.	Met	The school has hosted over 50 visitors in SY2024-25.
<b>Measure:</b> Each year, leaders at KIPP Academy Lynn Charter School will meet with community leaders and/or groups in Lynn on a quarterly basis to continue to build relationships and share best practices.	Met	Leaders at KIPP Academy Lynn met with community leaders on at least a quarterly basis in SY2024-25.

## B. Recruitment and Retention Plan

### Recruitment Plan 2024-2025

School Name: KIPP Academy Lynn Charter School

### 2024-2025 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 24-25 School Year, we have four substantially separate classrooms across our K-8 schools.

Due to extensive outreach, events, and community partnerships geared towards both KIPP parents and non-KIPP parents alike, KIPP has built positive relationships with the greater Boston community, in addition to the relationships with KIPP 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 25-26 Enrollment Cycle, 14.4% of the Kindergarten applications were sibling applications. In the past five years, KALCS offered seats to all our Kindergarten siblings.

	19-20		20-21		21-22		22-23		23-24		24-25		25-26	
	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	2167	270	2112	231	1402	198	2051	208	2179	142	2042	152	1838	128

KALCS application numbers have fluctuated post-pandemic, but KALCS saw a 10% decrease in total applications from last year to this year. Post-pandemic, KALCS offers in person opportunities (including tours, open houses, Back to School nights) for applicants & newly enrolled students to experience the school culture.

	19-20		20-21		21-22		22-23		23-24		24-25		25-26	
	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
Change from Previous Year	-6%	-37%	-11%	-21%	-69%	-38%	46%	5%	6%	-32%	-6%	7%	-10%	-0.5%

### 2024 Demographics

Student Population	KIPP Lynn 2023	Comparison Index 2023	KIPP Lynn 2024	Comparison Index 2024

English Language Learners	14.1%	33.9%	15.1%	37%
Economically Disadvantaged Low Income	66.7%	69.8%	64.6%	68.9%
Students with Disabilities	10.5%	14.2%	15%	15.3%

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

Although KALCS enrolls a lower percentage of students who are English Language Learners, Economically Disadvantaged, and who have disabilities relative to the Comparison Index, KALCS's enrollment percentages for each group of students have trended in the same way as the Comparison Index. KALCS continues to target English Language Learners and Students with Disability 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 into additional languages, such as Spanish, Khmer, Portuguese, Haitian Creole, and Arabic
- 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 2025-2026:**

**Activity 1: School Tours.** Schools advertise and 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 2: 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. Throughout the 2023-2024 school year, KALCS students and staff make several trips to organizations within the community. KALCS shares information and application materials with community organizations to share these materials with their members.

**Activity 3: 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 4: Community Events.** Our Family and Community Engagement team holds several events throughout the course of the year in partnership with KIPP families and external partners. These events include everything from Health + Wellness panels to Bingo Nights - the events are free and open to both KIPP families and the general public.

**Activity 6: 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 2,000 followers.

**Activity 7: 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](http://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 – 2025-2026 Strategies**  
**List strategies for recruitment activities for each demographic group.**

**Students with disabilities**

**(a) Charter School Dashboard data**

**School percentage:**  
16.1%  
**CI percentage:** 15.7%  
 The school is **above**  
 CI percentages

**(b) Continued 2024-25 Strategies**

**At or Above** CI: no enhanced/additional strategies needed

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 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
- SY22-23: Four sub-separate classes available in grade K-8 for cognitive and behavioral disabilities.

**(c) 2025-2026 Additional Strategy(ies), if needed**

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

- Directors of Special Education (effective 7/1/23) have been hired at each campus to support KIPP Academy Lynn’s special education programming
- 1:1 Nurse to support individual student with complex medical needs
- Learning Specialists to reduce caseload and move to a co-teaching instructional model
- 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.

Prospective and new families have the opportunity to speak with the Director of Special Education and Assistant Principal of Student Services about their student’s IEP or 504 in order to learn more about KALCS’ programming and support for their specific student. Families are

invited to come in to meet with the Director of Special Education to see the school and review their student's IEP together alongside our staff.

**English learners**

**(b) Continued 2024-25 Strategies**

**At or Above CI: no enhanced/additional strategies needed**

KALCS has recruitment and lottery materials available in English, Spanish, Arabic, Portuguese, Haitian Creole, 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.

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.

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.

KALCS created structures to honor and promote language fluency amongst its staff

- 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.

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.

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.

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.

**(c) 2025-2026 Additional Strategy(ies), if needed**

**Below CI: list additional and/or enhanced strategies needed.**

**(a) Charter School Dashboard data**

**School percentage:**  
17.7%

**CI percentage:** 39.0%

The school is **below**  
CI percentages

	<p>KALCS increased the number of vendors available for translation to all staff and for KALCS events:</p> <ul style="list-style-type: none"> <li>• Multiple vendors provide live Zoom support for families town halls in Spanish and Haitian Creole</li> <li>• All staff have immediate access to Language Line, a phone interpretation service with many languages available for instant interpretation.</li> </ul> <p>In the 2023-2024 + 2024-2025 school year, KALCS offered a Quick Application to families in multiple languages, available on the school’s website.</p> <p>For the 2025-2026 school year, we plan to do a KALCS mailer in languages other than English in order to increase accessibility to families and students whose first language may not be English. Additionally, we will strategically target neighborhoods in Lynn that have higher populations of families who speak languages other than English.</p>
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<b>Low Income</b>	
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<p><b>(a) Charter School Dashboard data</b></p> <p><b>School percentage:</b> 64.7%</p> <p><b>CI percentage:</b> 69.2%</p> <p>The school is <b>below</b> CI percentages</p>	<p><b>(b) Continued 2024-25 Strategies</b></p> <p><input type="checkbox"/> <b>At or Above CI: no enhanced/additional strategies needed</b></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><b>(c) 2025-2026 Additional Strategy(ies), if needed</b></p> <p><input checked="" type="checkbox"/> <b>Below CI: list additional and/or enhanced strategies needed.</b></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 align="center"><b>(d) Continued 2024-2025 Strategies</b></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 align="center"><b>2025-2026 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 2024-2025 Strategies</b></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 align="center"><b>2025-2026 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 2024-2025 Strategies</b></p> <p>KALCS will advertise our school at job application centers and HiSET locations such as North Shore Community College in Lynn.</p> <p align="center"><b>2025-2026 Additional Strategy(ies), if needed</b></p>
<p><b>OPTIONAL<sup>1</sup></b> <u>Other groups of students who should be targeted to eliminate the achievement gap</u></p>	<p align="center"><b>(g) Continued 2024-2025 Strategies</b></p> <p align="center"><b>2025-2026 Additional Strategy(ies), if needed</b></p>

**Retention Plan**  
2024-2025

**Please provide a brief narrative report on the successes and challenges of implementing strategies from the 2023-2024 Retention Plan.**

**2024-2025 Implementation Summary:**

KALCS remains committed to retaining its students, as it believes a KIPP education will provide students the best

<sup>1</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.

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 attrition rate in 2024 was 3.4%, compared to the median of 9.2% and third quartile of 13.3%.

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.
  - Kindergarten - 4th graders participate in a variety of electives in which they have showcases, such as art, music, and performing arts.
  - After school clubs and sports for grades 5 - 12, 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. Students get to meet with high school staff to learn about the transition to 9th grade, visit the high school, and participate in course selection

**Attrition Rates: All Students**

	2019	2020	2021	2022	2023	2024
KIPP Academy Lynn	3.7	3.5	1.8	5.1	3.0	3.4
Median	12.0	13.1	9.5	14.9	10.4	9.2
Third Quartile	13.6	16.9	14.6	19.0	14.2	13.3

**Attrition Rates: Students with Disabilities**

	2019	2020	2021	2022	2023	2024
KIPP Academy Lynn	7.7	4.9	1.1	6.0	3.4	1.8
Median	15.6	16.7	12.1	19.1	14.0	12.5
Third Quartile	21.6	20.4	17.1	24.2	19.3	17.5

**Attrition Rates: English Language Learners**

	2019	2020	2021	2022	2023	2024
KIPP Academy Lynn	3.9	3.4	0.9	7.3	1.9	2.7
Median	11.1	12.6	10.0	14.4	13.7	10.4
Third Quartile	14.9	16.5	12.3	19.7	16.7	19.6

**Attrition Rates: Low Income**

	2019	2020	2021	2022	2023	2024
KIPP Academy Lynn	4.0	3.4	2.0	4.2	2.3	3.4
Median	12.4	13.3	9.8	16.6	11.7	9.8
Third Quartile	15.0	18.1	16.0	19.4	15.0	14.3

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

Retention Plan – 2025-2026 Strategies	
List strategies for retention activities for each demographic group.	
Students with disabilities	
<p><b>(a) Charter School Dashboard data</b></p> <p>School Percentage: <b>2.9%</b></p>	<p><b>(b) Continued 2024-2025 Strategies</b></p> <p><input checked="" type="checkbox"/> At or below 1 standard deviation: no enhanced/additional strategies needed</p> <p>Copy and paste strategies here from last year's approved Annual Report.</p>

<p><b>1 Standard Deviation:</b> 26.68%</p> <p>The school's attrition rate is below 1 standard deviation.</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"> <li>• 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.</li> <li>• 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 work with students who have IEPs that call for speech therapy.</li> <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>
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**(c) 2025-2026 Additional Strategy(ies), if needed**

**English Learners**  
Limited English-proficient students

**(b) Continued 2024-2025 Strategies**

<p><b>(a) Charter School Dashboard data</b></p> <p><b>School Percentage:</b> 1.6%</p> <p><b>1 Standard Deviation:</b> 25.07%</p> <p>The school's attrition rate is below 1 standard deviation.</p>	<p><input checked="" type="checkbox"/> At or below 1 standard deviation: no enhanced/additional strategies needed</p> <p><b>Copy and paste strategies here from last year's approved Annual Report.</b></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>
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**(c) 2025-2026 Additional Strategy(ies), if needed**

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

**(b) Continued 2024-2025 Strategies**

**At or below** 1 standard deviation: no enhanced/additional strategies needed

**Copy and paste strategies here from last year's approved Annual Report.**

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) 2025-2026 Additional Strategy(ies), if needed**

**(d) Continued 2024-2025 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.

**2025-2026 Additional Strategy(ies), if needed**

**(e) Continued 2024-2025 Strategies**

**(a) Charter School Dashboard data**

**School Percentage:**

**2.4%**

**1 Standard Deviation:**

**23.81%**

The school's attrition rate is **below** 1 standard deviation.

Students who are sub-proficient

Students at risk of dropping out of school

	<p>Students who are absent are reported to their parents before 10:00am of the same day in an effort to reduce truancy and increase parental engagement.</p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• Teachers and staff will conduct home visits in order to invest students at risk of dropping out, as well as their families.</li> <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 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;"><b>2025-2026 Additional Strategy(ies), if needed</b></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;"><b>(f) Continued 2024-2025 Strategies</b></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;"><b>2025-2026 Additional Strategy(ies), if needed</b></p>
<p><b>OPTIONAL<sup>2</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 2024-2025 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>2025-2026 Additional Strategy(ies), if needed</b></p>

### C. School and Student Data

ADMINISTRATIVE ROSTER FOR THE 2024-2025 SCHOOL YEAR			
<b>Name</b>	<b>Title</b>	<b>Start date</b>	<b>End date</b> (if no longer employed at the school)

<sup>2</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.

Blume, Meghan E	Assistant Principal	7/21/2014	
Brown, Kerri L	Assistant Principal	1/7/2019	
Davis, Justin A	Assistant Principal	7/1/2015	
Wilson, Emily Nicole	Assistant Principal	7/1/2016	
Alognon, Wamokonzi	Assistant Principal	7/1/2016	
Hope, Chyna	Assistant Principal	7/1/2016	
Dauber, Kaitlin	Assistant Principal	7/1/2017	
Mariano, Deborah	Assistant Principal	7/1/2017	
Ramirez, Melanie	Assistant Principal	7/1/2018	
Jean-Michel, Shelby B	Assistant Principal	7/29/2019	
Tejeda, Patricia Raichana	Assistant Principal	8/8/2019	
Herzog, Breanna K	Assistant Principal	12/9/2019	
Springer, Camille	Assistant Principal	7/1/2017	

Otero, Paola	Assistant Principal	8/22/2023	
Diaz-Martinez, Leandro Pascual	Associate Dean of Students	7/1/2015	
Collins, Heather	Associate Dean of Students	7/1/2024	
Sanchez, Alana	Special Projects Coordinator	8/23/2021	6/30/2025
Ribeiro Curty, Alexandra	Office Coordinator	5/9/2022	
Valle, Mario	Facilities Coordinator	7/1/2022	
Herrera, Ana	Special Projects Coordinator	10/24/2022	
Hernandez, Jeselyn	Office Coordinator	3/27/2023	
Caraballo, Jonathan	Office Coordinator	5/1/2023	
Good, Katherine	Director of Postsecondary Match	7/1/2009	
Boyd, Geoffrey	Dean of Students	7/25/2011	
Bhatti, Shahzad H	Dean of Students	7/1/2012	
Lynch, Maddison E	Dean of Student Supports	7/21/2014	

Slattery, Padraic	Dean of Students	7/1/2017	
Grimaldi, Anthony	Athletic Director	7/21/2014	
Wood, Julia	Director of School Operations	7/1/2018	
Badami, Nanditha	Director of Special Education	7/29/2019	
Clerge, Ashley	Director of Special Education	7/10/2023	6/30/2025
Alexander, Noel E	Facilities Manager	6/17/2013	
Jung, Sung Hoon	Operations Manager	8/11/2021	
Carbone, Alexandra	Director of School Operations	7/10/2023	
Estevez, Elsy D	Principal	7/1/2015	
Clarke, Shauna-Kaye	Principal	7/27/2015	
Eloi, Carmelle	Director of School Counseling	10/10/2017	
Pizzimenti, Stephen J	Chief Finance and Talent Officer	10/17/2018	
DoBell, Emily S	Chief Schools Officer	7/1/2012	

Coleman, Shameka	Chief Equity and Engagement Officer	7/7/2014	
Fetbroth, Jesse V	Chief of Staff	7/7/2014	
Dominique, Jo-Ann	Chief Academic Officer	5/30/2023	6/30/2025
Mosca, Victoria M	Finance Coordinator	8/11/2021	
Rodriguez, Jacqueline	Human Resources Coordinator	5/8/2023	
Duong, Linh Thi	Finance Coordinator	7/10/2023	
Nakajima, Jessica	Director of Data	7/16/2010	
DeLeon, Rafael	Director of Technology	1/26/2010	
Malley, Laura F	Director of Teaching Fellows	7/16/2012	
Bonhomme, Nathalie	Director of Human Resources	9/17/2018	
Clark, Shannon G	Managing Director of Regional Operations	6/19/2019	
Breton, Fabiola S	Director of Recruitment and Retention	6/11/2018	
Hinckley, Chelsie	Director of Persistence	10/28/2019	

Meshesha, Eskedar	Director of Finance	9/30/2020	
Clark, Charles	Director of Facilities	5/10/2021	6/30/2025
Sanchez, Alexandra	Director of Family and Community Engagement	6/21/2023	
Docanto, Abobomi Samura	Director of Advocacy	7/10/2023	
Gottlieb, Dana Rose	Director of Academics	7/1/2015	
Wang, Allen	Director of Academics	7/1/2015	
Tamarisk, Sean	Director of Academics	7/1/2016	
Slivova, Margarita P	Director of Academics	7/9/2018	
Reardon, Molly K	Director of Academics	12/1/2021	
Sanchez-Raggi, Megan	Director of Academics	7/7/2014	
Turner, Bryce	Director of Academics	1/4/2016	
Schweitzer, Amanda Idella	Director of Academics	7/10/2023	
Gachette-Turner, Betty R	Director of Academics	2/2/2015	

Barnes, Rhonda Nichell Delk	Executive Director	7/15/2013	
Morales, Mariela J	Student Information Systems Manager	8/10/2011	
Gutierrez, Gabriel	Technology Manager	10/9/2012	
Fils-Aime, Emmanuel	Technology Manager	5/29/2018	
Ayala, Carlos E	Recruitment and Retention Manager	7/29/2019	
Casado, Norma Y	Human Resources Manager	10/7/2019	
Hall, Lenworth A	Technology Manager	1/31/2022	
Osornio, Yvonne	Human Resources Manager	2/24/2020	
Blankenship, Connor T	Data Manager	7/1/2018	
Duong, My T	Finance Manager	11/30/2020	
Cooke, Samantha	Director of Communications	7/12/2021	
Alvarez, Janel	Recruitment and Retention Manager	8/11/2021	
Davis, Mary Beth	Talent Development Manager	8/16/2021	

Cabral, Katherine	Recruitment and Retention Manager	7/1/2022	
Tobon, Ana	Recruitment and Retention Manager	8/8/2022	
Rung, Donald C	Data Manager	9/19/2022	
Adams, Lauren	Managing Director of Recruitment & Retention	4/4/2011	6/30/2025
Trotsky, Zachary L	Chief Operating Officer	8/10/2015	
Peters, Alvaro	Managing Director of Equity	7/1/2016	6/30/2025
Burnham, Caroline S	Managing Director of Academics	7/7/2014	6/30/2025
Kiley, Katherine E	Managing Director of Compliance and Information Management	1/1/2019	
Smith, Margaret M	Managing Director of Academics	7/1/2015	
Lobel, Katharine R	Managing Director of Human Resources & Talent Development	7/29/2019	
Root, Rebecca Hazlett	Senior Development Advisor	7/1/2020	6/30/2025
Haynes, Jonathan O	Managing Director of KIPP Forward	9/11/2017	
Owolabi, Alice	Interim Director of Academics	10/1/2024	6/30/2025

Duran, Danielle Franchesca	Interim Director of Special Education	10/7/2024	3/14/2025
Bennett, Lynne	Managing Director, Student Supports	7/1/2024	
Figueroa, Yara	Student Support Services Manager	4/13/2020	
Frier, James	Principal	7/1/2024	2/10/2025
Menard-Owens, Star	Compliance Coordinator	7/1/2024	
Herrera, Emely	MLL Manager	7/1/2024	
Ruiz, Yaneiris	Director of School Operations	5/20/2024	
Shavis, Kasim	Dean of Engagement	9/9/2024	
Campusano-Frier, Yahaira	Senior Advisor, Instruction and Student Achievement	10/28/2024	
Leon, Mayra	Dean of Students	7/1/2024	
Deleon, Elizabeth	Office Coordinator	7/1/2024	

<b>TEACHERS AND STAFF ATTRITION FOR THE 2024-2025 SCHOOL YEAR</b>				
	<b>Number as of the last day of the 2024-2025 school year</b>	<b>Departures during the 2024-2025 school year</b>	<b>Departures at the end of the school year</b>	<b>Reason(s) for Departure*</b>
Teachers	127	30	0	Pay/Compensation Work-life balance Relocation

Other Staff	157	13	0	Family Circumstances
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BOARD MEMBERS FOR THE 2024-2025 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>	Final year of service possible based on term limits in bylaws
Beecher, Tom	Trustee	Finance and Facilities	3	05/15 - 05/18 05/18 - 05/21 05/21 - 05/24 05/24 - 05/27	2036
Borchard, Douglas	Trustee	Governance and Compensation (Co-chair); Teaching and Learning	4	06/14 - 06/17 06/17 - 06/20 06/20 - 06/23 06/23 - 06/26	2035
Barnes, Rhonda "Nikki"	Trustee, Ex-Officio	Governance and Compensation; Development; Finance and Facilities	2	08/20 - 08/23 08/23 - 08/26	2041
Fates, Matt	Vice Chair	Governance and Compensation (Co-chair); Finance and Facilities	3	08/17 - 08/20 08/20 - 08/23 08/23 - 08/26	2038

Kendall, Michael	Trustee	Governance and Compensation	5	04/10 - 04/13 04/13 - 04/16 04/16 - 04/19 04/19 - 04/22 04/22 - 04/25	2031
Ketterer, Paul	Treasurer	Finance and Facilities (Chair)	2	08/18 - 08/21 08/21 - 08/24 08/24 - 08/27	2039
Lim, Shenkiat	Trustee	People (Chair); Governance and Compensation	3	08/17 - 08/20 08/20 - 08/23 08/23 - 08/26	2038
Pierre-Louis, Stephanie	Board Chair	Governance and Compensation; Finance and Facilities	2	08/19 - 06/22 06/22 - 06/25	2040
Bergman, Eyal	Trustee	Teaching and Learning Committee (Chair)	1	11/21 - 11/24 11/24 - 11/27	2042
Paul Maleh	Trustee	People Committee	1	09/22 - 09/25	2043
Michael Gaburo	Trustee	Development Committee	1	09/22 - 09/25	2043

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

#### D. Complaints

Date	Summary of Complaint	Summary of Complaint Resolution
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12/16/2024	Allegation of retaliation stemming from prior interactions with the District.	Department did not investigate further due to lack of necessary factual details required for review.
12/02/2024	Complainant reported a lack of transparency and accountability regarding the investigation of an incident between a staff member and student.	No further action notice received on 2/12/2025. The Complainant withdrew the complaint because the District's response has been satisfactory.
11/07/2024	Concern over whether the District responded appropriately to concerns of bullying and harassment of a student	Local report submitted on 12/6/2024. Student unenrolled from KIPP. No update from DESE.

[Board of Trustees Contact Information](#)