



Academy Boston

215 Dorchester Street
Boston, MA 02127
upacademyboston.org

September 3, 2014

Board of Elementary and Secondary Education
Massachusetts Department of Elementary and Secondary Education
75 Pleasant Street
Malden, MA 02148

Dear Board of Elementary and Secondary Education,

On behalf of the UP Academy Charter School of Boston Board of Trustees, I respectfully request your approval of an amendment to change our charter to increase our maximum enrollment from our current cap of 500 students to 540 students. These changes to our charter will be effective upon the approval of the Board of Elementary and Secondary Education.

The UP Academy Charter School of Boston Board of Trustees wishes to make this change to provide more middle school students in Boston with a high quality option, to respond to families' demand as evidenced by the school's long waitlist numbers (over 200 students), and ultimately to further the school's mission by ensuring "that our students acquire the knowledge, skills, and strength of character necessary to succeed on the path to college and to achieve their full potential."

The UP Academy Charter School of Boston Board of Trustees voted to approve this request on July 30, 2014 at a meeting held in compliance with Massachusetts Open Meeting Law G.L. c. 30A, §§ 18-25. I have also enclosed certification that the Boston Teachers Union has approved this request. The Boston School Committee is scheduled to vote on this request at its September 17, 2014 meeting.

To date, UP Academy Boston has demonstrated that it is an academic success, is a viable organization, and is faithful to the terms of its charter. During the 2011-12 academic year, students from UP Academy Charter School of Boston demonstrated incredible academic progress, ranking #1 for academic growth in math among all public middle schools in Massachusetts, doubling math proficiency rates from 24% to 48% and improving English Language Arts (ELA) proficiency rates from 32% to 53%. In its second year of operation, students again ranked #1 statewide for math growth on the spring 2013 MCAS, and our 8th grade students had a remarkable median student growth percentile score of 96 in math, the highest for any group of 8th grade students in Massachusetts history.

The UP Academy Charter School of Boston Board of Trustees requests that the Board of Elementary and Secondary Education approve this request at an upcoming board meeting after the Boston School Committee has voted.



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The UP Academy Board of Trustees, requests your approval of this amendment at its next appropriate meeting. Please feel free to contact Jennifer Lopez, Chief of Staff at UP Education Network, at jlopez@upeducationnetwork.org or 916-212-7559 if you have any questions about this request.

Sincerely,

Robert McConnaughey

Chair, UP Academy Charter School of Boston Board of Trustees

cc: John McDonough, Superintendent, Boston Public Schools
Jamie Morrison, Principal, UP Academy Boston
Scott Given, CEO, UP Education Network

Enclosures



UP Academy Charter School of Boston

Major Amendment Request

(Maximum Enrollment)

August 21, 2014

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Purpose of this Document

This document provides an in-depth review of key aspects of UP Academy Charter School of Boston's existing program and explains the rationale for the request to amend the school's charter to increase its maximum enrollment from the current cap of 500 students to 540 students. This document examines the implications of the amendment request and describes how the school would ensure that any new students would receive access to a high quality program.

1.0 Mission and Key Design Elements

1.1 *Summary of Request- Describe how the amendment is consistent with the school's mission*

UP Academy Boston (UAB) opened its doors Fall 2011, seeking to serve all students who had been previously enrolled in Patrick F. Gavin Middle School, with a single mission: ensuring that "our students acquire the knowledge, skills, and strength of character necessary to succeed on the path to college and achieve their full potential." UAB exists to serve a population of students who, without such program, may be substantially excluded from the path to college.

Currently, UAB holds a charter to serve students in grades 6-8, with a maximum enrollment of 500 students. UAB is requesting a charter amendment change to the charter of increasing its maximum enrollment cap from 500 students to 540 students. We seek to increase the enrollment cap by 40 additional seats in order to provide more middle school students with a high quality option, respond to families' demand as evidenced by our long waitlist numbers (over 200 students), and to further achieve the school's mission. UAB has a longer school day and school year, a focus on academic and character building for students, an intensive system of professional development and support for all staff, and a foundation of strong partnerships with our families. Throughout our three years of operation, we continue to remain focused on rapidly transforming the former Gavin Middle School into an extraordinary school as demonstrated through our academic results and the rigor and joy that a visitor experiences when experiencing the school. UAB's requested enrollment expansion would further the school's mission of providing a quality education for all students.

2.0 Access and Equity

2.1 *Describe how the charter school has determined a need to increase maximum enrollment*

Boston has a significant need for additional high quality seats at the middle school level. UP Academy Boston is currently (as of 2013 data) the only Level 1 middle school in Boston Public Schools, and is one of only six Level 1 schools in the district that serves the 6-8 grade span.

High quality seats in the 6-8 grade span are precious. UP Academy Boston has consistently shown high levels of performance with middle school students, and MCAS results indicate that the work we are doing in and out of the classroom is working. During the 2011-12 academic year, students from UP Academy Boston demonstrated incredible academic progress, ranking #1 for academic growth in math among all public middle schools in Massachusetts, doubling math proficiency rates from 24% to 48% and improving English Language Arts (ELA) proficiency rates from 32% to 53%. In its second year of operation, students again ranked #1 statewide for math growth on the spring 2013 MCAS, and our 8th grade students had a remarkable median student growth percentile score of 96 in math, the highest for any group of 8th grade students in Massachusetts history.

Expanding UP Academy Boston's maximum enrollment can provide more families in Boston with a high quality option.

2.2 Describe how the school has determined that there is sufficient parent support to fill existing and proposed seats and/or grades at the school under the proposed amendment.

We are confident that there is sufficient parent support to fill the proposed seats. We believe this because we have proven our ability to increase enrollment successfully in the 2014-2015 year and because we believe that the increased enrollment will keep UAB within a healthy ratio of applications-to-enrollment.

UP Academy Boston has increased its enrollment from 459 students in the 2013-2014 year to 497 in the 2014-2015 year. The newly proposed target enrollment is 525 students, with an enrollment cap of 540. The change in maximum enrollment will be implemented by increasing class size in each grade level. The school's target enrollment with the increased enrollment cap would be 525 (we are requesting the 540 to give us some flexibility so that we do not hit the cap). By increasing the cap, UP Academy Boston would be able to accommodate more students from the waitlist instead of turning them away.

In the 2013-2014 school year, UP Boston's final SIMS enrollment was 459 students, 194 of whom had been admitted via lottery for the first time that year. Overall, we had 3 applications per enrolled student, with applications per seat higher in the 7th and 8th grades, where there were fewer seats available.

Our target enrollment for the 2014-2015 school year is 497. To manage the increase, we are enrolling 505 students at the beginning of the year to allow for students who do not report. This required us to increase our enrollment by 46 students. To achieve a 40+ student gain in enrollment, we admitted more 6th and 7th grade students. While 2014-2015 enrollment is still in flux as of late August 2014, we are confident that we are on track to hit our target enrollment.

To increase enrollment to the target when fully enrolled of 525 students, we need only to increase 6th grade enrollment by 2 students over 2014-2015 enrollment. Then we would simply need to add 13 students in grade 7 (these students could progress from grade 6) and 13 students in grade 8 while ensuring that we have sufficient applications to fill any seats opened by students in grades 7-8 who gain admittance to independent/exam schools or move out of the district.

Another way to look at parent support is the number of applications received. We believe that a healthy applications-to-seats ratio is 2:1. This allows us to give prospective families a reasonable degree of assurance that their students will get a seat, while allowing the school to manage instances where students gain admittance to multiple schools or families move away before the start of school.

At a ratio of 2:1 applications to seats means that we would need 350 6th grade applications to reach our target of 175 students enrolled. If we make the conservative assumption that 20% of 7th & 8th grade students move out of the district at some point in the year (either during the school year or over the summer), we would need 35 seventh grade and 35 eighth grade applications¹.

Our 2014-2015 applications were within the range we would require to expand our enrollment to 525 students. Moreover, we anticipate that, as families learn that we are expanding enrollment, our applications received will increase, such that we are maintaining a healthy ratio of applications-to-seats.

SY 13-14

<i>Grade</i>	<i>Enrollment</i>	<i>Newly Enrolled from lottery</i>	<i>Applications</i>	<i>Applications-to-Seats Ratio</i>
Grade 6	147	135 ²	344	2.5
Grade 7	151	41	152	3.7
Grade 8	161	18	93	5.2
Total	459	194	589	3.0

¹ Actual attrition rates have been significantly lower than this; see <http://profiles.doe.mass.edu/attrition/default.aspx?orgcode=04800405&fycode=2014&orgtypecode=6&>

² Twelve students repeated the 6th grade.

To Date SY 14-15

Grade	Enrollment	Newly Enrolled from lottery	Applications	Applications-to-Seats Ratio
Grade 6	175	175	366	2.1
Grade 7	165	34	142	4.2
Grade 8	165	24	69	2.9
Total	505	233	577	2.5

Target When Fully Enrolled SY 16-17

Grade	Enrollment	Newly Enrolled from lottery	Target Applications-to-Seats Ratio	Applications Needed	Increment over 2014-2015
Grade 6	175	175	2.0	350	0
Grade 7	175	35	2.0	70	0
Grade 8	175	35	2.0	70	1
Total	525	245	2.0	490	1

2.3 Provide a brief summary of the school's efforts to eliminate barriers to program access, including but not limited to, recruitment and enrollment practices, retention practices, and school policies, such as student support and discipline systems. Indicate how the school's efforts may need to evolve during implementation of the proposed expansion.

Recruitment

During the 2013-2014 school year, UP Academy Boston developed a comprehensive recruitment plan. The plan includes robust communication with the city, including visiting the Welcome Centers, hosting Open Houses, presenting to Boston Public School staff, and creating informational packets. All materials explicitly confirmed services for students with special needs and English Language Learners. Additional recruitment steps include:

- Distribution of information packets in English, Spanish, Vietnamese, Haitian Creole, and Cape Verdean Creole
- Newspapers advertisement in community newspapers
- Content Extravaganza focused on service projects in the community
- Host multiple open houses
- Attend multiple charter school showcases
- Mailers to 5th grade families in the school district including all students with disabilities and English language learners
- One on one meetings with families (translators provided)

Overall, the recruitment efforts have been successful. The percentage of low-income students and students with disabilities at UAB are higher than the district average and the percentage of English Language Learners is close to the district average. In addition, our target number of applications per open seat is 2:1 as outlined above. We have met this target each year for the past four years.

Enrollment

UP Academy Boston does not discriminate on the basis of race, color, national origin, creed, sex, gender identity, ethnicity, sexual orientation, mental or physical disability, age, ancestry, athletic performance, special need, proficiency in the English language or a foreign language, or academic achievement. Families interested in sending their children to UAB, must simply submit an information-based application, made available every year on December 1st. If the number of applications exceed the number of seats available, UAB will hold a public lottery. If UAB is granted the amendment to increase the maximum enrollment, it would help more families secure a seat and help relieve the discontent of families who are unable to gain a seat for their children.

Enrollment Demographics

The tables below show the demographics of UP Academy Boston, reflecting the strength of our recruitment efforts as well as UAB's commitment to serving a student population that reflects the historical enrollment pattern of Gavin Middle school and reflects district-wide demographics.

UP Academy Boston's population of students with disabilities, at 24.2% in 2014, is higher than both the state average of 17% and the BPS average of 19.5%. We believe this is due to both our targeted outreach to students with disabilities as well as our commitment to providing high quality services as well.

Table 1: Students with Disabilities

School Name	Grades	2010	2011	2012	2013	2014
UP Academy Charter School of Boston (06-08) – Boston – Est. 2011	6-8			28.4	26.0	24.2
Statewide Average		17.0	17.0	17.0	17.0	17.0
Median		17.6	17.6	18.6	18.8	20.0
First Quartile		14.2	14.4	13.7	14.1	13.5
Comparison Index				16.4	16.7	16.2
Boston		19.6	19.4	18.7	19.2	19.5

UP Academy Boston's population of English Language Learners is currently at 23.1%. This is close to three times the statewide average of 7.9%. In addition, this is close to the BPS average of 29.9%. The decline in ELL students has been largely a result of improved programming that increases the speed of language acquisition for ELL students, resulting in ELL students being reclassified as Formerly Limited English Proficient and participating in mainstream classes.

In UP Academy Boston's first year of operation, 2011-2012, 8.4% of students were Formerly Limited English Proficient. In the 2013-2014 school year, 13.7% of students were Formerly Limited English Proficient. We attribute this gain to improved programming that it more rapidly moving students out of Limited English Proficient status.

Table 2: English Language Learners

School Name	Grades	2010	2011	2012	2013	2014
UP Academy Charter School of Boston (06-08) – Boston – Est. 2011	6-8	#N/A	#N/A	30.9	25.2	23.1
Statewide Average		6.2	7.1	7.3	7.7	7.9
Median		8.5	14.8	19.5	18.1	18.8
First Quartile		3.6	5.3	5.9	7.1	9.5
Comparison Index		#N/A	#N/A	17.2	17.1	15.8
Boston		20.4	28	30.6	30.7	29.9

Finally, UP Academy Boston's percentage of students who are low-income and high-needs is greater than both the state average and the average for Boston Public Schools. This reflects our commitment to serving all students, including those from low-income and high-need families, and also reflects our efforts to reach out to a wide variety of community-based organizations as part of our student recruitment strategy.

Table 3: Low Income

School Name	Grades	2010	2011	2012	2013	2014
UP Academy Charter School of Boston (06-08) – Boston – Est. 2011	6-8			87.4	85.9	88.0
Statewide Average		32.9	34.2	35.2	37.0	38.3
Median		75.0	75.2	72.8	75.1	81.4
First Quartile		59.9	61.2	61.2	63.9	66.0
Comparison Index				62.5	66.5	71.7
Boston		75.6	74.4	69.5	71.7	77.7

Table 4: High Needs ('12-'13 to '13 –'14)

School Name	Grades	2010	2011	2012	2013	2014
UP Academy Charter School of Boston (06-08) – Boston – Est. 2011	6-8				92.1	92.6
Statewide Average					47.9	48.8
Median					85.5	86.0
First Quartile					72.8	74.0
Comparison Index		0.0	0.0	0.0	76.3	78.2
Boston					82.3	85.2

2.4 Explain trends and/or anomalies in attendance, retention, attrition, in-school suspension rates, out-of-school suspension rates, and if applicable, graduation and dropout data over the past four years. The Department performs a review using available student data in the aggregate, and by targeted subgroups, and grade cohorts.

The trends in attendance, retention, attrition and suspension rates are positive. UP Academy Boston strongly believes that keeping our students is a critical part of the success of the organization. Along with creating an urgent and enthusiastic classroom environment, UAB also provides students with opportunities to experience joy in the process of learning and performing. Since converting the Gavin Middle School in 2012, UP Academy Boston’s attendance rates have been in line with the district average, despite UP Academy Boston’s longer school year and longer school day.

Table 6: Average Daily Attendance (%)

School Name	Grades	2010 Gavin MS	2011 Gavin MS	2012 UAB	2013 UAB
UP Academy Charter School of Boston (06-08) – Boston – Est. 2011	6-8	91.6	92.7	92.9	92.9
Boston		92.0	92.0	92.3	92.2
Statewide Average		94.6	94.7	94.9	94.8

UP Academy Boston’s high academic standards are evident in its retention data, where UP Academy Boston held a very high bar for passing in its first year of making retention decisions – a bar that students have increasingly met (2012 retention decisions were made by the Gavin Middle School). We expect that the retention rate will drop meaningfully for 2014 data and again when 2015 are released. We anticipate that the 2015 data will show that UP Academy Boston’s retention is at or below the Boston average.

Table 7: Retention

School Name	Grades	2010 Gavin MS	2011 Gavin MS	2012 Gavin MS	2013 UAB
UP Academy Charter School of Boston (06-08) - Boston - Est. 2011	6-8	4.7	6.2	3.6	16.8
Statewide Average		2.1	2.1	1.9	1.8
Comparable School Median		4.0	2.7	3.0	
Comparable School First Quartile		2.2	1.4	1.7	
Boston		5.8	5.8	5.5	5.1

Student attrition has significantly improved since the conversion of the Gavin Middle School into UP Academy Boston, dropping from almost 18% in 2010 to below the comparable school median in 2014. Student attrition was not calculated for the 2012 school year because of the conversion from the Gavin Middle School to UP Academy Boston. Internal data show that student attrition during this year was in line with past years at the Gavin.

Table 8: Student Attrition (%)

School Name	Grades	2010 Gavin MS	2011 Gavin MS	2012 UAB	2013 UAB	2014 UAB
UP Academy Charter School of Boston (06-08) – Boston – Est. 2011	6-8	17.7	15.8	#N/A	17.3	12.9
Statewide Average		8.7	8.7	8.7	8.8	8.2
Comparable School Median		12.7	12.3	13.2	14.1	13.0
Comparable School First Quartile		6.2	9.3	8.2	9.3	8.3

We are concerned about our suspension data and are taking serious steps to reduce the number of exclusions this year and beyond. We are committed to making positive changes to our school culture systems, while simultaneously upholding a safe and academically rigorous environment that we believe is crucial to student success. Academic engagement, not exclusion, is a top priority. Therefore, we have made the following important changes to our model this year:

- Revised discipline matrix and code of conduct that reduces the school's suspendable infractions and articulates clear principles regarding our approach to academic exclusions
- Developed a manual to assist our Deans of Students in managing an effective Dean's office
- Trained the leadership team on the implementation of Chapter 222 and developed notices, checklists and processes for successful implementation
- Focused on proactive classroom management in a series of sessions over August orientation, including two full days for new staff dedicated to school culture

We are tracking our suspension data closely this year and are confident that these measures will lead to a reduction in exclusions. We have already seen a reduction in the first 2 weeks of school. At this time last year, 24 in school/out of school suspensions had occurred. This year, 4 in school/out of school suspensions have occurred – a reduction of more than 80%.

In-School Suspension Rates (%)

School Name	Grades	2010 Gavin MS	2011 Gavin MS	2012 UAB	2013 UAB
UP Academy Charter School of Boston (06-08) – Boston – Est. 2011	6-8	0.0	0.0	0.0	33.5
Statewide Average		3.3	3.7	3.5	2.2
Comparable School Median		0.0	0.0	0.0	
Comparable School First Quartile		0.0	0.0	0.0	
Boston		0.2	0.3	0.1	0.6

Out-of-School Suspension Rates (%)

School Name	Grades	2010 Gavin MS	2011 Gavin MS	2012 UAB	2013 UAB
UP Academy Charter School of Boston (06-08) Boston – Est. 2011	6-8	0.4	16.5	38	26
Statewide Average		5.3	6	5.6	4.3
Comparable School Median		4.1	5.2	5.2	
Comparable School First Quartile		1.0	2.2	1.0	
Boston		5.8	5.8	5.7	6.2

2.5 Indicate, in a table, both the historical distribution of enrolled students in the present grade span, and the projected distribution of students by grade, including the primary entry points for new students, and the grades where backfilling will occur. To strengthen a request to increase enrollment, the Department strongly encourages schools to increase access and admission of new students at as many grade levels as possible. The table should reflect the implementation timeline, projecting a five-year enrollment pattern, or more if necessary, to project the maximum enrollment and/or grade span requested. In your projection, indicate clearly the potential for variation in enrollment to safeguard against the need for a future minor amendment if granted.

Our backfilling policy states that we backfill seats for grades 6 and 7 through February 15th of each year. Therefore, if our enrollment at the March SIMS snapshot is less than our target enrollment, we would backfill those seats the following school year rather than filling those seats during the school year. We ended last school year with only 459 students enrolled, and therefore planned to backfill those seats in the 2014-2015 school year as well as increase our enrollment to 497 to maximize the number of students we can enroll based on our enrollment cap.

Historical Enrollment

	2011-2012	2012-2013	2013-2014
6 th	164	160	147
7 th	159	154	151
8 th	153	155	161
Total	476	469	459

Projected Enrollment

	2014-2015	2015-2016	2016-2017	2017-2018
6 th	175	175	175	175
7 th	160	175	175	175
8 th	162	162	175	175
<i>Total</i>	497	512	525	525

2.6 Submit a draft enrollment policy and application for admission. To strengthen a request to increase enrollment, the Department strongly encourages schools to increase access and admission of new students at as many grade levels as possible. [If granted, the school must amend its enrollment policy and application for admission and receive Commissioner approval prior to implementation.]

In addition to this major amendment, UP Academy Boston is requesting a minor amendment to the school's enrollment policy. This change would allow the school to hold electronic enrollment lotteries instead of traditional, paper-based lotteries. This new process would ensure a smoother and quicker experience for our families. The enrollment process would still be subject to the same Department of Elementary and Secondary Education regulations. Please see Appendix III for the proposed enrollment policy.

3.0 Dissemination

UP Academy Charter School of Boston views dissemination as one of the core aspects of their work in the public education arena. As Horace Mann Charter School, UAB enjoys a more integrated position within Boston Public Schools than do most traditional charter schools with their local districts. Through frequent communication, no less than weekly, between individuals at UAB and Boston Public Schools personnel, ideas are exchanged not only about practices within the walls of schools, but also about how best to structure the relationship between a district's central office and its schools. UAB has been able to share ideas through this communication, but they have also been able to capitalize on the district's best practices.

This past year, UP Academy Boston hosted UP Education Network's second annual Educators of Color Leadership conference. This event brought educators of color from the district, charter, and independent school sectors together to engage in leadership development and best practices sharing. Educators from organizations such as Boston Public Schools, KIPP, Uncommon School, Achievement First and Teach for America facilitated workshops and conversations aimed at improving student achievement by empowering educators of color.

Lastly, in order to spread the influence and increase the visibility of its most effective models and resulting student achievement, both schools hosted more than one hundred visitors this past year. UP Academy Boston hosted visitors from numerous organizations, including but not limited to Connecticut School Turnaround Leaders, Salem (MA) Public Schools, Tech Boston, Boston Public Schools, Better Lesson, the Parthenon Group, and Springfield (MA) Public Schools. UP Academy Dorchester also hosted visitors from numerous organizations, including but not limited to Maine Promise Neighborhoods, Neighborhood House Charter School, Boston Public Schools, Edward Brooke Charter Schools, Lake Wales (FL) School District, the Achievement School District (TN), and Scholar Academies. These frequent visitors not only offered the schools the opportunity to collaborate with a wealth of talented, experienced organizations, but also enabled the school to disseminate its models for replication.

4.0 Student Performance

4.1 The Department will review the school's academic performance based on available MCAS data, including student subgroups. Schools should explain any unique circumstances related to published school data, and corrective actions taken to address challenges in any of these areas of school performance within their request. The Department typically reviews the most recent 3 or 4 years of student data, as available.

UP Academy Boston has consistently shown high levels of performance with middle school students, and MCAS results indicate that the work we are doing in and out of the classroom is working. During the 2011-12 academic year, students from UP Academy Boston demonstrated incredible academic progress, ranking #1 for academic growth in math among all public middle schools in Massachusetts, doubling math proficiency rates from 24% to 48% and improving English Language Arts (ELA) proficiency rates from 32% to 53%. In its second year of operation, students again ranked #1 statewide for math growth on the spring 2013 MCAS, and our 8th grade students had a remarkable median student growth percentile score of 96 in math, the highest for any group of 8th grade students in Massachusetts history.

English

Grade Level	2010-11 Gavin Middle	2011-12 UP Academy Boston	2012-13 UP Academy Boston	2012-13 Median SGP
6	23%	47%	46%	67
7	37%	52%	54%	55
8	42%	62%	66%	53
Overall	32%	52%	54%	56

Math

Grade Level	2010-11 Gavin Middle	2011-12 UP Academy Boston	2012-13 UP Academy Boston	2012-13 Median SGP
6	27%	58%	63%	86
7	22%	36%	44%	60
8	23%	46%	76%	96
Overall	24%	48%	61%	85

Science

Grade Level	2010-11 Gavin Middle	2011-12 UP Academy Boston	2012-13 UP Academy Boston	2012-13 Median SGP
8	1%	33%	53%	n/a

5.0 Program Delivery

5.1 Briefly describe the supports provided to meet the academic needs of all students, including but not limited to students with disabilities, and English language learners. Indicate how the strategies may need to evolve during implementation of the proposed expansion.

UP Academy Boston has a robust program to meet the needs of all students, including English Language Learners (ELLs) and students with disabilities. UAB strives to create one school culture in which all students, no matter their unique academic, social, or behavioral challenges, participate and feel welcomed. We aim to offer high quality core instruction, while providing additional supports, modifications, and interventions as needed to support all learners.

UAB provides a range of English intervention and sheltered instructional services suited to the specific needs of its limited English proficient (LEP) student population. The goal of UAB's LEP program is to move students quickly and effectively towards formerly limited English proficient (FLEP) status and full-time, independent access to all of the school's standards-based curricula. When a student is not finding academic success at UAB, we seek to identify the underlying skill deficiency and then provide systematic supports to address the issue. Given the proven benefits of inclusive academic support, programs designed for LEP students seek to minimize the amount of time that LEP students are separated from their English-proficient peers.

UAB provides a continuum of supports to serve students with disabilities, from inclusive offerings to substantially separate settings. The school's dedicated Special Education Coordinator helps improve the timeliness of IEP-related meetings and ensures that staff are better informed about the nuances of the services provided to students. Inclusion teachers use a varied set of strategies to help students, and the introduction of more frequent high-caliber small group instruction has helped student learning. The school's Substantially Separate program continues to be an exemplar for serving students with severe cognitive impairments in the charter school setting: the school is developing institutional expertise in the service of students on the Autism spectrum. Looking forward, UAB is piloting a shift to more inclusion where we staff a specialist for core content areas.

In addition, UAB has implemented an intervention program where students receive targeted instruction on sub-skills in their greatest area of need in the areas of reading and operational fluency. Furthermore, the school will continue to revamp its Response to Intervention program for behavior and academic issues and has a Student Support Team that focuses solely on at risk students not eligible for an IEP. Taken together, this comprehensive set of services will enable UAB to provide high quality academic and behavioral services to new students added to the school.

6.0 Culture and Family Engagement

6.1 Briefly describe the strategies used to create a safe school environment, and to address the physical, social, emotional, and health needs of your students. Indicate how the strategies may need to evolve during implementation of the proposed expansion.

School Culture Philosophy

At UP Academy Boston we believe that students excel when they are surrounded by a culture of rigor and joy, and that in order for students to feel they are part of a safe school environment, there needs to be a clear and consistent school culture. We believe that students are most successful when clear boundaries are set, and consistently maintained, throughout the school day. We also believe that this can be accomplished only when teachers maintain a sense of humor and joy as they consistently hold students to the highest of expectations.

We believe that the rules of school are the rules of life, thus the character values that we instill are practiced in the classroom, school, and community. Whenever we set an expectation for students, we ensure that there is a rational and concrete explanation for that expectation. The adults in the building ensure that students see that our expectations of them will lead them on a path to building a successful future.

Our teachers engage even the most reluctant students and value positive motivation over negative consequences. They narrate positive actions and habits they observe in their classes while consistently, and respectfully, correcting the slightest misbehavior. They understand the importance of paying attention to details, “sweating the small stuff”, in a way that makes school culture stronger. They take personal responsibility for creating a positive school culture—they are positive forces of nature who effectively sweep kids up into the lessons they present. These two ideas—being a positive force of nature and sweeping students up into lessons—are fundamental parts of our school’s culture.

We recognize that school culture will not be strong without effective systems to help manage student behavior and choices. It is true that students can choose to follow the rules or they can choose to break the rules. At UP Academy Boston, there are positive motivators for when a student chooses to follow a rule or procedure and immediate and appropriate negative consequences for when a student chooses to break a rule or procedure. Students quickly learn that when they do good things, good things happen, and when they do bad things, bad things happen; every positive contribution results in a positive motivator and conversely, every negative infraction results in a negative consequence. This is the basis of our student Code of Conduct. Straightforward rules coupled with consistently applied consequences make clear to students what is expected of them and what is unacceptable. No misbehavior goes unchecked at any time for any reason. We acknowledge misbehavior, address it, and offer a consequence every time. Studies show that it is not the severity of the punishment that deters people from breaking rules, but the consistent application of consequences.

In order to succeed, our discipline system has positive motivators and negative consequences. These positive motivators can be intrinsic or extrinsic. Students who choose to follow the rules choose academic success, opportunity, positive recognition, and individual merits. Classes who choose to support each other in achieving excellent achievement, scholarship, perseverance; integrity, respect, and enthusiasm earn recognition, privileges, and rewards.

We believe in a community where students know what is expected of them, using structure and predictability to allow students to feel comfortable, safe, protected, and included. In this community space, they can thrive as students and as people. It is our job to provide this. This sense of community will come from showing and earning respect, being firm and positive, “warm and demanding” and sharing the love that brought us to this job, even when issuing consequences. This school is what we choose to make it.

Ultimately, we realize that consequences, rewards and structures alone will not serve our students as well as helping them learn how to make good choices. We must strive to educate students around the true costs, benefits, and future implications of their behavior choices. One measure of success of our school’s behavioral system is helping students grow so that they make the right decisions when no one is watching, because it is the right thing to do, and to be accountable to themselves. This education will serve our students long after they leave the structures of our school.

Social & Emotional Supports

In conjunction with UP Academy Boston’s overall school culture philosophy, the school provides a range of services to ensure that every kind of learner is supported. If the school’s enrollment maximum cap is increased to 540, access to these services would remain the same, and no staffing changes would be

required to provide the same support to new students. Examples of supports provided to all students include:

Support Program	Assignment Criteria/Process	Description
Advisory	All students are assigned an advisor	Students receive structured academic and behavioral guidance from teachers.
Core-Subject Tutoring	Students are selected based on achievement data on a daily basis by individual teachers.	Small-group, skill-based tutoring in a subject area.
Homework Club	Required support for students struggling to meet expectations with homework assignments.	Afterschool workspace with a teacher present.
School-Based Counseling	Formal referral process.	Supports for students struggling with social-emotional challenges.

To support students' emotional and social needs, UP Academy Boston employs a full-time counselor and a part-time psychologist. The counselor and psychologist provide direct support to students and communicate strategies with parents and teachers. The counselor also helps design key opportunities for building social skills as part of our curriculum. There is not an anticipated need to change the FTE plan for the counselor or psychologist with the increased enrollment.

The guiding structure of easily repeatable systems at UP Academy Boston is also a core component of the school's efforts to support students' social and emotional needs. Above all else, the purpose of systems in a school environment is to: (1) establish routines to which students and teachers become accustomed and (2) establish consistency among classrooms. For students, routines and consistency help create an environment void of surprises and disruptions; such structure is critical for students who typically come from less structured environments. Relentlessly practiced and perfected classroom procedures (e.g., for taking out binders or accessing a tissue), supported by a consistently maintained school-wide behavior policy, ensure that students remain organized and focused on the lesson at hand. Consistent routines provide many different learners the support they need to be successful in class. For example, students who have difficulty processing know what to expect at all times during their school day; thus they spend more energy processing content information rather than classroom routine directions. Additionally, a student with Emotional Disabilities knows what is expected in all moments, and therefore is less likely to get triggered by a surprise.

In addition to support programs offered by school staff, UP Academy Boston partners with several outside providers and community organizations to support scholars' social, emotional, and academic growth and development. UP Academy Boston's school counselors will match the services of the community organizations to the needs of our students and, along with the Student Support Team (SST), refer students to them as needed. The SST will note patterns of challenge for individual students and work with a student's teacher and family to design individualized supports. As enrollment expands, the school will continue to work with the following partners:

- *The Paraclete Foundation*. Supports our most gifted learners with programs, scholarships, and mentorships that contribute to admission into, and success in, top-tier college preparatory high schools.
- *South Boston Boys and Girls Club*. Provides students with a safe space for extracurricular activities, as well as access to mentorship, leadership, and character development opportunities after regular school hours.

Physical Supports

In addition to the core subject areas taught by UP Academy Boston, students also receive instruction in Physical Education and Health. All students take this course no less than one time per week throughout the entire year. With additional students in the school community, access to these classes would remain the same, and no staffing changes would be required to provide the same support to new students. Our physical education and health program is designed to keep students active, fit, and healthy. The program encompasses classroom-based sessions as well as activities in the school's gymnasium and outdoors. As part of the broader health curriculum at the school, all 7th and 8th graders are also required to take Real Talk SexEd enrichment.

To support the physical needs of students in terms of the physical environment, the facility is accessible to all students who may be physically challenged. Students with disabilities may receive corner-to-corner service, MBTA service, or door-to-door service as specified in their IEP. UP Academy will also determine eligibility for transportation services for students with severe medical or physical conditions which prevent them from walking to school on a case-by-case basis, using BPS's standard policy.

Health Supports

In order to maintain and care for the health of UP Academy Boston's students, the school employs a registered nurse. The school nurse's roles and responsibilities are aligned to national standards, and include providing direct healthcare for the school; providing leadership for the development of school health services and policies; providing screening and referral for health conditions; and serving as a liaison between school personnel, families, the community, and health care providers.³ The school nurse would continue to service the entire school population, including the additional students.

UP Academy Boston offers its students two nutritious meals (breakfast and lunch) and one nutritious afternoon snack per day. These provisions would continue for all students within the expanded population. UP Academy Boston utilizes BPS's food service department for all meals and snacks. All meals are offered by BPS and meet the nutrition requirements set by the USDA Food & Nutrition Service to support children's healthy growth and development. In order to ensure that all students have access to food and a healthy diet, UP Academy Boston, in collaboration with BPS, provides a clear and simple free and reduced lunch application form to families. By the end of 8th grade, students master all nutrition-related content standards such that they can select a diet that supports health and reduces the risk of illness and future chronic diseases.

6.2 Briefly describe how the school develops strong working relationships with families/guardians in order to support students' academic progress and social and emotional well-being. Indicate how the strategies may need to evolve during implementation of the proposed expansion.

UP Academy Boston's school leadership team recognizes that the involvement of parents and guardians as partners in the education of their children is essential for the school and its students to achieve success. To this end, we attempt to involve parents in many aspects of their children's education. For example: we hold annual family orientation nights prior to the start of the academic school year; we visit the homes of struggling students to ensure we are on the same page as families for supporting our students; we host family-teacher conferences at the end of the first, second, and third academic quarters, a formal opportunity for teachers and parents to discuss a student's academic performance; and we keep a detailed, school-wide communication log to ensure that every family receives a phone call from one or more staff members no less frequently than once every two weeks. Since the regular communication to families comes from a designated cohort teacher or support staff member, and the overall school

³ Adapted from the National Association of School Nurses Roles and Responsibilities

population would be increasing by a negligible amount, this would be very manageable for school staff members to maintain the same levels of communication.

We welcome family participation in the school as partners in educating our students. We seek to identify opportunities to showcase student work, celebrate student successes, and help make families aware of what is happening inside the classroom. To this end, we host "Content Extravaganzas" where we invite families to come in and see students present their work. Additionally, we have an open visitors' policy at the school, welcoming families to come in at any time to observe instruction or school activities without an appointment.

UP Academy Boston also offers students and families ancillary and support services that can contribute to the school's mission fulfillment and benefit the community as a whole. We host regular meetings for parents and other community members to discuss relevant topics and provide desired trainings and information sessions, such as hosting a homework workshop along with a multicultural potluck for families. Such meetings and trainings are led and facilitated by UP Academy Boston staff members and by other community leaders secured by UP Academy. We provide language interpreters when appropriate. In addition, we have a School Site Council for families, which serves an integral role in the school community by giving input on the school model and helping to problem solve key issues the school faces. Families of any new students would be invited to attend School Site Council meetings in the same way that other families in the school are invited as well.

7.0 Capacity

7.1 Describe how the staff will implement the request effectively and evaluate its success. Indicate the individuals involved throughout the process of implementation, and the systems in place for decision-making and communication among all members of the school community.

Implementation

Although the size of the student population would be expanding, the proposed cap increase would not fundamentally change the current recruitment and enrollment process. Appendices I and II detail UP Academy Boston's Student Recruitment Map and Community Partnerships and Appendix III and IV shows the current and proposed enrollment policy. UP Academy Boston has a multi-faceted system for outreach and recruitment for the school, including placing newspaper advertisements, participating in BPS school showcases and in charter school showcases, sending district mailings, reaching out to community organizations, and maintaining a robust and accessible website. UP Academy Boston also translates materials into several languages in order to be accessible to a larger population of potential students. Historically, UAB has always received more applications than it has available seats, leading to the need for lotteries. There were three lotteries held for the 2014-2015 school year and one additional lottery is to be held Fall 2014 to ensure all remaining applications are added to the waitlist, for a total of 4 lotteries. UP Academy Boston plans to continue the same recruitment and lottery process in the future, which should continue to yield enough applications to support a cap increase to 540, with target enrollment of 525.

This increase will have a negligible impact on the school's current staffing model. The proposed increase does not add a grade level or additional homeroom classes. Therefore, UP Academy Boston does not anticipate needing to hire additional classroom teachers or support staff to accommodate the additional students. In addition, we are confident that accommodating 27-28 students per class is well within the range that we believe is reasonable class size to achieve gains in academic achievement. In the UP Education Network, there currently are two middle schools in Lawrence that operate with targeted homeroom sizes of 30 students per class; based on the experience of these schools, we feel the school and the network has the systems to support an additional one to two students per homeroom. However, if the school does need to hire additional staff to support the additional students, we have identified the financial resources to do so. Similarly, the school does not anticipate needing to hire additional operations staff. There are currently approximately 97 students to every operations staff member. The enrollment cap

change would change that ratio to 108 students to 1 – well within the range of successful support ratios at other UP Academy schools.

Systems

UP Academy Boston's current administrative structure is co-led by a Principal (Academic Leader) and a Director of Operations (Operations Leader, also referred to as DOO). The co-leaders sit on a Leadership Team that includes Deans of Curriculum and Instruction, who manage teachers, and a Dean of Students who manages culture. The school leadership team meets formally at least two times per week. The existing leadership structure enables the Principal and the DOO to closely monitor the academic, operational, and cultural success at the school, and would similarly support the Principal and DOO in carefully evaluating the success of the enrollment cap increase. The enrollment increase will not change how the enrollment process is managed at UAB. The Director of Operations will manage enrollment with support from the operations staff, particularly the Special Projects Coordinator. The successful implementation of the recruitment and lottery process would also be closely evaluated and supported at the UP Education Network level through existing management systems, as described below.

Evaluating Success

UP Education Network has an existing protocol to evaluate the enrollment process across its schools. This protocol would continue to be leveraged in tracking the success of the enrollment increase. The protocol has four key components:

1. *Student Enrollment Report*. This report is used to determine whether a school is on track to meet organizational goals related to student enrollment and to ensure that schools do not have too many or too few students. The report is generated by the UP Education Network regularly throughout the school year. It includes: the number of applications and number of students on waitlists (from April to February only); the number of enrolled students compared to the target enrollment; attrition analysis; and attendance data, including the percentage of students who have been absent more than 10% year-to-date.
2. *Application Data Report*. Created by the school based operations teams (managed by the DOO), this report determines whether a school is on track to meet its enrollment goals. The report includes the number of applications by grade. It is created weekly from mid-January through to the lottery application deadline in early March, then is updated regularly for purposes of the Enrollment Report and shared with strategic members of the UP Education Network Operations team
3. *School and UP Progress Reports (Quarterly)*. This component includes two reports – one for the school, and one for UP Education Network. The reports evaluate whether the school is on track to meet its academic, operational, and cultural goals for the year, including enrollment goals. The reports are created by the UP Education Network Strategy, Evaluation, and Innovation Team, and shared with UAB's leadership team, the UP Education Network leadership team, and the school's board of trustees. The School Progress Reports include total enrollment compared to the enrollment target, as well as the number of pre-turnaround students still enrolled at the school. UP Progress Reports include both of those components as well as the student demographics as compared to the district.
4. *School and UP Progress Reports (Annual)*. These annual reports evaluate whether the school reached its goals for the year, including goals related to student enrollment. It includes student enrollment data on retention and the annual results for all data included on progress reports. These reports are generated by the UP Education Network Strategic Evaluation Team, and the report is

shared with School Leadership Teams, the UP Education Network Leadership Team, and the school's board of trustees.

By continuing to use these existing reports, UP Academy Boston and the UP Education Network will be able to carefully evaluate the success of the enrollment cap increase throughout the year.

7.2 Provide an action plan for implementation. Describe the proposed strategies that will lead to a successful implementation of the proposed changes. Include: a timeline, action(s) to be taken, designated point person, and start date and projected completion date.

The major activities required to implement our increased enrollment goals involve ensuring that we have a robust plan in place to recruit a sufficient number of students to achieve our enrollment targets. For a detailed action plan, please see attached Appendix I and II for Student Recruitment Map & Checklist and Community Partnerships. Although this checklist is an action plan from previous years, we believe it positions us well to meet our recruitment goals for future years as well. We would utilize similar strategies and a similar action plan for achieving the enrollment target of 525.

On the academic side, our Deans of Curriculum and Instruction will work closely with teachers and related-service providers to gather relevant information to better understand the academic and behavioral needs of any new students before these students arrive at the school. Once the new students arrive at the school, they will be supported by the same core academic and behavior program that other students are as well. This level of integration is possible given the relatively small increase in overall enrollment and how this increase will be distributed across homerooms and grade levels.

7.3 Provide a complete staffing chart and detailed narrative staffing plan to support the planning and implementation of the proposed increase in enrollment.

Role	2014-15	2015-16	2016-17	2017-18	2018-19
Principal	1	1	1	1	1
DCI – Math and Science	1	1	1	1	1
DCI – ELA and Social Studies	1	1	1	1	1
DCI – Student Supports	1	1	1	1	1
Associate Director of Operations	1	1	1	1	1
Dean of Students	1	1	1	1	1
HS Placement Manager	1	1	1	1	1
Graduate Services Personnel	0	0	0	0	0
Office Manager	2	2	2	2	2
Nurse	1	1	1	1	1
Counselor	1	1	1	1	1
Resident Teacher	4	4	4	4	4
Special Education Teacher – Inclusion	4	4	4	4	4
Special Education Teacher – Sub-Separate	4	4	4	4	4
Special Education Aide – Sub-Separate	0	0	0	0	0
Math Teacher	9	9	9	9	9
ELA Teacher	9	9	9	9	9
Science Teacher	4.6	4.6	4.6	4.6	4.6
Social Studies Teacher	4.6	4.6	4.6	4.6	4.6
Music Teacher	1	1	1	1	1
Art Teacher	1	1	1	1	1
Fitness Teacher	1	1	1	1	1
ESL Teacher	3	3	3	3	3
Food Service Personnel	2	2	2	2	2
Custodian	1	1	1	1	1
School Total – Staff	56.2	56.2	56.2	56.2	56.2

For the enrollment cap expansion of 40 additional seats, there will be little impact on the staffing model. Since these students will not be added to a single grade, and the staffing model is already structured to support all grades at UP Academy Boston, there will be little staffing change required by the addition of a few students per grade. The number of core teachers, administrative and operations staff, ELL staff, and general support staff will likely remain the same, but it may be necessary to hire an additional special educator, depending on the needs of the expanded student population. Below, please find a narrative description and chart for our current staffing model, which would remain the same with the additional students.

Leadership

The leadership team at UP Academy Boston is comprised of the Principal, the Director of Operations, three Deans of Curriculum and Instruction, one Dean of Students, and one Associate Dean of Students. This model allows the school leadership to focus on instruction, operations, and culture, and maximizes operational efficiency for school management.

Classroom Lead Teachers & Resident Teachers

The school is organized into cohorts. Each cohort will have approximately 60 students, three core content teachers – English, Math, and either History or Science – and one to two support staff – Special Education, ESL, Leadership Team Member or a Resident Teacher. This team of teachers will serve the same 60 students all year in most cases.

Other Instructional Support Staff, SPED, and ELL Teachers

There will be two core models of student support, the caseload model and the content specialist model. For the caseload model, a special educator will provide inclusion support according to the services described in IEPs for around twenty students with disabilities. In this model, ESL teachers will provide similar supports to a group of students based on their ELD levels. ESL teachers will provide push-in support for students in English, Science, and History. For the content specialist model, a pair of inclusion teachers will provide either math or English teaching support for all students with disabilities in a grade levels. In this way, these two specialists split the service delivery for each student but provide more expertise in a content area. In both special education models, teachers provide service in pull-out and inclusion settings based on the level of need. The school will also have a Substantially Separate cohort for students with severe cognitive or social emotional needs. These classes will also be organized as a cohort with a team of teachers who deliver content in math, English, Science, and Life Skills.

Operations

The Operations Team at UP Academy Boston is designed to manage all non-instructional responsibilities and duties at the school. This includes two Office Managers and a Special Projects Coordinator. The Director of Operations oversees all of these staff members. The primary responsibilities of the Office Managers are to serve as the main points of contact for the school, and to maintain school-wide systems and procedures. The primary responsibilities of the Special Projects Coordinator are to oversee student recruitment and enrollment, and to maintain school-wide data systems. In addition to the aforementioned members of the operations team, the Director of Operations is also responsible for managing the custodial and food services staff.

8.4 Describe how the EMO will support the planning and implementation of the proposed amendment.

UAB currently contracts with UP Education Network to provide management and other supports to the school. UP Education Network would support the planning and implementation of the increased enrollment cap through its direct management of the Principal and DOO at the school. The Principal currently meets on a weekly basis with the UP Education Network Director of Principal Leadership, who would support the Principal in ensuring that the additional students receive high quality academic services and supports and in evaluating the success of the enrollment cap increase. Similarly, the DOO is managed by and meets weekly with the UP Education Network Director of School Operations. The weekly check-in will include carefully evaluating the daily impact of the success of the enrollment capacity increase on school operations and supporting the recruitment, application, lottery, and enrollment processes throughout the year. Finally, UP Education Network would also monitor the school's progress towards meeting its academic, cultural, and enrollment goals through the Student Enrollment Report, Application Data Report and School Progress and Annual Reports, as described above.

9.0 Governance

9.1 Describe how the board of trustees will implement the request effectively and evaluate its success. Provide details of the board's role in planning, and monitoring progress of the expansion.

The board of trustees was actively engaged in working with UAB school leaders and staff from UP Education Network in developing the strategy for this enrollment expansion in the late fall of 2013 and the

winter of 2014. In July 2014, the board officially approved the amendment to increase UAB's maximum enrollment cap to 540 students.

The board will monitor the progress of the expansion on three fronts: enrollment, academic planning and implementation, and financial oversight. For enrollment, the board will ensure that the school successfully recruits the right number and mix of students. For academics, the board will monitor the school's overall academic progress to ensure that the new students make rapid academic progress. For finances, the board will continue to monitor UAB's budget and spending to ensure that any additional resources required are consistent with the school's long-term financial strategy.

9.2 Provide approved board minutes for the twelve months prior to the submission of this amendment request on August 1.

Please see Appendix V for board minutes for the twelve months prior to the submission of this amendment.

10.0 Finance

UAB is a financially viable organization and has ended each fiscal year with a significant operating surplus and in a strong cash position. Additionally, the school has received unqualified audit opinions each year since its inception (2011, 2012, and 2013).

UAB's board of trustees provides general financial oversight for the school, including reviewing and approving the school budget and the independent audit annually. Any variances from the budget that exceed \$25,000 and/or 0.5 FTE or greater require board approval. In addition to the oversight of the entire board, the board has a finance committee composed of three members that provide more in-depth financial oversight to the school. This committee meets prior to full board meetings to review the financial statements for the month-closed previously and ask in-depth questions. They also act as advisors related to financial matters for the school. Overall, the school currently does not have any outstanding debt obligations. As a Boston Public school, UP Academy Boston also has never had to engage in any real estate transactions, as its facilities are provided by the district.

The Financial Dashboard indicates that the Unrestricted Days Cash is an area of Potentially High Risk for the school. The school has added an explanatory note that reads, "The Unrestricted Days Cash calculation takes into account the following expenses that are not actually paid for in cash: all salaries, stipends, benefits, student transportation, and operation/maintenance of plant. For in-district charters, these expenses are paid for directly by BPS, so although booked as an off-setting in-kind entry on our financial statements, should not be included in our Days Cash calculation." UP Academy Boston anticipates ending FY2015 with approximately \$600,000 in cash reserves, which represents approximately six months of operating expenses.

Increasing enrollment to 540 students will enable to school to further its mission by serving more students without adding significant expenses. UAB will be able to accomplish this by increasing class sizes by approximately 3 students per classroom (from 25 to 28) while also maintaining two substantially separate classrooms with capacity of approximately 12 students per classroom. The school has confidence that it can successfully meet student and staff needs at these class sizes as other schools within UP Education Network have already demonstrated an ability to do so.

There is minimal downside risk to the proposed enrollment expansion. On the revenue side, by enrolling more students the school will receive additional funding from Boston Public Schools through the BPS weighted student funding formula (see below for assumptions we have made in our budget projections). On the expense side, we do anticipate that discretionary expenses for instructional supplies and materials may increase slightly due to enrolling more students; we have built this into our budget projections by anticipating a 1.5% increase in expenses each year. In addition, we currently do not anticipate that the

school will need to support the additional students with any additional instructional staff. However, if needed, UP Academy Boston does have the financial resources to temporarily add staff to the staffing model for one to two years while it transitions to higher enrollment. The school would do so by either drawing on its approximately \$600,000 cash reserve to support these additional staff or by utilizing some of the projected budget surplus in its five-year budget projections. If enrollment is lower than anticipated in a given year, the school likely would not need to add additional staff, but revenue would likely also not increase as projected. In that case, we would also draw on the school's operating reserves to cover any potential budget shortfalls until we are able to increase enrollment to projected levels.

Budget Projections

The five-year budget projection outlined below includes the following assumptions:

- Revenue: Assumes 525 students enrolled per year; 20% of students receive special education services and 25% are English Language Learners; 85% of students are low-income; 2% BPS-revenue growth; 0.5% decrease in entitlement funding.
- Expenses: Assumes 1.5% core cost inflation and 1.5% total salary cost increase, which accounts for both salary growth and staff attrition assumptions.

Revenue	2016	2017	2018	2019	2020
Total BPS WSF Allocation	4,098,476	4,176,446	4,255,975	4,337,094	4,419,836
Buy Back Funds Total Allocation	180,484	180,484	180,484	180,484	180,484
Nurse Allocation	92,479	94,329	96,215	98,140	100,103
COSESS Allocation	93,591	95,463	97,372	99,320	101,306
SPED Autonomy Funding	201,587	205,618	209,731	213,925	218,204
Total BPS Autonomy Funding	563,128	570,881	578,789	586,856	595,083
Total BPS Revenue	4,661,604	4,747,327	4,834,764	4,923,950	5,014,919
Total Public Grants	550,847	530,533	511,234	492,900	475,483
Total Public Revenue	5,212,451	5,277,859	5,345,998	5,416,850	5,490,403
In-Kind Goods & Services	2,254,383	2,254,383	2,254,383	2,254,383	2,254,383
Total Revenue	7,666,834	7,532,242	7,600,381	7,671,233	7,744,786
Expenses					
Salaries	4,208,998	4,208,998	4,208,998	4,208,998	4,208,998
Staff Stipends	25,000	25,000	25,000	25,000	25,000
Total Personnel	4,233,998	4,233,998	4,233,998	4,233,998	4,233,998
Total Instructional Expenses	197,691	200,656	203,666	206,721	209,822
Total SIS & Data	60,291	61,195	62,113	63,045	63,991
Total IT & Business	82,215	83,448	84,700	85,970	87,260
Total Facilities	16,443	16,690	16,940	17,194	17,452
Total Student Services	16,443	16,690	16,940	17,194	17,452
Total Culture	27,405	27,816	28,233	28,657	29,087
Total Other	47,612	49,826	52,074	54,355	56,670
Total School Expenses	4,682,098	4,690,319	4,698,664	4,707,134	4,715,731
School Management Contract	416,996	422,229	427,680	433,348	439,232
Total Cash Expenses	5,099,094	5,112,548	5,126,344	5,140,482	5,154,964
Total Non-Cash Expenses	2,309,073	2,309,073	2,309,073	2,309,073	2,309,073
Total Expenses	7,408,167	7,421,621	7,435,417	7,449,555	7,464,036
Total Surplus/Deficit	258,667	110,621	164,964	221,678	280,749

UP Academy Boston hopes to remain in the same facility as it has previously occupied, the former Gavin Middle School building (currently referred to by BPS as the Gavin Educational Complex). This 108,000 square foot facility is owned and operated by Boston Public Schools. UP Academy Boston shares this facility with the BPS Middle School Academy. We do not anticipate requiring additional square footage to accommodate our growth in enrollment. The Gavin Educational Complex has a working elevator and is accessible to individuals with disabilities. We do not anticipate a substantial increase in transportation needs, given the small increase in students and the fact that buses currently have room for more students. However, if there is an increased need for bus services, we will continue to work in collaboration with BPS in hopes of securing transportation for any additional students. We recognize that the majority of 7th and 8th graders would be utilizing MBTA services.

Memo Form

To: Alyssa Hopkins
From: UP Academy Charter School of Boston
Date: 11/14/2014
Re: Suspensions to Date at UP Academy Boston

UP Academy Boston has experienced a decrease in overall suspensions this year. This year, there have been 159 fewer (295 v. 136) total suspensions to date at UP Academy Boston. We believe that the drop in suspensions has partially been a result of the use of a new behavior matrix across the network, which was rolled out in efforts to ensure consistent responses to student behavior across schools and to increase time students are engaged in school and in class. The matrix includes clearly identified consequences for student behaviors, and it narrows the consequences that previously resulted in Out-of-School Suspension (OSS) and In-School-Suspension (ISS).

The chart below shows the number of weekly suspension events to date at UP Academy Boston in comparison to the suspension events to date last year. You will note there are a high number of suspensions during week 12. The increase in week 12 is a result of resetting of expectations in the Dean's Office. There have been a number of unsafe and severely disrespectful behaviors being overlooked in the Dean's office. The school principal, Jamie Morrison notes that this past week has shown a decrease in suspensions as a result of behavior in the Dean's office and the school leaders anticipate a continued decrease as the office stabilizes. In general, Mr. Morrison anticipates a downward trend as the year progresses. The school and network team will continue to monitor this data closely.

