



Annual Report 2019-2020

Conservatory Lab Charter School
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Introduction to the School

Conservatory Lab Charter School			
Type of Charter	Commonwealth	Location of School (Municipality)	Boston, MA
Regional or Non-Regional	Non-Regional	Chartered Districts in Region (if applicable)	N/A
Year Opened	1999	Year(s) the Charter was Renewed (if applicable)	2004, 2009, 2014, 2019
Maximum Enrollment	444	Enrollment as of June 1, 2020	444
Chartered Grade Span	PreK-Grade 8	Current Grade Span	PreK-Grade 8
Number of Instructional Days per School Year	185	Students on Waitlist as of June 1, 2020	2,385
Final Number of instructional Days during 2019-2020 School Year	185 (In-Person: 122, Remote: 63)		
School Hours	9:15 – 4:30pm	Age of School as of 2019-2020 School Year	21 years
Mission Statement Conservatory Lab Charter School empowers a diverse range of children as scholars, artists, and leaders through a unique and rigorous academic and music education. We enrich the larger community through performance, service and collaboration. As a laboratory school, we develop and disseminate innovative educational approaches that will positively impact children in other schools and programs.			

Letter from the Chair of the Board of Trustees

Dear Friends of Conservatory Lab Charter School,

For over 20 years, Conservatory Lab has served as a laboratory for creating a unique musically integrated curriculum and school culture that promotes creativity, critical thinking, active engagement, hands-on learning, cooperation, and collaboration. Our mission and key design elements are anchored by our two cornerstone curricular frameworks, EL Education and El Sistema.

This past year has been simultaneously joyful and filled with unprecedented challenges for Conservatory Lab Charter School. On November 13, 2019 we celebrated a construction milestone with the raising of the final structural beam at our permanent Upper School building on Columbia Road in Dorchester. We are eager and excited to move into the building in early fall 2020. In addition, we hosted our annual whole-school winter concerts at the beautiful historic Strand Theater in Upham's Corner—a wonderful musical debut for our students in our new neighborhood.

The urgency of the COVID-19 pandemic forced us to shift rapidly to a model of virtual education that was new for the entire Conservatory Lab community. Although this has been a new challenge for teachers, students, and families, we are proud of our faculty and staff for their flexibility and creativity in supporting our students during this time. Conservatory Lab continues to focus intensely on supporting all students, identifying and addressing new barriers to students' learning that have emerged due to the pandemic including technology access and additional social emotional learning needs.

While the future trajectory of the pandemic remains uncertain, Conservatory Lab remains committed to developing an educational plan that supports the physical safety of students and staff, and that retains instructional rigor and support through consistent cycles (appropriately modified) of reflection on instructional practices and assessments in academics, music, and social emotional learning. At this moment, we know that using our dissemination efforts to facilitate a culture of collective learning with other schools will be critical as we all continue to navigate this uncharted territory in the year ahead.

Sincerely yours,

Katherine H. Sloan

School Performance and Implementation

Faithfulness to Charter

Mission and Key Design Elements

Conservatory Lab Charter School's mission is to provide rigorous academic and music education; enrichment of the larger community through performance, service, and collaboration; and dissemination of innovative educational approaches to other schools and programs. The school's key design elements are: music infusion, interdisciplinary curriculum, project-based learning, and rigorous academics with high achievement expectations for all students. These design elements are embodied in two interrelated frameworks: El Sistema and EL Education (formerly Expeditionary Learning).

Conservatory Lab was the first PreK-8 school in the country to offer El Sistema orchestral music instruction daily within the school day to every one of its 444 students, and remains one of few schools in the country to continue this daily commitment to its pupils. CLCS views music as another form of literacy, building critical thinking, and habits of scholarship, not a separate skill set. Conservatory Lab adopted El Sistema as a cornerstone program in 2010; our El Sistema program currently includes seven string orchestras, four winds/brass ensembles, four percussion ensembles, and one early childhood ensemble that build music literacy, instrumental technique, and critical thinking skills. In K1 and K2, students are immersed in a pre-orchestral early childhood program. Beginning in grade 1 with the introduction of stringed instruments, all students play an instrument and participate in a full orchestra; flute, clarinet, trumpet, trombone, and percussion are offered as students progress from grades 4 and up. Students receive one period of daily music instruction by a group of talented and professionally trained resident artists and interns from local conservatories and universities, and our students' skills have risen to impressive levels of precision and musical complexity. Our orchestras and ensembles perform masterworks alongside professional ensembles at iconic venues and high profile cultural events throughout Boston. Conservatory Lab students have been invited to perform at the Massachusetts State House annually since 2014, as well as public gathering spaces like the Hatch Shell on the Esplanade and the Kroc Center. The breadth of this yearlong performance schedule (see Attachment 1) continues to make a mark on the local music and music-education community.

Conservatory Lab became an EL Education school (formerly Expeditionary Learning) in 2009, and believes that the musical element invigorates instructional practices by supporting standards-based curriculum that is both rigorous and joyful, as well as an inquiry-based pedagogy that puts students at the center of their own learning. We believe that high-quality instruction puts children at the core of learning, actively engaging them through an experiential, constructivist, and collaborative model that is interdisciplinary, culturally responsive, and differentiated to the needs of all learners. The school's learning community thrives on a performance and project-based culture in which students lead and take responsibility for their own learning. Projects, published products, fieldwork, service learning, and music performances inspire students to think and work as professionals, contributing enduring works of quality and beauty to audiences beyond the classroom.

Learning Expeditions: Interdisciplinary studies, called learning expeditions, are the hallmarks of an EL Education school. Throughout their time at Conservatory Lab, students engage in a progression of interdisciplinary learning expeditions that are aligned to the Massachusetts state frameworks, and integrate social studies, science, English language arts (ELA), math, music and art. At Conservatory Lab, we have expanded our learning expeditions to capitalize on our engagement with music to create Learning Through Music Expeditions (LTME). Music, at the core of Conservatory Lab's mission, animates our learning expeditions - whether it is the sonification of climate change data, performing an original

climate change rap, or investigating the role of African American spirituals as a form of resistance to slavery, or production of an original musical reenactment of the American Revolution.

Fieldwork: Fieldwork is an important part of our learning expeditions, providing children with experiences outside of the school that directly connect to what they are learning in the classroom. Unlike traditional field trips, fieldwork gives students the opportunity to be *active* participants as they work directly with experts, ask questions, conduct research, gather data, and explore new ways to gain knowledge from the world around us. Some of our fieldwork sites have included the Savin Hill Cove, Plimoth Plantation, Boston Nature Center, Museum of Fine Arts, Museum of Science, the Arnold Arboretum, and the Massachusetts Institute of Technology.

Student Products and Celebrations of Learning: Each learning expedition culminates in a celebration of learning that gives students the opportunity to showcase their knowledge and skills before an audience of family and community members. Our celebrations take different forms: some include the creation of entire museum experiences or persuasive presentations on a social justice issue, others include interactive learning stations and musical performances, while others feature art gallery openings or dramatic plays. Examples of student products and projects can be found on our [website](#).

Music Performances: Music performances play a key role in music integration at Conservatory Lab. CLCS focuses on performances that are based at local community sites. Students are encouraged to use their musical skills and musicianship as a vehicle for change, for example, by creating original student compositions in response to social justice issues directly impacting their community such as racial discrimination, community violence, and arts education. Additionally, our instruction continues to incorporate more student composition. As a result, our whole-school concerts showcase student compositions from various grades, that range in theme from demonstrations of learning in science, outcries for social change and expressions of personal tragedies.

Amendments to the Charter

<i>Date</i>	<i>Amendment Requested</i>	<i>Pending or Approved?</i>
June 11, 2020	Commissioner approval of the Board-approved provisional CLCS Accountability Plan for 2019-2024	Pending

Access and Equity: Discipline Data

Conservatory Lab's most recent, publicly available student discipline data can be found [here](#).

2018-2019 Student Discipline					
Student Group	Total Number of Students	Students Disciplined	% In-School Suspension	% Out-of-School Suspension	% Emergency Removal
All Students	465	9	0.0	1.9	0.0
English Learner	82	4	--	--	--
Economically Disadvantaged	254	7	0.0	2.8	0.0
Students with Disabilities	68	3	--	--	--
High Needs	324	8	0.0	2.5	0.0

Female	255	4	--	--	-
Male	210	5	--	--	-
American Indian or Alaska Native	0	--	--	--	-
Asian	14	0	--	--	-
African-American/Black	228	5	--	--	-
Hispanic/Latino	187	4	--	--	-
Multi-race, Non-Hispanic/Latino	13	0	--	--	-
Native Hawaiian or Pacific Islander	0	--	--	--	-
White	23	0	--	--	-

CLCS has continued to tighten school structures and norm expectations across the building. In addition, CLCS expanded their use of Habits of Work and Learning (HOWLs) aligned to our CREW qualities of Respect, Empathy, Cooperation, Perseverance and Reflection. Teachers connected the HOWLs to students' daily work to create consistent norms for students. Teachers began implementation of the CLCS CREW curriculum to explicitly teach SEL skills, building students' ability to self-monitor and be reflective. As a result, we have seen a reduction in suspensions throughout the grade levels. We reduced our suspensions to only nine students during the 18-19 school year.

CLCS has maintained two positions focused specifically on school culture. CLCS strives to maintain a safe and supportive learning environment for all students, while holding students accountable using progressive discipline structures and restorative practices to re-engage students in the community.

Dissemination Efforts

A more extensive list of dissemination activities from the year can be found in Attachment 2.

Best Practice Shared	Vehicle for Dissemination	Who at the school was involved with the dissemination efforts?	With whom did the school disseminate its best practices?	Result of dissemination
Best practices in school leadership	Principals for Equity, Innovation, and Excellence professional development group comprised of both public and charter school principals from schools in the Greater Boston Area	Principal	Participating principals from Boston Public Schools, Cambridge Public Schools, Chelsea Public Schools, Revere Public Schools, and charter schools	The professional development group will continue to meet regularly during the 2020-2021 school year.
Curriculum	Published article in the National Science Teaching Association's January 2020 Science Scope journal	Gr. 7-8 Science Teacher	General public	"Visualizing the Environmental Effect of Electronics"
Curriculum	Published article in the National Science Teaching Association's July-August 2020 Science Scope journal	Gr. 7-8 Science Teacher in collaboration with the Harvard-Smithsonian Center for Astrophysics	General public	"Illuminating the Universe"
School Model, Curriculum	Published blog posts on the school website written by CLCS faculty and staff	Gr. 1-2 Strings Resident Artist, Gr. 7-8 Science Teacher	CLCS community and general public	"Building a First Grade String Orchestra" , "Grade 7 Studies Ecology and Stewardship Through EcoXPT: Building Engagement Through a Diversity of Curricular Experiences"
School Model, Arts in Education	Participation in "Public Health and Education: A Network Building Conversation and Workshop", organized by the Center for Artistry and Scholarship in partnership with the Harvard T.H. Chan School of Public Health. The objective of this initial gathering of this network was to form a network of schools that place the arts at the center of learning and to assess the impact of that work from a public health perspective.	Principal, Director of El Sistema	This network building summit convened school leaders, artists, and academics from across the United States and Canada including Esperanza Spalding (Grammy-award winning musician, Professor of Practice at Harvard), Dean Michelle Williams (Harvard T.H. Chan School of Public Health), and Holly Bass (National Director of Turnaround Arts for the Kennedy Center), and Dr. Adele Diamond (Canada Research Chair Professor of Developmental Cognitive Neuroscience at the University of British Columbia). (Cambridge, MA)	Common set of primary and secondary goals for the network.
School Model, Curriculum,	Workshops presented at Next Wave, a summit organized by the Center for Artistry and Scholarship, on October 19, 2019.	Gr. 7-8 Science Teacher, Early Childhood Music Resident Artists, Gr.	Next Wave attendees (300+) across various sectors, including public education, the arts, and public health as well as K-12 public school students. (Boston, MA)	Workshops: <ul style="list-style-type: none"> • Master Class: Progression of Early Childhood Music at Conservatory Lab Charter School • Flow With Me: Yoga in Communities of Color

Best Practice Shared	Vehicle for Dissemination	Who at the school was involved with the dissemination efforts?	With whom did the school disseminate its best practices?	Result of dissemination
Arts in Education	Next Wave is a one-day summit showcasing educator- and community-developed innovations that foster democratic practices and creative approaches to educational equity and racial and social justice.	1-2 Strings Resident Artist, K1 Teacher, CLCS students, CLCS Board members		<ul style="list-style-type: none"> Eighth Grade Capstone Projects: Art, Activism, and Social Justice
School Model	Visits to CLCS by educators, administrators, musicians, artists and policymakers from around the world	CLCS staff	Teachers, educators, administrators, musicians, artists, and policymakers from schools and organizations in the Greater Boston area and beyond.	Every visitor has expressed their appreciation and gratitude for the time and attention.
Creative leadership development	Center for Artistry and Scholarship's Perrone-Sizer Institute for Creative Leadership	CLCS Gr. 1-2 Strings Resident Artist	Educators and emerging leaders from various schools and educational organizations in Boston, Cambridge, Somerville, and other areas in Greater Boston	CLCS's Gr. 1-2 Strings Resident Artist presented a final capstone and graduated from the program on June 25th, 2020. The capstone leadership project is designed to leverage a partnership between the participant's home organization and a community-based organization to improve outcomes for youth and families.

Academic Program Success

Student Performance

Conservatory Lab Charter School's school report card (overview) can be found [here](#).

2019 Official Accountability Report - Conservatory Lab Charter School	
Overall classification	Not requiring assistance or intervention
Reason for classification	Substantial progress toward targets
Progress toward improvement targets	62%
Accountability percentile	26%

During the 2019-2020 school year, students in grades 2-8 were assessed using the STAR assessment in math and reading in the fall. Since we ended the school year remotely due to COVID-19, we did not complete spring STAR assessments in reading or math.

Academic Program

Due to COVID-19, the last third of SY19-20 took place virtually. For purposes of the 2020 Annual Report, we will report on the school's academic program in three parts: whole-year, in-person and virtual.

Whole-Year Academic Program Overview

For SY19-20 Conservatory Lab preserved its instructional leadership structure of two Directors of Academics (K1 - Gr. 2, Gr. 3-8) and two School Culture leaders (K1 - Gr. 2, Gr. 3-8). This structure facilitates alignment across all grades for curriculum and instruction as well as school culture and student support. In order to support instruction for all learners, Conservatory Lab created smaller class sizes for Gr. 4 by adding one additional 4th grade teacher for SY19-20. CLCS continued to utilize smaller class sizes for K1 - Gr. 3 and a departmentalized model for Gr. 5-8 to capitalize on the expertise of teachers, and a school schedule that facilitated the integration of music and visual arts into academics.

In-Person Academic Program Overview

During the core instructional blocks, teachers work with at risk students to tailor instruction to their individualized needs. In addition, learning specialists support the most at risk students with specialized instruction to meet their needs. This year, the school added one new learning specialist position and one new ESL teaching position to expand our capacity to provide students with additional supports. The school utilizes web-based interventions to support student learning.

Teachers continued using EL ELA curriculum across grades K2-8. In addition, teachers expanded teaching practices in math to increase problem solving skills and independent reasoning skills. Teachers continued to revise their science units to align to the 2016 Massachusetts Science/Technology and Engineering standards.

In ELA, teachers increased the volume of writing and improved writing tasks to increase the volume of writing, drafting and critical thinking. Teachers increased students' opportunities to read and write across multiple texts in ELA, humanities and science.

Teachers expanded science based units, building out more field work experiences and service learning opportunities utilizing additional funds from a science grant from the Cedar Tree Foundation.

We implemented our CREW (advisory) curriculum across grade levels. This was the third year that CLCS students presented student-led conferences as a means of sharing their learning and goals.

Virtual Academic Program Overview

March 16, 2020 was the last day of in-person learning at CLCS. In the initial weeks of virtual learning, CLCS's academic program focused on engaging every student and offering students and families multiple opportunities to meet with teachers and other adults from school (resident artists, teaching assistants). Teachers offered learning opportunities through a mix of whole-group, small group, and 1:1 sessions, with a range of required and optional assignments delivered through Google classroom, through the school's existing monitored online platforms, as well as additional platforms available online for free. Students with IEPs or receiving ESL services continued to meet regularly with learning specialists, ESL teachers, and other service providers.

Upon returning from April vacation week, teachers began delivering connected, thematic standards-based units/mini-units to students through a mix of whole-group learning sessions, small group and/or 1:1 sessions. In addition to information gathered during these sessions, teachers tracked student progress through the use of existing online learning platforms such Reflex Math, and iReady. CLCS secured licenses for using additional online platforms that afforded teachers the capacity to monitor students' usage and in some cases specify content, such as Dreambox.

Due to the COVID-19 pandemic and shift to distance learning, CLCS did not hold additional programming for students, such as the annual April vacation week math academic program for students in Gr. 3-8.

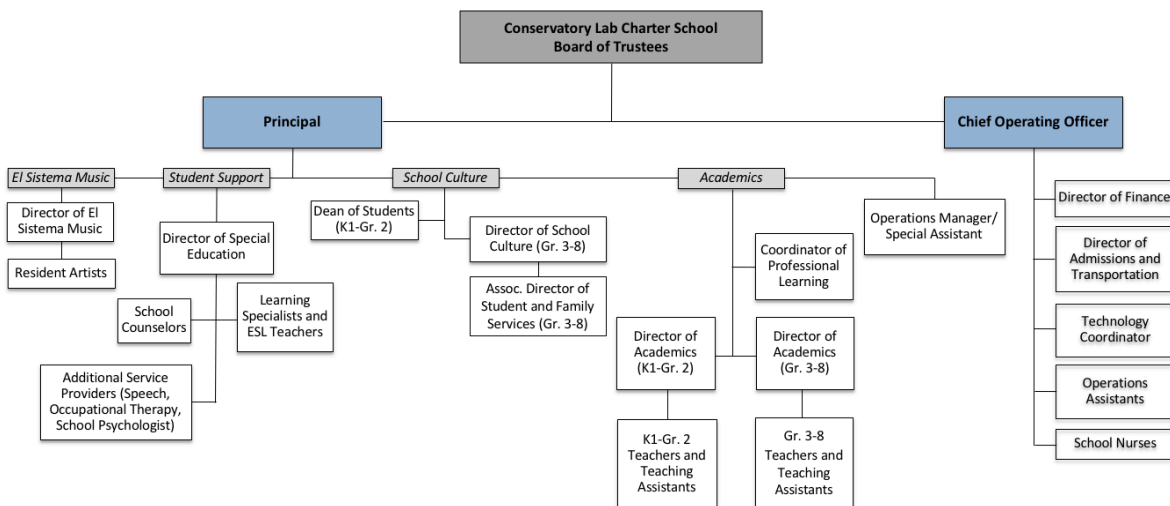
Organizational Viability

Organizational Structure of the School

Conservatory Lab uses a co-leadership model in which the school is run by the Principal and Chief Operating Officer. The Conservatory Lab Board of Trustees voted to terminate the service agreement with the Center for Artistry and Scholarship (CAS) effective June 30, 2020, and CAS no longer provides any services to the school. Below is an updated organizational chart for Conservatory Lab Charter School.

CLCS Organizational Chart

Updated June 2020



Budget and Finance

A. Provide an unaudited FY20 statement of revenues, expenses, and changes in net assets (income statement)

CONSERVATORY LAB CHARTER SCHOOL
UNAUDITED STATEMENTS OF REVENUES,
EXPENSES AND CHANGES IN NET POSITION
YEARS ENDED JUNE 30, 2020 AND 2019

	<u>2020</u>	<u>2019</u>
OPERATING REVENUES		
Tuition	8,013,933	7,367,135
State grants	-	31,418
Federal grants	357,351	398,438
On-behalf fringe benefits	547,475	547,475
Food service	203,246	285,375
In-kind transportation and other services	326,200	326,200
Parent paid fees/other income	85,853	17,046
Rental income	(510,537)	(620,175)
	<hr/>	<hr/>
TOTAL OPERATING REVENUE	9,023,521	8,352,911
OPERATING EXPENSES		
Salaries - instructors	4,224,869	3,401,904
Salaries - administrative	462,623	899,130
Payroll taxes	201,326	213,292
Fringe Benefits	380,290	308,268
Contracted Services	332,888	273,087
Transportation	356,385	346,935
Rent		23,401
Facilities maintenance	275,162	279,298
Utilities	31,266	43,245
Textbooks and materials	40,244	42,672
Educational supplies and activities	124,127	129,070
Music equipment and supplies	95,407	85,707
Classroom computers and equipment	169,778	69,773
Professional fees	291,362	287,792
Advertising and fundraising	243,332	219,521
Staff recruiting	6,746	4,450
Office computers and equipment	43,030	36,914
Office supplies and expense	58,452	83,509
Insurance	34,629	52,884
Food service program	198,014	324,192
Conferences and training	25,784	36,743
On-behalf fringe benefit expense	547,475	547,475
Depreciation and amortization	15,916	15,916
	<hr/>	<hr/>
TOTAL OPERATING EXPENSE	8,159,105	7,725,178
	<hr/>	<hr/>
OPERATING INCOME	864,417	627,733
NON-OPERATING REVENUES (EXPENSES)		
Contribution from related party	144,423	584,239
Interest expense	18,405	-
	<hr/>	<hr/>
NON-OPERATING REVENUES, net	126,018	584,239
CHANGE IN NET POSITION	990,435	1,211,972
NET POSITION, beginning of year	3,633,423	2,421,451
NET POSITION, end of year	4,623,857	3,633,423

B. Statement of net assets for FY20 (balance sheet)

CONSERVATORY LAB CHARTER SCHOOL
UNAUDITED STATEMENTS OF NET POSITION
JUNE 30, 2020 AND JUNE 30, 2019

	<u>2020</u>	<u>2019</u>
<u>ASSETS</u>		
CURRENT ASSETS:		
Cash	865,392	152,118
Accounts and other receivables	-	706,705
Due from other entities	863,062	1,795,936
Prepaid Expenses	47,870	54,105
Deposits	<u>2,328,215</u>	<u>2,328,215</u>
TOTAL CURRENT ASSETS	4,104,539	5,037,079
NON-CURRENT ASSETS -		
Capital assets, net	<u>1,055,765</u>	<u>248,681</u>
TOTAL ASSETS	<u>\$ 5,160,304</u>	<u>\$ 5,285,760</u>
<u>LIABILITIES AND NET POSITION</u>		
CURRENT LIABILITIES:		
Note payable	-	1,200,000
Accounts payable	62,598	109,284
Accrued expenses	127,634	34,178
Accrued payroll and payroll taxes	<u>344,414</u>	<u>308,875</u>
TOTAL CURRENT LIABILITIES	534,646	1,652,337
<u>NET POSITION</u>		
Invested in capital assets, net of related debt	248,681	248,681
Unrestricted	<u>4,375,177</u>	<u>3,384,742</u>
TOTAL NET POSITION	<u>4,623,858</u>	<u>3,633,423</u>
TOTAL LIABILITIES AND NET POSITION	<u>\$ 5,158,504</u>	<u>\$ 5,285,760</u>

C. *Approved School Budget for FY21*

The School's budget was approved by the Board of Trustees on June 11, 2020.

Conservatory Lab Charter School FY2021 Budget - FINAL

	FY21 Budget
Enrollment	444
Tuition Rate	\$18,095
FTEs	74.0
Surplus/ (Deficit)	\$399,470
DSCR Overage/ (Shortfall)	\$214,865

	FY21 Budget
Revenue	
Tuition	8,033,998
Title I	318,890
Federal Nutrition Program	318,773
Title II-Part A Teacher Quality	32,078
ESSER Federal Grant	221,768
Other Entitlement Grant Income	121,566
	<u>\$ 9,047,073</u>
Foundation Grants	355,006
Foundation Rental & Accounting Services	18,325
Other Income	38,547
Total Revenue	\$ 9,458,952
Expenses	
Teaching & Academic Support Staff	3,965,131
Administration	566,439
Total Staff	\$ 4,531,570
Benefits	
Health Insurance	309,662
Dental Plan	35,886
Disability & Life Plans	31,460
403B Match Contribution	69,814
MTRS Grant Expenditure	-
Payroll Taxes	223,417
Workers Compensation	29,921
Professional Development	42,025
Total Benefits	\$ 742,185
Total Staff & Benefits	\$ 5,273,755
El Sistema Salaries	599,594
El Sistema - Instruments & Supplies	117,880
El Sistema Total	\$ 717,474
LTM	-
Support Consultants	340,087
Classroom Supplies, Tech	300,023
Total Program Expenses	\$ 1,357,584
Contract for Development & Marketing	0
Food/Services for Nutrition	375,028
General Supplies	15,375
Technology (non-capitalized)	56,482
Accounting/Audit Services	15,888
Legal Fees	10,000
Payroll Service	38,950
Telephone & Internet	40,980
Insurance	38,040
Other	90,515
Total Other Expenses	\$ 681,256
2120 Rent	85,090
Debt Service	1,120,614
Other (LOC interest + MDFA Gaurantee)	25,000
Total Rent & Debt Service	\$ 1,230,704
Utilities	133,949
Cleaning & Supplies	256,618
Maintenance & Repair	125,616
Total Facilities	\$ 516,183
Total Expenses	9,059,482
Contingency	-
Change in Net Assets (Operating Budget)	\$ 399,470

FY21 Enrollment Table	Enter Number Below
Number of students pre-enrolled via March 16, 2020 submission	444
Number of students upon which FY21 budget tuition line is based	444
Number of expected students for FY21 first day of school	444
Please explain any variances: n/a	

D. Capital Plan for FY21

CLCS Realty Corporation (CLCS Realty), a single-purpose entity formed to obtain New Market Tax Credit financing, is in the process of constructing a new upper school on Columbia Road in the Upham's Corner neighborhood of Dorchester to be occupied by Conservatory Lab Charter School (CLCS) upon completion. CLCS Realty closed on the purchase of a 1.27 acre parcel of land and project financing on March 19, 2019 followed by a groundbreaking event on May 6, 2019 at which Mayor Martin J. Walsh was the featured speaker. This new, three-story, approximately 41,000 square foot facility includes academic classrooms including science rooms and art room, ensemble rehearsal rooms, a dining and performance space, a gymnasium, and an outdoor play area. It will house 275 upper-school students in grades 3-8 and is less than a half mile from the CLCS lower school location. Construction is on target for occupancy by early September 2020.

Total hard and soft cost of the land, building construction and additional FFE is approximately \$30 million. CLCS and Conservatory Lab Charter School Foundation, Inc. (CLCS Foundation) also used the opportunity to refinance the lower school's approximately \$3.1 million mortgage at Hancock Street. A total of approximately \$33 million in financing and equity has been acquired, covering both the Columbia Road project and the Hancock Street refinance. This is comprised of an approximately \$20.5 million tax-exempt bond and an approximately \$1.7 million taxable bond (both bonds were issued by Massachusetts Development Finance Agency), approximately \$3.4 million of New Market Tax Credits, and the remainder from CLCS reserves loaned to the project, and the fundraising efforts of the CLCS Foundation. These funds account for 100% of project costs. A capital asset reserve account has been established in the amount of \$500,000.

CLCS will also be investing approximately \$205,000 for virtual classrooms.

Additional Information (Aligned with Charter School Statute and Regulations)

Appendix A: Accountability Plan Performance for 2019-2020

Conservatory Lab's Accountability Plan for 2019-2024 was provisionally approved by DESE on May 28, 2020. The CLCS Board of Trustees approved the accountability plan on June 11. The amendment request for Commissioner approval of the accountability plan is currently pending.

Faithfulness to Charter

	2019-2020 Performance	Evidence
Objective: <i>Conservatory Lab will effectively support musical achievement for all students (music infusion)</i>		
Measure: All students will perform in front of an external audience as a member of an ensemble at least three times per year.	Partially Met - COVID-19	See Attachment 1 - 2019-2020 List of Select Student Performances. While the vast majority of students were able to form in front of an

		external audience multiple times during the school year, the COVID-19 pandemic forced CLCS to cancel additional planned performances including its whole-school June concerts which serve as a key performance opportunities for CLCS students.
Measure: Average results from each year's spring observations of El Sistema music classrooms will demonstrate a rating of at least 3 across all learning walks.	Not Met - COVID-19	Due to COVID-19 students participated in virtual music classes, but a learning walk did not take place.
Objective: <i>Conservatory Lab will support student learning through the use of interdisciplinary curriculum</i>		
Measure: Each year, students will communicate their synthesis of content standards by demonstrating an average of at least three out of four on a fall and spring writing product related to the expedition.	Not Met - COVID-19	Due to COVID-19 spring writing products connected to an expedition were not completed.
Measure: Each year, the results from the spring observation of academic classrooms will demonstrate an average of 3 out of 4 on the learning walk rubric reflecting interdisciplinary teaching.	Not Met - COVID-19	Due to COVID-19 the spring learning walk was not completed.
Objective: <i>(PROJECT BASED LEARNING and rigorous academics) Conservatory Lab will effectively implement rigorous academic programming with high achievement expectations for all students using project based learning.</i>		
Measure: Each year, when comparing results of the beginning of year STAR ELA reading assessment with the end of year STAR reading results, grade level student results will demonstrate an average of 1.25 years growth.	Partially Met - COVID-19	CLCS conducted the beginning of year STAR ELA assessments in the fall of 2019. However, due to the COVID-19 pandemic and shift to distance learning, CLCS was unable to administer the end-of-year STAR ELA assessments that would allow us to determine the average student growth at each grade level.
Measure: Each year, when comparing results of the beginning of year STAR math assessment with the end of year STAR math assessment, grade level student results will demonstrate an average of 1.25 year's growth.	Partially Met - COVID-19	CLCS conducted the beginning of year STAR Math assessments in the fall of 2019. However, due to the COVID19 pandemic and shift to distance learning, CLCS was unable to administer the end-of-year STAR Math assessments that would allow us to determine the average student growth at each grade level.

Measure: All students will present one individual student-led conference to family and staff to demonstrate learning and reflect upon rigorous tasks completed across subject areas during earlier parts of the school year. Each individual student will share personal learning and challenges in academics and music.	Partially Met	Participation in student led conferences by grade level: K1: 69.4% participation K2: 64.8% participation Gr1: 87.0% participation Gr2: 77.8% participation Gr3: 70.4% participation Gr4: 92.9% participation Gr5: 83.3% participation Gr6: 62.5% participation Gr7: 69.7% participation Gr8: 100% participation
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Dissemination

	2019-2020 Performance	Evidence
Objective: <i>Conservatory Lab will share its interdisciplinary, project-based curriculum with interested Massachusetts and other public school educators through print materials, multimedia resources, classroom observations, and teacher presentations at local and national conferences.</i>		
Measure: Each year, CLCS will publish teacher materials demonstrating best practices or materials used to support project based learning. Each year, CLCS will share best practices and reflections by participating in academic teacher, music educator, and/or administrative networks. By the end of the charter term, CLCS will hold a conference or retreat once during this term to share best practices.	Met	See: <ul style="list-style-type: none"> Dissemination Efforts section above Attachment 2 - 2019-2020 List of Select Professional Presentations, School Visits, Technical Support, and Sharing Resources

Appendix B: Charter School Recruitment and Retention Plan

Recruitment Plan 2020-2021
School Name: Conservatory Lab Charter School
<p align="center">2019-2020 Implementation Summary:</p> <p>This year, Conservatory Lab continued to recruit a diverse student population: 95.6% of students identified as non-White and 69.8% (as compared with 64.9% last year) of students were classified as high needs. For a second consecutive year, Conservatory Lab's English Language Learner population increased (now 16.6%); the percentage of students with disabilities increased to two percentage points to 13.0%. In the 2019-2020 entering K1 class, 20% of the students admitted and enrolled were siblings of current CLCS students. CLCS currently anticipates a trend toward a strong sibling presence in the entry class for the upcoming school year (33% of admitted K1 students for SY20-21 are siblings of current CLCS students) which may impact our progression</p>

toward the comparison index and the gap narrowing targets.

Conservatory Lab continues to participate in the Boston Charter Schools Common Application online process to recruit a diverse student body. A computer kiosk available at the upper school for registration. The Boston Charter Alliance continues its efforts to share information to address the issue of families accepting multiple offers of enrollment to ensure that Boston Public Schools is provided with accurate transportation information.

Since Conservatory Lab moved into our Lower School building on Hancock Street in Dorchester in 2016, and with the ongoing construction progress on our future facility on Columbia Road (Gr. 3-8 occupancy expected September 2020), we continued to target recruitment efforts on community organizations in Dorchester, Roxbury, and Mattapan as established in previous Annual Reports.

General Recruitment Activities for 2019-2020:

1. Continue participation in the Boston Charter School Common Application and maintain a link on the main page of the school website to the common application.
2. Post all admissions information on the main page of the school's website with a direct link to the Common Application. Include important dates and Q&As, along with downloadable applications and online application form in Spanish, Haitian Creole, Portuguese, Vietnamese, Crioulo and simplified and traditional Chinese.
3. Post on school website and printed promotional materials information about school tours, informational sessions, and Open Houses that take place year-round for prospective families.
4. Mail application and information brochures to local Head Start programs, community organizations, after-school programs, libraries, nearby schools, and facilities that serve homeless, low-income, and minority families.
5. Advertise admissions process, application deadlines, and information sessions by press release to the local neighborhood newspapers, particularly in Dorchester, and Mattapan, and other media outlets, and social media pages.
6. Announce application deadlines, information sessions, and application methods in the school's family newsletter, which is sent electronically to families and to the entire school community. Person-to-person communication through our administrators, families, board members, staff members, and resident artists have proven to be an effective approach to communicate the launch of our application cycle.
7. Work with the CLCS Family Action Network and ask families to help to share flyers through interpersonal communication.
8. Deliver live Q&A presentations about Conservatory Lab and distribute promotional materials to major community centers, such as the Kroc Center, Salvation Army, and YMCA locations throughout Boston, and particularly in Dorchester, Roxbury, and Mattapan neighborhoods.
9. Include admissions information during brief presentations at off-site Conservatory Lab concerts in the fall and winter of 2019 and early 2020 (before the admissions lottery) and disseminate admissions materials at each event.
10. Continue to emphasize our non-discriminatory policy, which welcomes and serves all students including those with disabilities and limited English language proficiency, on our website and in all admissions materials.
11. Disseminate promotional video to publicize Conservatory Lab, and include link to video in admissions materials sent to prospective families.
12. Utilize school's social media platforms to advertise the admissions lottery as well as the school's mission, programs, and curriculum.
13. Place copies of our application and admissions materials at Boston Public Schools (BPS) Welcome Centers in Dorchester, Roxbury, Mattapan, East Boston, and Roslindale.
14. Distribute copies of our application and admissions materials, with emphasis on our El Sistema music program, to Boston Public School elementary schools in Dorchester, Roxbury, Mattapan, and the South End that have music programs.
15. Host a New Family Orientation for families who are accepted through the lottery process for SY20-21.

16. Developed relationships with local neighborhood associations, and provided presentations regarding Conservatory Lab and our admissions processes.

Recruitment Plan – 2020-2021 Strategies

Special education students/students with disabilities

(a) CHART data	(b) Continued 2019-2020 Strategies
<p>School percentage: 13.0%</p> <p>GNT percentage: 13.7%</p> <p>CI percentage: 15.6%</p> <p>The school is <u>below</u> GNT percentages and <u>below</u> CI percentages</p>	<p><input type="checkbox"/> Met GNT/CI: no enhanced/additional strategies needed</p> <ol style="list-style-type: none"> 1. Distribute our special education pamphlets and admissions information (in both English and Spanish) at Head Start locations around the city, in shelters, Boys and Girls Clubs, community centers (Kroc Center, Boston Public Schools Welcome Centers, Horizons for the Homeless), and through the mail. 2. Include members of the Student Support Team at open houses and information sessions and ensure that they have interpreters. 3. Partner with the Federation for Children with Special Needs and Massachusetts Parent Information and Resource Center to keep parents of special needs children informed of the services available at Conservatory Lab and of the activities that benefit their children. 4. Work with Mass Society for Prevention of Cruelty to Children (MSPCC) and Department of Children and Families (DCF) to seek referrals of Special Ed students. Target Dimock Early Intervention site in Roxbury. 5. Collaborate with Action for Boston Community Development, Inc. (ABCD), along with Head Start programs in Roxbury, Dorchester, and Mattapan, to distribute our application materials to families with children with special needs. 6. Student support service staff belong to several special-education related organizations and listservs at which they discuss opportunities for students at Conservatory Lab. 7. Work with Head Start programs in Roxbury, Dorchester, and Mattapan to set up face-to-face meetings between Conservatory Lab staff and families with special needs. 8. Collaborate with the Director of Family Programs and the Preschool Director at VietAID in Fields Corner, Dorchester to distribute admissions materials to families with children with special needs and to facilitate face-to-face informational meetings. 9. As the school has engaged in the process of securing all appropriate licenses and permits for breaking ground on a new facility in the Upham's Corner neighborhood, CLCS school leaders and Board members have engaged in ongoing community meetings regarding the school's equal access. The school has been sure to emphasize the school's non-discrimination policy as well as our commitment to serve students of diverse needs and communicating the support systems and staff in place for diverse learners. The school will continue to utilize this strategy as we progress with the building of the new facility. 10. Recruit additional staff that are dual licensed in SPED 11. Conduct outreach at Small Wonders Nursery School in Dorchester, a local early intervention program. 12. Explore expansion of current partnership with Boston Children's Hospital, specifically with their Early Childhood Education Center which services students with learning differences and challenges (1 year).

	<p>13. Share information on the school website regarding the number of staff with dual licensure in special education (1 year).</p> <p>(c) 2020-2021 Additional Strategy(ies), if needed</p> <p><input checked="" type="checkbox"/> Did not meet GNT/CI: additional and/or enhanced strategies needed.</p> <ol style="list-style-type: none"> 1. Coordinating with the Boston Charter School Association to develop targeted recruitment strategies for special education students (3 years) 2. Coordinating recruitment efforts with both the Special Education Family Action Network (SPEDFAN) and the school's Family Action Network targeting organizations that are providing services in and outside of the school setting (1 year).
Limited English-proficient students/English learners	
<p>(a) CHART data</p> <p>School percentage: 16.6%</p> <p>GNT percentage: 23.0%</p> <p>CI percentage: 25.3%</p> <p>The school is <u>below</u> GNT percentages and <u>below</u> CI percentages</p>	<p>(b) Continued 2019-2020 Strategies</p> <p><input type="checkbox"/> Met GNT/CI: no enhanced/additional strategies needed</p> <ol style="list-style-type: none"> 1. Make applications available in Spanish, Haitian Creole, Portuguese, Vietnamese, Crioulo and Chinese in three different ways (online on our website, in paper form, and at fairs/community centers). 2. Engage staff and teachers who are fluent in more than one language to assist throughout the application and recruitment process, such as helping parents to complete applications and enrollment packets. 3. Provide interpreters and translation services at school events, open houses, and fairs for speakers of Spanish, Haitian Creole, Portuguese, French, Vietnamese, Crioulo and Chinese. 4. Have bilingual staff clearly identified during the open houses and information sessions, as well as school admissions tours throughout the year. 5. Distribute admissions applications and materials in English, Spanish, Haitian Creole, Vietnamese, Portuguese, Crioulo and Chinese to local Head Start programs, shelters, Boys and Girls clubs, and other community organizations serving non-English speaking populations, such as Villa Victoria Center for the Arts, the Haitian Multi-Service Center, the Mass Alliance of Portuguese Speakers, the Jackson-Mann Community Center, and VietAID. 6. Provide families with children eligible for enrollment in our preschool program with information about the school and eligibility requirements (age 4 by September 1) by working with Nurtury, Inc. in Roxbury and Jamaica Plain, the Family Nurturing Center in Dorchester, Head Start preschools, and other early childhood organizations that serve communities predominantly composed of immigrant and refugee families, and non- and limited-English speaking families. 7. Provide admissions applications and materials in Spanish, Haitian Creole, Portuguese, French, Vietnamese, Crioulo and Chinese to Action for Boston Community Development, Inc. central offices, and arrange face-to-face informational sessions at neighborhood Head Start programs in Roxbury, Dorchester, and Mattapan. 8. Place copies of our application, in eight languages, at the Boston Public Schools Welcome Centers in Dorchester, Roxbury, and Mattapan. 9. Work with Coordinator of Parent Groups at the Haitian Multi-Service Center in Dorchester to provide application materials in Haitian Creole and to arrange face-to-face informational sessions with families of school-age children. 10. Work with the Director of Family Programs at VietAID in Fields Corner, Dorchester to provide application materials in Vietnamese and to arrange face-to-face informational sessions with families whose children attend the VietAID preschool.

	<ol style="list-style-type: none"> 11. Provide application and admissions materials to the Cape Verdean Family Nurturing Program in Dorchester. 12. Make a concerted effort to recruit and hire staff who are multilingual. 13. Expand community engagement efforts for concerts/performances by inviting diverse community members from neighborhoods around the school sites which include Haitian, Vietnamese, and Portuguese residents. 14. Utilize relationships with civic network surrounding school sites, including the Hancock Street Civic Association, Bowdoin Street Civic Association, Upham's Corner Civic Association to further engage with diverse communities 15. In order to continue progressing toward the GNT/CI, Conservatory Lab will continue to evaluate the list of community organizations, programs and centers that we work with in our outreach efforts. Conservatory Lab will also continue to evaluate and revise the admissions pamphlet and information provided to prospective families. 16. Partner with several bilingual Boston schools, such as the Margarita Muñiz Academy, and work with their community outreach person to conduct joint enrollment outreach. 17. Recruit additional staff that are bilingual 18. Identify local adult literacy centers that teach English as a Second Language at which to conduct enrollment outreach 19. Expand our partnership with Upham's Corner Health Center to recruit more English language learners 20. Targeted student recruitment at ABCD's location in Chinatown (1 year) 21. Share information on the school website regarding number of staff with dual licensure in English as a Second Language. (1 year)
	<p style="text-align: center;">(c) 2020-2021 Additional Strategy(ies), if needed</p> <p><input checked="" type="checkbox"/> Did not meet GNT/CI: additional and/or enhanced strategies needed.</p> <ol style="list-style-type: none"> 1. Work with families of English language learners and ESL teachers to develop family testimonials regarding Conservatory Lab's ELL program and share them via the school's website (1 year)

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

<p>(a) CHART data</p> <p>School percentage: 54.5%</p> <p>GNT Percentage: 39.9%</p> <p>CI percentage: 52.0%</p> <p>The school is <u>above</u> GNT percentages and <u>above</u> CI percentages</p>	<p>(b) Continued 2019-2020 Strategies</p> <p><input checked="" type="checkbox"/> Met GNT/CI: no enhanced/additional strategies needed</p> <ol style="list-style-type: none"> 1. Visit and deliver brief presentations at community centers that specifically serve low-income families, such as homeless shelters, community centers (Kroc Center, YMCA, etc.), and community health centers such as Whittier Street Health Center and Dimock Community Health Center in Roxbury. 2. Make applications and admission materials available to facilities that serve low-income families, such as the YMCA, and the Boys and Girls Clubs. 3. Post promotional materials on bulletin boards, on our website, and in newsletters; hand out promotional materials; and arrange for a time to speak to families directly about our free music education, instruments, lunch, bus transportation, uniforms, and high-quality learning resources that aim to close the achievement gap. 4. Contact representatives of Yawkey Boys and Girls Club in Roxbury, MA, who have received our application materials in the past, to arrange an admissions presentation with staff and families. 5. Provide application and admissions materials in Spanish, Haitian Creole, Portuguese, French, Vietnamese, Crioulo and Chinese to the Uphams Corner Health Center in Dorchester; arrange to deliver brief presentations to interested family members. 6. Collaborate with Action for Boston Community Development, Inc. (ABCD), along with Head Start programs in Roxbury, Dorchester, and Mattapan, to distribute our application and admission materials to low-income families. 7. Distribute recruitment materials at local cultural events, such as “Groovin’ in the Grove” in the Grove Hall neighborhood of Dorchester. 8. Utilize Conservatory Lab’s Office of Student and Family Services to expand efforts to enroll eligible families in state assistance programs 9. Recruit rising sixth graders from local elementary schools with high levels of economically disadvantaged students. 10. Ensure that Conservatory Lab’s admissions team accurately collects data on students who are related (siblings) in non-traditional family structures to ensure the capturing of all students who may be eligible for social assistance programs under the new metrics. 11. In order to continue progressing toward the GNT/CI, Conservatory Lab will continue to evaluate the list of community organizations, programs and centers that we work with in our outreach efforts. Conservatory Lab will also continue to evaluate and revise the admissions pamphlet and information provided to prospective families. 12. As the school has engaged in the process of securing all appropriate licenses and permits for breaking ground on a new facility in the Upham’s Corner neighborhood, CLCS school leaders and Board members have engaged in ongoing community meetings regarding the school’s equal access. The school will publicize the school’s programs that support economically disadvantaged students including the breakfast model and financially accessible surround care programs to support families with working schedules. 13. Publicize the EOS Foundation’s recognition of the Conservatory Lab for the past two school years for excellence in ensuring 80% or higher participation in the schools’ after-the-bell breakfast program daily (1 year). 14. Publicize school’s yearly offerings of vision and dental screening services during the school day for students in need of additional health services. <p>(c) 2020-2021 Additional Strategy(ies), if needed</p>
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	<input type="checkbox"/> Did not meet CI: additional and/or enhanced strategies needed. Include the time allotted for each strategy for data change (i.e. 2-3 years, 1 year) and/or if the school collaborated with a local community organization on these strategies.
<u>Students who are sub-proficient</u>	<p style="text-align: center;">(d) Continued 2019-2020 Strategies</p> <ol style="list-style-type: none"> 1. In admissions and promotional materials, emphasize the school's intervention, acceleration, tutoring, and pullout strategies and resources that aim at closing the achievement gap and preparing students for success through middle school and beyond. 2. Highlight to families the recent addition of support and special education staff. 3. Highlight in promotional materials, in person, during parent tours, and at fairs our inclusion model and our capacity to welcome and serve all students with targeted and individualized academic plans, social-emotional programs, and intensive ensemble-focused music instruction. 4. Provide admissions applications and materials to the Madison Park Development Corporation, in Roxbury, MA, which provides after school and reading and math tutoring to community residents. 5. Provide application and admissions materials in Spanish, Haitian Creole, Portuguese, French, Vietnamese, and Chinese to neighborhood branches of the Boston Public Library, including the Uphams Corner and Fields Corner branches in Dorchester and the Mattapan branch.
<u>Students at risk of dropping out of school</u>	<p style="text-align: center;">(e) Continued 2019-2020 Strategies</p> <ol style="list-style-type: none"> 1. Make our admissions application and materials available to programs that service at-risk youth throughout the city. 2. Make admissions applications and materials available to the Dearborn Boys and Girls Club, Roxbury, MA, housed at the Dearborn Middle School.
<u>Students who have dropped out of school</u> <u>*only schools serving students who are 16 and older</u>	<p style="text-align: center;">(f) Continued 2019-2020 Strategies</p> <p>While this section is non-applicable to K-8 schools, Conservatory Lab's Office of Student and Family Services are equipped with recruitment information and trained to reach out to and engage children who have struggled with truancy and tardiness.</p>
<p style="text-align: center;">OPTIONAL</p> <u>Other subgroups of students who should be targeted to eliminate the achievement gap</u>	<p style="text-align: center;">(g) Continued 2019-2020 Strategies</p> <ol style="list-style-type: none"> 1. Continue to recruit diverse families from local community programs, especially those in Roxbury, Dorchester, and Mattapan, through outreach efforts, such as distributing flyers, holding information sessions, and attending fairs. 2. Include music and art electives, student leadership opportunities, and conference presentation opportunities for middle school students.

Retention Plan 2020-2021

2019-2020 Implementation Summary:

Conservatory Lab's retention rate increased from 80.5% in 2018-2019 to 87.6% in 2019-2020. Despite last year's downward turn, the current retention rate still represents an improvement in student retention from 77.1% in 2016-2017 - a year in which Conservatory Lab relocated its Lower School facility from Brighton to Dorchester. As Boston Public Schools continues to consider reconfiguring the grade level of some high schools to Gr. 7-12 schools, Conservatory Lab anticipates continued challenges with student retention in the upper grades. Since our occupancy of the Lower School location at 133 Hancock Street in Dorchester in 2016, our ongoing recruitment strategies have continued to focus on the surrounding neighborhoods of Dorchester, Roxbury, and Mattapan as we continue striving toward consistently meeting our established retention goal of 85%. We anticipate that the opening of our permanent Upper School building (expected in early fall 2020) will provide the long awaited stability to the Conservatory Lab community and assist in exceeding our retention goals.

Our unique, child-centered music and academic programs—El Sistema and EL Education—continued to create a school environment that promoted deep engagement in learning. Our El Sistema program continued to provide intensive, ensemble-based music education that gives children structures to develop creativity, to collaborate with their peers, and grow as productive members of our community. Similarly, our learning expeditions remained hands-on, inquiry-based interdisciplinary units that foster high student engagement through use of experts in the classroom, fieldwork outside school, community service, and arts integration. Our students proudly presented their learning and final products to family and community members at celebrations of learning. Teachers as well as bilingual staff members supported English Language Learners and ensured their families were aware of their learning progress. Students who need extra support were provided intervention strategies such as computer-assisted instruction and small-group instruction. Conservatory Lab's Student Support Team continued to meet regularly to design strategies to support individual children academically and emotionally. Teachers continued to help close the achievement gap by using interim assessment data to inform instructional practices. Students received systematic instruction in social-emotional skills through CREW meetings. We provide a surround care program to support the range of needs of our families in partnership with a local after-school provider.

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

Retention Plan –2020-2021 Strategies

Special education students/students with disabilities

<p><u>(a) CHART data</u></p> <p>School percentage: 7.1%</p> <p>Third Quartile: 16.4%</p> <p>The school's attrition rate is <u>below</u> third quartile percentages.</p>	<p style="text-align: center;">(b) Continued 2019-2020 Strategies</p> <p><input checked="" type="checkbox"/> Below third quartile: no enhanced/additional strategies needed</p> <ol style="list-style-type: none"> 1. Employ a Special Education Coordinator and a team of learning specialists to create and monitor IEP plans and goals, meet regularly with special education students, and evaluate new and improved software options. Our principal is an inclusion specialist who will bring her extensive background to bear on our delivery of instruction and services to this population. 2. Employ and/or contract with a speech and language therapist, physical therapist, occupational therapist, and a counselor to provide additional related services. 3. Host open houses and information sessions for incoming families of students with special needs, in coordination with the Student Support Team, and offer information about our special education program and the SPED-FAN (Special Education Family Action Network). 4. Increase the use of Chromebooks for writing, reading and research in grades 3-8. 5. Include tutoring, computer-assisted instruction (particularly in preparation for the MCAS tests), peer mentoring, additional time on task, and small-group projects. 6. Systematically and explicitly teach social-emotional learning skills across all grade levels. 7. Organize informational sessions and workshops about our programs and curriculum for families of students with special needs. Interpreters and childcare will be provided. 8. Utilize small group reading in all classrooms K2-grade 8. 9. Add Reading Recovery program to support struggling grade one students. 10. Expand the use of station based teaching in mathematics. 11. Implement regular data review meetings to identify strategies to support students with lagging skills and provide family updates as new strategies are implemented. 12. Develop consistent family communication plan to provide more opportunities for collaboration. 13. Provide intentional transition planning between school years for families and students with special needs or disabilities 14. Re-structure family programming to support the diversity of our students' academic and social emotional needs 15. Introduce student led conferences as a means of engaging families and increasing students' ownership of their own learning. (1 year) 16. Collaborate with the Family Action Network to host family friendly curriculum support and child development information nights. (1 year) 17. Utilize computer based text to speech software to provide greater access to grade level content. (1 year) 18. Introduce Universal Design for Learning as a means of providing students greater access. (3 years) 19. Hire an additional learning specialist to expand capacity to provide targeted supports to students with disabilities (1 year) 20. Reconfigure elementary grade class sizes to decrease student to teacher ratio (1 year) <p style="text-align: center;">(c) 2020-2021 Additional Strategy(ies), if needed</p> <p><input type="checkbox"/> Above third quartile: additional and/or enhanced strategies needed. Include the time allotted for each strategy for data change (i.e. 2-3 years, 1 year) and/or if the school collaborated with a local community organization on these strategies.</p>
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Limited English-proficient students/English learners

<u>(a) CHART data</u>	(b) Continued 2019-2020 Strategies
<p>School percentage: 13.3%</p> <p>Third Quartile: 18.2%</p> <p>The school's attrition rate is <u>below</u> third quartile percentages.</p>	<p><input checked="" type="checkbox"/> Below third quartile: no enhanced/additional strategies needed.</p> <ol style="list-style-type: none"> 1. Increase ESL teachers to employ two full time ESL teachers: one at the lower school (K1 - Gr. 2) and one at the upper school (Gr. 3-8). 2. Continue to employ teachers, musicians, and staff with second language fluency. 3. Provide interpreters in French, Mandarin, and Vietnamese, in addition to Spanish, Haitian Creole, and Portuguese, during parent-teacher conferences, progress meetings, and intervention meetings. 4. Organize informational sessions and workshops for families of English Language Learners about our programs and curriculum. Interpreters and childcare will be provided. Develop consistent system to coordinate interpretation for family conferences 5. Utilize computer based text to speech software to provide greater access to grade level content. 6. Provide specific reading interventions to students reading below grade level. 7. Provide time and space for students to share their languages and cultures with one another through social groups and curriculum 8. Develop a new format for outreach for the regular Family Action Network meetings 9. Initiate individual meetings with new families in upper grade levels. 10. Communicate the name and contact information of bilingual staff members to families. 11. Hire an additional ESL teacher to expand capacity to provide targeted supports to students with disabilities (1 year) 12. Provide financial incentive to staff to pursue and secure dual licensure in ESL (1 year)
	<p>(c) 2020-2021 Additional Strategy(ies), if needed</p> <p><input type="checkbox"/> Above third quartile: additional and/or enhanced strategies needed. Include the time allotted for each strategy for data change (i.e. 2-3 years, 1 year) and/or if the school collaborated with a local community organization on these strategies.</p>

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

<u>(a) CHART data</u>	(b) Continued 2019-2020 Strategies
<p>School percentage: 11.9%</p> <p>Third Quartile: 18.4%</p> <p>The school's attrition rate is <u>below</u> third quartile percentages.</p> <p>-</p>	<p><input checked="" type="checkbox"/> Below median and third quartile: no enhanced/additional strategies needed</p> <ol style="list-style-type: none"> 1. Continue to offer free and reduced-price breakfast and snacks, and free and reduced price lunch to qualifying families. 2. Provide free bus transportation to qualifying families, as well as free MBTA passes to middle school students. 3. Continue to distribute free uniforms to students from low-income families. 4. Provide extra learning resources during the school year and the summer months. 5. Ensure that all students have access to necessary school supplies throughout the year, both by providing supplies purchased by the school and also through donations from other families and community members. 6. Establish surround care programming that accepts vouchers and reduced tuition rates. 7. Implementation of school-based affordable summer programming for elementary students (1 year)

	<p align="center">(c) 2020-2021 Additional Strategy(ies), if needed</p> <p><input type="checkbox"/> Above third quartile: additional and/or enhanced strategies needed. Include the time allotted for each strategy for data change (i.e. 2-3 years, 1 year) and/or if the school collaborated with a local community organization on these strategies.</p>
<p><u>Students who are sub-proficient</u></p>	<p align="center">(d) Continued 2019-2020 Strategies</p> <ol style="list-style-type: none"> 1. Increase the amount of small group support time in Math and ELA for students not on IEP or 504 plans who need additional support. 2. Add intervention and acceleration into the schedule at several grade levels. This intervention will include technology programs as well as small group supports. 3. Consistent review by the Office of Student and Family Services, particularly in the middle school, will help retain students who are sub-proficient. 4. Use interim assessments from the Achievement Network (ANet) for grades 2 – 8 to identify students who are sub-proficient through a cyclical assessment process. Reteach content, track student progress, and identify and close gaps in student learning. 5. Implement individualized intervention strategies and plans, such as in-school and home tutoring, to raise proficiency levels. 6. Provide professional development for staff on Universal Design for Learning and differentiation in instruction to maximize accessibility of content for all students. 7. Consistently use internal referral system for teachers and staff to continually identify at-risk students for interventions. 8. Develop a resource directory for families and students for additional, community-based academic supports such as after-school programs and/or tutoring.
<p><u>Students at risk of dropping out of school</u></p>	<p align="center">(e) Continued 2019-2020 Strategies</p> <ol style="list-style-type: none"> 1. Through frequent parent-teacher conferences and reviews by the Office of Student and Family Services, teachers, counselors, administrators, and resident artists will maintain constant communication with families to identify students at risk of dropping out and to develop intervention strategies. 2. Employ a counselor at each site to work with individual students with social, emotional, and behavioral challenges to identify problems and design interventions. 3. The teachers, principal, counselors, and Conservatory Lab's Office of Student and Family Services will work with families to problem solve, strategize, and advocate on behalf of students. 4. Continue to implement El Sistema, along with our extended school day, to create a strong incentive for students to stay engaged with school. 5. Consistently use internal referral system for teachers and staff to continually identify at-risk students for interventions. 6. Provide more programming around the high school transition and future opportunities to keep middle school students and families engaged with school.
<p><u>Students who have dropped out of school</u> <u>*only schools serving students who are 16 and older</u></p>	<p align="center">(f) Continued 2019-2020 Strategies</p> <p>N/A - Conservatory Lab is a K-8 school with no students age 16 or older.</p>

<p>OPTIONAL <u>Other subgroups of students who should be targeted to eliminate the achievement gap</u> -</p>	<p>(g) Continued 2019-2020 Strategies</p> <ol style="list-style-type: none"> 1. Identify students who are underachieving and provide pullout tutoring and directed small-group instruction on a regular basis. 2. Expand collection of diverse, multicultural literature in learning expeditions, Readers Workshop, and classroom libraries to allow students of color to see themselves in the curriculum and personally identify with the content in all grades 3. Provide professional development to build cultural competency in our teaching staff. 4. Provide additional social emotional support groups for targeted student populations including specific groups for male students of color and female students.
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Appendix C: School and Student Data Tables

Conservatory Lab Charter School's student demographic enrollment information can be found at the Massachusetts Department of Elementary and Secondary Education [website](#).

STUDENT RACE AND ETHNICITY AND SELECTED POPULATIONS	
Race/Ethnicity	% of School
African American	48.8%
Asian	2%
Hispanic	42.4%
Native American	0.0%
White	4.4%
Native Hawaiian, Pacific Islander	0.0%
Multi-race, non-Hispanic	2.4%
Selected Populations	% of School
First Language not English	21.6%
English Language Learner	16.6%
Students with Disabilities	13%
High Needs	69.8%
Economically Disadvantaged	54.5%

ADMINISTRATIVE ROSTER FOR THE 2019-2020 SCHOOL YEAR			
Name, Title	Brief Job Description	Start date	End date (if no longer employed at the school)
John Chistolini, Chief Operating Officer	Responsible for school operations including facilities, admissions, recruitment and retention; DESE liaison.	1/2014	
Nicole Mack, Principal	Responsible for overall curricular and instructional programs including special education and ELL services.	6/2016	

Tess Plotkin, Interim Director of El Sistema	Responsible for the El Sistema program	7/2012	06/30/2020
Allison Chow, Manager of Special Projects	Provides administrative support for CLCS leadership	7/2016	06/30/2020
Hilary Shea, Coordinator of Professional Learning	Responsible for staff professional development	7/2016	
Nefta Ramsey, Director of Admissions	Responsible for admissions/enrollment of students and state reporting	10/2015	
Andres Barraza, Director of Finance	Responsible for administration of all business transactions including budget development	9/2018	

TEACHERS AND STAFF ATTRITION FOR THE 2019-2020 SCHOOL YEAR				
	Number as of the last day of the 2019-2020 school year	Departures during the 2019-2020 school year	Departures at the end of the school year	Reason(s) for Departure*
Teachers*	38	3	7	<i>Mid-year departures:</i> employee chose to end employment. <i>End-of-year departures:</i> employee chose to end employment or non-renewal of employment contract.
Other Staff**	25	0	4	<i>End-of-year departures:</i> employee chose to end employment or non-renewal of employment contract.

*Consistent with previous annual reports, this figure includes classroom teachers, resident artist instructors, and special education.

**Consistent with previous annual reports, this figure includes teaching assistants, arts instructors, administrators, and other support staff.

BOARD AND COMMITTEE INFORMATION	
Number of commissioner approved board members as of August 1, 2020	13
Minimum number of board members in approved bylaws	7
Maximum number of board members in approved bylaws	25

Members of the Board of Trustees for the 2019-2020 School Year

BOARD MEMBERS FOR THE 2019-2020 SCHOOL YEAR				
Name	Position on the Board	Committee affiliation(s)	Number of terms served	Length of each term (start and end date)
Takiya Anthony-Price	Ex-officio trustee (Parent Representative)	Education Committee	1	Date of election: 11/21/2018 Date of expiration: 10/23/2020 Resigned as of 6/11/2020
Lynn Cetrulo	Trustee	Governance Committee	2	Date of Election: September 19, 2017 Date of Expiration: September 30, 2023
Elaine Chow	Trustee	Finance Committee	N/A – still in first term	Date of election: 8/17/2019 Date of expiration: 06/30/2021
Robert Grinberg	Treasurer	Finance Committee, Executive Committee,	6	Date of Election: July 8, 2003 Date of Expiration: June 30, 2021
Reverend Gregory Groover	Trustee	Governance Committee	2	Date of Election: September 19, 2017 Date of Expiration: September 30, 2023
Gary Gut	Trustee	Executive Committee, Finance Committee,	6	Date of Election: March 10, 2002 Date of Expiration: June 30, 2020 Resigned: June 11, 2020
Martha Kleinman	Trustee	Executive Committee, Governance Committee,	2	Date of Election: December 2, 2015 Date of Expiration: June 30, 2021
Ceferina Murrell	Trustee	N/A	N/A – still in first term	Date of election: 09/24/2019 Date of Expiration: 09/24/2022

Kimberly Nelson	Trustee	Executive Committee, Education Committee,	N/A – still in first term	Date of Election: September 19, 2017 Date of Expiration: September 30, 2020 Resigned: June 11, 2020
Kitty Pell	Lifetime Emeritus	Finance Committee, Executive Committee	7	Date of Election: January 1, 1998 Date of Expiration: June 30, 2019 Resigned: June 12, 2019
Erika Sanchez	Trustee	Education Committee	N/A – still in first term	Date of Election: November 16, 2017 Date of Expiration: October 23, 2021
Christina Simpson	Trustee	N/A	N/A-still in first time	Date of election: March 24, 2020 Date of expiration: March 24, 2023
Kay Sloan	Chair	Executive Committee, Governance Committee, Joint Strategic Planning Committee	2	Date of Election: October 31, 2016 Date of Expiration: June 30, 2022
Tyrone Sutton	Trustee	Education Committee	2	Date of Election: September 19, 2017 Date of Expiration: September 30, 2023
Curtis Warner	Trustee	Education Committee	1	Date of election: September 24, 2019 Date of Expiration: September 24, 2022
Lisa Wong	Trustee	Education Committee, Executive Committee, Joint Strategic Planning Committee	3	Date of Election: March 20, 2014 Date of Expiration: June 30, 2023
Sandy Yeung	Ex-officio trustee (Parent Representative)	Education Committee, Governance committee	2	Date of election: October 15, 2018 Date of expiration: September 20, 2020 <i>*Voted in as full-trustee as of June 11, 2020</i>

BOARD OF TRUSTEE MEETING SCHEDULE FOR THE 2020-2021 SCHOOL YEAR	
Date/Time	Location
September 29, 2020 from 3:00-5:00pm	Via Zoom
November 17, 2020 from 3:00-5:00pm	Via Zoom
February 2, 2021 from 3:00-5:00pm	Via Zoom
April 6, 2021 from 3:00-5:00pm	Via Zoom
June 8, 2021 from 3:00-5:00pm	Via Zoom

COMMITTEE MEETING SCHEDULES FOR THE 2020-2021 SCHOOL YEAR		
Name of Committee	Date/Time	Location
Executive Committee	September 17, 2020, 10:00am-12:00pm	Via Zoom
Executive Committee	November 5, 2020, 10:00am-12:00pm	Via Zoom
Executive Committee	January 19, 2021, 8:30am-10:30am	Via Zoom
Executive Committee	March 23, 2021, 8:30am-10:30am	Via Zoom
Executive Committee	June 1, 2021, 8:30am-10:30am	Via Zoom

Appendix D: Additional Required Information

Key Leadership Changes

Position	Name	Email Address	No Change/ New/Open Position
Board of Trustees Chairperson	Kay Sloan	ksloan@massart.edu	No change
Charter School Leader	Co-Leaders: John Chistolini (Chief Operating Officer), Nicole Mack (Principal)	jchistolini@conservatorylab.org, nmack@conservatorylab.org	No change

Assistant Charter School Leader	n/a - co-leader model		
Special Education Director	Kristine Bonsack (Director of Special Education)	kbonsack@conservatorylab.org	No change
MCAS Test Coordinator	Nicole Mack	nmack@conservatorylab.org	No change
SIMS Coordinator	Nefta Ramsey (Director of Admissions and Transportation)	nr Ramsey@conservatorylab.org	No change
English Learner Program Director	Nicole Mack	nmack@conservatorylab.org	No change
School Business Official	Andres Barraza (Director of Finance)	abarraz@conservatorylab.org	No change
SIMS Contact	Nefta Ramsey	nr Ramsey@conservatorylab.org	No change
Admissions and Enrollment Coordinator	Nefta Ramsey	nr Ramsey@conservatorylab.org	No change

Facilities

Location	Dates of Occupancy
133 Hancock Street, Dorchester, MA 02125	August 2016–Present
2120 Dorchester Ave, Dorchester, MA 02124	August 2014–Present
395 Columbia Road, Dorchester, MA 02125	Expected September 4, 2020

Enrollment

Action	2020-2021 School Year Date(s)
Student Application Deadline	February 28, 2021
Lottery	March 1, 2021 (Inclement Weather Date: March 8, 2021) <i>Dates for Conservatory Lab's lottery will align with the Boston Charter School Association's agreed upon coordinated lottery date.</i>

Conditions

Condition	Status
1. By February 28, 2019, CLCS must submit evidence to the Department that it has provided the school community with notice of the school's renewal with conditions that the school must meet. The school must inform parents/guardians, teachers, staff, board	CLCS notified its stakeholders of the renewal with conditions on the following dates: <ul style="list-style-type: none"> Students and Families: February 24, 2019 Staff: February 15, 2019 Board: February 25, 2019

members, and students of the school's current status.	Evidence of the communications was shared with DESE on February 27, 2019
2. By June 30, 2019 CLCS's board of trustees must clarify the relationship among the school, the Conservatory Lab Charter School Foundation, and the Center for Artistry and Scholarship pertaining to issues including, but not limited to, services provided, funding, agreements, facilities, and staffing.	The CLCS Board of Trustees submitted a written description of the current relationship to DESE's Office of Charter Schools and School Redesign. This document has been initially reviewed by the Office of Charter Schools and School Redesign, and is currently awaiting approval from the Board of Elementary and Secondary Education.
3. By November 1, 2019, the school must include in its annual financial audits all entities that should be reported as component units according to the standards of the Governmental Accounting Standards Board (GASB) or an alternative plan, approved by the Department, to provide full financial transparency for all transactions and organizational relationships that impact the fiscal viability and health of the school.	The CLCS Board of Trustees approved the fiscal year 2019 financial audit, which included all entities as component units, and was consistent with meeting the third condition. The financial audit was signed by the Treasurer of the Board on October 28, 2019. The audit and the signature page were sent to the DESE on November 1, 2019.

Complaints

The Board of Trustees did not receive any official complaints during the 2019-2020 school year.

Attachment 1 - 2019 - 2020 List of Select Student Performances

Date	Performance/Venue	Student Performers
August 22, 2019	Performance with Landmarks Orchestra, Castle of Our Skins, and Jean Appolon Expressions at DCR Memorial Hatch Shell.	Selected Gr. 7-8 student musicians
September 2, 2019	Performance at CLCS Board of Trustees Celebration	Selected Gr. 8 strings students
September 14, 2019	Performance at Upham's Corner Art and Health Street Festival	Selected Gr. 1-2 student musicians
September 23, 2019	In-school performances in celebration of John Coltrane's birthday	Gr. 5 percussion student musicians, Gr. 6 - 8 winds, brass, and percussion student musicians, Gr. 7-8 lower strings student musicians
September 27, 2019	In-school performance during Friday school community gathering	Gr. 1 - 2
October 19, 2019	Master class performance as part of a workshop on the progression of Early Childhood Music at Conservatory Lab at the Center for Artistry and Scholarship's Next Wave Summit	Selected Gr. 2 students
October 25, 2019	In-school performance during Friday school community gathering	K1 - K2 student musicians
October 30, 2019	In-school performance	Gr. 4 string student musicians
October 30, 2019	In-school performance	Gr. 6 string student musicians
October 31, 2019	In-school performance	Gr. 7-8 string student musicians
November 7, 2019	Performance at the Boston Children's Museum	All Gr. 1 student musicians
November 8, 2019	In-school performance	All Gr. 3 student musicians
November 15, 2019	In-school performance	Gr. 4 winds & brass student musicians
November 15, 2019	In-school performance	Gr. 5 winds & brass student musicians
November 21, 2019	In-school performance	All Gr. 5 student musicians

November 22, 2019	In-school performance during Friday school community gathering	Gr. 1 - 2 student musicians
December 5, 2019	Performance at the Massachusetts State House	All K2, Gr. 7, Gr. 8 student musicians
December 14, 2019	Performance at Dorchester Stringfest hosted by Celebrity Series of Boston at the Kroc Corps Community Center with Castle of our Skins	Gr. 6-8 string student musicians
January 11, 2020	Whole school concerts held at The Strand Theater in Dorchester	All Conservatory Lab students K1 - 8
January 31, 2020	In-school performance during Friday school community gathering	K1 - K2 student musicians
February 28, 2020	In-school performance during Friday school community gathering	Gr. 1 - 2 student musicians
June 12, 2020	Presentation of pre-recorded student performance videos of themselves singing or playing their instrument at home during a virtual Friday school community gathering	Selected students from K1 - Gr. 2

Attachment 2 - 2019-2020 List of Select Professional Presentations, School Visits, Technical Support, and Sharing Resources

Select Presentations at Professional Conferences

- Josh Garver (Resident Artist), Alex Ramos (Resident Artist), Will Lynch (Resident Artist), and selected Gr. 2 students: Master class workshop presentation during Next Wave, summit hosted by the Center for Artistry and Scholarship, October 19, 2020 (Boston, MA).
- Taheera Massey (K1 Teacher): Workshop presentation during Next Wave, summit hosted by the Center for Artistry and Scholarship, October 19, 2020 (Boston, MA).
- Elizabeth Schibuk (Gr. 7-8 Science Teacher) and selected CLCS alums: Workshop presentation during Next Wave, summit hosted by the Center for Artistry and Scholarship, October 19, 2020 (Boston, MA).

Select School Visitors, Technical Support, and Sharing Resources

- School Visitors
 - September 11, 2019 - Students from the Harvard Graduate School of Education enrolled in A310 Schools in Action observed K1 - Gr. 2 academic, music, and arts classes.
 - October 7, 2019 - Jillian Tung, student at the Harvard T.H. Chan School of Public Health observed K1 - Gr. 2 music classes and met with school administrators and resident artists.
 - November 6, 2019 - A delegation of educational, civic, and clergy Leaders from Kansas City, along with representatives from [Getting Smart](#) and The Kauffman Foundation observed K1 - Gr. 8 academic, music, and arts classes and met with school leaders, teachers, resident artists, and students.
 - November 19, 2019 - Arts teachers from Cuba observed Gr. 3-8 music classes, and met with the Director of El Sistema.
 - December 12, 2019 - President Andrea Kalyn of New England Conservatory observed Gr. 3-8 music classes, and met with the Director of El Sistema.
 - December 16, 2019 - Teachers from Seven Hills Charter Public School observed Gr. 3-8 academic and music classes, and met with school administrators.
 - January 29, 2020 - Staff from the Harvard Teaching Fellows program observed Gr. 3-8 academic classes and met with school administrators.
 - March 3, 2020 - Teachers from Charlestown High School observed Gr. 3-8 music and academic classes and met with school administrators, teachers, and students.
- Published Articles in Peer-Reviewed Journals
 - ["Visualizing the Environmental Effect of Electronics: Using Infographics and Science Museum Exhibit Design to Communicate Learning"](#) by Elizabeth Schibuk, Gr. 7-8 Science Teacher in the January 2020 issue of Science Scope, published by the National Science Teaching Association
 - ["Illuminating the Universe"](#) by Elizabeth Schibuk, Gr. 7-8 Science Teacher in collaboration with the Harvard-Smithsonian Center for Astrophysics in the July - August 2020 issue of Science Scope, published by the National Science Teaching Association
- Published Blog Posts on various websites
 - ["Next Wave Master Class - Routines and Artistry in Early Childhood Music at Conservatory Lab"](#)
 - ["The Next Wave Summit, October 19, 2019"](#)
 - ["Building a First Grade String Orchestra"](#) by Joshua Garver, Resident Artist
 - ["Grade 7 Studies Ecology and Stewardship Through ECO-XPT"](#) by Elizabeth Schibuk, Gr. 7-8 Science Teacher
- Additional Dissemination Efforts, Technical Assistance, and Resource Sharing
 - Nicole Mack (Principal): Founding member and participant in Principals for Equity, Innovation, and Excellence (aka The Group) professional development group of both public school and charter school principals from schools in the Greater Boston Area. This group of principals has a regular meeting and school-visit rotation during which they conduct structured school visits, and share feedback and best practices.
 - Alex Ramos (Resident Artist) and Josh Garver (Resident Artist): Fellowship through the Massachusetts Cultural Council's (MCC) Music Educators/Teaching Artists (META) Fellowship program, including

multiple presentations to MCC members, executive directors and administrators from arts organizations across the state, and other fellowship cohort members.

- Josh Garver (Participant, Cohort 4 of the Perrone-Sizer Institute for Creative Leadership): The Perrone-Sizer Institute's (PSI) mission is to develop creative, innovative, and adaptive leaders who integrate education, artistic and community-based resources to transform the lives of youth and families from diverse backgrounds. Through PSI, Conservatory Lab staff, who are emerging leaders, are supported as they learn to reflect on and share their practice as educators, artists, and leaders with their cohort and network.