



Annual Report 2020-2021

Conservatory Lab Charter School
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Table of Contents

Introduction to the School	2
Letter from the Chair of the Board of Trustees	3
Faithfulness to Charter	4
Mission and Key Design Elements	4
Amendments to the Charter	5
Access and Equity: Discipline Data	Error! Bookmark not defined.
Dissemination Efforts	6
Academic Program Success	7
Student Performance	7
Academic Program	8
Organizational Viability	11
Organizational Structure of the School	11
Budget and Finance	12
Additional Information (Aligned with Charter School Statute and Regulations)	16
Appendix A: Accountability Plan Performance for 2020 - 2021	16
Appendix B: Charter School Recruitment and Retention Plan	19
Appendix C: School and Student Data Tables	34
Appendix D: Additional Required Information	34
Attachment 1 - 2020 - 2021 List of Student Performances	36
Attachment 2 - 2020 - 2021 List of Select Professional Presentations, School Visits, Technical Support, and Sharing Resources During the Pandemic	37

Introduction to the School

Conservatory Lab Charter School			
Type of Charter (Commonwealth or Horace Mann)	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 22, 2020	449
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 July 12, 2020	1,588
Final Number of Instructional Days during 2020 - 2021 School Year	172		
School Hours	9:15 – 4:30pm	Age of School as of 2020 - 2021 School Year	22 years
<p>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.</p>			

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.

As we emerge from the pandemic that stretched all of us, the CLCS community came together on behalf of our students. This year we opened our new Upper School building on Columbia Road in Dorchester. For over a decade we have searched for a permanent location for our upper grades to serve both our academic and musical needs. Through generous donations and tireless work by our school leaders, we opened our new campus at the beginning of the 2020-21 school year. Located just around the corner from our Lower School building, our new building will both serve our students and the neighborhood for years to come.

Inside our school buildings, our staff and families made herculean efforts to serve our students during the pandemic. Our staff were able to serve our students while managing the changing guidance and conditions due to COVID-19. Despite these obstacles, we were still able to serve our mission of providing El Sistema musical instruction and EL Education, whether the students were served in-person or remote.

As we look ahead to next year, we are planning for additional learning recovery, acceleration, and enrichment opportunities. There will be a new interventionist positions and additional teacher training to deepen teacher knowledge. We are also building a new set of robust afterschool programming options that will address learning loss and provide additional enrichment opportunities for students through our partnership with the YMCA.

Sincerely yours,

Reverend Dr. Gregory Groover

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, five winds/brass ensembles, and two early childhood ensembles 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; wind and brass instruments are offered as students progress from grades 3 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 year-long performance schedule (see Attachment 1) continues to make a mark on the local music and music-education community. Unfortunately, the 2020-2021 school year did not allow for outside performances to occur due to the pandemic restrictions.

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. Unfortunately, the pandemic has required that we rethink and restructure many aspects of our program. Specifically, fieldwork and performances were severely limited due to the pandemic restrictions.

Key Program Areas:

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](#). This year teachers embraced virtual celebrations of learning as a means to invite families into our classrooms and students to showcase their work.

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>
	None	

Access and Equity: Discipline Data

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

2019 - 2020 Student Discipline					
Student Group	Total Number of Students	Students Disciplined	% In-School Suspension	% Out-of-School Suspension	% Emergency Removal

All Students	467	12	0.0	2.6	0.0
English Learner	82	0	--	--	--
Economically Disadvantaged	288	8	0.0	2.8	0.0
Students with Disabilities	64	6	0.0	9.4	0.0
High Needs	348	11	0.0	3.2	0.0
Female	243	4	--	--	-
Male	224	8	0.0	3.6	0.0
American Indian or Alaska Native	0	--	--	--	-
Asian	10	0	--	--	-
African-American/Black	226	9	0.0	4.0	0.0
Hispanic/Latino	199	2	--	--	-
Multi-race, Non-Hispanic/Latino	11	1	--	--	-
Native Hawaiian or Pacific Islander	0	--	--	--	-
White	21	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 continue to implement the CLCS CREW curriculum to explicitly teach SEL skills, building students’ ability to self-monitor and be reflective. During the 19-20 school year, we built systems to norm behavioral expectations across classrooms. Students who struggled most to meet behavioral expectations met with designated staff to build success plans for implementation the following week.

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	With whom did the school disseminate its best practices?	Result of dissemination

		dissemination efforts?		
Best practices in school leadership	Professional development group of both public school and charter school principals	Principal	Participating principals from Boston Public Schools and charter schools	The professional development group will continue to meet regularly during the 2021-2022 school year.
School Model, Curriculum	Published blog posts on the school website written by CLCS faculty and staff	Resident Artists, Academic Teachers	CLCS community and general public	Connecting Through Music
School Model, SPED	PD Class	SPED Director	Boston SPED Directors	Capstone Project & Presentation
School Model, Curriculum, Arts in Education	Webinar: Carry Forward	Principal, Academic Director, Dean, Teacher, Resident Artist	CLCS community and general public	Reflected on 2020 experience and what we would Carry Forward
School Model	Virtual 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.

Academic Program Success

Student Performance

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

2020 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	60%
Accountability percentile	N/A*

*The Massachusetts Department of Elementary and Secondary Education did not issue school, district, or state accountability determinations for the 2019-20 school year due to the cancellation of state assessments and school closures related to COVID-19. The above accountability information represents determinations from 2019.

During the 2020 - 2021 school year, we adjusted some of our assessment protocols to adapt to remote instruction. At the beginning of the year, we leveraged the included diagnostic assessments with our online adaptive programs in both math and reading. Students completed the placement assessments for Lexia, to assess reading, and Dreambox, to assess math. We found that this gave teachers needed individualized student information and allowed us to personalize instruction for all students from K1-GR8. While this was valuable, we learned to adapt to the changing face of instruction over the course of the year. We did move back to some of our trusted assessment methods as the year progress. Students in grades 3-8 were assessed using the STAR assessment in math and reading, as well as interim assessments that we adjusted to reflect the scope and sequence for the year.

In Grades Pre K - 2nd grade we leveraged the assessments found in Lexia, reading, and Dreambox, math initially. As more students transitioned to in person instruction, we used subtests from Orton Gillingham to assess decoding and encoding to provide more nuanced instruction to individual students.

Academic Program

Due to the pandemic, the SY20-21 went through several transitions of hybrid, remote and in-person learning. Conservatory Lab opened the school year in September with a 2 week hybrid orientation period, transitioning in early October to a remote learning setting. In January, we began inviting high needs students back to school in a tiered approach that focused on supporting our most at risk students. Tier 2 began in February, Tier 3 opened in March, all families were invited to send their children back to in-person school, Monday - Thursday, at this time. We still found many families were hesitant to send students back to school in March or had scheduling conflicts due to the lack of before and after school care. With DESE's shift to reopen schools in April, we again invited all families to send their students back to school. The more public push for in person schooling seemed to spur more families to return, resulting in approximately 75% of our students returning. We continued to have open communication with our remote students throughout the end of the year to determine if returning was the better option on a case by case basis.

Throughout SY20-21 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, CLCS continued to utilize smaller class sizes for K1 - Gr. 4 and a departmentalized model for Gr. 5-8. This allowed the Conservatory Lab to capitalize on the expertise of teachers, and a school schedule that facilitated the integration of music and visual arts into academics. Additionally, Conservatory Lab purchased the Amplify Science curriculum for all grades Kindergarten through 8th Grade. All classes utilized live, virtual instruction for the majority of the school day throughout the school year. K1--K2 used live instruction until mid-afternoon, when students then completed independent work with their families. In grades 1-8, teachers tried to mimic structures they may use in a regular classroom. By keeping the class zoom open, students were sent to complete work while staying accessible to the classroom teacher to ask questions and better stay on task. This also greatly improved student attendance by providing a consistent daily schedule for students and families.

September: Hybrid Orientation:

Our initial two (2) week hybrid orientation's goal was to allow students and staff to connect, build relationships and reset expectations for the new school year. Students were divided into 2 cohorts -- those that attended in person learning Monday and Wednesday and those that attend Tuesday and Thursday. Friday was a completely remote day. Additionally, some families opted to remain remote during the hybrid orientation.

Academically, teachers were required to rethink how they structured their lessons. One of the big questions teachers had to focus on is what is the best way to use the hybrid time when they actually had students in front of them. We leaned into many different types of tools including high-quality learning platforms, to support, differentiated, small group learning while teachers worked with different groups of students. Students used Dreambox (Turnmath, K1-8) and Lexia (literacy, K1-4), both of which are adaptive, individualized platforms that continuously gather data on student performance and adjust accordingly to meet their developmental needs. Additionally, teachers worked diligently to review and revise their curriculum plans within their content areas to better support culturally responsive teaching and learning. Elementary teachers utilized SeeSaw for daily assignments, allowing students to respond in writing, record audio or video, and take photos of their work to more closely align to the developmental needs of the students.

The El Sistema department has also faced several challenges with the guidelines set by the state, including: no singing and no winds and brass playing in school. During remote instruction, typical rehearsals looked quite different. Students played along with the instructor, but could not all play together to the lag across each individual's reception on Zoom. Resident Artists shifted to incorporate several online musical platforms to further engage students during both hybrid and remote learning. Our 5th through 8th graders spent time learning how to use Soundtrap, an online collaborative recording platform that allows users to create and record their own music and podcasts. All students benefited from access to Flat.io, which is an online music notation program that allows students to compose and develop their music notation skills. Flipgrid is another online tool that students used to submit individual videos of their playing. El Sistema continued to transition grade three students to wind and brass instruments. Additionally, students continued to receive instrument specific lessons during remote instruction.

Teachers in K1 - Gr 2 focused on instruction, rather than taking time for 1:1 assessments. In an effort to do this we utilized the continuous data-gathering features of Dreambox and Lexia to review student performance on key learning indicators and plan accordingly for our live instruction. We also used the benchmarking feature in Raz-Kids to allow students to complete a benchmark reading assessment asynchronously, with the teacher being able to score it and assess the student's reading level. Teachers used assignments submitted on Seesaw as formative assessments.

On the other hand, teachers in Gr 3 - 8 utilized the hybrid orientation days to administer the beginning of the year assessments and diagnostic tests so that teachers could plan and prepare differentiated lessons rooted in data from the start of the year. Students who committed to the fully remote learning model, were able to complete these assessments remotely, as well. In addition, we used learning platforms such as Dreambox, Lexia, and RazKids to assist in progress monitoring and provide additional student-led learning support.

Our plans and practice for student support also shifted with the pandemic and hybrid/remote learning requiring staff to think through how they will achieve the various requirements established by the state.

The learning specialists reached out to their students and participated in virtual home visits, offered to all families. The students enjoyed meeting with their teachers and seeing who they would be working with during the year. Evaluations continued throughout the year. The Director of Students Support scheduled in person evaluations with each family to complete both initial, annual and reevaluations to maintain compliance and best support students' needs.

October - January: Remote Learning

October 2nd, we transitioned to a completely remote setting. Our staff continued to work in the building, but all students received synchronous, live remote instruction. Our student support team continued to invite students into the building to be evaluated for their IEPs.

In an effort to support students during remote learning, all staff worked to build physical, home learning kits for students in each grade level. In general, all students within the same grade level received a base packet of materials including their instrument. Home learning kits included texts students would need, manipulatives such as math counters or algebra blocks, as well as materials for science investigations. Students with various needs received additional individualized materials in alignment with accommodations referenced in their IEPs to supplement their packets.

Academically, teachers worked to refine lessons to build more opportunities for students to engage in small group discussions. Students struggled to engage in discussions in the same manner they would while in person. The virtual environment is the biggest struggle for our youngest students. Teachers in Gr 3- 8 started working on planning for interim assessments to determine the best way to structure them during remote learning.

The El Sistema program for grades K1 - Gr 2 focused on reinforcing the 5 Rules of Music: participate, raise a quiet hand, respect your friends, respect the instruments, and safe body/criss-cross. Additionally, they began to learn their instruments (K1 & K2 Percussion and Gr 1 & 2 string instruments). Students in Gr 3- 8 played their instruments daily, allowing them to develop their instrument technique and helpful practice skills. Additionally, classes continued to use platforms to offer self and peer feedback on student recordings. Teacher also continued to focus on music literacy.

January - March

In January, we hosted our 1st Virtual El Sistema Celebration of Learning. Normally this would have been a live performance, however, with pandemic restrictions, we held this event virtually. Students showcased the wonderful work they had been doing in Sistema class so far. The showcase included videos of student work, live performance, and opportunities for students to play for their families from the comfort of their homes. A collection of the student work was also available in a virtual gallery. While this experience was very different from our traditional concerts, it was a needed and joyous occasion that demonstrated the students' musical growth, as well as the power of music to bring our school community together.

Our resident artists continued to refine their teaching practice to best meet the needs of their students. They utilized small group and individual work to gauge student progress. Additionally we received

assistance from teaching fellows virtually from external organizations such as Berklee City Music, New England Conservatory, and Longy School of Music makes this possible.

Beginning in early December, the student support team reconvened to schedule meetings in regards to students who were presenting with a wide range of challenges, from internet connectivity to attendance to academic struggles. We began putting action steps in place for those students, as well as determining a timeline to bring these students back to school.

On January 11th, our first group of students, classified as high needs based on their IEP eligibility, returned to the building. These students spent significant time with their learning specialists and other related service providers. This time allowed us to see significant improvement in those students, specifically in their level of engagement within the school day.

Our second round of students February 8, 2021. The students invited back were determined through a collaborative effort with staff from all departments to make sure we were meeting the needs of the students struggling the most. Every teacher identified those students who struggled most with engagement or content. The combined group of students spent the majority of their time in person with their classroom teacher. Learning Specialists and Service providers provided services through pull out and push in sessions. Students were attending in person learning Monday through Thursday with Friday remaining a remote day.

March - End of year

March 1st, 2021 we opened our doors to all students wishing to return to in person learning. Students were invited to attend Monday through Thursday in person with Friday remaining a remote learning day. With the state's decision to mandate all schools must be opening Monday through Friday. Our program shifted to accommodate this as well and again opened the invitation to all remote families to return to school.

School looked as normal as possible. Students were spaced throughout the classrooms, but teachers worked to return to a normal classroom setting. 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.

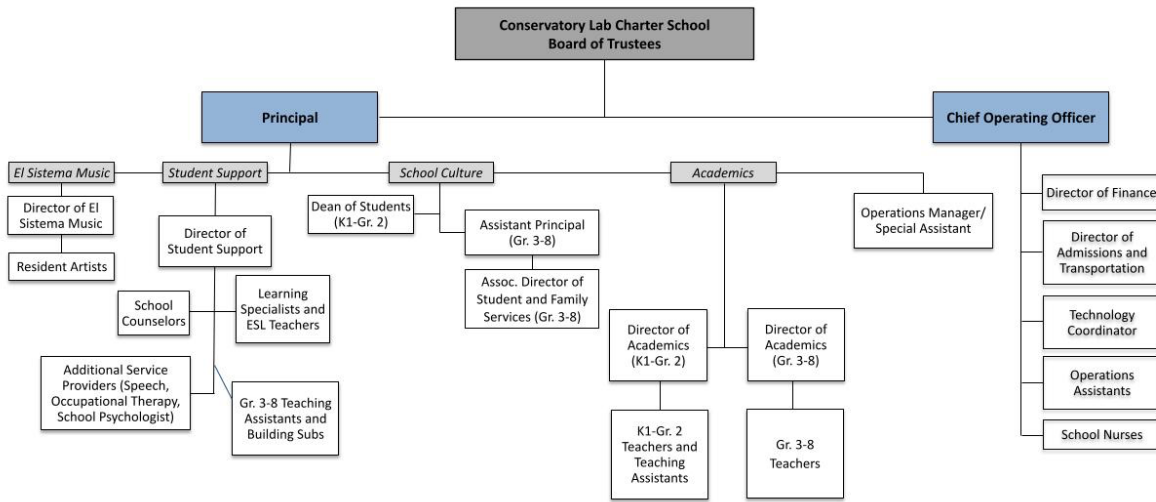
Organizational Viability

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.

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, 2021 AND 2020

	<u>2021</u>	<u>2020</u>
OPERATING REVENUES		
Tuition	8,787,519	8,013,933
State grants	169,997	7,024
Federal grants	852,889	357,351
Food service	95,632	203,246
On-behalf fringe benefits	616,751	616,751
In-kind transportation and other services	354,569	354,569
Parent paid fees/other income	57,354	41,255
Rental income	-	(425,447)
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TOTAL OPERATING REVENUE	10,934,711	9,168,682
OPERATING EXPENSES		
Salaries - instructors	4,391,036	3,766,377
Salaries - administrative	719,161	942,034
Payroll taxes	194,228	202,224
Fringe Benefits	485,462	353,540
Contracted Services	192,408	333,465
Transportation	354,569	384,754
Rent	-	-
Facilities maintenance	337,050	275,872
Utilities	91,160	31,266
Textbooks and materials	28,650	44,998
Educational supplies and activities	139,315	101,156
Music equipment and supplies	97,810	86,847
Classroom computers and equipment	130,171	139,724
Professional fees	157,148	307,790
Advertising and fundraising	-	243,207
Staff recruiting	6,609	6,745
Office computers and equipment	86,713	32,980
Office supplies and expense	42,284	95,783
Insurance	51,335	61,077
Food service program	83,255	213,427
Conferences and training	37,759	27,824
On-behalf fringe benefit expense	616,751	616,751
Depreciation and amortization	59,562	15,916
Relocation costs	37,464	11,400
	<hr/>	<hr/>
TOTAL OPERATING EXPENSE	8,339,902	8,295,157
OPERATING INCOME	2,594,809	873,525
NON-OPERATING REVENUES (EXPENSES)		
Contribution from related party	318,946	312,012
Interest expense	814,066	-
	<hr/>	<hr/>
NON-OPERATING REVENUES, net	(495,120)	312,012
CHANGE IN NET POSITION	2,099,689	1,185,537
NET POSITION, beginning of year	4,818,960	3,633,423
NET POSITION, end of year	6,918,649	4,818,960

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

CONSERVATORY LAB CHARTER SCHOOL
 UNAUDITED STATEMENTS OF NET POSITION
 JUNE 30, 2021 AND JUNE 30, 2020

	<u>2021</u>	<u>2020</u>
<u>ASSETS</u>		
CURRENT ASSETS:		
Cash	2,050,418	865,392
Accounts and other receivables	22,958	-
Due from other entities	1,596,427	863,062
Prepaid Expenses	143,120	47,870
Deposits	<u>3,128,215</u>	<u>2,328,215</u>
TOTAL CURRENT ASSETS	6,941,138	4,104,539
NON-CURRENT ASSETS -		
Capital assets, net	<u>742,504</u>	<u>1,055,765</u>
TOTAL ASSETS	<u>\$ 7,683,642</u>	<u>\$ 5,160,304</u>
<u>LIABILITIES AND NET POSITION</u>		
CURRENT LIABILITIES:		
Note payable	-	-
Accounts payable	295,510	62,598
Accrued expenses	487	127,634
Accrued payroll and payroll taxes	<u>459,995</u>	<u>344,414</u>
TOTAL CURRENT LIABILITIES	755,993	534,646
<u>NET POSITION</u>		
Invested in capital assets, net of related debt	248,681	248,681
Unrestricted	<u>6,678,968</u>	<u>4,375,177</u>
TOTAL NET POSITION	<u>6,927,649</u>	<u>4,623,858</u>
TOTAL LIABILITIES AND NET POSITION	<u>\$ 7,683,642</u>	<u>\$ 5,158,504</u>

C. Approved School Budget for FY22

The School's budget was approved by the Board of Trustees on June 8, 2021.

Conservatory Lab Charter School FY2022 Budget - FINAL

	FY22 Budget
Enrollment	444
Tuition Rate	\$21,139
FTEs	80.0
Surplus/ (Deficit)	\$1,134,847
DSCR Overage/ (Shortfall)	\$676,205

FY22 Budget	
Revenue	
Tuition	9,385,716
Title I	337,772
Federal Nutrition Program	318,773
Title II-Part A Teacher Quality	29,103
ESSER Grant	1,078,832
Other Entitlement Grant Income	188,438
	\$ 11,338,634
Foundation Grants	200,000
Foundation Rental & Accounting Services	18,692
Other Income	39,318
Total Revenue	\$ 11,596,644
Expenses	
Teaching & Academic Support Staff	4,597,941
Administration	557,204
Total Staff	\$ 5,155,144
Benefits	
Health Insurance	365,204
Dental Plan	46,144
Disability & Life Plans	26,202
403B Match Contribution	81,514
MTRS Grant Expenditure	-
Payroll Taxes	221,799
Workers Compensation	31,835
Professional Development	45,373
Total Benefits	\$ 818,070
Total Staff & Benefits	\$ 5,973,214
El Sistema Salaries	650,519
El Sistema - Instruments & Supplies	120,238
El Sistema Total	\$ 770,757
Support Consultants	346,889
Classroom Supplies, Tech	306,023
Total Program Expenses	\$ 1,423,669
Food/Services for Nutrition	386,279
General Supplies	10,300
Technology (non-capitalized)	76,549
Accounting/Audit Services	21,000
Legal Fees	10,000
Payroll Service	40,119
Telephone & Internet	58,762
Insurance	55,137
Other	206,531
Total Other Expenses	\$ 864,676
Debt Service	1,457,790
Other (LOC interest + MDFA Gaurantee)	25,000
Total Rent & Debt Service	\$ 1,482,790
Utilities	151,737
Cleaning & Supplies	370,405
Maintenance & Repair	195,305
Total Facilities	\$ 717,448
Total Expenses	10,461,797
Contingency	-
Change in Net Assets (Operating Budget)	\$ 1,134,847
Capital Additions	\$ 236,220

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 FY22

We moved into the new building located at 395 Columbia Road on September 4th, 2021. We continue to make improvements to our new building which will enable the school to have a successful after school program. This will ensure that we are not only addressing learning loss from the pandemic, but also will ensure the students and faculty at the school are safe and healthy. Further, our capital plan includes an analysis of options for renovations or updates to the Lower School building located at 131-133 Hancock Street. Finally, additional improvements are being made to the lower school to enhance the outdoor space at the school. The total capital plan for FY22 is \$386,220.

Additional Information (Aligned with Charter School Statute and Regulations)

Appendix A: Accountability Plan Performance for 2020 - 2021

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

	2020 - 2021 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.	Not Met - COVID-19	See Attachment 1 - 2020 - 2021 List of Student Performances. The restrictions put in place due to the COVID-19 pandemic did not allow CLCS students to participate in external performances. We hosted 2 virtual Celebrations of Learning where our students performed and presented their work.
Measure: Based on baseline data to be collected in 2019-2020, each	Not Met -	We completed learning walks across all classrooms to

<p>subsequent year learning walks of El Sistema music classrooms will demonstrate instruction on technical skills, musicianship and artistry, as well as integration with content standards as calculated using an internally developed learning walk tool, with ratings 1-4 (4 being highest). Average results from spring observations will demonstrate a rating of at least 3 across all learning walks.</p>	<p>COVID-19</p>	<p>identify and support best practices during hybrid teaching. We focused on instructional strategies specific to hybrid learning rather than focus on all criteria designated for the accountability plan due to the shift required by the restrictions put in place due to the COVID-19 pandemic. While remote students participated in daily music instruction, they could not all play together during daily instruction, requiring much different structures for music.</p>
<p>Objective: <i>Conservatory Lab will support student learning through the use of interdisciplinary curriculum</i></p>		
<p>Measure: Every student will participate in two interdisciplinary units, called Learning Through Music Expeditions, each year. Expeditions are grounded in science or social studies, while strengthening students' literacy skills. 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.</p>	<p>Not Met - COVID-19</p>	<p>Teachers adapted existing LTME units to allow remote access. The expeditions were adjusted to accommodate the removal of in person field work and some of the hands-on projects. When possible teachers leveraged virtual field work experiences and connected with content experts remotely. While students completed writing in all of the revamped units, they did not align with the typically planned writing assessments.</p>
<p>Measure: Learning walks in academic classrooms will be conducted twice annually to review interdisciplinary teaching. The learning walk participants will utilize a rubric to observe instruction of content while improving student skills. The results will demonstrate an average of 3 out of 4 across all classrooms for the year during spring observations.</p>	<p>Not Met - COVID-19</p>	<p>We completed learning walks across all classrooms to identify and support best practices during hybrid teaching. WWe focused on instructional strategies specific to hybrid learning rather than focus on all criteria designated for the accountability plan due to the shift required by the restrictions put in place due to the COVID-19 pandemic.</p>
<p>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></p>		
<p>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.</p>	<p>Partially Met - COVID-19</p>	<p>In the fall, we did not consistently utilize STAR assessments in all grade levels. In the spring all GR3-GR8 students completed the STAR assessment. Below are the EOY student performance levels. This does not show student growth.</p> <p>READING</p>

		<table border="1"> <thead> <tr> <th>Grade Level</th> <th>At/Above Benchmark</th> <th>On Watch</th> <th>Intervention</th> <th>Urgent Intervention</th> </tr> </thead> <tbody> <tr> <td>3</td> <td>56%</td> <td>11%</td> <td>17%</td> <td>17%</td> </tr> <tr> <td>4</td> <td>42%</td> <td>16%</td> <td>18%</td> <td>24%</td> </tr> <tr> <td>5</td> <td>34%</td> <td>10%</td> <td>18%</td> <td>38%</td> </tr> <tr> <td>6</td> <td>27%</td> <td>40%</td> <td>17%</td> <td>17%</td> </tr> <tr> <td>7</td> <td>33%</td> <td>5%</td> <td>29%</td> <td>33%</td> </tr> <tr> <td>8</td> <td>14%</td> <td>36%</td> <td>29%</td> <td>21%</td> </tr> </tbody> </table>	Grade Level	At/Above Benchmark	On Watch	Intervention	Urgent Intervention	3	56%	11%	17%	17%	4	42%	16%	18%	24%	5	34%	10%	18%	38%	6	27%	40%	17%	17%	7	33%	5%	29%	33%	8	14%	36%	29%	21%
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7	33%	5%	29%	33%																																	
8	14%	36%	29%	21%																																	
<p>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.</p>	<p>Partially Met - COVID-19</p>	<p>CLCS used the STAR assessments in the spring for all students in grades 3-8. Students' final proficiency ratings can be found below. Students did not make 1.25 years growth in math or ELA.</p> <p>Math STAR:</p> <table border="1"> <thead> <tr> <th>Grade Level</th> <th>At/Above Benchmark</th> <th>On Watch</th> <th>Intervention</th> <th>Urgent Intervention</th> </tr> </thead> <tbody> <tr> <td>3</td> <td>48%</td> <td>11%</td> <td>22%</td> <td>19%</td> </tr> <tr> <td>4</td> <td>42%</td> <td>18%</td> <td>16%</td> <td>24%</td> </tr> <tr> <td>5</td> <td>41%</td> <td>14%</td> <td>18%</td> <td>27%</td> </tr> <tr> <td>6</td> <td>40%</td> <td>10%</td> <td>20%</td> <td>30%</td> </tr> <tr> <td>7</td> <td>40%</td> <td>17%</td> <td>13%</td> <td>30%</td> </tr> <tr> <td>8</td> <td>39%</td> <td>13%</td> <td>13%</td> <td>35%</td> </tr> </tbody> </table>	Grade Level	At/Above Benchmark	On Watch	Intervention	Urgent Intervention	3	48%	11%	22%	19%	4	42%	18%	16%	24%	5	41%	14%	18%	27%	6	40%	10%	20%	30%	7	40%	17%	13%	30%	8	39%	13%	13%	35%
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7	40%	17%	13%	30%																																	
8	39%	13%	13%	35%																																	
<p>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.</p>	<p>Met</p>	<p>This year student-led conferences were reimaged to meet the needs of the remote environment. All students in K1 - Gr 8 recorded a presentation of their learning. The format was changed to allow easier access for families.</p>																																			

Dissemination

	2020 - 2021 Performance	Evidence
<p>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></p>		

<p>Measure: Each year, CLCS will publish teacher materials demonstrating best practices or materials used to support project based learning.</p> <p>Each year, CLCS will share best practices and reflections by participating in academic teacher, music educator, and/or administrative networks.</p> <p>By the end of the charter term, CLCS will hold a conference or retreat once during this term to share best practices.</p>	<p>Met</p>	<p>See:</p> <ul style="list-style-type: none"> ● Dissemination Efforts section above ● Attachment 2 - 2020 - 2021 List of Select Professional Presentations, School Visits, Technical Support, and Sharing Resources
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Appendix B: Charter School Recruitment and Retention Plan

School Name: Conservatory Lab Charter School

2020 - 2021 Implementation Summary:

This year, Conservatory Lab continued to recruit a diverse student population: 94.5% of students identified as non-White and 71.3% (as compared with 69.8% last year) of students were classified as high needs. Conservatory Lab’s English Language Learner population is 15.3% and the percentage of students with disabilities remained consistent at 12.7%.

In the 2020 -2021 school year we continued to have a high percentage of the students admitted and enrolled in K1 that were siblings of current CLCS students. CLCS continues to anticipate a trend toward a strong sibling presence in the entry class for the upcoming school year (14 of the admitted K1 students for SY21-22 are siblings of current CLCS students) which may impact our progression 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. 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. We participated in the Boston Charter Associations advertising campaign which focused on social media dissemination.

Since Conservatory Lab moved into our Lower School building on Hancock Street in Dorchester in 2016, and moved into our facility on Columbia Road, we continued to target recruitment efforts on community organizations in Dorchester, Roxbury, and Mattapan as established in previous Annual Reports.

General Recruitment Activities for 2020 - 2021:

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, Cape Verdean Creole, Vietnamese, and simplified and traditional Chinese.
3. We participated in the Boston Charter Association’s targeted advertising campaign to advertise our admissions process, application deadlines, and virtual information sessions primarily targeting social media.
4. Advertised in the window of our new building on Columbia Road. Signs directed passersby to our website to apply.
5. 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 has proven to be an effective approach to communicate the launch of our application cycle.
6. Work with the CLCS Family Action Network and ask families to help to share flyers through interpersonal communication.
7. 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.
8. Disseminate promotional video to publicize Conservatory Lab, and include link to video in admissions materials sent to prospective families.
9. Utilize the school's social media platforms to advertise the admissions lottery as well as the school’s mission, programs, and curriculum.
10. Place copies of our application and admissions materials at Boston Public Schools (BPS) Welcome Centers in Dorchester, Roxbury, Mattapan, East Boston, and Roslindale.
11. Host a virtual New Family Orientation for families who are accepted through the lottery process for SY20-21.

Recruitment Plan – 2020-2021 Strategies

Special education students/students with disabilities

(a) CHART data	(b) Continued 2020 - 2021 Strategies
<p>School percentage: 12.7%</p> <p>GNT percentage: 14.5%</p> <p>CI percentage: 15.8%</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. Due to the pandemic, our external efforts have been limited to virtual interactions. We have continued to maintain those connections and outreach. 2. Boston Charter Association formed an advertising effort to support schools during the pandemic admissions process which we actively participated in. The primary focus of this strategy was social media engagement. We continue to work with the advertising firm to evaluate the success and find new ways to strengthen our recruitment efforts. 3. Distribute our special education pamphlets and admissions information (in both English and Spanish) at the Boys and Girls Clubs. 4. Include members of the Student Support Team at new family orientation and information sessions and ensure that they have interpreters. 5. Student support service staff belong to several special-education related organizations and listservs at which they discuss opportunities for students at Conservatory Lab. 6. Recruit additional staff that are dual licensed in SPED

(c) 2021-2022 Additional Strategy(ies), if needed

- Did not meet GNT/CI: additional and/or enhanced strategies needed.
- 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. 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.
- 8. CLCS school leaders and Board members will continue to engage with the community of Upham’s Corner 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.
- 9. Recruit additional staff that are dual licensed in SPED
- 10. Conduct outreach at Small Wonders Nursery School in Dorchester, a local early intervention program.
- 11. Develop a relationship with Youth Villages who service at risk students and Bridges to School to Work, who assist students with disabilities.
- 12. Explore a partnership with Uphams Corner Health Center, specifically with their Early Childhood education focus.

Limited English-proficient students/English learners

(a) CHART data

School percentage: 15.3%
GNT percentage: 21.5%
CI percentage: 22.3%

The school is below GNT percentages and below CI percentages

(b) Continued 2020 - 2021 Strategies

- Met GNT/CI: no enhanced/additional strategies needed
- 1. Make applications available in Spanish, Haitian Creole, Cape Verdean Creole, Portuguese, Vietnamese, and Chinese in three different ways (online on our website, and in paper form).
- 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 virtual school events for speakers of Spanish, Haitian Creole, Portuguese, Cape Verdean Creole, French, Vietnamese, and Chinese.

4. Have bilingual staff clearly identified during the virtual school events.
5. Make a concerted effort to recruit and hire staff who are multilingual.
6. 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.
7. Expand our partnership with Upham’s Corner Health Center to recruit more English language learners

(c) 2021-2022 Additional Strategy(ies), if needed

- Did not meet GNT/CI: additional and/or enhanced strategies needed.
1. Make applications available in Spanish, Haitian Creole, Cape Verdean Creole, Portuguese, Vietnamese, 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, Cape Verdean Creole, Portuguese, French, Vietnamese, 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, Cape Verdean Creole, Portuguese, 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, Cape Verdean Creole, French, Vietnamese, 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 seven 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 Cape Verdean Creole, 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. Partner with several bilingual Boston schools, such as the Margarita Muñiz Academy, and work with their community outreach person to conduct joint enrollment outreach. 16. Identify local adult literacy centers that teach English as a Second Language at which to conduct enrollment outreach 17. Expand our partnership with Upham’s Corner Health Center to recruit more English language learners 18. Targeted student recruitment at ABCD’s location in Chinatown 19. Ensure marketing campaign with the Boston Charter Association for the SY21-22 admissions provides all materials in multiple languages
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Students eligible for free or reduced lunch (Low Income/Economically Disadvantaged)

(a) CHART data	(b) Continued 2020 - 2021 Strategies
<p>School percentage: 60.4%</p> <p>GNT Percentage: 44.1%</p> <p>CI percentage: 56.9%</p> <p>The school is <u>above</u> GNT percentages and <u>above</u> CI percentages</p>	<p><input checked="" type="checkbox"/> Met GNT/CI: no enhanced/additional strategies needed</p> <ol style="list-style-type: none"> 1. Make applications and admission materials available to facilities that serve low-income families, such as the YMCA, and the Boys and Girls Clubs. 2. 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. 3. Provide application and admissions materials in Spanish, Haitian Creole, Portuguese, Cape Verdean Creole, French, Vietnamese and Chinese to the Uphams Corner Health Center in Dorchester. 4. 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. 5. 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. 6. In the Upham’s Corner neighborhood, CLCS school leaders and Board members have engaged in ongoing community meetings regarding the school’s programs in relation to the community. 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.

	<p align="center">(c) 2021-2022 Additional Strategy(ies), if needed</p> <p><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.</p>
<p><u>Students who are sub-proficient</u></p>	<p align="center">(d) Continued 2020 - 2021 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 during virtual admissions events 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 application and admissions materials in Spanish, Haitian Creole, Portuguese, Cape Verdean Creole, French, Vietnamese, and Chinese to neighborhood branches of the Boys and Girls Clubs. Many of our targeted entities were closed due to the pandemic.
<p><u>Students at risk of dropping out of school</u></p>	<p align="center">(e) Continued 2020 - 2021 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. Many of our targeted entities were closed due to the pandemic. 2. Make admissions applications and materials available to the Boys and Girls Club.
<p><u>Students who have dropped out of school</u> *only schools serving students who are 16 and older</p>	<p align="center">(f) Continued 2020 - 2021 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>OPTIONAL <u>Other subgroups of students who should be targeted to eliminate the achievement gap</u></p>	<p align="center">(g) Continued 2020 - 2021 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 virtual information sessions, and virtual fairs. Many of our targeted entities were closed due to the pandemic. 2. Due to the pandemic we were unable to include music and art electives, student leadership opportunities, and conference presentation opportunities for middle school students.

Retention Plan 2020-2021

2020 - 2021 Implementation Summary:

Conservatory Lab’s retention rate increased from 87.6% in 2019 - 2020 to 95% in 2020 - 2021. As Boston Public Schools and other charter, private, and parochial schools continue to reconfigure the grade level of some high schools to extend down to grade 7, while some have moved to a GR5-12 model. Conservatory Lab anticipates continued decreases with student retention in the upper grades as families transition to schools that provide stability through grade 12. Additionally, the City of Boston continues to see a decrease in the school age population as families move outside of the city to find more affordable housing options. 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 our new permanent Upper School building 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 despite the pandemic. Our El Sistema program provides 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 though limited by the pandemic included where possible: external experts, fieldwork outside school, community service, and arts integration. Our students proudly presented their learning and final products to family and community members at virtual 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.

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

Retention Plan –2020-2021 Strategies

Special education students/students with disabilities

(a) CHART data

School percentage: 6.7%
Third Quartile: 13.8%

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

(b) Continued 2020 - 2021 Strategies

- Below third quartile: no enhanced/additional strategies needed
1. Employ a Director of Student Services 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 virtual 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 virtual informational sessions and workshops about our programs and curriculum for families of students with special needs.
 8. Utilize small group reading in all classrooms K2-grade 8.
 9. Expand the use of station based teaching in mathematics.
 10. Implement regular data review meetings to identify strategies to support students with lagging skills and provide family updates as new strategies are implemented.
 11. Develop a consistent family communication plan to provide more opportunities for collaboration.
 12. Provide intentional transition planning between school years for families and students with special needs or disabilities
 13. Re-structure family programming to support the diversity of our students' academic and social emotional needs
 14. Introduce virtual student led conferences as a means of engaging families and increasing students' ownership of their own learning.
 15. Collaborate with the Family Action Network to host family friendly curriculum support and child development information nights.
 16. Utilize computer based text to speech software to provide greater access to grade level content.
 17. Introduce Universal Design for Learning as a means of providing students greater access.
 18. Hire an additional learning specialist to expand capacity to provide targeted supports to students with disabilities
 19. Reconfigure elementary grade class sizes to decrease student to teacher ratio

(c) 2020-2021 Additional Strategy(ies), if needed

- 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.

Limited English-proficient students/English learners

<p><u>(a) CHART data</u></p> <p>School percentage: 13.2% Third Quartile: 14.1%</p> <p>The school's attrition rate is <u>below</u> third quartile percentages.</p>	<p align="center">(b) Continued 2020 - 2021 Strategies</p> <p><input checked="" type="checkbox"/> Below third quartile: no enhanced/additional strategies needed.</p> <ol style="list-style-type: none"> Maintained staffing of 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). Continue to employ teachers, musicians, and staff with second language fluency. Provide interpreters in French, Mandarin, and Vietnamese, in addition to Spanish, Haitian Creole, and Portuguese, Cape Verdean Creole, during virtual school events and meetings. Organize virtual informational sessions and workshops for families of English Language Learners about our programs and curriculum. Utilize computer based text to speech software to provide greater access to grade level content. Provide specific reading interventions to students reading below grade level. Provide time and space for students to share their languages and cultures with one another through social groups and curriculum Develop a new format for outreach for the regular Family Action Network meetings Initiate individual meetings with new families in all grade levels. Communicate the name and contact information of bilingual staff members to families. Provide financial incentive to staff to pursue and secure dual licensure in SEI endorsement
	<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>

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

<p><u>(a) CHART data</u></p> <p>School percentage: 8.6% Third Quartile: 13.8%</p> <p>The school's attrition rate is <u>below</u> third quartile percentages.</p>	<p align="center">(b) Continued 2020 - 2021 Strategies</p> <p><input checked="" type="checkbox"/> Below third quartile: no enhanced/additional strategies needed</p> <ol style="list-style-type: none"> Continue to offer free and reduced-price breakfast and snacks, and free and reduced price lunch to qualifying families. Provide free bus transportation to qualifying families, as well as free MBTA passes to middle school students. Continue to distribute free uniforms to students from low-income families. Provide extra learning resources during the school year and the summer months. 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. Implementation of school-based affordable summer programming for elementary students
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	<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>
<p><u>Students who are sub-proficient</u></p>	<p style="text-align: center;">(d) Continued 2020 - 2021 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 support. 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 style="text-align: center;">(e) Continued 2020 - 2021 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 an 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></p>	<p style="text-align: center;">(f) Continued 2020 - 2021 Strategies</p> <p>N/A - Conservatory Lab is a K-8 school with no students age 16 or older.</p>

<u>*only schools serving students who are 16 and older</u>	
OPTIONAL <u>Other subgroups of students who should be targeted to eliminate the achievement gap</u>	(g) Continued 2020 - 2021 Strategies <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.

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	47.9%
Asian	1.8%
Hispanic	41.6%
Native American	0.2%
White	5.5%
Native Hawaiian, Pacific Islander	0.0%
Multi-race, non-Hispanic	3.1%
Selected Populations	% of school
First Language not English	19.3%

English Language Learner	15.3%
Students with Disabilities	12.7%
High Needs	71.3%
Economically Disadvantaged	60.4%

ADMINISTRATIVE ROSTER FOR THE 2020 - 2021 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	
Tiffany Rice, Director of El Sistema	Responsible for the El Sistema program	7/2020	
Ariel Rutigliano, Operations Manager and Special Assistant to the Principal	Provides administrative support for CLCS leadership	7/2020	
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 2020 - 2021 SCHOOL YEAR

	Number as of the last day of the 2020 - 2021 school year	Departures during the 2020 - 2021 school year	Departures at the end of the school year	Reason(s) for Departure*
Teachers*	38	1	11	<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**	38	0	3	<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, 2021	15
Minimum number of board members in approved by-laws	7
Maximum number of board members in approved by-laws	25

Members of the Board of Trustees for the 2020 - 2021 School Year

BOARD MEMBERS FOR THE 2020 - 2021 SCHOOL YEAR				
Name	Position on the Board	Committee affiliation(s)	Number of terms served	Length of each term (start and end date)
Susan Keller	Trustee	Finance Committee	N/A – still in first term	Date of Election: June 8, 2021 Date of Expiration: June 30, 2024
Lynn Cetrulo	Vice President	Governance Committee, Executive Committee	2	Date of Election: September 19, 2017 Date of Expiration: September 30, 2023
Jane Feinberg	Trustee	Education Committee	N/A - still in first term	Date of Election: June 8, 2021

				Date of Expiration: June 30, 2024
Robert Grinberg	Treasurer	Finance Committee, Executive Committee, Facilities Committee	7	Date of Election: July 8, 2003 Date of Expiration: June 30, 2024
Reverend Gregory Groover	President	Governance Committee, Executive Committee	2	Date of Election: September 19, 2017 Date of Expiration: September 30, 2023
Tom Sands	Trustee	Finance Committee	N/A – still in first term	Date of Election: October 9, 2020 Date of Expiration: October 31, 2023
Martha Kleinman	Trustee	Executive Committee, Governance Committee,	3	Date of Election: December 2, 2015 Date of Expiration: June 30, 2024
Ceferina Murrell	Trustee	Governance Committee	N/A – still in first term	Date of election: 09/24/2019 Date of Expiration: 09/24/2022
Shonnese Grant	Trustee - Parent Representative	N/A	N/A – still in first term	Date of election: April 6, 2021 Date of expiration: April 30, 2024
Elaine Chow	Trustee	Finance Committee	N/A – still in first term	Date of election: August 17, 2019 Date of expiration: June 30, 2021 Resigned on August 31, 2020
Erika Sanchez	Trustee	Education Committee, Executive Committee	N/A – still in first term	Date of Election: November 16, 2017 Date of Expiration: October 23, 2021
Christina Simpson	Trustee	Education Committee	N/A-still in first time	Date of election: March 24, 2020 Date of expiration: March 24, 2023
Kay Sloan	Trustee	Executive Committee,	2	Date of Election: October 31, 2016 Date of Expiration:

		Governance Committee		June 30, 2022
Tyrone Sutton	Trustee	Education Committee	2	Date of Election: September 19, 2017 Date of Expiration: September 30, 2023 Resigned on July 9, 2021
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	3	Date of Election: March 20, 2014 Date of Expiration: June 30, 2023
Sandy Yeung	Trustee	Education Committee, Governance committee	2	Date of election: October 15, 2018 Date of expiration: June 30, 2023

BOARD OF TRUSTEE MEETING SCHEDULE FOR THE 2021-2022 SCHOOL YEAR	
Date/Time	Location
September 28, 2021 from 4:30-6:30pm	Via Zoom
November 16, 2021 from 4:30-6:30pm	Via Zoom
February 1, 2022 from 4:30-6:30pm	Via Zoom
April 5, 2022 from 4:30-6:30pm	Via Zoom
June 7, 2022 from 4:30-7:00pm	Via Zoom

COMMITTEE MEETING SCHEDULES FOR THE 2021-2022 SCHOOL YEAR		
Name of Committee	Date/Time	Location

Executive Committee	September 23, 2021, 8:30 am - 10:30 am	Via Zoom
Executive Committee	November 4, 2021, 8:30 am - 10:30 am	Via Zoom
Executive Committee	January 20, 2022, 8:30 am - 10:30 am	Via Zoom
Executive Committee	March 24, 2022, 8:30am-10:30am	Via Zoom
Executive Committee	May 26, 2022, 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	Greg Groover	ggroover@csame.org	New
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		
Director of Student Services	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)	nramsey@conservatorylab.org	No change
English Learner Program Director	Nicole Mack (Principal, co-leader)	nmack@conservatorylab.org	No change
School Business Official	Andres Barraza (Director of Finance)	abarraza@conservaorylab.org	No change

SIMS Contact	Nefta Ramsey	nramsey@conservatorylab.org	No change
Admissions and Enrollment Coordinator	Nefta Ramsey	nramsey@conservatorylab.org	No change

Facilities

Location	Dates of Occupancy
133 Hancock Street, Dorchester, MA 02125	August 2016–Present
395 Columbia Road, Dorchester, MA 02125	September 4, 2020 - Present

Enrollment

Action	2021-2022 School Year Date(s)
Student Application Deadline	February 28, 2022 (Tentative)
Lottery	March 8, 2022 (Inclement Weather Date: March 10, 2022) <i>(Tentative) Dates for Conservatory Lab’s lottery will align with the Boston Charter School Association agreed upon coordinated lottery date.</i>

Complaints

The Board of Trustees did not receive any official complaints during the 2020 - 2021 school year.

Attachment 1 - 2020 - 2021 List of Student Performances

Date	Performance/Venue	Student Performers
February 6, 2021	El Sistema Celebration of Learning (Winter Concert -Virtual)	All students in K1 - Gr 8
June 5, 2021	El Sistema Celebration of Learning (Spring Concert - Virtual)	All students in K1 - Gr 8

Attachment 2 - 2020 - 2021 List of Select Professional Presentations, School Visits, Technical Support, and Sharing Resources During the Pandemic

Select School Visitors, Technical Support, and Sharing Resources

- Professional Presentations
 - Carry On Carry Forward Webinar: May 10, 2021, presented how CLCS created a community of care and compassion by partnering with families through the pandemic, presented to 20 attendees
 - 20-21 New Directors Special Education Institute Presentation: [Kristine Bonsack](#) presented to 40 peers and experienced Special Education professionals her plans for the student support team at CLCS
 - Due to the pandemic, we were unable to participate in many of the opportunities which normally would have occurred during the school year
- School Visitors
 - April 29 2021 - Mark Churchill - former CLCS board member, founding director of El Sistema USA- observed academic classes and met with Resident Artists.
 - April 14, 2021- Joan Smith - toured the building and observed academic and El Sistema classes. She discussed both programs with school leaders and teachers
 - June 8, 2021 - Sophia Kolehmainen, Executive Director of the Cedar Tree Foundation, observed classes, toured the building, and connected with leaders on environmental education initiatives.
 - June 9, 2021 - Kimberly and David Nelson, former CLCS board member - virtual tour of the school and shared information about how CLCS created programming throughout the pandemic specifically about technology
 - June 15, 2021 - Peter von Mertens, Mark and Audrey Shuster, and Glenn Knickrehm--- toured the upper school building, observed academic and El Sistema classes, and discussed school technology, and El Sistema.
 - May 12, 2021 - Diana Lam, former head of school - toured the building and met with school leadership to discuss how the school has grown since her tenure.
 - Due to the pandemic, we were unable to invite as many visitors as we normally would have during the school year.
- Published Blog Posts on CLCS website
 - [Exploring Artistic Identity at Conservatory Lab](#)
 - [What Teachers Need to Know for Remote Learning](#)
 - [Learning Kits: Classroom Resources at Home](#)
 - [Families, Now Educators: A Look At Virtual Learning Strategies At Home](#)
 - [Deepening Relationships: Learning Kit Pick-Up Days](#)
 - [Abstract Art and Perpetual Motion](#)
 - [Welcoming Students to Conservatory Lab](#)
 - [Friday Finale Celebration Goes Virtual!](#)
 - [Celebrating and Connecting: Middle School Edition](#)
 - [The Science of Salad Dressing](#)
 - [Creative Youth Development with Early Childhood Music](#)
 - [Connecting to Music through History](#)
- Additional Dissemination Efforts, Technical Assistance, and Resource Sharing
 - Nicole Mack (Principal): professional development group of both public school and charter school principals from schools in the Greater Boston Area. This group of school leaders has a regular meeting for consultation, and share feedback and best practices.
 - Kristine Bonsack (Director of Student Support Services): 20-21 New Directors Special Education Institute. This was a year-long course that culminated in a Capstone Project. Class met