



Annual Reports

2021-22

July 26, 2022

UP Academy Charter School of Boston
215 Dorchester Street, South Boston, MA 02127

Principal: James Frier

jfrier@upacademyboston.org

<http://www.upacademyboston.org>

Phone: 617-635-8819

Fax: 617-635-8820

UP Academy Charter School of Dorchester
35 Westville Street, Dorchester, MA 02124

Principal: Ariella Silverstein-Tapp

asilverstein-tapp@upacademydorchester.org

<http://www.upacademydorchester.org>

Phone: 617-635-8810

Fax: 617-635-8815

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Letter from the Chair of the Board of Trustees

To be added post Board Review

Introduction to UP Academy Boston

UP Academy Boston			
Type of Charter (Commonwealth or Horace Mann)	Horace Mann III	Location of School (Municipality)	Boston, MA
Regional or Non- Regional?	Non-Regional	Chartered Districts in Region (if applicable)	N/A
Year Opened	2011	Year(s) in which the Charter was Renewed (if applicable)	2016, 2021
Maximum Enrollment	540	Enrollment	317
Chartered Grade Span	6-8	Current Grade Span	6-8
# of Instructional Days per school year (as stated in the charter)	185	Students on Waitlist (7/18)	0

Final # of Instructional Days during 2021-2022 School Year	180		
School Hours	Monday-Thursday: 7:35am – 3:00pm Friday: 7:35am – 1:00pm	Age of School in 2022	11 th year
Mission Statement UP Academy Boston will ensure that its students acquire the knowledge, skills, and strength of character necessary to succeed on the path to college and to achieve their full potential.			

UP Academy Boston: Faithfulness to Charter

MISSION AND KEY DESIGN ELEMENTS

At UP Academy Boston (UAB), our team works diligently to fulfill our mission of ensuring our students acquire the knowledge, skills, and strength of character necessary to succeed on the path to college and to achieve their full potential. More simply put, we strive to help students cultivate their sharp minds and share their kind hearts. UAB is a school that since its inception, has evolved to more appropriately meet the needs of the students and families we serve. The shifts have moved us closer to guaranteeing our mission is realized: students who are able to succeed beyond the doors of our school and have access and opportunity to realize their full potential.

There are several key design features that are critical in supporting our work to fulfill our mission. These are:

1. High level of academic and behavioral expectations in an atmosphere of enthusiasm and joy.
2. Rigorous, standards-based curriculum, instruction, and assessments.
3. Robust network of supports for students, family, and staff.

For the 2021-2022 school year, UP Academy Boston focused three priorities - Staff Experience, Student Experience, and Data Driven Instruction, all of which were aligned to supporting these key design elements.

High level of academic and behavioral expectations in an atmosphere of enthusiasm and joy.

Board Materials Document #3a

During the 2021-2022 school year, the school has continued to demonstrate promising movement—despite the many challenges brought on by the COVID-19 pandemic and reality of students and staff alike adjusting to returning to school, full time, five days per week. Coming into the school year, we knew that students across the nation were going to struggle after having been remote or hybrid for almost two years. As such, we further adjusted our culture management system and deliberately embedded more opportunities for joy into our day-to-day structure. To address lost learning time resulting from referrals, we introduced new ways to mitigate and address student behaviors to ensure a more responsive and supportive experience. We added a new check-in system for students to connect with a trusted adult prior to behavior escalation. Additionally, we also worked with teachers to incorporate increased opportunities for reminders and redirections that are less invasive.

Research tells us that punitive approaches to student behavior that are rooted in historically no-excuses methods of culture management are not effective. In fact, punitive discipline resulting in suspensions for subjective behavior is one of the single most significant ways in which the discipline gap is exacerbated. In addition to the mitigating strategies implemented this year through check-ins and reminders, we also (re)introduced more culture-positive strategies to incentive strong, positive behavior. Students were able to regularly engage with their peers and teachers during Community Circle. During this time, students played games against teachers, heard announcements, and received awards and other forms of recognition. Further, we created a more robust ASPIRE system to reflect our commitment to rewarding positive behavior. We increased the opportunities for students to receive positive recognition through the ASPIRE point system. Students were able to spend their ASPIRE points on merchandise and experience in the ASPIRE store and bid on big ticket items through the ASPIRE auction. If we are to cultivate students' sharp minds and help them share their kind hearts, we know we also need to cultivate opportunities throughout the year, which also means planning a wide range of joy events from cookouts to virtual movie nights, meant to provide opportunities to build connection and community.

Academically, the 2021-2022 school year saw the continuation of using curriculum and assessments of the highest quality, which is critical to setting a high bar for academics. We know that it is critical to put rigorous, standards-aligned material in front of students to create an atmosphere of high academic expectations. However, this work needs to be coupled with outstanding instructional support to be successful. This is why the 2021-2022 school year saw UAB making a heavy commitment to improving the quality of our data driven instructional practices, and analyzing data consistently. There were a number of steps embedded to support this initiative, which included building in time for teachers to meet in content and grade level teams to analyze data in order to determine their own instructional effectiveness, identify opportunities to strengthen their approach, and to plan for the following week's lessons. In addition to this, teachers engaged in an intellectual prep and planning protocol every day, with their coaches joining on a weekly cadence. The bar for this work was set with hours and summer

professional development support, and a continuous program of ongoing coaching on execution, and embedded professional development during the school year.

UAB has long been known to its stakeholders as a place of extraordinarily high expectation. The deep focus on behavior paired with strong academic programming made it possible for the school's students to enjoy unprecedented growth in some content areas. One way to bolster the strong academic expectations is through the careful and methodical training of all instructors in administering high quality feedback frequently and at the point of error, especially during students' independent work. If we are to hold our students to high expectations, we must sufficiently develop their teachers to be capable of consistently assessing their progress toward meeting expectations. To do this, our professional development throughout the year was highly focused, targeting high-quality feedback and responding to data and learning both in the moment and through preparation.

Rigorous, standards-based curriculum, instruction, and assessments.

UAB is committed to giving students quality tasks and encouraging teachers to cultivate a classroom environment that embraces a "productive struggle" for students. This work was deepened this year through the LASW cycle in which teachers and leaders regularly assessed student mastery against teacher exemplars in order to identify reteach plans and determine an appropriate re-teach plan. UAB, with other schools in the UP Education Network (UPEN), was continued our partnership with the NavLit Accelerator Program offered by Achievement First. This program has transformed the student experience in literacy classes, providing students an opportunity to confront highly-rigorous nonfiction and fiction texts. Each day, students have an essential question to answer about the text and strive to independently find evidence to support their assertion. Further, students frequently discussed and debated their findings with classmates, deeply enriching the experience of every student in the classroom. Classes like this would not be possible without the careful training of and effort by our teachers. With support from our Network and a commitment by the Instructional Leadership Team, UAB's English teachers received weekly development in their use of this curriculum through Intellectual Prep Periods facilitated by the Dean of Curriculum and Instruction for Humanities. As outlined in our discussion of high academic expectations, the strong focus on improving data driven instruction has been a critical part of providing high quality instruction during the 2021-2022 school year.

Math classes at UAB are no different. Led by in-house content experts with the support of the Dean of Curriculum and Instruction for STEM, the math department has a similar cadence: plan collaboratively with content teams using the Illustrative Math Curriculum, internalize lesson plans, complete exemplars for student work (independent practice and exit tickets) and anticipate errors and misconceptions so you can help students course correct. After a rigorous search process involving stakeholders from across UP Network to identify the best Science curriculum, this year the school launched

use of the highly rated OpenSciEd science curriculum. Initial response to the curriculum has been overwhelmingly positive. OpenSciEd encourages student engagement with phenomena, student coherence, equitable science sense making, and three-dimensional learning. Finally, the school has committed to bolstering students' non-fiction reading skills in History class, moving closer and closer to giving students a double-dose of literacy with History classes.

Robust network of supports for students, family, and staff.

UAB has carefully and intentionally arranged its staffing to support the diverse population we serve. We have robust staffing to support our students mental health, with multiple school social workers, a school psychologist and others working to provide supports to students. We have invested in Social Emotion Learning, with dedicated time embedded in student schedules to focus on reflection and community building – all work lead by UAB's SEL lead. UAB has invested in reading and math interventionists to help provide additional supports to students, and have structured each day to provide at least 30 minutes or more of a dedicated Intervention block for students to have additional time during school for targeted support from adults. Classrooms are also structured to ensure all students receive the necessary supports they need, for example, each general education English teacher is paired with an English Language Learner (ELL) teacher in an effort to bolster students' literacy skills and language acquisition.

UP Academy Boston is similarly dedicated to providing robust supports for our Students with Disabilities, and Special Educators and Support Staff are an integral part of our school fabric. We work tirelessly as a team to provide the structures and opportunities for Special Educators to collaborate with their General Education partners and receive similar PD to their colleagues and differentiated PD when it is necessary. These are just some of the technical moves our school has made to support a wide-reaching network of students. What we hope to continue to develop is the skills and best practices necessary to help all students--SWDs, ELLs, or otherwise--see growth and realize achievement.

UP Academy Boston also believes it is critical that our families have access to a wide range of supports from our school. The 2021-2022 school year saw increasing engagement from our Parent Council, with virtual attendance at times growing to more than 40 families. Similarly, we have tried to provide opportunities in response to feedback from parents. This has included everything from events like Donuts with Dads and Muffins with Moms, to virtual coffee hours with the co-leaders, to hosting financial literacy trainings for families at their request.

Critically important to providing a holistic network of supports is the work we have done to support our teachers and staff. We believe that if we invest in the staff experience, our staff will be able to best support our students. The 2021-2022 school priority around staff experience featured a number of initiatives to ensure we were providing more robust supports and opportunities for all staff. We set the tone for this priority from the

start of the year, with a focus on transparent communication and investment in equitable relationships. Managers received targeted coaching from Noble Story on Emotional Intelligence and managing across lines of difference to support this effort. In partnership with UP Network we were able to provide free and immediate access to teletherapy through UWill, a leading mental health and wellness solution. We also ensured there were a number of opportunities for staff to build relationships – hosting opportunities like a staff basketball team and a number of social gatherings over the course of the year.

AMENDMENTS TO THE CHARTER

<u>Date</u>	<u>Amendment Requested</u>	<u>Approved?</u>
August 2021	Management Contract	Yes
August 2021	MOU	Yes
June 2022	Schedule – 180 Days	Yes

ACCESS AND EQUITY

The most recent, publicly available student discipline data can be found at:
<https://profiles.doe.mass.edu/ssdr/default.aspx?orgcode=04800000&orgtypecode=5&=04800000&>

In the 2020-2021 school year, the school took several steps to reduce the use of in and out of school suspension rates. Though COVID-19 school closure significantly lessened the number of students in the building, the UAB leadership and culture teams, alongside UP Network, carefully revised the practices and policies used for discipline. The reality is that remote learning's impact on students being in the building during the 2020-2021 school year means there are no numbers to compare across the last two school years. As it stands, the data available on the Department's website reflects the 2021-2022 school year, where suspension rates were at 0%. However, we knew going into this school year that students would be going through a powerful transition, and therefore, a lot of thought went into improving our culture management system and supports for students for the 2021-2022 school year.

The 2021-2022 school year saw students returned to full-time, in-person learning after having been away from in-person school for almost two years. Perhaps not surprisingly we saw an uptick in student behaviors that we hadn't seen prior to the pandemic as students adjusted to being back in the building. This in turn impacted our exclusion

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rates. The strategies that we employed during the 2021-22 school year mitigated extreme behaviors, but some students still struggled with their transition back to school. Before the year even began, we revised our culture management system to include more restorative opportunities. This included check-in opportunities with a trusted adult before behavior escalated. We revisited and refreshed our MTSS process – execution of which is a critical component of ensuring we keep in and out of school suspension numbers down. Critically, we (re)introduced more culture-positive strategies to incentivize strong, positive behavior. This included opportunities for students to regularly connect with their peers and teachers during Community Circle. During this time, students played games against teachers, heard announcements, and received awards and other forms of recognition. We build out our ASPIRE values system to reflect our commitment to rewarding positive behavior. This included increasing opportunities for students to receive positive recognition through the ASPIRE point system. Students were able to spend their ASPIRE points on merchandise and experience in the ASPIRE store and bid on big ticket items through the ASPIRE auction.

Moving into the 2022-2023 school year, we are thrilled to add a Dean of Student Experience to the UP Academy Boston Leadership Team, a position being filled by one of our exceptional Social Workers. The Dean's expertise in restorative justice and trauma informed response will add a powerful perspective to the leadership team, and help to ensure UAB is continuing to center student access and equity in all decisions. The UAB school leadership will continue to build on the foundation we have built to continue to reduce suspension rates and ensure our school is truly a place where 100% of students can thrive and flourish--academically, socially, and behaviorally.

2020-21 Student Discipline¹

[UP Academy Boston's Discipline Report](#)

UP Academy Boston: Academic Program Success

STUDENT PERFORMANCE

The most recent, publicly available student performance data for UP Academy Boston can be found [here](#).

ACADEMIC PROGRAM

Curriculum

¹ Provide the most recent (2020-21), publicly available student discipline data by providing a link to your school's student discipline data.

UP Academy Boston believes that rigorous, standards-aligned curriculum is about equity. As such, we chose a common curriculum for most subjects that is rigorous and engages students in meaningful, grade-level content. All math teachers use Illustrative Math for core instruction, a curriculum that is very highly rated by EdReports. All ELA teachers use Nav Lit, a curriculum from the Achievement First Network, that while not rated by EdReports, aligns completely with the shifts demanded by the Common Core. For science, teachers use OpenSciEd, which is a highly rated and immersive science curriculum. While there is more autonomy in curriculum selection for history, all teachers emphasize learning through reading and making meaning of primary sources, discussion, and writing. In addition, in an effort to guarantee student development, with support of the Network, UP Academy Boston has intensely trained teachers and leaders on the use of curriculum, particularly in ELA as our curriculum for Math has long been established. This training includes (but has not been limited to) some of the following: daily Intellectual Prep Periods (IPP) weekly facilitated data meetings, weekly facilitated coached prep meetings, and cross-campus collaboration and support with data analysis. During IPP, teachers review a protocol and ask critical questions of the lessons: what is the essential skill students need to learn? What misconceptions can we anticipate? How will we correct those misconceptions without diluting the rigor? In cross-campus collaboration, teachers are introduced to the next "Arc of the Year." It's here that teachers learn how to enrich discussion. The facilitators model these skills, ask teachers to identify teaching tools they use, make teachers practice the skill, plan for use of the skill and with the support of the DCI, assesses the teachers' use of the skill in classroom observations and feedback sessions. Each year, the school learns to do this work better. Each year, we expect to see more consistent growth.

Instruction

UP Academy Boston has several systems, structures and practices to ensure that instruction is high quality. First, as outlined in part while discussing our curriculum, we have a large focus on development. All teachers are coached individually at least every other week on something that is specific to their development. Second, the entire staff engages in professional development once weekly. This development primarily focuses on instructional practices that are either proactively selected given their tie to strategic priorities, or selected based on trends the leadership team observes during walkthroughs. In addition, content teams intellectually prepare for their lessons at least twice weekly and one of those times is coached by their Dean of Curriculum and Instruction. As mentioned elsewhere, the 2021-2022 school year saw UP Academy Boston place a heavy emphasis on improving our data driven instruction, work that was supported during these meetings. On top of this, the school engages staff in needs-based practice clinics and extra coaching as is needed. All of these practices help to create a shared vision for instructional excellence that is based on best practices. Walkthroughs are conducted using an equity lens and instructional quality lens. Specifically, while in rooms we assess if there are patterns of bias in teacher practice (such as consequence frequency, who is getting called on). At the same time, we use

instructional rubrics to rate practices. In these ways we are able to ensure our practices are anti-racist and create environments conducive to learning, aligned with the Charter School Performance Criteria.

Formative Assessments

The school uses assessments strategically and thoughtfully. First, teachers place a heavy emphasis on formative assessment and analyze student work on an ongoing basis, as well as provide students with in the moment feedback on their classwork. In addition, in math and literacy, students take quizzes on a bi-weekly basis. These align with the curriculum and give teachers information about mastery of content and student progress on a more holistic level over the last two weeks. In addition, the school administers interim exams for both math and literacy three times a year. These serve to provide teachers with information about standards-level mastery at key intervals throughout the year. All interim assessments are followed by a data day during which teachers analyze results and make revised teaching plans. Last, the school administers the NWEA MAP assessment. This assessment tells us individualized student levels as well as projected proficiency levels on the state exam. NWEA MAP and interim assessments, when examined together, give us a comprehensive picture of how to best support students. In addition to the teacher data days, leaders also do an initial analysis of the data after each interim. This allows them to assess whether or not the current programming and its execution is positively impacting student learning.

Supports for All Learners

We detailed many of the supports we have for all learners in the section on our key design element of a network of supports. However, because the school works to collect student performance on grade level tasks through the use of the NWEA MAP, the ANET, and other interim assessments, the school is able to recognize discrepancies or disparities in student performance in order to determine whether or not interventions are appropriate. Through the child find process, along with other teachers in their cohort, teachers assess student progress on assessments and compare that progress with historical data to determine whether or not interventions are appropriate. This is one of the very first steps in the MTSS process. If the team agrees that interventions are appropriate, the team works collaboratively to identify the proper next steps to take with the student, always starting first with the least invasive. This might mean coordinating regular Homework Club attendance with the student's parent, changing the monitoring pathway during class and going to review that student's work first during independent practice, pulling the student for additional support and tutoring during lunch group. If that process doesn't yield positive movement, the group will establish more invasive interventions. If the student still doesn't respond positively, the group may consider other interventions.

Academic Program Access During COVID

Following a deeply challenging year in 2020-21, where students fluctuated between in-person, hybrid, and remote learning, we resumed full, in-person learning in 2021-22. While we maintained all of the required procedures to mitigate positive cases, we were not immune to the impact. From the beginning of the year and through January, there were significant waves of COVID positive cases between students and staff. To support our efforts to stabilize the learning environment during such an uncertain period, we ensured that all students and staff had access to testing and, when necessary, students had access to academic materials during periods of quarantine. We strictly enforced mask wearing, implemented pool testing procedures, and made operational adjustments such as keeping students in their classrooms for lunch as needed.

Plans to accelerate learning in 2022-2023

As outlined above, UP Academy Boston looks forward to executing on our academic program in the 2022-2023 school year. We are looking forward to hitting the ground running in the upcoming school year, with clearly defined school strategic priorities, which are aligned with the network level priorities for the year. Last year, our academic priority was centered around responding to student learning and data driven instruction, which we believed would truly drive forward our instruction in the upcoming school year. We are not shifting away from this priority for 2022-23. In fact, we're doubling down to ensure that we are as successful in this area as possible. Responding to student learning and working with our faculty to hone their skills of analyzing and responding to data will be key to our success in 2022-23. Having seen success with our Reading Interventionist in 2021-22, we are now adding a Math Interventionist for 2022-23.

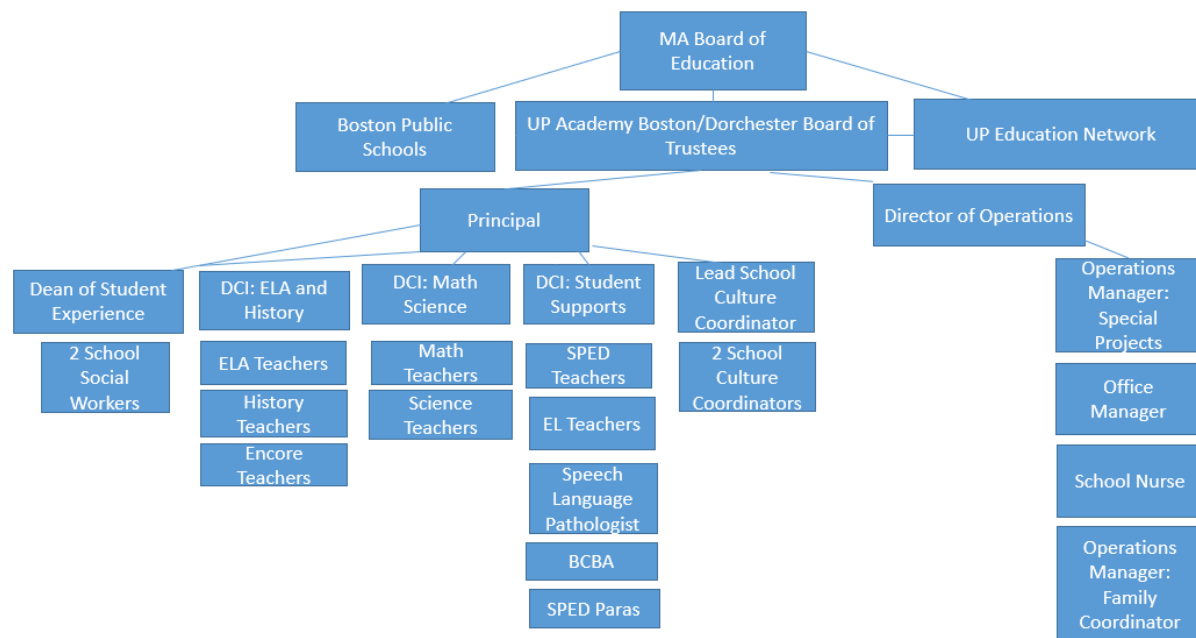
We are also continuing our commitment to equity as a priority in the upcoming school year, with managers across the school set to receive direct coaching throughout the year from an organization called Noble Story on managing across lines of difference. The school also remains focused on creating a positive school culture through high expectations, high support, and joy – a focus that will include the continuation of our SEL work, community building events, and ongoing work on building an inclusive and responsive school culture for all students. All of these priorities are meant to create an environment where learning can accelerate, and will be additionally supported through increased capacity within the school, from reading specialist positions to more coaching for staff members.

We are also going to be continuing to build on our previous year's priority of improving the student experience. In 2021-22, we introduced and reintroduced a variety of joyful and positive-reinforcement strategies to establish a warmer and more welcoming environment for students. We facilitated weekly community circles, ASPIRE auctions, the ASPIRE store, and school dances, among other activities to create a sense of belonging and joy within our building.

UP Academy Boston: Organizational Viability

ORGANIZATIONAL STRUCTURE OF THE SCHOOL

There were no major changes to the organizational structure of the school made during the 21-22 school year, and the structure will remain largely the same for the 22-23 school year, with two exceptions – UP Academy Boston will not have a Principal in Residence, but will be adding a Dean of Student Experience. UP Academy Boston has one principal who oversees the academic program for the entire school. The principal is supported by two Deans of Curriculum and Instruction- one for ELA and History, and another for STEM, who directly coach the teachers in those subject areas. In addition, there is a Dean of Student Supports who oversees the coaching and management of the SPED, EL and student support teams at the school. In the 2022-2023 school year, the school is also adding a Dean of Student Experience, who will coach the Student Support Team including the school social workers, SLP and OT. The principal co-leads the school with the Director of Operations, who is in charge of all operations for the school, and manages the operations team.



BUDGET AND FINANCE

Unaudited FY22 statement of revenues, expenses, and changes in net assets (income statement). July 1, 2021 to June 30, 2022.

**Jul '21 - Jun
22**

Ordinary Income/Expense

Income

4000 • Tuition

4001 • Tuition - WSFF	4,852,848
4002 • Tuition - In Kind	<u>2,370,109</u>
Total 4000 • Tuition	7,222,957
4150 • Grants - Federal	2,384,280
4180 • Grants - Private	4,000
4460 • Board Contributions	5,000
4900 • Other Income	<u>87</u>
Total Income	<u>9,616,324</u>
Gross Profit	9,616,324
Expense	
5000 • Salary Expense	
5010 • Salaries	<u>5,284,152</u>
Total 5000 • Salary Expense	5,284,152
5225 • Fringe Benefits	1,148,763
5245 • Taxes	67,881
5300 • Contracted Services, Admin	
5301 • Audit	22,631
5302 • Legal Fees	3,524
5305 • Consulting Services	5,100
5401 • Professional Development	86,245
5405 • Placement Fees	8,750
5801 • School Management Contract	649,072
5834 • Temporary Services	<u>3,490</u>
Total 5300 • Contracted Services, Admin	778,811
5312 • Other Instructional Programming	
5315 • Enrichment	175
5316 • Summer Program	16,078
5318 • Special Education Services	121,676
5320 • Partnerships	147,000
5833 • Athletic Services	21,877
5837 • Field Trips	<u>2,933</u>
Total 5312 • Other Instructional Programming	309,739
5400 • Data and Assesment	
5453 • Student Information System(SIS)	8,357
5455 • Instructional/Data Software	26,125
5952 • Testing and Assessment	<u>23,900</u>
Total 5400 • Data and Assesment	58,382
5432 • Supplies & Materials	
5430 • Uniform Expense	10,831
5431 • Instructional Supplies and Mate	59,655
5433 • Copier Supplies	1,821

5436 · Office Supplies & Materials	29,084
Total 5432 · Supplies & Materials	101,391
5454 · Technology and Equipment	
5451 · Copier & Printer Contracts	43,539
5452 · Classroom IT	81,665
5456 · Miscellaneous IT	860
Total 5454 · Technology and Equipment	126,064
5514 · Maintenance of Buildings and Gr	241,748
5524 · Facilities	
5526 · Signage - Internal & External	84
5527 · Custodial Overtime Costs	1,578
5528 · Furniture (non-capitalized)	-794
5530 · Miscellaneous Facilities	29,678
Total 5524 · Facilities	30,546
5554 · Utilities	108,394
5773 · Student Transportation (to and	628,935
5800 · Operations Expense	
5317 · Interpretive/Translation Serv.	10,571
5701 · Depreciation	74,197
5783 · Travel - Tpass, Late Bus, Othe	2,220
5835 · Staff Culture Program	41,033
5836 · Community/School Engagement	49,263
5841 · Student Recruitment/Outreach	61,847
5885 · Insurance (Non-Employee)	23,130
5990 · Misc Operating	22,436
Total 5800 · Operations Expense	284,697
5811 · BPS Purchased Services	174,387
5962 · Staff Stipends	68,000
Total Expense	9,411,891
Net Ordinary Income	204,433
Net Income	204,433

Unaudited statement of net assets for FY22 (balance sheet)

	<u>Jun 30, 22</u>
ASSETS	
Current Assets	
Checking/Savings	
1000 · Operating Cash	1,545,123
Total Checking/Savings	1,545,123
Accounts Receivable	

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1120 · Grants Receivable - Federal	12,201
1250 · Due To/From - BPS	<u>-499,304</u>
Total Accounts Receivable	-487,103
Other Current Assets	
1300 · Prepaid Expenses	<u>9,683</u>
Total Other Current Assets	<u>9,683</u>
Total Current Assets	1,067,703
Fixed Assets	
1530 · Leasehold Improvements	288,194
1540 · Furniture/Fixtures/Equip (FFE)	204,151
1560 · Computers	387,449
1570 · Software	1,550
1600 · Accumulated Depreciation	<u>-644,499</u>
Total Fixed Assets	<u>236,845</u>
TOTAL ASSETS	<u>1,304,549</u>
LIABILITIES & EQUITY	
Liabilities	
Current Liabilities	
Accounts Payable	
2000 · Accounts Payable	<u>100,079</u>
Total Accounts Payable	100,079
Other Current Liabilities	
2700 · Due To UP Education Network	<u>22,044</u>
Total Other Current Liabilities	<u>22,044</u>
Total Current Liabilities	<u>122,122</u>
Total Liabilities	122,122
Equity	
3200 · Retained Earnings	977,994
Net Income	<u>204,433</u>
Total Equity	<u>1,182,426</u>
TOTAL LIABILITIES & EQUITY	<u>1,304,549</u>

Approved School Budget for FY23

Approved March 2022

FY23 Budget	
INCOME	
4001: BPS WSFF Allocation	\$ 3,105,456
BPS Discretionary Allocations	1,784,593
4002: BPS In-Kind Contributions	2,281,321
4150: Federal Grant Funds	2,495,768
4180: Private Grants and Donations (UPEN)	-
4450: Contributions (Board)	-
TOTAL INCOME	\$ 9,667,138
EXPENSES	
Total Salaries	\$ 5,651,694
Total Stipends	\$ 130,500
Subtotal Contracted Services	820,680
Subtotal Other Instructional Programming	\$ 236,575
Subtotal Assessment and Data	47,309
Subtotal Supplies & Materials	\$ 114,526
Subtotal Technology	\$ 60,710
Subtotal Facilities	\$ 4,656
Subtotal Operations	\$ 319,167
Subtotal In-Kind Expenses	\$ 2,281,321
TOTAL OPERATING EXPENSES	\$ 9,667,138
OPERATING SURPLUS/(DEFICIT)	\$ 0

FY23 Enrollment Table	Enter Number Below
Number of students pre-enrolled via March 15, 2022 submission	320
Number of students upon which FY23 budget tuition line is based	267
Number of expected students for FY23 first day of school	300
Please explain any variances: <i>UP Academy Boston serves students in grades 6-8. The graduating eighth grade class is larger than the expected size of the incoming 6th grade class. Budget line is based on BPS projections, pre-enrollment report is based on capacity, expected students is based on recruitment efforts to date.</i>	

Capital Plan for FY23

Currently UP Academy Boston does not have any planned capital projects for FY23 or to begin in the next 10 years.

Introduction to UP Academy Dorchester

UP Academy Dorchester			
Type of Charter (Commonwealth or Horace Mann)	Horace Mann III	Location of School (Municipality)	Dorchester
Regional or Non-Regional?	Non-Regional	Chartered Districts in Region (if applicable)	N/A
Year Opened	2013	Year(s) in which the Charter was Renewed (if applicable)	2018
Maximum Enrollment	750	Current Enrollment	653
Chartered Grade Span	PK-8	Current Grade Span	PK-8
# of Instructional Days per school year (as stated in the charter)	185	Students on Waitlist (7/18)	41
# of Instructional Days during 2021-2022 School Year	180;		
School Hours	M, T, Thurs, Fri 7:45am – 3:00pm Wed: 7:45am – 12:30pm	Age of School	9 th year

Mission Statement: UP Academy Dorchester will ensure that its students acquire the knowledge, skills, and strength of character necessary to succeed on the path to college and to achieve their full potential.

UP Academy Dorchester: Faithfulness to Charter

MISSION AND KEY DESIGN ELEMENTS

UP Academy Dorchester remains intensely focused on the school's mission of building an unbreakable path to college for all of its students. In order to achieve this mission, the school is designed around four core programmatic components of excellence:

1. High level of academic and behavioral expectations for all students
2. Rigorous, standards-based curriculum, instruction, and assessments
3. Network of supports
4. Obsession with data

Core Programmatic Component 1: A high level of academic and behavioral expectations for all students.

A key component of UAD's identity is setting and maintaining high expectations for all students. This work is critical to achieving equitable outcomes for all students and for ensuring students continue to learn and grow. UAD knows that setting high academic expectations begins through supporting and developing amazing instruction. In 2021-2022, UAD's school leadership team focused on improving the quality of our data driven instruction. This was done through weekly professional development (both in-person and remote), coached intellectual prep protocols and structures, individual coaching both during and after lesson observations. UAD's high academic expectations have been reinforced throughout this school year.

UAD also continued to hold a high bar for behavioral expectations. Each year, the leadership team engages a working group of staff in a strategic planning process to get input and collaborate on the design of a set of strategic priorities and an accompanying action plan. UP Academy Dorchester has continued to center high expectations and joy, both for students and for staff. Based on feedback from staff and families as well as our engagement with DESE's Rethinking Discipline cohort, we have continued to update our behavior management systems and approaches to school climate and culture to ensure we are centering equity and restorative practices. This has meant continuing to analyze our systems and policies with our external race and equity consultants, with whom UAD co-leaders meet monthly, met together (virtually and in-person) to norm and align on routines and expectations for each grade level, share best practices, and actually practice execution. We continued to partner with network staff and coaches to provide development for our staff around the functions of behavior, de-escalation strategies, and building lagging SEL or behavioral skills. Finally, we worked to solidify our school wide MTSS (Multi-Tiered System of Support) program in

order to identify students who needed additional interventions to help them succeed in school.

Core Programmatic Component 2: Rigorous, standards-based curriculum, instruction, and assessments.

Rigorous, standards-based curriculum is another critical piece of UAD's academic program. As such, we have selected common curriculum for most subjects that is rigorous and engages students in meaningful, grade-level content. All math teachers use Illustrative Mathematics (IM) for core instruction, a curriculum that is very highly rated by EdReports. All literacy teachers in grades 5-8 instruct using Nav Lit, a curriculum from the Achievement First Network, that while not rated by EdReports, aligns completely with the shifts demanded by the Common Core. For science in grades 5-8 teachers use OpenSciEd, a highly rated and immersive science curriculum. While there is more autonomy in curriculum selection for history, all teachers emphasize learning through reading and making meaning of primary sources, discussion and writing. UP Academy Dorchester has applied to be a part of history pilot through DESE. In elementary literacy teachers use EL. This curriculum is highly rated by EdReports and aligns to the science of reading. We review our curriculum annually to ensure it still aligns with the rigorous bar UP Academy Dorchester has for instructional materials. We also have the same curriculum across large spans of grades for each subject to ensure vertical alignment.

UAD leveraged several assessments in order to progress-monitor, track for understanding, and respond to student needs. In addition to exit tickets, classwork, and homework, UAD administered assessments in math and English through the NWEA MAP, ANet, and NavLit English assessments. Our participation in the NavLit Accelerator Program offered by Achievement First has helped deepen middle school ELA experience, with students grappling with rigorous texts both in fiction and non-fiction. The program encourages student debate and discussion around an essential question and pushes independent student thinking. To support implementation of this curriculum, teachers received regular coaching and development. This work continued this school year, focusing mainly on remote implementation for the better part of the year. UAD used the data from these assessments to address unfinished learning, creating a schoolwide approach to skill gaps, learning regression and unfinished learning. This charge was in response to COVID-19 related challenges, but is a mindset continually used to support all students.

The UAD instructional team continued to coach teachers in grades 5-8 in a process called "aggressive monitoring," which creates systems and structures for tracking student mastery as demonstrated in student work during independent time. Teachers created an intentional seating chart (for in-person learning) and monitoring pathway, using key data points, to ensure teachers reviewed the work of 100% of students during independent practice. Teachers also created a daily data tracking tool, designed to track mastery on one to two high leverage skills present in the day's lesson. Middle

school staff then went on to further develop their skills in effectively analyzing this data and determining how to intervene most effectively. As mentioned in our key design element on high academic expectations, we have also focused on improving our data-driven instructional practices, a critical element in continuing to improve the quality of our instruction.

With our students heavily engaged in SEL work, we also have an assessment to help support this critical skill-building. We use DESSE, an SEL screener that provides individualized information on student behavioral and SEL needs, which is then used to screen students into interventions, as well as inform whole group SEL lessons. This assessment is recognized by the WHO.

Core Programmatic Component 3: Network of Supports

UAD is committed to providing a robust network of supports for all students. Beginning at arrival students enter the building to see the same smiling staff faces in arrival duty locations; we believe that this is critical to ensuring that our students feel a level of predictability and routine from the first moment of the school day. In the elementary grades, students begin each day with a Morning Meeting. During this time, classrooms welcome each other to the community, build their teamwork through games and sharing activities, and set both academic and social-emotional goals. Several times throughout the week grades K2-4 meet for either Morning Motivation or Community Meeting out in the shared pod space. These times are for the entire grade level to come together and celebrate accomplishments, share shoutouts, and engage in character education minilessons. These high energy meetings often incorporate dance parties, presentations about remarkable people the scholars are learning about, and chants.

Creating consistency and community is equally important for older UAD students. The middle school has a daily 25 minute advisory block, which includes time to check in/check out with a teacher and to participate in a social-emotional learning lesson. Advisory allows for smaller groups of approximately 10-12 students to build strong and trusting relationships with one adult, whom students and their families can rely on for communication and support all throughout the year. During advisory students have a safe space to explore issues that they are working through in their life as people or scholars. The middle school also had weekly remote grade-wide joy events this year.

UAD has also recently revised our MTSS (Multi-Tiered System of Supports) system. This revision identified owners for each tier of the system, restructured the school wide MTSS systems and leadership team, and promoted a new system for Tier 2 interventions, with individual student trackers and close progress and goal monitoring.

Finally, UAD always wants to ensure we have the staff we need to support the wide range of needs of our students. As a result, we have a robust team of staff members focused on supporting student mental health and wellness. Whether supporting critical

SEL work across grade levels or providing response support to our students, UAD's School Psychologists and Social Worker are a critical part of providing responsive supports to students. Equally critical are the team of teachers who work with our English Learners and students with disabilities. We also know that while having the right staff in place is key to supporting our students, it is equally important to invest in staff training and professional development. As a result, we have a dedicated member of our Leadership Team who is focused on coaching and supporting the work of our special education and student support staff.

Core Programmatic Component 4: Obsession with Data

Regularly using data is central to UAD's identity and critical to running an effective school. We have therefore embedded reviewing and impactfully using data into our culture. This begins with our Leadership Team, who look at data dashboards on a weekly basis for both our elementary and middle school grades tracking academic, behavioral, and attendance data among other areas of focus.

In the 2021-2022 school year one of our biggest academic priorities has been building capacity to consistently execute and excellent data cycles. Through our established weekly cadence of data meetings, teachers are working with their instructional coach to review data - from unit and interim assessments to student work, to define what the bar is for truly mastering the tasks, where student strengths are, where the gaps are, and what the plan is to address those gaps. Each Wednesday, UAD students have an early dismissal day (both remote and in-person) in order to facilitate ongoing professional development and support for teachers. Agendas for this time are informed by review of academic and behavioral data, and in term this time can also be devoted to data analysis and action planning. Further, at least four times a year the school steps back for data days, which provide opportunities for deep analysis of student data and reteach planning.

AMENDMENTS TO THE CHARTER

<u>Date</u>	<u>Amendment Requested</u>	<u>Approved?</u>
August 2021	Management Contract	Yes
June 2022	Schedule – 180 days	Yes

ACCESS AND EQUITY

The most recent, publicly available student discipline data can be found at:
<https://profiles.doe.mass.edu/ssdr/default.aspx?orgcode=35050000&orgtypecode=5&=35050000&>

Over the past three years, UAD has done a tremendous amount of work to make data-informed shifts to our approaches to student climate, culture, and behavior management. In collaboration with staff, our leadership team worked to align our approach to increase predictability and consistence for our students, as we know that is at the core of a trauma-informed approach.

In the 2020-2021 school year we saw big drops in our exclusion numbers given that we were remote and hybrid for the entire year. This school year, 2021-2022, as we returned to five days of in-person learning, the school took several steps to reduce the use of in and out of school suspension rates especially as we--like so many other schools nationwide--saw spikes in maladaptive behaviors as students (and staff) readjusted to in person learning. Although we saw an increase in referrals to the dean's office compared to the second half of 2019 and SY20-21 (because there was no online dean's office!) we maintained low suspension numbers.

Though COVID-19 school closure significantly lessened the number of students in the building, the UAD leadership and culture teams, alongside UP Network, carefully revised the practices and policies used for discipline. Though there are no numbers to compare across the last two school years clearly, improved systems for sharing work with students and families during exclusions were updated during the 19-20 school year. In the 21-22 school year,

First, the school continued to participate in DESE's Rethinking Discipline Professional Learning Network. Through this PLN, the school created action plans to reduce exclusions and participated in sessions to learn from experts and other schools in the network about what they are doing to reduce exclusions. UAD school leaders have continued working with DESE to learn more about best practices and to collaboratively create the 2021-2022 action plan.

Second, the school continued to use practices for students who had received many days of suspension or for students who were being considered for multi-day suspensions, including more logical consequences for behavior and alternatives to exclusion, such as research reports to help students learn about the impact of their actions or community service to support the school.

Third, the school revised its MTSS (Multi-Tiered System of Supports) system. Specifically, the school created new owners of each tier of the system, ensuring those in lead roles had a strong understanding of the process and their role. The Tier 2 leads executed a new "check-in, check-out" system, which implemented individual student trackers, aimed to log their progress to specific goals set with Tier 2 leads. In addition, the protocol for identifying struggling students allowed the school team to identify and provide interventions for students who are struggling and re-structured our school-wide MTSS systems and leadership team.

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Weekly MTSS leadership team meetings were attended by the dean of students and one school social worker who was managing the DESSA screener, a tool we used to assess social emotional needs of our over 650 students this past year. Because we had all the necessary stakeholders intersecting discipline and mental health at our MTSS meetings we were able to identify students who might have been experiencing high referral numbers or exclusions and ensure there was an intervention and behavior/mental health support plan in place.

2020-21 Student Discipline²					
<u>UP Academy Dorchester's Discipline Data Report</u>					
Student Group	Total Number of Students	Students Disciplined	Percent In-School Suspension	Percent Out-of-School Suspension	Percent Emergency Removal
All Students	713	5			
English Learner	242	1			
Economically Disadvantaged	564	4			
Students with Disabilities	109	4			
High Needs	637	4			
Female	360	0			
Male	353	5			
American Indian or Alaska Native	1	0			
Asian	2	0			
African American/Black	389	2			
Hispanic/Latino	293	3			
Multi-race, Non-Hispanic/Latino	14	0			
Native Hawaiian or Pacific Islander	5				
White	9	0			

² Provide the most recent (2020-21), publicly available student discipline data by providing a link to your school's student discipline data.

UP Academy Dorchester: Academic Program Success

Student Performance

The most recent, publicly available student performance data for UP Academy Dorchester can be found [here](#).

While we know our MCAS results can and will improve, there are bright spots that we can learn and grow from as a result of our interim results. You can see two examples below.

First, we take MAP assessments in grades 3-8 as a predictor of MCAS scores and benchmark against performance nationally. See the tables below for student growth on the winter assessment in 2021-22.

	MAP Math CGP	MAP ELA CGP
2nd Grade	52	51
3rd Grade	59	52
4th Grade	62	45
5th Grade	42	36
6th Grade	31	41
7th Grade	43	59
8th Grade	53	20
Overall	50	44

CGP is Conditional Growth Percentile, and indicates the average student's growth from the fall MAP assessment to the winter MAP assessment, relative to peers nationally. Results show continued sustained work is needed to mitigate this, but promising early signs in elementary grades. This is particularly true in Math, where student growth on average was in the 52nd, 59th, and 62nd percentiles (vs. students nationally) for grades 2-4 respectively.

Second, UP Academy Dorchester uses Achievement First curriculum for middle school ELA and participates in AF's NavLit assessment and professional development program. It is a competitive, nationally recognized program with high performing peer charter across the country.

The table below shows NavLit (ELA) assessments results at UAD on the winter test over the past three years.

	Winter 2020 NavLit Proficiency	Winter 2021 NavLit Proficiency	Winter 2022 NavLit Proficiency	Change
5th Grade	35%	31%	44%	+9 points
6th Grade	35%	37%	46%	+11 points
7th Grade	35%	44%	48%	+13 points
8th Grade	34%	36%	42%	+8 points

2021-22 has been a challenging year nationally as students returned to in person instruction with significant content gaps from the past year while often manifesting behavioral challenges as well. We are positively encouraged by our interim results, and remain focused on continuing to implement the strategies outlined in the section on Academic Program to address student learning loss during the pandemic.

ACADEMIC PROGRAM

In the 2021-2022 school year, UP Academy Dorchester continued to focus on strong implementation of research-based curricula that we adopted because they demonstrate success in building student mastery through a rigorous and student-centered approach. Grade K1 continued to innovate and hone their self-created curriculum based on Learning Without Tears for both math and literacy. Grades K2-1 continued to use Brooke's math curriculum, which is grounded in constructivist approaches and focuses on discussion and problem-solving. In grades 2-8 we used Illustrative Math, which we will be adopting in SY22-23 for grades K2-1 as well in order to streamline our approach to math instruction across the school. For literacy programming we had our first full year of in-person implementation of the EL Education curriculum for grades K2-4. Grades 5-8 use Achievement First's ELA curriculum called NavLit. Adopting these curricula has increased instructional rigor, while enabling teachers to The continued use of these curricula has allowed veteran and returning staff members to focus their energy on data driven instruction and meeting the needs of individual students, as their lesson structures are consistent and predictable. Teachers can focus their time and energy on adapting material to meet their students' needs, and responding to data.

UP Academy Dorchester's curriculum is aligned to the Common Core Massachusetts State Standards for English, math, social studies, science, music, art, theater, and physical education. Additionally, UAD offers a High School Choice course to its 8 graders, and an enrichment program that provides students in grades 5-8 with the opportunity to take extracurricular courses.

This year we knew that the return to five days a week of in person learning would bring new and unexpected challenges. One that we planned for was the need for additional social emotional learning support for all students, PreK-8. Elementary grades continued to use Responsive Classroom frameworks for Morning Meeting and Closing Circle daily, as well as increased the integrity of implementation of our social/emotional curriculum, Open Circle. The school continued to adopt best practices identified by the Boston Public Schools and the state, including avoiding suspending students below fifth grade. Grades 5-8 engage in daily SEL lessons using Second Step for the curriculum. These lessons are tweaked in response to culture and climate data by the social workers and grade team leads.

The Dean of Students and Culture Team members continued to facilitate regular meetings where they examined dean's office data as it pertained to the most frequently referred students. During these meetings, the dean's office team devised interventions to support Tier 3 students as a supplement to their existing intervention plans.

The UP Academy Dorchester team used a wide range of methods during the past school year to ensure all students had access to our academic program despite the many challenges of COVID. Over the course of the year, students participated in models ranging from completely remote, to hybrid, to in person. In each model, we worked to adapt our methods to make the academic program accessible for all. The school partnered with BPS and with families to provide Chromebooks to all students who needed access to devices at home. To ensure there were not issues with internet access for any families, we established a partnership with Verizon to distribute internet hot spots to all families who needed internet or a signal boost. From there, it enabled the school to leveraging a wide range of technological platforms, from google classroom to Zoom to ensure students were receiving instruction when not in person. These platforms were boosted by a number of helpful teaching tools that allowed for student participation and teacher feedback, from breakout rooms, to live remote annotations on text.

Accessing the Academic Program Despite COVID-19 Absences

Staff and student attendance were certainly impacted by Covid, and this posed arguably the largest challenge of the 2021-2022 school year. Student absences due to Covid were all excused and work was provided for all students. Teachers posted work online using Google Classroom in grades 3-8 so that students could easily access it. We also provided hard copies of work for family members to pick up, and provided loaner technology (chromebooks, hot spots) as needed to facilitate students continuing their learning even if they or a family member was quarantining. Staff were incredibly flexible with coverage needs this year; leadership team members stepped up to support with substitute teaching and we found other avenues (PD, team meetings) to provide coaching when leaders were not able to due to coverage. We also provided a stipend to a strong teacher to coach up our building substitutes, so that their improved skills and

classroom management would positively impact students whose teachers might be out sick. Finally, staff worked hard to ensure that our Sub Hub google drive was updated with all pertinent information so that anyone covering a class would be set up for success.

How we accelerated learning in 2021-2022, and plans for 2022-2023:

This school year we accelerated learning through the philosophy that students needed a combined approach: joyfully-delivered, rigorous grade level work paired with strong intervention. Our main strategy was to focus on intellectual preparation and active monitoring of student work at the Tier 1 level, and to focus on strong intervention at the Tier 2 and 3 levels, for our most struggling students. We expanded our team of social workers from one to three, and added three interventionists: middle school reading interventionist, middle school math interventionist, and elementary reading specialist. We saw the impact of Tier 2 and Tier 3 interventions as a result of these staff members' hard work using screeners, progress monitoring, and responding to data. Additionally, the mental health and academic service providers regularly met with teachers to train them up on strategies and instructional techniques, share data, and work collaboratively. This had a positive impact on Tier 1 instruction.

In SY22-23 our focus is on being proactive versus reactive. Our academic priority will continue to be about responding to student learning, with a swifter push for active monitoring of work and quick feedback loops. We'll ramp up the degree to which we are looking at student work and creating data-driven action plans as teams. Our culture and climate priority is: relationships rooted in consistency. The effects of the pandemic had a big impact on student and adult relationships as we all figured out how to reconnect and rebuild. This year, we'll continue to improve our MTSS system, and have a renewed focus on relationships and consistency in our preventions and responses to student behavior (and all that it tells us about what students need). We've created a Dean of Student Supports role who will oversee mental and behavioral health, drive our SEL programming with the goal of helping teachers to bring SEL throughout the day, and create a Restorative Justice pilot. Additionally, we've created two Director roles: Director of Literacy and Director of Multilingual Learners. These two roles will have massive impacts on student language and literacy and adult development in these areas, greatly impacting Tier 1 intervention. These changes will allow us to continue to accelerate learning in SY22-23.

UP Academy Dorchester: Organizational Viability

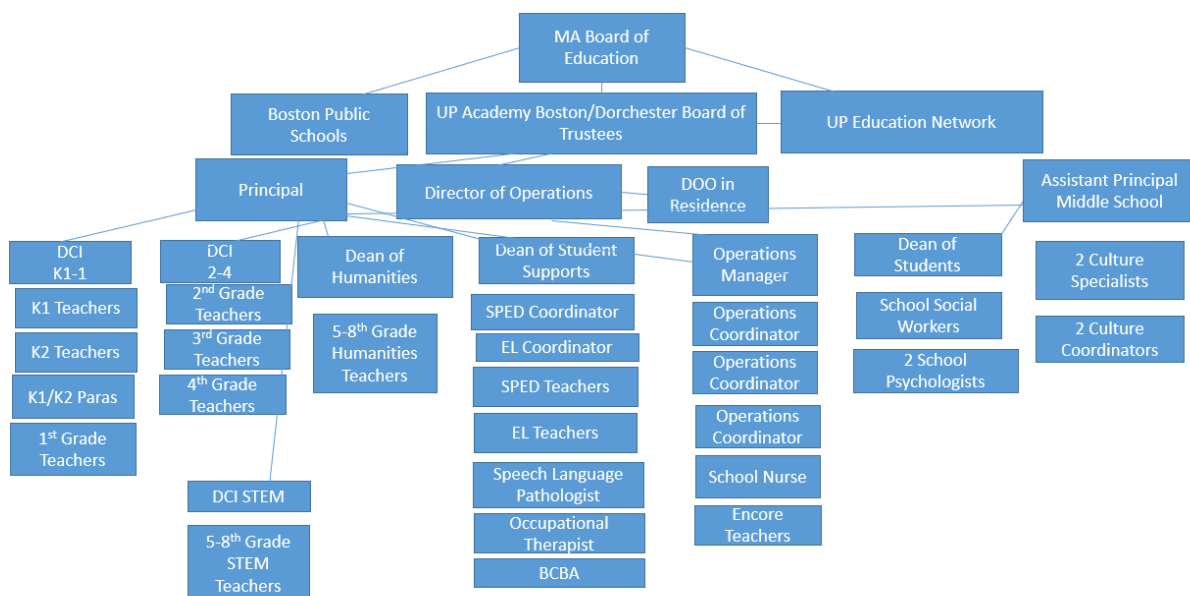
ORGANIZATIONAL STRUCTURE OF THE SCHOOL

In the 21-22 school year, UP Academy Dorchester had one dedicated principal leading both for the Elementary School and Middle School with an Assistant Principal providing additional leadership support, with a particular focus on the Middle School. There was one Director of Operations on staff for the entire building, to ensure continuity and

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alignment across the entire school and a Director of Operations in Residence to support with operational capacity. The Director of Operations managed encore teaching staff. The staffing model also had one Dean of Students for the entire school, supported by two Culture Coordinators and two Culture Specialists to ensure differentiated support across the school. The school has one DCI in the middle school coaching STEM teachers in 5th-8th grade, with the Assistant Principal providing that coaching support for the Humanities team. There is one Dean of Student Supports who will lead across the entire building. Additionally, the school has kept the role of K1-1 Dean of Curriculum and Instruction (DCI), and a 2nd – 4th grade Dean of Curriculum and Instruction. In the 2022-2023 School Year, UP Academy Dorchester is largely keeping their structure the same, but adding a few key supports. First, they are adding an additional DCI of Humanities to the Middle School. They are also adding several FTE to their ELL support team and they are expanding by adding another Reading Interventionist. Finally, they are expanding Middle School Encore offerings by adding an Art Teacher and a Health and Wellness Teacher.

Please see an up-to-date UP Academy Dorchester organizational chart below:



BUDGET AND FINANCE

Unaudited FY22 statement of revenues, expenses, and changes in net assets (income statement). July 1, 2021 to June 30, 2022.

**Jul '21 - Jun
22**

Ordinary Income/Expense

Income

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UP Academy Charter School of Boston & UP Academy Charter School of Dorchester, Annual Report 2021-22 29

4000 • Tuition	
4001 • Tuition - WSFF	4,852,848
4002 • Tuition - In Kind	<u>2,370,109</u>
Total 4000 • Tuition	7,222,957
4150 • Grants - Federal	2,384,280
4180 • Grants - Private	4,000
4460 • Board Contributions	5,000
4900 • Other Income	<u>87</u>
Total Income	<u>9,616,324</u>
Gross Profit	9,616,324
Expense	
5000 • Salary Expense	
5010 • Salaries	<u>5,284,152</u>
Total 5000 • Salary Expense	5,284,152
5225 • Fringe Benefits	1,148,763
5245 • Taxes	67,881
5300 • Contracted Services, Admin	
5301 • Audit	22,631
5302 • Legal Fees	3,524
5305 • Consulting Services	5,100
5401 • Professional Development	86,245
5405 • Placement Fees	8,750
5801 • School Management Contract	649,072
5834 • Temporary Services	<u>3,490</u>
Total 5300 • Contracted Services, Admin	778,811
5312 • Other Instructional Programming	
5315 • Enrichment	175
5316 • Summer Program	16,078
5318 • Special Education Services	121,676
5320 • Partnerships	147,000
5833 • Athletic Services	21,877
5837 • Field Trips	<u>2,933</u>
Total 5312 • Other Instructional Programming	309,739
5400 • Data and Assesment	
5453 • Student Information System(SIS)	8,357
5455 • Instructional/Data Software	26,125
5952 • Testing and Assessment	<u>23,900</u>
Total 5400 • Data and Assesment	58,382
5432 • Supplies & Materials	
5430 • Uniform Expense	10,831
5431 • Instructional Supplies and Mate	59,655

5433 · Copier Supplies	1,821
5436 · Office Supplies & Materials	<u>29,084</u>
Total 5432 · Supplies & Materials	101,391
5454 · Technology and Equipment	
5451 · Copier & Printer Contracts	43,539
5452 · Classroom IT	81,665
5456 · Miscellaneous IT	<u>860</u>
Total 5454 · Technology and Equipment	126,064
5514 · Maintenance of Buildings and Gr	241,748
5524 · Facilities	
5526 · Signage - Internal & External	84
5527 · Custodial Overtime Costs	1,578
5528 · Furniture (non-capitalized)	-794
5530 · Miscellaneous Facilities	<u>29,678</u>
Total 5524 · Facilities	30,546
5554 · Utilities	108,394
5773 · Student Transportation (to and	628,935
5800 · Operations Expense	
5317 · Interpretive/Translation Serv.	10,571
5701 · Depreciation	74,197
5783 · Travel - Tpass, Late Bus, Othe	2,220
5835 · Staff Culture Program	41,033
5836 · Community/School Engagement	49,263
5841 · Student Recruitment/Outreach	61,847
5885 · Insurance (Non-Employee)	23,130
5990 · Misc Operating	<u>22,436</u>
Total 5800 · Operations Expense	284,697
5811 · BPS Purchased Services	174,387
5962 · Staff Stipends	<u>68,000</u>
Total Expense	<u>9,411,891</u>
Net Ordinary Income	<u>204,433</u>
Net Income	<u>204,433</u>

Unaudited statement of net assets for FY22 (balance sheet)

Jun 30, 22

ASSETS

Current Assets

Checking/Savings

1000 · Operating Cash - BPBT 1,699,047

Total Checking/Savings 1,699,047

Accounts Receivable

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1250 · Due To/From - BPS	-97,479
Total Accounts Receivable	-97,479
Other Current Assets	
1300 · Prepaid Expenses	4,140
Total Other Current Assets	4,140
Total Current Assets	1,605,708
Fixed Assets	
1520 · Building Improvements	127,461
1540 · Furniture and Fixtures	211,600
1550 · Equipment	10,375
1560 · Computers	340,758
1600 · Accumulated Depreciation	-553,098
Total Fixed Assets	137,096
TOTAL ASSETS	1,742,804
LIABILITIES & EQUITY	
Liabilities	
Current Liabilities	
Accounts Payable	
2000 · Accounts Payable	64,879
Total Accounts Payable	64,879
Other Current Liabilities	
2700 · Due To UP Education Network	143,301
Total Other Current Liabilities	143,301
Total Current Liabilities	208,181
Total Liabilities	208,181
Equity	
3300 · Unrestricted Net Assets	1,048,624
3304 · Temp. Restricted Net Assets	9,016
Net Income	476,983
Total Equity	1,534,623
TOTAL LIABILITIES & EQUITY	1,742,804

Approved School Budget for FY23

Approved March 2022

INCOME		FY23 Budget
4001: BPS WSFF Allocation	\$	5,611,995
BPS Discretionary Allocations		1,807,895
4002: BPS In-Kind Contributions		4,271,247
Enrollment Reconciliation		-
4150: Federal Grant Funds		3,135,087
4180: Private Grants and Donations (UPEN)		-
4450: Contributions (Board)	\$	-
TOTAL INCOME	\$	14,826,224

EXPENSES	
Total Salaries	\$ 8,515,625
Total Stipends	149,750
Subtotal Contracted Services	\$ 938,900
Subtotal Other Instructional Programming	\$ 144,174
Subtotal Other Data and Assessment	\$ 84,832
Subtotal Supplies & Materials	\$ 163,427
Subtotal Technology	\$ 84,047
Subtotal Facilities	\$ 13,369
Subtotal Operations	\$ 460,853
Subtotal In-Kind Expense	\$ 4,271,247
TOTAL OPERATING EXPENSES	\$ 14,826,224
OPERATING SURPLUS/(DEFICIT)	\$ 0

FY23 Enrollment Table	Enter Number Below
Number of students pre-enrolled via March 15, 2022 submission	693
Number of students upon which FY23 budget tuition line is based	628
Number of expected students for FY23 first day of school	693
Please explain any variances: <i>Normal year-to-year fluctuations in class size, as well as potential shifts due to the impact of COVID-19. Our budgeted enrollment is based on BPS enrollment projections.</i>	

Capital Plan for FY23

Currently UP Academy Dorchester does not have any planned capital projects for FY23 or to begin in the next 10 years.

Additional Information about UP Academy Boston and UP Academy Dorchester

TEACHER EVALUATION

UP Academy Boston and UP Academy Dorchester use the Massachusetts model to evaluate the performance of our teachers, in addition to our internally-developed, state-approved evaluation system to hold all school staff accountable to similar expectations. The schools' evaluation systems are based on five core clusters of competencies: Role Expertise, Team Leadership, Community Building, Individual and

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Collective Excellence. All teachers are evaluated across these clusters and ratings are then aligned to the MA model.

UP ACADEMY BOSTON AND UP ACADEMY DORCHESTER: DISSEMINATION EFFORTS

Both UP Academy Boston and UP Academy Dorchester continue to view dissemination as integral to their work as public Horace Mann charter schools. During the 2021-22 school year, staff members from both schools as well as from the UP Education Network office shared best practices with a variety of audiences both regionally and nationally, despite COVID-19's impact on being able to do so in person. In addition, UP Academy Boston and UP Academy Dorchester continue to both share ideas with and learn best practices from the local school district partner, Boston Public Schools, through frequent and regular communication with the district's central office. Despite much of the school year occurring remotely – during which participation in a number of annual national and local dissemination opportunities was not possible – both schools still exceeded their dissemination accountability goals for the year.

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? (Partners and Locations)	Result of dissemination
School Design & Replication: School Visits	Virtual and in person classroom observations, best practice and problem of practice share-outs and debriefs	Principal of UAB and Principal of UAD	Monthly meeting participants included leaders from across UP Education Network including all UP Academy Boston schools and Lawrence schools.	This resulted in eventual aligned rubrics of quality instruction that is used in our priority setting for the year.
School Climate and Culture: Working Group	Social Emotional and Restorative Supports	UAB and UAD SEL Leads Manager of SEL - UPEN	Monthly Social Emotional Working group discussing best practices and approaches comprised of various SEL staff leads from across the network	This resulted in UAB adopting a curriculum to pilot for the 2022-2023 school year
Curriculum and Instruction: Site Visit	Virtual observations, best practice share-outs, and debrief on instruction in various classrooms.	Teachers, Deans of Curriculum and Instruction – UAB and UAD	Participants were Deans of Curriculum and Instruction from other UP Education Network schools, including UP Academy Holland, UP Academy Dorchester, and Lawrence Schools.	This resulted in eventual aligned rubrics of quality instruction that is used in our priority setting for the year, as well as alignment on the network academic priority for UP for 2022-2023
School Climate and Culture: Site Visit	Best practice share outs, problems of practice and debrief on student culture settings	Dean of Students – UAB and Dean of Students UAD	Monthly meeting with participants from other UP Education Network schools, including UP Academy Holland, UP Academy Dorchester, and Lawrence schools.	A part of this convening helped us define what our beliefs around "student experience" as an organization as well as developing

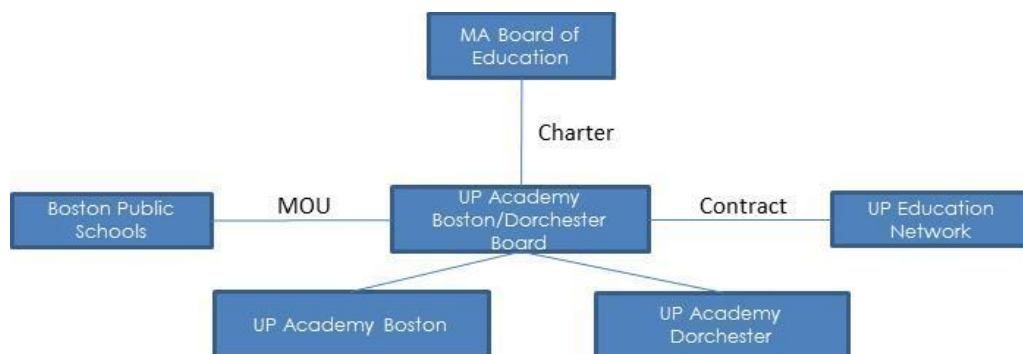
				our network Equity Statement
School Design & Replication: School Visits	Problem of practice share-outs, case studies and debrief.	DOO of UAB, DOO of UAD, DOO in Residence of UAD	Monthly meeting participants included leaders from across UP Education Network including all UP Academy Boston schools and Lawrence schools.	As a result of this, the organization adopted their definition of "operations excellence" and associated tools to measure it.
Sharing Best Practices: UP Education Network Summit	Annual network-wide conference highlighting best practices from across the district, featuring presentations from various UAB and UAD representatives on a range of topic areas	Principal, Director of Operations, Teachers at UAB and UAD	Participants were full staffs of all five UP Education Network schools, UP Education Network staff, and various community and external partners	As a result, our two network priorities of responding to student learning and Equity that would be tracked during the year.
Curriculum and Instruction: Conference and Cohort	Participation in NavList Cohort	DCI at UAB and DCI at UAD	Participated in regular Achievement First Nav Lit coaching sessions with various schools from across the country	Varied by participant
Instruction and Operations: Best Practice Sharing	Exchanged best practices from UPEN including from UAB and UAD on operations	Chief Operating Officer and Chief of Schools	Chicago based orgs including: CIVITAS Education Partners Distinctive Schools	UP adopted a new attendance initiatives as a result: Monthly attendance challenges and rewards for students.
School Climate and Culture: Best Practice Sharing	Participated in Q&A panel with students from Boston Prep on how to make High School more welcoming	Chief Operating Officer shared best practices from UAD	Students and Staff members from Boston Prep.	Both schools doubled down on student support services and experiences by adding additional staff to the organization for the

				2022-2023 school year.
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NETWORK STRUCTURE OR MULTIPLE CAMPUS ORGANIZATIONAL STRUCTURE

The Board of Trustees of UP Academy Boston and UP Academy Dorchester remains committed to overseeing and ensuring the success of both schools. In the 2020-2021 school year, the Board continued to implement and execute on the lessons learned through the conditional renewal process for UAD. The Board embedded regular processes for continuing professional development into their schedule, honed meeting procedures and expectations, developed a mission aligned data dashboard for regular review and discussion, developed a robust network, principal, and internal evaluation process, and continued investment in robust school-level committees for each school. These efforts positioned the Board to provide strong support and oversight to both schools throughout the year and put them on strong trajectory for continued success in the 2022-2023 school year.

The 2021-2022 school year also saw the implementation of several key strategic priorities, namely responding to student learning using formative data to improve instruction, and equity, with a focus on managing across lines of difference. In addition, with the ongoing challenges of COVID-19 the 2021-2022 school year was one of continued growth and learning for all, as the Board, network, and school teams worked together to ensure students were receiving high-quality instruction, deep and robust supports, and an enriching joyful experience regardless of whether schools were operating in-person, remotely, or in a hybrid format. As outlined in the letter from the Board chair, we look forward to executing on priorities around data driven instruction and leveraging student work, as well as continuing the equity work with a focus on managing across lines of difference, in the 22-23 school year. We will continue to build on the foundation we have created for the next school year.



Faithfulness to Charter

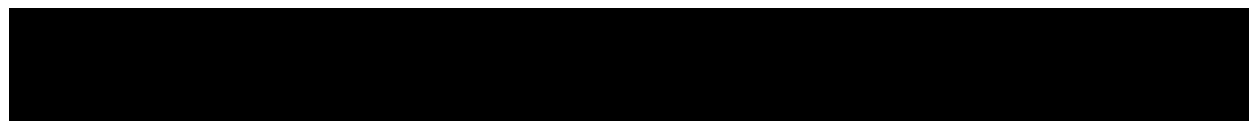
	2021-22 Performance (Met/Not Met)	Evidence (include detailed evidence with supporting data or examples)
Objective: Create an excellent school culture, reflective of UP Academy Boston's mission and vision, through high expectations, high support, and joy.		
Measure: By the end of the charter term UP Academy Boston will decrease the average number of referrals per student from the 2018-19 (pre-pandemic) rate of 34.4 per student to 17.2 per student, which represents a 50% decrease.	NM	The average number of referrals per student in 2021-22 was 17.8
Measure: Each year, UP Academy Boston students will rate the school at 70% or higher on Classroom Climate on the Panorama Classroom Level Survey or similar survey. At least 60% of students will respond to the survey.	NM	UP Academy Boston students rated Classroom Climate at 56%. The participation rate was 50%
Objective: UP Academy Boston will provide students with high-quality, rigorous instruction		
Measure: Each year, at least 85% of teachers in year 2 of employment and beyond at UP are rated as overall Proficient or above on their Summative Evaluation, which is modeled after the MA Model System for Educator Evaluation Classroom Teacher Rubric .	M	100% of teachers in year 2 of employment or beyond were rated as overall proficient or above on their summative evaluation
Measure: Each year UP Academy Boston students will rate the school at 70% or higher on Rigorous Classroom Expectations on the Panorama Classroom Level Survey or similar survey. At least 60% of students will respond to the survey.	NM	UP Academy Boston students rated Rigorous Classroom Expectations at 67%. The participation rate was 50%
Objective: UP Academy Boston will establish a robust network of supports for students, family, and staff.		
Measure: Each year, UP Academy Boston students will rate the school at 55% or higher in Self-Efficacy on Panorama's Social-Emotional Learning survey or similar survey. At least 60% of students will take the student survey.	NM	UP Academy Boston students rated Self-Efficacy at 60%, but only 39% of students completed the survey.
Measure: UP Boston's commitment to supporting faculty will be reflected by retaining at least 75% of teachers each year, excluding teachers who move for reasons unrelated to work (moved out of state, left for family reasons, left for another role in the network, continuing education).	M	UP Academy Boston retained 76% of teachers
Measure: UP Boston's commitment to supporting faculty will be reflected by retaining at least 80% of teachers of color each year, excluding teachers who move for reasons unrelated to work (moved out of	M	UP Academy Boston retained 83% of teachers of color

	2021-22 Performance (Met/Not Met)	Evidence (include detailed evidence with supporting data or examples)
state, left for family reasons, left for another role in the network, continuing education).		
Measure: Every year, UP Academy Boston families will indicate a favorable perception of the school with an NPS (net promoter score) of at least 42. At least 30% of families will respond.	NM	Families gave UP Academy Boston a NPS of 17. 30% of families participated
Measure: UP Boston will have at least 7 family council meetings each year to gather family input. Each year, the average number of people in attendance at family council meetings will average at least 20.	NM	There were 4 family council meetings in the 21-22 school year: Nov 19, Jan 19, Feb 16, Mar 16. Attendance was not track during the first year.
Measure: UP Boston will implement a calendar of at least five school-wide “joyful events” each school year for families and students to participate in, including celebrations of culture and relationship-building opportunities.	M	UP Academy Boston had more than 5 joyful events for students and families, including Student Orientation and Family BBQ (Aug), UPtoberfest (Oct), Something Sweet Friendsgiving (Nov), Black History Month Family Night (Feb), End-of-Year Block Party (Jun)

*Add rows as necessary

Dissemination

	2021-22 Performance (Met/Not Met)	Evidence (include detailed evidence with supporting data or examples)
Objective:		
Measure: UP Boston School staff and UP Education Network staff will share best practices from UP Academy Boston and the network’s approach to school restart with schools and partners in the Boston area each year.	M	Please see dissemination tracker
Measure: UP Boston School staff and UP Education Network staff will present best practices from UP Academy Boston and the network’s approach to school restart at national conferences each year.	M	Please see dissemination tracker



School Name: UP Academy Boston

Date: July 19, 2022

- **In a brief narrative, report the successes and challenges of implementing the school's recruitment strategies from the 2021-2022 Recruitment Plan?**

2021-2022 Implementation Summary:

There continue to be changing variables in the recruitment landscape for a stand-alone 6th-8th grade Horace Mann middle school located in Boston in 2021-2022. COVID had a noticeable impact on the ongoing trend of drops in district enrollment numbers. In addition, there continued to be major changes to grade configuration, school locations, and feeder school patterns coming through the ten-year BuildBPS initiative. These factors have all been hurdles for UP Academy Boston to address in implementing a successful Recruitment Plan. In addition, ongoing concerns about COVID-19 continued to make in person recruitment opportunities scarce and/or more challenging to execute. This pushed the team to continue to come up with new and creative ways to inclusively engage families who were not able to leave their homes. These variables have meant that while the execution of our multi-faceted 2021-2022 Recruitment Plan has been successful to date, we have needed to continue to come up with creative ways to recruit students in addition to continuing to build on the foundation of prior years' strategies. This has meant that we have continued to build on lessons learned from previous years, further refined our outreach, and deployed a variety of strategies to recruit applicants. The current challenges of the recruitment landscape have also meant we have needed to add strategies to our approach, as well as to continue with focused recruitment throughout the spring and summer.

We provided BPS Welcome Services with our applications and informational fliers, and shared updated information about our goals and programs to ensure they could provide accurate information about our school to prospective families. We provided applications to BPS schools ending in grade 5, as well as schools closing their doors in need of options for rising 7th and 8th graders, hosted several open houses throughout the year, and provided open access for tours to families both during and after the school day, to give families the opportunity to see the school, meet with our scholars and staff, and ask questions. Further, as in years past, we sent a comprehensive letter and application directly to families of all 5th, 6th grade, and 7th grade students in Boston. We sent out multiple translated mailers in English, Spanish, Haitian Creole, Cape Verdean, Chinese, and Vietnamese, which yielded a significant portion of our applications and completed Intent to Enroll forms

In addition to paper applications, we offered an online application through the platform of SchoolMint, which allows us to disseminate applications to families using social media, including a Facebook ad campaign, Instagram messaging, and email listservs. SchoolMint also provided an accessible communication tool for families, who were able to track the progress of their application starting at the moment of submission all the way through to a seat offer. Through the system, families were also able to complete Intent to Enroll forms, and contact the school for support and additional information.

Opportunities for in-person recruitment events were limited again this year due to COVID, though we still leveraged the broader charter and district school communities to raise awareness of our school. We shared applications and information with various school and district partners for

dissemination to students including the Boston Public Schools, UP Academy Holland, and Boston Renaissance Charter School among others.

To ensure the scope of our outreach beyond formal events and mailings we also did canvassing outreach to a number of community hot spots and retail areas in South Boston and Dorchester, distributing applications to prospective families. Similarly, we made applications available at a number of community partners, such as libraries and community centers. With COVID related closures, this sometimes meant emailing listservs from community partners instead of providing physical applications. Beyond libraries and community centers, we also conducted targeted outreach to a number of community partners who work specifically with English Learner populations, such as Viet-Aid, and the Haitian Multi-Services Center. To further our scope of awareness, and to help balance some of the more common activities not readily available due to COVID, the school advertised for several months on both the Orange and Red MBTA lines in multiple languages, as well as shared mobile ads with families across Boston.

In order to make our school as accessible as possible to people unable to come to our school due to the pandemic, We updated our virtual tour to highlight the school and academic programming, and hosted multiple virtual recruitment events featuring student and teacher panels for prospective families, as well as a virtual game night so prospective students had the chance to get to know UAB teachers and leadership team members in community building setting.

We appear to be on track to meet the comparison index at this time, however, not only are we still filling seats at the school. Therefore, we will not have a full picture of our enrollment until the October 1st SIMS deadline submission.

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

General Recruitment Activities for 2021-2022:

- Hosted informational ads on the Orange and Red MBTA lines
- Hosted highly publicized virtual open houses, including open hours through BPS' school choice program for prospective families.
- Conducted virtual tours and informational sessions for interested families
- Distributed information packets and applications to community centers, stores, churches, and other areas of local prominence and/or attendance
- Distributed mobile ads across Boston.
- Distributed information packets and applications to exiting BPS K-5 schools.
- Distributed applications in English, Spanish, Haitian Creole, Cape Verdean, Chinese and Vietnamese and information packets to all BPS welcome centers.
- Completed outreach to siblings of current students through phone calls and mailings, ensuring all families received an enrollment application
- Disseminated district-wide mailings in English, Spanish, Haitian Creole, Cape Verdean, Chinese and Vietnamese.
- Advertised with media outlets, including Facebook advertisements and Instagram postings.
- Advertised using a billboard in a well trafficked Dorchester location.
- Posted information in local organizations and businesses within the community
- Targeted application messaging using UP Education Network's existing social media platforms

- Hosted multiple virtual events for families during stay-at-home orders, including information sessions and a virtual game night

Recruitment Plan –Strategies	
List strategies for recruitment activities for <u>each</u> demographic group.	
(a) CHART data School percentage: 30% GNT percentage: NA CI percentage: 18.6% The school is above CI percentages	(b) Continued 2021-2022 Strategies <input checked="" type="checkbox"/> Met GNT/CI: no enhanced/additional strategies needed <ul style="list-style-type: none"> • Send letters to the families of all identified 5th grade students with disabilities and/or with IEPs in BPS emphasizing that UP Academy Boston provides: <ul style="list-style-type: none"> ○ Comprehensive support for all learners ○ 1:1 meetings with all families ○ Exceptional 1:1 and small sub-separate special education services ○ Safe, orderly learning environments • Utilize SPED-PAC and/or relevant support organizations to reach families who are seeking intensive school support services • Distribute school program fliers and packets that highlight our intention to serve a large population of students with disabilities and diverse student learners • Attend relevant community organization meetings to address the importance of programs and services for students with disabilities and diverse student learners
	(c) 2022-2023 Additional Strategy(ies), if needed
	Limited English-proficient students/English learners
(a) CHART data School percentage: 25.2% GNT percentage: NA CI percentage: 13.0% The school is above CI percentages	(b) 2021-2022 Strategies <input checked="" type="checkbox"/> Met GNT/CI: no enhanced/additional strategies needed <ul style="list-style-type: none"> • Send letters in English, Spanish, Haitian Creole, Cape Verdean, Chinese and Vietnamese to families of all 5th grade EL students in BPS with an emphasis on UP Academy Boston's: <ul style="list-style-type: none"> ○ EL program and support services ○ 1:1 and small-group services ○ Safe, orderly learning environments • Translating general recruitment outreach documents into Spanish, Cape Verdean, Haitian Creole, Vietnamese, and Chinese • Target outreach to organizations and businesses that serve families that speak languages other than English

	<ul style="list-style-type: none"> Distribute non-English language fliers to BPS for sharing through Welcome Centers
(c) 2022-2023 Additional Strategy(ies), if needed	
Students eligible for free or reduced lunch (Low Income/Economically Disadvantaged)	
(a) CHART data School percentage: 84.5% GNT percentage: 58.6% CI percentage: 65.1% The school is above CI percentages	(b) 2021-2022 Strategies <input checked="" type="checkbox"/> Met GNT/CI: no enhanced/additional strategies needed All students are eligible for free or reduced lunch in BPS, so there is no specific strategy for this category
	(c) 2022-2023 Additional Strategy(ies), if needed None needed at this time.
<u>Students who are sub-proficient</u>	(d) 2021-2022 Strategies <ul style="list-style-type: none"> Send letters to families of 5th grade students in BPS emphasizing: <ul style="list-style-type: none"> Academic supports for all students, including diverse student learners Rigorous academic and behavioral expectations Unique partnership with BPS and high-performing charter and district schools nation-wide
<u>Students at risk of dropping out of school</u>	(e) 2021-2022 Strategies <ul style="list-style-type: none"> Request from BPS data related to attendance history and 3rd grade ELA MCAS scores, which research has shown correlates to eventual dropout likelihood; if such data cannot be made available to UP Academy Boston prior to enrollment, we will review said data upon a student's enrollment to ensure s/he receives the appropriate support Send letters to families of all current Boston 5th grade students in UAB's catchment area, emphasizing the school's rigorous academic program, supportive behavioral expectations, and partnership with BPS
OPTIONAL <u>Other subgroups of students who should be targeted to eliminate the achievement gap</u>	(g) 2021-2022 Strategies <ul style="list-style-type: none"> Distribute fliers to residents in South Boston, emphasizing key programmatic elements such as UP Academy Boston's: <ul style="list-style-type: none"> Supportive discipline and structure Rigorous curriculum Advisory program High school placement counselor Social emotional supports

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

2021-2022 Implementation Summary:

While the impact and consequences of the COVID pandemic presented a number of obstacles for UP Academy Boston as it did for schools across the country, UP Academy Boston's 2021-2022 was one with many positives. One of which was that UP Academy Boston largely maintained their lowered retention rate year over year, with rates at 83.8%

UP Academy Boston saw strong retention rates reflected in a number of sub-groups, namely English Language Learners, who at 94.5% improved upon the statewide average by nearly 7 percentage points. The rate for Students with disabilities was also strong at 89.7% - particularly considering 30% of the school's population identifies as SWD. These positive results indicate that the retention steps UP Academy Boston invested made an impact.

There is still work to be done to improve retention numbers in the low-income subgroup, where the retention percentage was .6% above the third quartile, though significantly improved from 2020 percentages. There are a number of strategies outlined in the strategy section that we plan to continue to implement to continue to work to reduce this number, as well as some critical FTE being added, especially to the Leadership Team.

UP Academy Boston invested in its student support and special education teams by adding FTE. We engaged City Year to provide additional adult support in the building, which has been helpful particularly in attendance and engagement outreach. UAB also continued to implement a full social emotional learning curriculum to further foster community and engagement – something made even more meaningful through opportunities to do this work in person instead of virtually during the 20-21 school year. Creating a joyful environment for students was also a key focus, with the school executing on a calendar of joy events throughout the school year from movie nights and honor roll celebrations to cultural and student showcases. UP Academy Boston plans to build on and continue these initiatives in the 2022-23 school year, including the continuation of a joy committee/working group to bring more voices into the process of planning and executing joyful events during the year, continuing to leverage the lessons of the pandemic by providing in person opportunities as well as virtual ones for increased accessibility and community building.

In addition, UP Academy Boston wants to continue fostering an equitable community of joy and enthusiasm in the 2022-2023 school year. As outlined in the strategies section below, UP Academy Boston school is continuing with strategies that created community in the past year, including several affinity/mentorship groups for some of our most high needs students. This will provide a space for students to build deeper connections with each other and help foster strong relationships with staff.

Feedback from students and families has continued to indicate high levels of energy and emphasis on family engagement are critical in building greater trust, investment, and connections between students, families, the community at large, and the school. For the 2022-2023 school year, UP Academy Boston has added the role of Dean of Student Experience to the leadership team. This role is meant to further invest in a collective and cohesive vision for supporting students and families throughout their time at UP Academy

Boston, while continuing to center restorative justice practices in all elements of decision making. In addition, UP Academy Boston will continue to employ a dedicated Family Community Coordinator (Operations Manager) who will continue to spearhead much of the work on Family Engagement and Attendance, and a SEL lead will help support the work on leveraging restorative justice practices:

- Family Engagement
 - Year-long calendar of joy events to build community and relationships between school staff, students, parents, and the community at large.
 - Focus on building the capacity of the School Site Council
- Attendance Focus
 - Increased outreach, follow-up and coaching support for those students with low attendance rates
 - Connect families to diverse resources to support better attendance
- Continued focus on decreasing exclusions and incorporating restorative justice practices.
 - Reducing exclusions through restorative justice and family partnerships will continue to reduce student time out of class, increase student investment in the school community, and in term lead to increases in retention rates.

In addition to the emphasis on Family Engagement, Attendance Focus, continued Focus on Reducing Exclusions, and the targeted strategies outlined in the special populations chart, UP Academy Boston will continue to leverage the strategies below in the coming year, which have proven important tools in maintaining overall retention rates. Note that with an employee devoted to helping UP Academy Boston students get into 7th-12th grade exam schools, and the overall transience of student populations in stand-alone middle schools, we do anticipate a certain percentage of health natural attrition will continue to occur at UP Academy Boston, which is why the retention goal for next year will continue to be set at 85%.

- Interim assessments
 - Students take regular interim assessments that provide a benchmark toward proficiency and a passing grade. Teachers review the assessments to adjust their instruction and students who are lacking skills will be provided additional supports (e.g. tutoring, literacy support).
- Regular Progress reports
 - Families are provided with a progress report each trimester of student performance. The report will clearly break down performance on every standard, and provide a data point to discuss with families.
- Consistent Family Communication

- Every parent will be contacted at least once every two weeks to communicate progress (or lack of progress) in academics and behavior, as well as to discuss possible strategies for improvement.
- Response to Intervention Process
 - Teams of general education teachers, special educators and the DCI for Special Education will meet on a regular basis to create in-class interventions to address the needs of struggling students. This provides a clear process for addressing challenges early on, and if interventions fail, this ensures that a student can be evaluated (with parental permission) to determine if s/he has a disability and needs more extensive supports.
- Organizational support
 - The school systematically teaches students strategies for being organized and addresses students' organizational needs based on referrals from teachers. Therefore, students who are disorganized receive targeted intervention so as to prevent disorganization as being a reason for retention.
- Behavior support
 - Students that are struggling behaviorally will receive support from their advisor, one of their teachers, the Dean of Students, or their homeroom teacher. This may include a behavior incentive plan, an in-class accommodation, preferential seating, or more frequent family communication.
- Homework system
 - Homework is collected and recorded every day. Students who drop below an 80% homework completion rate attend afterschool Homework Support until their average is above 80%. A student's family is notified the day a student fails to complete HW.
- High Expectations for grade promotion
 - Often a parent does not reenroll their student if the student is not promoted to the next grade. To prevent this outcome, UP Academy Boston will consistently communicate with families regarding the status of their child. Additionally, if retention is necessary, we will, in meetings with the student's parents, clearly communicate the purpose of retention toward ensuring overall college success and fulfilling potential, in order to gain mutual agreement of the decision.
- College prep school culture
 - UP Academy Boston has a college prep school culture focused on success not only in high school, but also in college. Throughout the course of their time at UP Academy Boston, students are exposed

to the advantages of having a high school and college degree and be educated about the path required to graduate from both. Students' classrooms are named after colleges and universities, students will periodically visit or learn about local colleges, and the advisory curriculum, especially in the 8th grade, will be highly focused on college prep high school acceptance. This instills in students a desire to stay in school in order to achieve their full potential.

- Strong relationships with at least one adult
 - The classroom cohort model provides a group of teachers solely focused on teaching a specific group of students within a grade, allowing for strong relationships. In addition to the advisory and homeroom structure provides additional times in the day and week for students, teachers, and families to connect and build the strong relationships necessary for continued school engagement.
 - Implementation of social emotional learning curriculum for all students to foster strong community relationships between students and staff.
 - Leveraging of several counseling/affinity mentorship programs specifically supporting high risk and high needs students

Overall Student Retention Goal	
Annual goal for student retention (percentage):	85%

Retention Plan –Strategies	
List strategies for retention activities for <u>each</u> demographic group.	
Special education students/students with disabilities	
<p><u>(a) CHART data</u></p> <p>School percentage: 10.3%</p> <p>Third Quartile: 15%</p> <p>The school is below third quartile percentages.</p>	<p>(b) 2021-2022 Strategies</p> <p><input checked="" type="checkbox"/> Below third quartile: no enhanced/additional strategies needed Retain students in this group at a level comparable to our overall retention rate.</p> <ul style="list-style-type: none"> ● Intervention program targeting reading fluency, comprehension, mathematical fluency and conceptual understanding. ● Teacher evaluation criteria related to knowledge of student disabilities and their academic growth. ● Continued professional development for staff to increase skills of materials differentiation through whole school professional development and instructional coaching

	<ul style="list-style-type: none"> • Collect detailed information from students with disabilities and their families regarding reasons for attrition. Ways to gather include: <ul style="list-style-type: none"> ◦ Targeted Student/Family survey questions to current students ◦ Capturing detailed feedback from transferring students • Leverage data from families to better implement strategies for retention • Targeted opportunities to build community with students with disabilities and their families outside of the regular school schedule. Outreach might include: <ul style="list-style-type: none"> ◦ Additional staff support to ensure regularity of communication with parents • Scheduled events to build community, such as a targeted open house/tour night, Question and Answer sessions, or classroom celebrations/showcases. <p style="text-align: center;">(c) 2022-2023 Additional Strategy(ies), if needed</p> <p><input type="checkbox"/> Above third quartile:</p>
<p style="text-align: center;">Limited English Language-proficient students/English learners</p> <p style="text-align: center;">Limited English-proficient students</p>	
<p style="text-align: center;"><u>(a) CHART data</u></p> <p>School percentage: 5.5%</p> <p>Third Quartile: 16.5%</p> <p>The school is below third quartile percentages.</p>	<p style="text-align: center;">(b) 2021-2022 Strategies</p> <p><input checked="" type="checkbox"/> Below third quartile: no enhanced/additional strategies needed</p> <ul style="list-style-type: none"> • Ensure family communication is provided in families' native languages as requested and available • Provide regular progress reports for LEP students related specifically to their progress during their time spent with EL support teachers • Dedicate additional staff to EL student support to increase both programming and family communication for families • Increase percentage of faculty who speak a second language common among the school's ELs. • Leverage RTI process <p style="text-align: center;">(c) 2022-2023 Additional Strategy(ies), if needed</p>
<p style="text-align: center;">Students eligible for free or reduced lunch (low income/economically disadvantaged)</p>	
<p style="text-align: center;"><u>(a) CHART data</u></p> <p>School percentage: 17.2%</p> <p>Third Quartile: 16.6%</p> <p>The school is above third quartile percentages.</p>	<p style="text-align: center;">(b) Continued 2021-2022 Strategies</p> <p><input type="checkbox"/> Below median and third quartile: no enhanced/additional strategies needed</p> <ul style="list-style-type: none"> • Partner with cafeteria staff to ensure all families have appropriate information • Connect with families that may be in need of additional support through advisor calls to ensure families are aware of available supports

	<ul style="list-style-type: none"> • Leverage school based Family and Community Coordinator and network Director of Family and Community Engagement to further connect families to resources • Increase family events to build stronger school community, through events such as <ul style="list-style-type: none"> ○ Picnics or gatherings ○ Classroom celebrations ○ Cultural food festivals • Leverage technology to reach out to families and build relationships. DeansList data system now has the capacity to create email listservs, for outreach to parents. Now can add email communication as another avenue for teachers and the school to connect with families.
	<p style="text-align: center;">(c) 2022-2023 Additional Strategy(ies), if needed</p> <p><input checked="" type="checkbox"/> Above third quartile: additional and/or enhanced strategies described below.</p> <ul style="list-style-type: none"> • Addition of a Dean of Student Experience to the UAB Leadership team in order to further bolster the lens of expertise in restorative justice and student supports in all strategic school decisions (ongoing) • School-side priority of cultivating community and a sense of belonging, including: • Continue to invest in planned Joy Committee working group to enhance opportunities for the school, students, and families to build deeper connections (2-3 years) • Executing on several new counseling/affinity mentorship programs specifically supporting high risk and high needs students at UAB (ongoing) • Further implementation of social emotional curriculum (2 years)
<u>Students who are sub-proficient</u>	<p style="text-align: center;">(d) 2022-2023 Strategies</p> <ul style="list-style-type: none"> • Introduce additional systems and strategies school-wide for using and responding to data, supporting teachers' efforts to provide differentiated supports to their students based on their progress • Increase the faculty's skills of materials differentiation
<u>Students at risk of dropping out of school</u>	<p style="text-align: center;">(e) 2022-2023 Strategies</p> <ul style="list-style-type: none"> • Implement Social Emotional Learning Curriculum including Valor Circles. • Leverage RTI process. • Leverage SST and Crisis Team process. • Provide student access to at-risk counseling from Social Worker. • Use distinct promotion criteria for double repeaters that places the "burden of work" on the school. • Continue practice of completing FBAs and BIPs for students in need of additional supports.

	<ul style="list-style-type: none"> • Create strategic advisor relationships with those of a similar cultural or socioeconomic background.
<u>Students who have dropped out of school</u>	<p>(f) 2022-2023 Strategies</p> <ul style="list-style-type: none"> • Regular attendance meetings and follow-up planned by Culture, Leadership, and Operations Teams • Additional attendance outreach support from City Year volunteers. • Commitment to communicating with families whose children's attendance becomes a concern to offer support
<p><u>OPTIONAL</u></p> <p>Other subgroups of students who should be targeted to eliminate the achievement gap</p>	Address the needs of such sub-groups as they are identified.



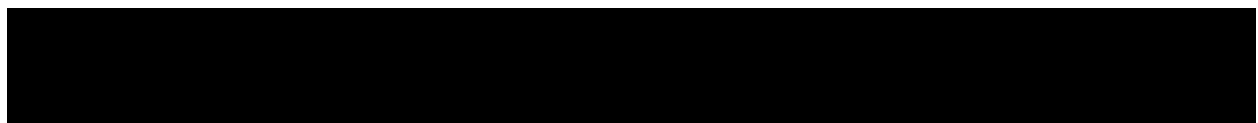
[Enrollment Data \(2021-22\) - UP Academy Charter School of Boston \(04800405\)](#)

STUDENT RACE AND ETHNICITY AND SELECTED POPULATIONS 2021-22 SCHOOL YEAR	
Race/Ethnicity	% of School
African American	44.2
Asian	4.7
Hispanic	45.7
Native American	0.3
White	3.5
Native Hawaiian, Pacific Islander	0.3
Multi-race, non-Hispanic	1.3
Selected Populations	% of School
First Language not English	51.1
English Learner	25.2
Low-income	84.5
Students With Disabilities	30
High Needs	90.5

ADMINISTRATIVE ROSTER FOR THE 2021-2022 SCHOOL YEAR			
Name, Title	Brief Job Description	Start date	End date

			(if no longer employed at the school)
James Frier, Principal	<ul style="list-style-type: none"> Oversees academic program Manages DCIs, Culture lead 	May 31, 2019	
Brittani Bond, Director of Operations	<ul style="list-style-type: none"> Oversees school operations Manages operations team 	June 9, 2016	
Kasim Shavis Lead School Culture Coordinator	<ul style="list-style-type: none"> Oversees school culture Manages Dean's Office 	November 13, 2017	
Jeanne Morris Dean of Students	<ul style="list-style-type: none"> Manages and coaches ELA and history teachers 	July 1, 2019	
John Derksen, Dean of Curriculum and Instruction	<ul style="list-style-type: none"> Manages and coaches Math and Science teachers 	July 1, 2019	June 30, 2022
Emily Benak, Dean of SPED/Student Supports	<ul style="list-style-type: none"> Manages special-ed caseload and coaches teachers 	August 22, 2018	

TEACHERS AND STAFF ATTRITION FOR THE 2021-2022 SCHOOL YEAR				
	Number as of the last day of the 2021-2022 school year	Departures during the 2021-2022 school year	Departures at the end of the school year	Reason(s) for Departure*
Teachers	38	6	8	Personal reasons, dismissal, other job opportunities (internal and external), position elimination
Other Staff	30	4	1	Non-renewal



Key Leadership Changes (SY 2022-23)

Position	Name	Email Address	No Change/ New/Open Position
Board of Trustees Chairperson	Amar Kumar	amarkumar81@gmail.com	No Change

Board Materials Document #3a

Charter School Leader	James Frier	jfrier@upacademyboston.org	No Change
Assistant Charter School Leader	Brittani Bond	bbond@upacademyboston.org	No Change
Special Education Director	MyKayla Marcelino	mmarcelino@upacademyboston.org	New
MCAS Test Coordinator	James Frier	jfrier@upacademyboston.org	New
SIMS Coordinator	Anabel Melo	amelo@upacademyboston.org	New
English Language Learner Director	MaryEllen Leonard	mleonard@upacademyboston.org	No Change
School Business Official	Brittani Bond	bbond@upacademyboston.org	New
SIMS Contact	Anabel Melo	amelo@upacademyboston.org	New
Admissions and Enrollment Coordinator	Anabel Melo	amelo@upacademyboston.org	New

Facilities

UP Academy Boston did not relocate or acquire a new facility during the 2021-22 school year.

Enrollment

Action	Date(s)
Student Application Deadline	Friday, March 3, 2023
Lottery	Wednesday, March 8, 2023

Conditions:

UP Academy Boston's charter was renewed with two conditions for a third term which began on July 1, 2021.

The two conditions were as follows:

Condition One: By December 31, 2023, the school must demonstrate that it is an academic success by providing evidence that the school has exhibited significant and sustained academic improvement in mathematics, English language arts, and science. UP Academy Boston is in the midst of planning and preparing for the 2022-2023 school year. There are a number of initiatives that are set to build on the previous year's priorities, all of which are focused on helping to address both conditions on UP Academy Boston's charter. In particular, UP Academy Boston will remain focused on achieving exemplary data driven instruction. The impact of the actions taken during

the first year of this priority, will be more fully assessed upon the release of MCAS results in the fall.

Condition Two: By July 31, 2021, the school must conduct a comprehensive review of the school's program and submit an action plan to the Department that addresses areas in need of improvement as outlined in the Summary of Review (SOR). UP Academy Boston received approval on their comprehensive review and action plan from DESE during the 2021-2022 school year. The action plan and progress monitoring were closely tied to both UP Academy Boston and UP Network priorities, which were carefully tracked throughout the year. We will continue to execute upon and update our action plan moving forward into the 2022-2023 school year.

APPENDIX A: UP ACADEMY DORCHESTER ACCOUNTABILITY PLAN EVIDENCE 2021-2022

Faithfulness to Charter

	2021-22 Performance (Met/Not Met)	Evidence (include detailed evidence with supporting data or examples)
Objective: UP Academy Charter School of Dorchester will provide scholars with rigorous, standard-based curriculum, instruction and assessments. UP scholars will demonstrate the knowledge and skills necessary to succeed on the path to college. (KDE #2)		
Measure: UP Academy Dorchester students (grades K-8) will grow at least as much as the typical student in Math on NWEA MAP as measured by a school-wide MAP growth percentile of 50 or higher each year.	M	The average Fall-to-Winter student growth percentile for UP Academy Dorchester was 50 in Math
Measure: UP Academy Dorchester students will grow at least as much as the typical student in ELA on NWEA MAP as measured by a school-wide MAP growth percentile of 50 or higher each year.	NM	The average Fall-to-Winter student growth percentile for UP Academy Boston was Avg 44 in ELA
Measure: UP Academy Dorchester is in the top Quartile of student growth for grades 4-8 in ELA on The statewide test every year among schools where 50% or more of students are economically disadvantaged.		Not available until early Fall 2022
Measure: UP Academy Dorchester is in the top quartile of student growth for grades 4-8 in Math on the statewide test every year among schools where 50% or more of students are economically disadvantaged.		Not available until early Fall 2022
Measure: UP Academy Dorchester expands high quality science lessons to all students in grades K-4 on a weekly basis and grades 5-8	M	An additional science teacher was hired at the elementary level. The new adopted elementary curriculum

	2021-22 Performance (Met/Not Met)	Evidence (include detailed evidence with supporting data or examples)
on a daily basis; teachers receive ongoing professional development on how to teach science in preparation for the MCAS		had half the lessons on science topics, resulting in student receiving science lessons several times a week. Middle school students receive science lessons daily. Teachers for grades 6-8 received substantial support and professional development in implementing the new OpenSciEd curriculum.
Objective: UP Academy Charter School of Dorchester will hold high behavioral and academic expectations and scholars will develop exceptional strength of character and grit necessary to achieve their full potential. (KDE #1)		
Measure: The UP Academy Dorchester average grade in core academic classes is 85% each year in middle school and in elementary school the average standards grade 3.0 out of 4.0	NM	Elementary school students had an average GPA of 2.6 core classes and middle school students had an average GPA of 77.4 in core classes for the 21-22 school year.
Measure: Annually, 80% of UP Academy Dorchester middle school students will have an average TIGER score (based on a weekly report which tracks the alignment of a student's weekly effort with school values) of 70 or more, and 80% of elementary school students will maintain an average of 3 out of 4 on their TIGER reports.	M	MS – 95% of middle school students had an average TIGER score of 70 or more Elem – 80% of elementary students had an average TIGER score of 3 or higher
Measure: UP Academy Dorchester will have an annual attendance rate of 95%.	NM	The average attendance rate was 91%. Attendance rates were impacted by the fact that students who could not attend school in-person as a result of COVID-19 had to be counted absent.
Objective: Obsession with data: UP Academy Charter School of Dorchester establishes a professional culture of data-driven reflection and feedback that results in a purposeful learning environment that is focused on student achievement. (KDE #4)		
Measure: 80% of teachers will demonstrate proficiency by being rated proficient or exemplary on their mid-year and their end of year teaching evaluation	NM	85% of teachers were rated proficient or exemplary on their end-of-year teaching evaluations. 74% of teachers were rated proficient or exemplary on BOTH their mid-year and end-of-year teaching evaluations.

	2021-22 Performance (Met/Not Met)	Evidence (include detailed evidence with supporting data or examples)
Measure: Teachers will engage in at least 4 regular “data days” that are focused on deeply understanding student data and develop action-oriented plans to respond to identified needs. This will include 90% of teachers implementing effective re-teaching plans for groups and individuals based on instructional walk-throughs from Principals and Assistant Principals.	M	Teachers engaged in more than 4 data days during the 21-22 school year. All teachers were required to submit re-teaching plans when relevant. Based on rubric evaluation, 92% of teachers were found to implement effective teaching plans.
Objective: UP Education Network establishes a firm and robust network of support for students, families, and staff (KDE #3)		
Measure: UP Dorchester’s commitment to supporting faculty will be reflected by retaining at least 75% of teachers each year, excluding teachers who move for reasons unrelated to work.	M	At the end of the school year, UP Dorchester had a 78% teacher retention rate.
Measure: UP Dorchester will fully implement a Social Emotional Learning curriculum in all classrooms each year, including researched-based circle where students come together to work through a Social Emotional Learning curriculum at least four times a week and other restorative practices, such as focusing behavior management more on relationship repairing and building instead of punishment.	M	100% of teachers implement the chose SEL curriculum (Open Circle or Second Step) with integrity daily (all full-length school days) in grades K1-8
Measure: UP Dorchester will implement a calendar of at least five “joyful events” each school year for families and students to participate in, including celebrations of culture and relationship building opportunities.	M	UP Academy Dorchester had more than 5 joyful events for students and families, including Trunk or Treat (Oct), Turkey Trot (Nov), Family Movie Night (Mar), Spring Performance (Jun), End-of-Year-Celebration & Middle School Science Fair (Jun)

Dissemination

	2021-22 Performance (Met/Not Met)	Evidence (include detailed evidence with supporting data or examples)
Objective: UP Education Network will share about its approach to school restart with other public schools both locally and nationally.		
Measure: UP Dorchester School staff and UP Education Network staff will present best practices from UP Academy Dorchester and the network’s approach to school restart at local and national conferences a minimum of five times each year.	M	UP Academy Dorchester / UP Education Network shared best practices with local and national representatives more than five times in the last year, as demonstrated on the Dissemination Tracker.

School Name: UP Academy Dorchester

Date: July 18, 2022

- **In a brief narrative, report the successes and challenges of implementing the school's recruitment strategies from the 2021-2022 Recruitment Plan?**

2021-2022 Implementation Summary:

In 2021-2022 UP Academy Dorchester continued to face a number of ongoing challenges to the recruitment landscape. This includes overall in-district enrollment numbers, major changes to grade configuration, school locations, and feeder school patterns coming through the BuildBPS initiative, as well as the continuation of the Boston Common Application for Commonwealth Charter schools. COVID-19 also continued to present a myriad of challenges to recruitment, pushing the team to continue to strategize innovative and creative ways to inclusively engage families who were not able to leave their homes. These variables have meant that while the execution of our multi-faceted 2021-2022 Recruitment Plan has been successful to date, we have needed to continue to come up with creative ways to recruit students in addition to continuing to build on the foundation of prior years' strategies. This has meant that we have continued to build on lessons learned from previous years, further refined our outreach, and deployed a variety of strategies to recruit applicants. The current challenges of the recruitment landscape also meant we needed to add strategies to our approach.

We provided BPS Welcome Centers with our applications and informational fliers, and shared updated information about our goals and programs to ensure they could provide accurate information about our school to prospective families. We provided applications to BPS schools ending in grade 5, hosted several open houses throughout the year, and provided open access for tours to families both during and after the school day, to give families the opportunity to see the school, meet with our scholars and staff, and ask questions. We sent out a translated mailer in English, Spanish, Haitian Creole, Cape Verdean, Chinese, and Vietnamese, to all K0 through 5th grade students which yielded a significant portion of our applications and completed Intent to Enroll forms.

In addition to paper applications, we offered an online application through the platform of SchoolMint, which has created an exciting additional opportunity to disseminate applications to families using social media, especially a Facebook ad campaign and email listservs. SchoolMint also provided an accessible communication tool for families, who were able to track the progress of their application starting at the moment of submission all the way through to a seat offer. Through the system, families were also able to complete Intent to Enroll forms, and contact the school for support and additional information.

Opportunities for in-person recruitment events were limited due to COVID, though we still leveraged the broader charter and district school communities to raise awareness of our school. We shared applications and information with various school and district partners for dissemination to students including the Boston Public Schools, UP Academy Holland, various area pre-schools and Boston Renaissance Charter School among others. To ensure the scope of our outreach beyond formal events and mailings we also did canvassing outreach to a number of community hot spots and retail areas in South Boston and Dorchester, distributing applications to prospective families. Similarly, we made applications available at a number of community partners, such as libraries and community centers. With COVID related closures, this sometimes meant emailing listservs from community partners instead of providing physical applications. Beyond libraries and community centers, we also conducted targeted outreach to a number of community partners who work specifically with English Learner populations, such as Viet-Aid, and the Haitian Multi-Services Center. To further our scope of awareness, and to help balance some of the more common activities not readily available due to COVID, the school advertised for several months on both the Orange and Red MBTA lines in multiple languages, as well as shared mobile ads with families across Boston.

The impact of continuing remote learning and stay-at-home orders prompted innovations and creative recruitment in other areas as well. We continued to leverage a virtual tour to highlight the school and academic programming, and hosted virtual recruitment events featuring student and teacher panels for prospective families so prospective students had the chance to get to know UAD teachers and leadership team members in community building setting.

We appear to be on track to meet the comparison index at this time, however, not only are we still filling seats at the school. Therefore, we will not have a full picture of our enrollment until the October 1st SIMS deadline submission.

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

General Recruitment Activities for 2021-2022:

- Hosted ads on the MBTA Orange and Red Lines
- Advertised using mobile ads geolocated for Boston families
- Hosted highly publicized virtual open houses, including open hours through BPS' school choice program for prospective families.
- Conducted virtual tours and informational sessions for interested families
- Distributed information packets and applications to community centers, stores, churches, and other areas of local prominence and/or attendance
- Distributed information packets and applications to Boston pre-schools
- Distributed applications in English, Spanish, Haitian Creole, Cape Verdean, Chinese and Vietnamese and information packets to all BPS welcome centers.
- Completed outreach to siblings of current students through phone calls and mailings, ensuring all families received an enrollment application
- Disseminated district-wide mailings in English, Spanish, Haitian Creole, Cape Verdean, Chinese and Vietnamese.
- Advertised with media outlets, including Facebook advertisements and Instagram postings.
- Advertised using a billboard in a well trafficked Dorchester location.
- Posted information in local organizations and businesses within the community

- Targeted application messaging using UP Education Network's existing social media platforms
- Hosted multiple virtual events for families during stay-at-home orders, including information sessions and a virtual game night

Recruitment Plan –Strategies	
List strategies for recruitment activities for <u>each</u> demographic group.	
<p>(a) CHART data</p> <p>School percentage: 13.6%</p> <p>GNT percentage: 16.2%</p> <p>CI percentage: 16.6%</p> <p>The school is below GNT percentages and CI percentages</p>	<p>(b) 2021-2022 Strategies</p> <p><input type="checkbox"/> Met GNT/CI: no enhanced/additional strategies needed</p> <ul style="list-style-type: none"> • Highlighting our commitment to serving all students during outreach • Offering 1:1 support related to special education services • Offering 1:1 support to families enrolling in our school to ensure families understand how their children will be supported by various staff • Connecting families directly with the Special Education team to discuss how UP Academy Dorchester can best support their child • Utilizing SPED-PAC and/or relevant support organizations to reach families who are seeking intensive school support
	<p>(c) 2022-2023 Additional Strategy(ies), if needed</p> <ul style="list-style-type: none"> • Highlight supports for all students in social media posts (2 years) • Special education staff attend recruitment events to connect with families (2 years) • Additional promotional materials providing more detailed information about special education supports for students (ongoing) • Build in school capacity in instructional, cultural, and general expertise in order to support enrollment and retention of SPED applicants (ongoing) • Appoint a Dean of Student Experience role in order to further focus on centering the student experience and restorative justice practices in all leadership team decision making processes.
Limited English-proficient students/English learners	
<p>(a) CHART data</p> <p>School percentage: 33.1%</p> <p>GNT percentage: 23%</p> <p>CI percentage: 24.6%</p> <p>The school is above GNT and CI percentages</p>	<p>(b) 2021-2022 Strategies</p> <p><input checked="" type="checkbox"/> Met GNT/CI: no enhanced/additional strategies needed</p> <ul style="list-style-type: none"> • Highlighting our commitment to serving all students during outreach • Offering 1:1 support related to services to LEP students • Translating general recruitment outreach documents into Spanish, Cape Verdean, Haitian Creole, Vietnamese, Chinese, and Somali • Leveraging partnerships with community members and organizations that serve families that speak languages other than English • Providing translation services at informational events, when needed, to ensure all families receive the same information

	<ul style="list-style-type: none"> Targeting outreach to organizations and businesses that serve families that speak languages other than English Increase scope of outreach to English Language Learner community partners to move beyond targeted materials to including dedicated events with opportunities for question and answer sessions Gather feedback from current LEP families on additional outreach strategies.
	<p align="center">(c) 2022-2023 Additional Strategy(ies), if needed</p> <p align="center">None needed at this time</p>
Students eligible for free or reduced lunch (Low Income/Economically Disadvantaged)	
<p>(a) CHART data</p> <p>School percentage: 84.1%</p> <p>GNT percentage: 63.8%</p> <p>CI percentage: 66.6%</p> <p>The school is above CI percentages</p>	<p align="center">(b) 2021-2022 Strategies</p> <p><input checked="" type="checkbox"/> Met GNT/CI: no enhanced/additional strategies needed</p> <p>All students are eligible for free and reduced lunch in BPS, so there is no specific strategy needed for this category. However, UP Academy Dorchester will continue to highlight in our recruitment materials that:</p> <ul style="list-style-type: none"> We are tuition free and that the school offers assistance to families that may need it when purchasing uniforms All students receive universal free breakfast, lunch, and daily snacks
	<p align="center">(c) 2022-2023 Additional Strategy(ies), if needed</p>
<u>Students who are sub-proficient</u>	<p align="center">(d) Continued 2021-2022 Strategies</p> <p>Work with the district to appropriately target current BPS students with mailing outreach, ensuring students within the district are aware of the opportunity to apply to UP Academy Dorchester</p>
<u>Students at risk of dropping out of school</u>	<p align="center">((d) Continued 2021-2022 Strategies</p> <p>Work with district and partner organization(s) to understand the population of students in grades K1-8 who have a higher chance of dropping out and provide assistance</p>
<u>Students who have dropped out of school</u>	<p align="center">(d) Continued 2021-2022 Strategies</p> <p>Work with district and partner organizations to understand the population of students in grades K1-8 who may have dropped out and provide informational materials and applications to these stakeholders when appropriate</p>
<p>OPTIONAL</p> <p><u>Other subgroups of students who should be targeted to eliminate the achievement gap</u></p>	<p align="center">(d) Continued 2021-2022 Strategies</p> <ul style="list-style-type: none"> Request support from community partners to identify opportunities to present information and to connect with students that may benefit from enrolling at UP Academy Dorchester Work to recruit staff that represent diverse groups to represent UP Academy Dorchester at recruiting fairs and other events

Retention Plan

UP Academy Dorchester: 2022-2023

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

2021-2022 Implementation Summary:

UP Academy Dorchester had a goal of at least 90% retention for the 2021-2022 school year. With a rate of 86.1%, UP Academy Dorchester were close to, but did not quite reach their goal. Despite the challenges of COVID, UP Academy Dorchester managed to keep their community engaged and connected, which is reflected in retention numbers well above the third quartile. As the team continues to build relationships with families and execute our historically successful strategies to keep families connected and engaged, we expect to meet our retention goal in 2022-2023.

UP Academy Dorchester had a number of retention bright spots among our sub-groups with Low Income students at a rate of 87.2% - nearly 6% above the Third Quartile, and with High Needs students at 87%, also nearly 6% above the Third Quartile. Similarly, EL students were at 87.7% - well over 6% above the Third Quartile.

The majority of sub-group data and the overall retention rate at UP Academy show encouraging signs that UP Academy Dorchester has an environment where students want to get to school and stay in school. We plan to continue to leverage successful strategies from past years, while building on lessons learned, especially by continuing to build relationships with families and the community. UP Academy Dorchester, and UP Network are continuing to prioritize equity work for the 2022-2023 school year, and are excited to see the ongoing impact of the 2021-2022 priority of training staff on managing across lines of difference. We continue to believe this focus on equity will support continuing to develop an inclusive, welcoming community for all students.

In addition, we will continue to use the following strategies as retention supports for all students in the next school year:

- Interim assessments
 - Students take regular interim assessments that provide a benchmark toward proficiency and a passing grade. Teachers review the assessments to adjust their instruction and students who are lacking skills will be provided additional supports (e.g. tutoring, literacy support).
- Regular Progress reports
 - Families are provided with a progress report each trimester of student performance. The report will clearly break down performance on every standard, and provide a data point to discuss with families.
- Consistent Family Communication

- Every parent is contacted at least once every two weeks to communicate progress (or lack of progress) in academics and behavior, as well as to discuss possible strategies for improvement.
- Response to Intervention Process
 - Teams of general education teachers, special educators and the DCI for Special Education meet on a regular basis to create in-class interventions to address the needs of struggling students. This provides a clear process for addressing challenges early on, and if interventions fail, this ensures that a student can be evaluated (with parental permission) to determine if s/he has a disability and needs more extensive supports.
- Organizational support
 - The school systematically teaches students strategies for being organized and addresses students' organizational needs based on referrals from teachers. Therefore, students who are disorganized receive targeted intervention so as to prevent disorganization as being a reason for retention.
- Behavior support
 - Students that are struggling behaviorally receive support from their advisor, one of their teachers, the Dean of Students, or their homeroom teacher. This may include a behavior incentive plan, an in-class accommodation, preferential seating, or more frequent family communication.
 - Implementing social emotional learning curriculum to build a strong community of support
- Homework system
 - Homework is collected and recorded every day. Students who drop below an 80% homework completion rate attend afterschool Homework Support until their average is above 80%. A student's family is notified the day a student fails to complete HW.
- High Expectations for grade promotion
 - Often a parent does not reenroll their student if the student is not promoted to the next grade. To prevent this outcome, UP Academy Dorchester must consistently communicate with families regarding the status of their child. Additionally, if retention is necessary, we must, in meetings with the student's parents, clearly communicate the purpose of retention toward ensuring overall college success and fulfilling potential, in order to gain mutual agreement of the decision.
- College prep school culture

- UP Academy Dorchester has a college prep school culture focused on success not only in high school, but also in college. Throughout the course of their time at UP Academy Dorchester, students are exposed to the advantages of having a high school and college degree and be educated about the path required to graduate from both. Students' classrooms will be named after colleges and universities, students periodically visit or learn about local colleges, and the advisory curriculum, especially in the 8th grade, will be highly focused on college prep high school acceptance. This instills in students a desire to stay in school in order to achieve their full potential.
- Strong relationships with at least one adult
 - The advisory and homeroom structure provides additional times in the day and week for students, teachers, and families to connect and build the strong relationships necessary for continued school engagement.
- Build out Special Education Capacity
 - Sub-group data shows there is still work to be done, with rates below the third quartile but higher than they should be, this is an area for focused improvement. As noted in our recruitment plan, UP Academy Dorchester is investing in increased capacity at the instructional, cultural, and general expertise level to provide better support for our Special Education Students, as well as in the Student Experience at the Leadership Team level. We hope capacity building will have a positive impact on SPED retention in the coming year.

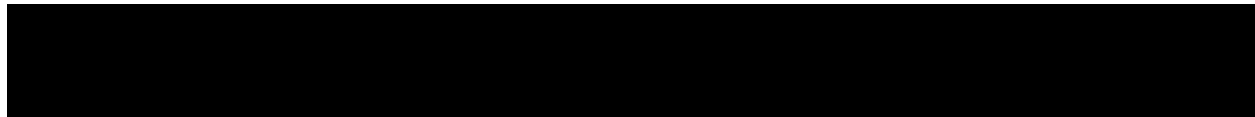
Do not repeat strategies. Each group should have its own set of specific and deliberate strategies.

Overall Student Retention Goal	
Annual goal for student retention (percentage):	90%

Retention Plan –Strategies	
List strategies for retention activities for <u>each</u> demographic group.	
Special education students/students with disabilities	
(a) <u>CHART data</u>	(b) continued 2021-2022 Strategies
	<input checked="" type="checkbox"/> Below third quartile: no enhanced/additional strategies needed

<p>School percentage: 16.7%</p> <p>Third Quartile: 17.5%</p> <p>The school is below third quartile percentages.</p>	<ul style="list-style-type: none"> Continued implementation of co-teaching classrooms in 2021-2022 to further integrate our students receiving special education services with their peers Dedicate additional staff to special education student support to increase programming and family communication for the families, including the addition of a Dean of Student Supports to the leadership team.
	<p align="center">(c) 2022-2023 Additional Strategy(ies), if needed</p> <p align="center">Not applicable at this time</p>
<p align="center">Limited English-proficient students/English learners</p> <p align="center">Limited English-proficient students</p>	
<p><u>(a) CHART data</u></p> <p>School percentage: 12.3%</p> <p>Third Quartile: 18.6%</p> <p>The school is below third quartile percentages.</p>	<p align="center">(b) continued 2021-2022 Strategies</p> <p><input checked="" type="checkbox"/> Below third quartile: no enhanced/additional strategies needed</p> <ul style="list-style-type: none"> Ensure family communication is provided in families' native languages as requested and available Provide regular progress reports for LEP students related specifically to their progress during their time spent with EL support teachers Dedicate additional staff to EL student support to increase both programming and family communication for families
	<p align="center">(c) 2022-2023 Additional Strategy(ies), if needed</p> <p align="center">Not applicable at this time</p>
<p align="center">Students eligible for free or reduced lunch (low income/economically disadvantaged)</p>	
<p><u>(a) CHART data</u></p> <p>School percentage: 12.8%</p> <p>Third Quartile: 18.7%</p> <p>The school is below third quartile percentages.</p>	<p align="center">(b) continued 2021-2022 Strategies</p> <p><input checked="" type="checkbox"/> Below median and third quartile: no enhanced/additional strategies needed</p> <ul style="list-style-type: none"> Partner with cafeteria staff to ensure all families have appropriate information Connect families that may be in need of additional support with our Family and Community outreach support and the Family Resource Center to ensure families are aware of available supports
	<p align="center">(c) 2022-2023 Additional Strategy(ies), if needed</p> <p align="center">Not applicable at this time</p>
<p><u>Students who are sub-proficient</u></p>	<p align="center">(d) Continued 2021-2022 Strategies</p> <ul style="list-style-type: none"> Introduce additional systems and strategies school-wide for using and responding to data, supporting teachers' efforts to provide differentiated supports to their students based on their progress UP Academy Dorchester's high expectations for grade promotion

<u>Students at risk of dropping out of school</u>	(e) Continued 2021-2022 Strategies <ul style="list-style-type: none"> UP Academy Dorchester's high expectations for grade promotion Connect any families expressing concerns with staying at UP Academy Dorchester with our Family and Community outreach team or another applicable leadership team members to discuss support
<u>Students who have dropped out of school</u>	(f) Continued 2021-2022 Strategies <ul style="list-style-type: none"> Regular attendance meetings and follow-up planned by school staff Commitment to communicating with families whose children's attendance becomes a concern to offer support
OPTIONAL <u>Other subgroups of students who should be targeted to eliminate the achievement gap</u>	(g) Continued 2021-2022 Strategies Address the needs of such groups as they are identified.



Student demographic information can be found here:

[Enrollment Data \(2021-22\) - UP Academy Charter School of Dorchester \(35050405\)](#)

STUDENT RACE AND ETHNICITY AND SELECTED POPULATIONS 2021-22 SCHOOL YEAR	
Race/Ethnicity	% of School
African American	53.1
Asian	0.6
Hispanic	42.3
Native American	0.2
White	0.8
Native Hawaiian, Pacific Islander	0.6
Multi-race, non-Hispanic	2.5
Selected Populations	% of School
First Language not English	48.5
English Learner	37.1
Low-income	84.1
Students With Disabilities	13.6
High Needs	91.6

ADMINISTRATIVE ROSTER FOR THE 2021-2022 SCHOOL YEAR			
Name, Title	Brief Job Description	Start date	End date (if no longer employed at the school)
Ariella Silverstein-Tapp, Elementary School Principal	<ul style="list-style-type: none"> Oversees academic program of grades K1-8 Manages DCIs, DOSs, 	July 01, 2015	
Michaela Power Director of Operations	<ul style="list-style-type: none"> Oversees school operations Manages operations team 	January 9, 2017	
Michael Lester, Assistant Principal	<ul style="list-style-type: none"> Supports oversight of 5-8 academics Coaches humanities teachers in grades 5-8 	August 31, 2020	
Natalya Faison	<ul style="list-style-type: none"> Supports oversight of school operations 	July 1, 2021	
Tasheka Folkes, Dean of Curriculum and Instruction	<ul style="list-style-type: none"> Manages and coaches teachers in K1-1 	August 1, 2017	
Oginga Walters, Dean of Curriculum and Instruction	<ul style="list-style-type: none"> Manages and coaches teachers for grades 2-4 	August 1, 2013	
Taylor Johnson Dean of Curriculum and Instruction	<ul style="list-style-type: none"> Manages and coaches STEM teachers in grades 5-8 	August 1, 2017	
Priya Venkatakrishnan, Dean of Students	<ul style="list-style-type: none"> Oversees school culture for grades 5-8 Manages Dean's Office 	July 1, 2019	
Casey Mandel, Dean of SPED/Student Supports	<ul style="list-style-type: none"> Manages special-ed caseload and coaches teachers 	July 1, 2019	

TEACHERS AND STAFF ATTRITION FOR THE 2021-2022 SCHOOL YEAR				
	Number as of the last day of the 2021-2022 school year	Departures during the 2021-2022 school year	Departures at the end of the school year	Reason(s) for Departure*
Teachers	59	7	10	Personal reasons, dismissal, other job opportunities (internal and external), position elimination

Other Staff	35	5	1	Personal reasons, other job opportunities (internal and external)
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UP ACADEMY BOSTON AND UP ACADEMY DORCHESTER BOARD OF TRUSTEES

BOARD MEMBER INFORMATION	
Number of commissioner approved board members as of August 1, 2021	9
Minimum number of board members in approved by-laws	7
Maximum number of board members in approved by-laws	15
Number of board committee members who are neither trustees nor school employees during 2021-2022 school year	5

BOARD MEMBERS FOR THE 2021-22 SCHOOL YEAR				
Name	Position on the Board	Committee affiliation(s)	Number of terms served	Length of each term (including date of election and expiration)
Elizabeth Clymer	Trustee	Finance,	4	07/01/14-06/30/23
Amar Kumar	Board Chair	Governance (Chair), UAB, Hiring	3	12/02/15-06/30/25
Sonia Satchell	Trustee	UAB	1	8/23/21-6/30/2025
Aisha Miller	Secretary	UAD, UAB	1	10/6/21-6/30/2024
Lana Ewing	Trustee	UAD	2	10/26/2017-06/30/24
Alisha Johnson	Trustee	UAD	1	10/15/18-6/30/22
Ali Huberlie	Vice Chair	UAD (Chair), Hiring	2	02/26/19-6/30/25
Matt Lesniak	Treasurer	Finance (Chair), Hiring, Governance	1	11/24/2020-6/30/2024

Rishi Shukla	Trustee	UAB (Chair), Hiring, Governance	1	10/6/2020- 6/30/2024
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Anticipated Board Meeting Schedule for 2022-23

Approved Please note, with current uncertainty remote/in-person conditions, meeting locations and timing are subject to change. For example, per bylaws the Board has two meetings a year at schools, however, this will only be possible if safety recommendations allow.

Date	Time	Location
Monday, July 25th 2022	4:00-6:00pm	Virtual
Wednesday, September 21st 2022	5:00-7:00pm	Virtual/TBD
Wednesday, October 26th 2022	5:00-7:00pm	Virtual/TBD
Wednesday, January 25th 2023	5:00-7:00pm	Virtual/TBD
Wednesday, March 15th 2023	5:00-7:00pm	Virtual/TBD
Wednesday, April 26th 2023	5:00-7:00pm	Virtual/TBD
Wednesday, June 14th 2023	5:00-7:00pm	Virtual/TBD

COMMITTEE MEETING SCHEDULES FOR THE 2021-2022 SCHOOL YEAR

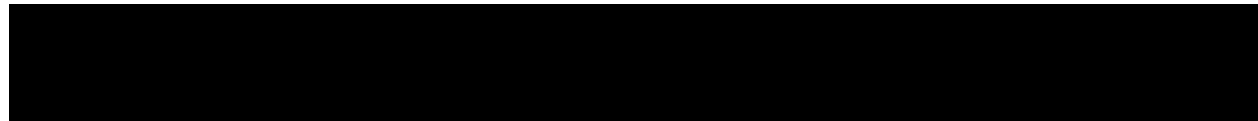
Please note, with current uncertainty remote/in-person conditions, meeting locations and timing are subject to change. For example, per bylaws the Board has two meetings a year at schools, however, this will only be possible if safety recommendations allow.

Name of Committee	Date/Time	Location
UP Academy Boston School Committee	August 2022	Virtual/UAB if possible
UP Academy Boston School Committee	November 2022	Virtual/UAB if possible
UP Academy Boston School Committee	February 2023	Virtual/UAB if possible
UP Academy Boston School Committee	April 2023	Virtual/UAB if possible
UP Academy Dorchester School Committee	August 2022	Virtual/UAD if possible
UP Academy Dorchester School Committee	November 2022	Virtual/UAD if possible
UP Academy Dorchester School Committee	February 2023	Virtual/UAD if possible
UP Academy Dorchester School Committee	April 2023	Virtual/UAD if possible
Finance Committee	September 2022	Virtual/in person if possible
Finance Committee	October 2022	Virtual/in person if possible
Finance Committee	January 2023	Virtual/in person if possible
Finance Committee	April 2023	Virtual/in person if possible
Governance Committee	September 2022	Virtual/UPEN if possible

COMMITTEE MEETING SCHEDULES FOR THE 2021-2022 SCHOOL YEAR

Please note, with current uncertainty remote/in-person conditions, meeting locations and timing are subject to change. For example, per bylaws the Board has two meetings a year at schools, however, this will only be possible if safety recommendations allow.

Governance Committee	November 2022	Virtual/UPEN if possible
Governance Committee	March 2023	Virtual/UPEN if possible
Governance Committee	May 2023	Virtual/UPEN if possible



Key Leadership Changes (SY 2022-23)

Position	Name	Email Address	No Change/ New/Open Position
Board of Trustees Chairperson	Amar Kumar	amarkumar81@gmail.com	New
Charter School Leader	Ariella Silverstein-Tapp	Asilverstein-tapp@upacademydorchester.org	No Change
Assistant Charter School Leader	Michaela Power	mpower@upacademydorchester.org	No Change
Assistant Charter School Leader	Michael Lester	mlester@upacademydorchester.org	No Change
Special Education Director	Casey Mandel	cmandel@upacademydorchester.org	No Change
MCAS Test Coordinator	Michaela Power	mpower@upacademydorchester.org	No Change
SIMS Coordinator	Sheila Afonseca	safonseca@upacademydorchester.org	No Change
English Learner Program Director	Johanna Crowley	jcrowley@upacademydorchester.org	No Change
School Business Official	Michaela Power	mpower@upacademydorchester.org	No Change
SIMS Contact	Sheila Afonseca	safonseca@upacademydorchester.org	No Change
Admissions and Enrollment Coordinator	Sheila Afonseca	safonseca@upacademydorchester.org	No Change

Facilities

UP Academy Dorchester did not relocate or acquire a new facility during the 2021-22 school year.

Enrollment

Action	Date(s)
Student Application Deadline	Friday, March 3, 2023
Lottery	Wednesday, March 8, 2023