



Annual Report 2021-2022

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	5
Dissemination Efforts	6
Academic Program Success	7
Student Performance	7
Organizational Viability	9
Organizational Structure of the School	9
Budget and Finance	11
Additional Information (Aligned with Charter School Statute and Regulations)	14
Appendix A: Accountability Plan Performance for 2021 - 2022	14
Appendix B: Charter School Recruitment and Retention Plan	16
Appendix C: School and Student Data Tables	26
Appendix D: Additional Required Information	31
Attachment 1 - 2021 - 2022 List of Student Performances	33
Attachment 2 - 2021 - 2022 List of Select Professional Presentations, School Visits, Technical Support, and Sharing Resources During the Pandemic	34

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, 2022	442
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, 2022	1300
Final Number of Instructional Days during 2021 - 2022 School Year	185		
School Hours	7:15 – 2:30pm	Age of School as of 2021 - 2022 School Year	22 years
<p>Mission Statement</p> <p>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 daily experience of music and hands-on learning with a school culture that promotes creativity, critical thinking, active engagement, cooperation, and collaboration. Our mission and key design elements are anchored by our two cornerstone curricular frameworks, EL Education and El Sistema.

We returned to CLCS for the 2021 - 2022 school year that felt closer to normal for our students and staff. After a year of implementing COVID mitigation strategies and receiving the vaccine, we were able to re-focus most of our time and energy on student learning and engagement. Staff professional development was focused on academics, culture and CREW (the advisory structure we use as part of our expeditionary learning model). In addition, we trained all of our K-5 teachers in Orton Gillingham, shifting our model of how we teach reading to include a greater focus on direct instruction.

Our new upper school campus has allowed our middle school orchestra to play together every Friday, where cross grade level combinations of students play together. We were thrilled to return to our first in-person end-of-year concert in three years.

We implemented a new afterschool program that offers clubs, sports, and tutoring in math and reading. 150 students participated in onsite programming, in addition to CLCS students who attended the YMCA programming. These programs grew over the school year, when only 65 students were attending our onsite programming at the beginning of the year.

As we look ahead to next year, we are planning for additional enhancements to our academic programming and enrichment opportunities.

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. This year all public performances were paused due to the pandemic. Typically, 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. As public gathering restrictions eased, we were able to present three concerts in June for families and friends, as a final presentation for the year.

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 until the last couple months of the school year.

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 when appropriate - 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 both in person and 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.

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](#).

2020 -2021 Student Discipline					
Student Group	Total Number of Students	Students Disciplined	% In-School Suspension	% Out-of-School Suspension	% Emergency Removal
All Students	468	2	--	--	--
English Learner	72	0	--	--	--

Economically Disadvantaged	306	2	--	--	--
Students with Disabilities	63	0	--	--	--
High Needs	351	2	--	--	--
Female	240	2	--	--	--
Male	228	0	--	--	--
American Indian or Alaska Native	1	--	--	--	--
Asian	8	0	--	--	--
African-American/Black	225	1	--	--	--
Hispanic/Latino	195	0	--	--	-
Multi-race, Non-Hispanic/Latino	15	1	--	--	-
Native Hawaiian or Pacific Islander	0	--	--	--	-
White	24	0	--	--	-

During the 20-21 school year, we were remote from September to December, and from January to June 2021 we moved to a hybrid model. Each presented unique challenges to student discipline. As is clear from the data, few incidents rose to the level to require a school suspension. Unfortunately, two incidents required an out of school suspension.

For the 21-22 School Year, CLCS added two positions of Assistant Dean that additionally 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	Professional development group of both public school and	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.

	charter school principals			
School Model	Visits to CLCS by educators, administrators, musicians, artists and policymakers	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.
Best practices in the Gen Ed. classroom	College Professor - lead education courses	Assistant Principal	College students in education classes	Students incorporated best practices into teaching practices
Best practices in the SPED classroom	College Professor - lead education courses	Assistant Principal	College students in education classes	Students incorporated best practices into teaching practices
Best practices in the Music classroom	College Professor - lead education courses	Resident Artist	College students in education classes	Students incorporated best practices into teaching practices

Academic Program Success

Student Performance

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

2021 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 2021-2022 school year, all students returned to in person learning with many gaps from the previous year and a half of remote/hybrid instruction. We began the year by shifting some of our assessment and instructional practices to better identify areas of challenge and focus our instruction. In the lower grades, we incorporated Orton Gillingham subtests in reading to specifically identify gaps in student instruction. We extended the use of the STAR assessment down to kindergarten in reading through grade eight, and incorporated the CBM components of the reading K-6. In math, we continued the use of the STAR assessment in grades 2 through 8. In the lower grades, we used the Fastbridge early

math assessments. Students in grades three through eight took interim assessments aligned to grade level standards, as well.

Students had numerous gaps in their content knowledge from the disruption during the pandemic. As a result, we knew that teachers would need more strategies and to deepen their pedagogical knowledge in order to best support students. Over the past few years a small number of teachers had received Orton Gillingham (OG) training. Leveraging ESSER funds, we trained all of the remaining elementary reading teachers through grade five, including all special education and ESL teachers. As a result, all teachers utilized a unified approach to reading across all grades and classes. All students received tier 1 reading support based on the OG sequence and then students worked with a teacher in small groups on specific reading skills that challenged them. Teachers were excited by the growth they saw in students and empowered with their new found skills.

Elementary grades continued to use the EL ELA modules. The integrated content based units provided a mix of fiction and nonfiction units, allowing students to build content knowledge while deepening their reading and writing skills. The content base used allowed students to read and write broadly as they deepened their knowledge and skills. As the year progressed teachers began to incorporate more of the typical expedition components we had not been able to incorporate over the last couple years. The integration of field work, guest experts, and locally based service projects or social justice issues motivated students to extend their research, thereby extending both reading and writing. One example was a water quality unit in grade three. Teachers used a local case study of water quality in schools to motivate students. Working with the Clean Water Act team, students learned about the lead found in school water fountains and in home pipes. In addition to researching the issue, students wrote letters to their local representatives to advocate for changes to improve water safety in Massachusetts schools.

We adopted Amplify ELA in grades six through eight. This helped to better align grade level content and pedagogy giving teachers consistent, research based strategies to approach vocabulary and comprehension. During an acceleration block, students used Lexia to address individual gaps in their reading skills.

All math teachers throughout the grade levels participated in course work with the US Math Recovery Council. The courses focused on building teacher content knowledge of the continuum of math learning, while providing pedagogical knowledge to identify student gaps and scaffold appropriately. Teachers began to implement these strategies in their classrooms, but we are excited for more focused coaching with the Math Academy grant during the upcoming year to deepen these practices.

This was our second year of implementation of the Amplify Science curriculum. Since this was our first year of implementation while fully in person, we were able to better utilize all aspects of the curriculum. Teachers utilized the hands-on labs, virtual simulations and the content literacy embedded within the curriculum. In some cases, teachers expanded these units as the foundation for expeditions adding field work, locally based social justice or service learning opportunities, and field work fully bringing this learning alive. Teachers also began to align science notebooks across the grade levels to provide a more consistent learning experience for students. This year we piloted the new Science MCAS in grades five and eight. The participating teachers found the related professional development to much better align to science instructional practices than the traditional science MCAS.

It was most exciting to finally welcome back instrument ensembles. The music program was greatly impacted when students worked from home and could not play together in a traditional ensemble. In

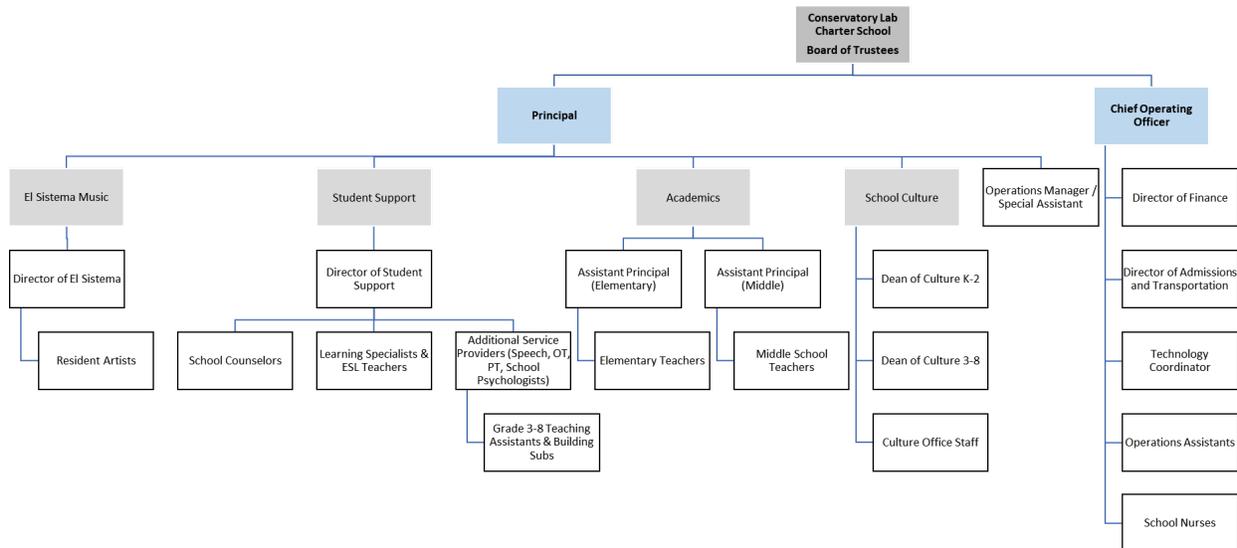
order to limit regroupings and the need for more complicated COVID contact tracing, we limited the groupings in music. We also had very limited options for music performances during most of the year. As a result, our winter performance was a live zoom performance with all students participating, coordinated across the two buildings, on a Saturday performance day. While this was the best performance we had had in two years, it was not one we were excited to repeat. In June, we hosted a traditional school end of year showcase consisting of three in person concerts on our second Saturday performance day. Families, staff, and students were thrilled to watch a heart warming and impressive concert. We provided a live stream for the performance for those family members who were not able to attend a large performance.

While isolation and quarantine protocols impacted both teacher and student attendance, academic leaders remained focused on accelerating student learning. The adjustment back to a more “regular” school year was difficult for everyone. Some students had not been to school in person since 2020 impacting social development and typical school routines. Teachers had also not taught a fully in person class and worked to implement consistent school management systems, reinforce school routines, and teach grade level content and skills. The sudden rise in COVID cases in January was disruptive as we saw hundreds of students absent during the month, requiring us to adjust assessment and unit calendars. As the spring numbers decreased, we moved to more regular academic routines.

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.



Budget and Finance

A. Provide an unaudited FY22 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, 2022 AND 2021

	<u>2022</u>	<u>2021</u>
OPERATING REVENUES		
Tuition	9,151,535	8,787,519
State grants	33,960	75,400
Federal grants	1,840,370	972,697
Food service	405,865	108,136
On-behalf fringe benefits	693,008	693,008
In-kind transportation and other services	354,569	175,026
Parent paid fees/other income	145,468	64,342
Rental income	(1,500,761)	(916,486)
	<hr/>	<hr/>
TOTAL OPERATING REVENUE	11,124,014	9,959,642
OPERATING EXPENSES		
Salaries - instructors	4,797,675	4,094,907
Salaries - administrative	1,182,660	1,024,543
Payroll taxes	217,347	195,371
Fringe Benefits	523,094	462,389
Contracted Services	518,044	192,408
Transportation	442,872	175,026
Rent	-	-
Facilities maintenance	461,695	336,551
Utilities	136,447	91,160
Textbooks and materials	80,675	40,373
Educational supplies and activities	370,379	48,007
Music equipment and supplies	105,490	99,784
Classroom computers and equipment	183,063	121,147
Professional fees	175,058	251,218
Advertising and fundraising	45	-
Staff recruiting	9,183	6,609
Office computers and equipment	79,333	56,648
Office supplies and expense	61,120	77,106
Insurance	52,337	79,958
Food service program	422,512	105,252
Conferences and training	8,568	39,743
On-behalf fringe benefit expense	693,008	693,008
Depreciation and amortization	159,472	114,606
Relocation costs	-	37,464
	<hr/>	<hr/>
TOTAL OPERATING EXPENSE	10,680,077	8,343,278
OPERATING INCOME	443,937	1,616,364
NON-OPERATING REVENUES (EXPENSES)		
Contribution from related party	241,545	337,346
Loss on disposal of capital assets	-	(9,717)
	<hr/>	<hr/>
NON-OPERATING REVENUES, net	241,545	327,629
CHANGE IN NET POSITION	685,482	1,943,993
NET POSITION, beginning of year	6,771,953	4,827,960
NET POSITION, end of year	7,457,435	6,771,953

B. Statement of net assets for FY22 (balance sheet)

CONSERVATORY LAB CHARTER SCHOOL
UNAUDITED STATEMENTS OF NET POSITION
JUNE 30, 2022 AND JUNE 30, 2021

	<u>2022</u>	<u>2021</u>
<u>ASSETS</u>		
CURRENT ASSETS:		
Cash	3,112,502	2,050,418
Accounts and other receivables	66,574	22,958
Due from other entities	1,544,894	1,596,427
Prepaid Expenses	119,361	143,120
Deposits	-	3,128,215
TOTAL CURRENT ASSETS	4,843,331	6,941,138
NON-CURRENT ASSETS -		
Capital assets, net	3,871,967	742,504
TOTAL ASSETS	\$ 8,715,298	\$ 7,683,642
<u>LIABILITIES AND NET POSITION</u>		
CURRENT LIABILITIES:		
Accounts payable	222,414	295,510
Accrued expenses	120,611	487
Accrued payroll and payroll taxes	914,837	459,995
TOTAL CURRENT LIABILITIES	1,257,863	755,993
<u>NET POSITION</u>		
Invested in capital assets, net of related debt	248,681	248,681
Unrestricted	7,208,754.40	6,678,968
TOTAL NET POSITION	7,457,435	6,927,649
TOTAL LIABILITIES AND NET POSITION	\$ 8,715,298	\$ 7,683,642

C. *Approved School Budget for FY23*

The School's budget was approved by the Board of Trustees on June 7, 2022.

Conservatory Lab Charter School FY2023 Budget

	FY23 Budget
Enrollment	444
Tuition Rate	\$22,848
FTEs	85.0
Surplus/ (Deficit)	\$681,253
DSCR Overage/ (Shortfall)	\$58,831

FY23 Budget	
Revenue	
Tuition	10,144,557
Title I	363,552
Federal Nutrition Program	355,927
Title II-Part A Teacher Quality	29,050
ESSER II Grant	131,636
ESSER III Grant	1,098,973
Other Entitlement Grant Income	154,895
	<u>\$ 12,278,590</u>
Foundation Grants	200,000
Foundation Rental & Accounting Services	18,692
Other Income	40,104
Total Revenue	\$ 12,537,386
Expenses	
Teaching & Academic Support Staff	5,070,456
Administration	584,864
Total Staff	\$ 5,655,320
Benefits	
Health Insurance	403,153
Dental Plan	40,252
Disability & Life Plans	15,926
403B Match Contribution	97,624
MTRS Grant Expenditure	22,913
Payroll Taxes	248,581
Workers Compensation	32,314
Professional Development	45,373
Total Benefits	\$ 906,136
Total Staff & Benefits	\$ 6,561,456
El Sistema Salaries	662,153
El Sistema - Instruments & Supplies	129,737
El Sistema Total	\$ 791,889
Support Consultants	371,171
Classroom Supplies, Tech	435,252
Total Program Expenses	\$ 1,598,312
Food/Services for Nutrition	444,909
General Supplies	8,632
Technology (non-capitalized)	82,596
Accounting/Audit Services	22,120
Legal Fees	10,000
Payroll Service	48,555
Telephone & Internet	58,148
Insurance	58,753
Other	316,165
Total Other Expenses	\$ 1,049,878
Debt Service	1,457,790
Other (LOC Interest + MDFA Gaurantee)	25,000
Total Rent & Debt Service	\$ 1,482,790
Utilities	155,934
Cleaning & Supplies	321,030
Maintenance & Repair	217,732
Total Facilities	\$ 694,697
Total Expenses	11,387,133
Contingency	469,000
Change in Net Assets (Operating Budget)	\$ 681,253
Capital Additions	\$ 400,000

FY22 Enrollment Table	Enter Number Below
Number of students pre-enrolled via March 15, 2022 submission	444
Number of students upon which FY23 budget tuition line is based	444
Number of expected students for FY23 first day of school	444
Please explain any variances: n/a	

D. Capital Plan for FY23

After moving into our new upper school (Grades 3-8) building located at 395 Columbia Road our capital plan efforts now focus on our lower (grades K1-2) school located at 131 Hancock Street . Our lower school capital plan includes an analysis of options for renovations or updates to the Lower School building located at 131-133 Hancock Street. The plan also includes a funding analysis and potential tax credits. Finally, additional improvements are being made to the lower school to enhance the outdoor space at the school. The total capital plan for FY23 is \$400,000.

Additional Information (Aligned with Charter School Statute and Regulations)

Appendix A: Accountability Plan Performance for 2021 - 2022

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

	2021 - 2022 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 - 2021 - 2022 List of Student Performances. The restrictions and health concerns due to the COVID-19 pandemic did not allow CLCS students to participate in 3 external performances. We hosted 1 virtual performance that was live-streamed for the community and 1 in-person performance with an external audience.
Measure: Based on baseline data to be collected in 2019-2020, each subsequent year learning walks of El Sistema music classrooms will demonstrate instruction on technical	Partially Met - COVID-19	Learning walks in the music classrooms this year included members of the CLCS Board of Trustees Education Committee.

<p>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>Piloting a walk through rubric, team members observed evidence of resident artists teaching technical skills, musicianship and artistry - ratings 3. Music integration was not measured at the time of the learning walk based on the schedule which limited student regroupings due to COVID restrictions.</p> <p>Integration of music in learning expeditions was not expected at this Expedition integrations with music during all learning walks. This was expected given the COVID restrictions at the time.</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>Students participated in one Expedition this year. With the COVID restrictions, full Expeditions were not implemented during most of the school year. In the spring, teachers were able to return to more regular programming allowing all grades to complete one full Expedition.</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>MET</p>	<p>88% of classrooms demonstrated a 3 out of 4 measuring implementation of interdisciplinary teaching.</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>READING: 48% of students made 1.25 year's growth in reading</p>
<p>Measure: Each year, when comparing results of the beginning of year STAR</p>	<p>Partially Met - COVID-19</p>	<p>MATH: 45% of students made 1.25 year's growth in</p>

math assessment with the end of year STAR math assessment, grade level student results will demonstrate an average of 1.25 year's growth.		math
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	All students presented a student led conference this year. Families participated both virtually or in person to allow the greatest access to all families. In the case that a family did not participate after multiple attempts to schedule, the student presented to a staff member. Students shared their work, areas of growth and challenge, as well as a plan for success moving forward.

Dissemination

	2021 - 2022 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.	Met	<ul style="list-style-type: none"> Alvin Cooper (Assistant Principal): Assistant Professor Endicott College Introduction to Special Education and Introduction to Education - share best practices Carlos Sulbaran (Resident Artist): Assistant Professor Curry College and Bridgewater State, Music Education program - share CLCS best practices
Measure: Each year, CLCS will share best practices and reflections by participating in academic teacher, music educator, and/or administrative networks.	Met	<ul style="list-style-type: none"> CLCS Leadership Team: worked with the San Antonio School District to share our El Sistema inspired music model. The school was in the process of adding an arts integration program. Nicole Mack (Principal): professional development group of both public school and charter school and district leaders in the Greater Boston Area. This group of school leaders has a regular meeting for consultation, and share feedback and best practices. Laurie Carr, Senior Director of Principal Leadership Recruitment and Development at the North Carolina Guildford School District: Instructional best practices of integrated content units, EL program and implementation.

		<ul style="list-style-type: none"> Resident artists coach college interns from NEC, Longy, Berkeley College at CLCS to learn best practices in music education
<p>Measure: By the end of the charter term, CLCS will hold a conference or retreat once during this term to share best practices.</p>	In Progress	<ul style="list-style-type: none"> CLCS Administrators have begun the planning for the conference evaluating topics and participation.

Appendix B: Charter School Recruitment and Retention Plan

School Name: Conservatory Lab Charter School

2021 - 2022 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 2021 - 2022:**
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 – 2022-2023 Strategies

Special education students/students with disabilities

<p>(a) CHART data</p> <p>School percentage: 13.0%</p> <p>GNT percentage: 15.2%</p> <p>CI percentage: 15.9%</p> <p>The school is <u>below</u> GNT percentages and <u>below</u> CI percentages</p>	<p style="text-align: center;">(b) Continued 2022 - 2023 Strategies</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. Student support service staff belong to several special-education related organizations and listservs at which they discuss opportunities for students at Conservatory Lab. 5. Recruit additional staff that are dual licensed in SPED
	<p style="text-align: center;">(c) 2022-2023 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. 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. 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. 4. Collaborate with Action for Boston Community Development, Inc. (ABCD), along with Head Start programs in Roxbury, Dorchester, and Mattapan, to

	<p>distribute our application materials to families with children with special needs.</p> <ol style="list-style-type: none"> 5. 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. 6. 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. 7. Recruit additional staff that are dual licensed in SPED 8. Develop a relationship with Youth Villages who service at risk students and Bridges to School to Work, who assist students with disabilities. 9. Explore a partnership with Uphams Corner Health Center, specifically with their Early Childhood education focus.
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Limited English-proficient students/English learners

<p>(a) CHART data</p> <p>School percentage: 17.4% GNT percentage: 23.2% CI percentage: 23.7%</p> <p>The school is <u>below</u> GNT percentages and <u>below</u> CI percentages</p>	<p style="text-align: center;">(b) Continued 2022 - 2023 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, 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. Have bilingual staff clearly identified during the school events. 4. Make a concerted effort to recruit and hire staff who are multilingual. 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. Expand our partnership with Upham’s Corner Health Center to recruit more English language learners
	<p style="text-align: center;">(c) 2022-2023 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. 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

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| | <p>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.</p> <ol style="list-style-type: none"> 6. Place copies of our application, in seven languages, at the Boston Public Schools Welcome Centers in Dorchester, Roxbury, and Mattapan. 7. 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. 8. Provide application and admissions materials to the Cape Verdean Family Nurturing Program in Dorchester. 9. 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. 10. Partner with several bilingual Boston schools, such as the Margarita Muñiz Academy, and work with their community outreach person to conduct joint enrollment outreach. 11. Identify local adult literacy centers that teach English as a Second Language at which to conduct enrollment outreach 12. Expand our partnership with Upham’s Corner Health Center to recruit more English language learners 13. 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)

<p>(a) CHART data</p> <p>School percentage: 71.1% GNT Percentage: 51.3% CI percentage: 65.6%</p> <p>The school is <u>above</u> GNT percentages and <u>above</u> CI percentages</p>	<p>(b) Continued 2022 - 2023 Strategies</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><u>Students who are sub-proficient</u></p>	<p>(c) 2022-2023 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>(d) Continued 2022 - 2023 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>(e) Continued 2022 - 2023 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.
<u>Students who have dropped out of school</u> <u>*only schools serving students who are 16 and older</u>	(f) Continued 2022 - 2023 Strategies 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.
OPTIONAL <u>Other subgroups of students who should be targeted to eliminate the achievement gap</u>	(g) Continued 2022 - 2023 Strategies 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 2021-2022

2022 - 2023 Implementation Summary:

Conservatory Lab’s retention rate increased from 87.6% in 2019 - 2020 to 95% in 2021 - 2022. 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: 2021-2022 Strategies

Special education students/students with disabilities

(a) CHART data

School percentage: 8.0%
Third Quartile: 17.3%

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

(b) Continued 2022 - 2023 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 in person and 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 in person and 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

	<p>19. Reconfigure elementary grade class sizes to decrease student to teacher ratio</p>
	<p align="center">(c) 2022-2023 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>

Limited English-proficient students/English learners

<p align="center"><u>(a) CHART data</u></p> <p>School percentage: 9.5% Third Quartile: 18.6%</p> <p>The school's attrition rate is <u>below</u> third quartile percentages.</p>	<p align="center">(b) Continued 2022 - 2023 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 in person and 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) 2022-2023 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 align="center"><u>(a) CHART data</u></p> <p>School percentage: 12.8% Third Quartile: 18.7%</p> <p>The school's attrition rate is <u>below</u> third quartile percentages.</p>	<p align="center">(b) Continued 2022 - 2023 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.
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	<ol style="list-style-type: none"> 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. Implementation of school-based affordable summer programming for elementary students
	<p style="text-align: center;">(c) 2022-2023 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 style="text-align: center;"><u>Students who are sub-proficient</u></p>	<p style="text-align: center;">(d) Continued 2022 - 2023 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 strategic 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. Implement individualized intervention strategies and plans, such as in-school to raise proficiency levels. 5. Provide professional development for staff on Universal Design for Learning and differentiation in instruction to maximize accessibility of content for all students. 6. Consistently use internal referral system for teachers and staff to continually identify at-risk students for interventions. 7. Develop a resource directory for families and students for additional, community-based academic supports such as after-school programs and/or tutoring.
<p style="text-align: center;"><u>Students at risk of dropping out of school</u></p>	<p style="text-align: center;">(e) Continued 2022 - 2023 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.

<u>Students who have dropped out of school</u> <u>*only schools serving students who are 16 and older</u>	<p align="center">(f) Continued 2022 - 2023 Strategies</p> <p>N/A - Conservatory Lab is a K-8 school with no students age 16 or older.</p>
<p align="center">OPTIONAL</p> <u>Other subgroups of students who should be targeted to eliminate the achievement gap</u>	<p align="center">(g) Continued 2022 - 2023 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.

Appendix C: School and Student Data Tables

Conservatory Lab Charter School's student 2021-2022 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	48.1%
Asian	1.8%
Hispanic	41.4%
Native American	0.2%
White	5.8%
Native Hawaiian, Pacific Islander	0.0%
Multi-race, non-Hispanic	2.7%
Selected Populations	% of school
First Language not English	20.1%
English Language Learner	17.4%
Students with Disabilities	13.0%
High Needs	79.6%

Low Income	71.1%
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ADMINISTRATIVE ROSTER FOR THE 2021 - 2022 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	
Andrea Davis, Director of El Sistema	Responsible for the El Sistema program	8/2021	
Ariel Rutigliano, Executive Assistant to the Co-Leaders	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 2021 - 2022 SCHOOL YEAR				
	Number as of the last day of the 2021 - 2022 school year	Departures during the 2021 - 2022 school year	Departures at the end of the school year	Reason(s) for Departure*
Teachers*	37	1	3	<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**	39	3	4	<i>End-of-year departures:</i> employee chose to end employment or

				non-renewal of employment contract.
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**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, 2022	14
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 2021 - 2022 School Year

BOARD MEMBERS FOR THE 2021 - 2022 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 – resigned during first term	Date of Election: October 9, 2020 Date of resignation: February 1, 2022
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	1 - no longer a board member as of June 30, 2022	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
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	1 - no longer a board member as of June 30, 2022	Date of election: March 24, 2019 Date of expiration: March 24, 2022
Kay Sloan	Trustee	Executive Committee, Governance Committee	2 - no longer a member as of June 30, 2022	Date of Election: October 31, 2016 Date of Expiration: June 30, 2022
Tyrone Sutton	Trustee	Education Committee	2 - no longer a board member as of July 9 ,2021	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	3	Date of Election: March 20, 2014 Date of Expiration: June 30, 2023
Sandy Yeung	Trustee	Education Committee,	2	Date of election: October 15, 2018

		Governance committee		Date of expiration: June 30, 2023
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BOARD OF TRUSTEE MEETING SCHEDULE FOR THE 2022-2023 SCHOOL YEAR	
Date/Time	Location
September 27, 2022 4:30PM - 6:30PM	CLCS Upper Campus, 395 Columbia Rd Dorchester MA 02125
November 15, 2022 4:30PM - 6:30PM	CLCS Upper Campus, 395 Columbia Rd Dorchester MA 02125
January 31, 2023 4:30PM - 6:30PM	CLCS Upper Campus, 395 Columbia Rd Dorchester MA 02125
April 4, 2023 4:30PM - 6:30PM	CLCS Upper Campus, 395 Columbia Rd Dorchester MA 02125
June 6, 2023 4:30PM - 6:30PM	CLCS Upper Campus, 395 Columbia Rd Dorchester MA 02125

COMMITTEE MEETING SCHEDULES FOR THE 2022-2023 SCHOOL YEAR		
Name of Committee	Date/Time	Location
Executive Committee	September 22, 2022 9:00AM - 11:00AM	Virtual
Executive Committee	November 10, 2022 9:00AM - 11:00AM	Virtual
Executive Committee	January 27, 2023 9:00AM - 11:00AM	Virtual
Executive Committee	March 23, 2023 9:00AM - 11:00AM	Virtual
Executive Committee	June 2, 2023 9:00AM - 11:00AM	Virtual
Finance Committee	September 16, 2022 8:30AM - 10:30AM	Virtual
Finance Committee	October 25, 2022 8:30AM - 10:30AM	Virtual
Finance Committee	January 26, 2023 8:30AM - 10:30AM	Virtual
Finance Committee	March 22, 2023 8:30AM - 10:30AM	Virtual
Finance Committee	May 26, 2022 8:30AM - 10:30AM	Virtual

Education Committee	September 20, 2022 9:00AM - 10:00AM	Virtual
Education Committee	October 31, 2022 9:00AM - 10:00AM	Virtual
Education Committee	January 24, 2023 9:00AM - 10:00AM	Virtual
Education Committee	March 20, 2023 9:00AM - 10:00AM	Virtual
Education Committee	May 30, 2023 9:00AM - 10:00AM	Virtual
Governance Committee	September 19, 2021 12:00PM - 1:00PM	Virtual
Governance Committee	November 7, 2022 12:00PM - 1:00PM	Virtual
Governance Committee	January 23, 2023 12:00PM - 1:00PM	Virtual
Governance Committee	March 20, 2023 12:00PM - 1:00PM	Virtual
Governance Committee	May 22, 2023 12:00PM - 1:00PM	Virtual

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	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		
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)	nr Ramsey@conservatorylab.org	No change

English Learner Program Director	Kristine Bonsack (Director of Student Services)	kbonsack@conservatorylab.org	New
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, 2023 (Tentative)
Lottery	March 9, 2023 (Inclement Weather Date: March 10, 2023) <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 2021 - 2022 school year.

Attachment 1 - 2021 - 2022 List of Student Performances

Date	Performance/Venue	Student Performers
December 11, 2021	El Sistema Winter Concert -Virtual	All students in K1 - Gr 8
June 11, 2022	El Sistema Spring Concert @ Brooke High School	All students in K1 - Gr 8

Attachment 2 - 2021 - 2022 List of Select Professional Presentations, School Visits, Technical Support, and Sharing Resources During the Pandemic

Select School Visitors, Technical Support, and Sharing Resources

- CLCS Leadership Team: worked with the San Antonio School District to share our El Sistema inspired music model. The school was in the process of adding an arts integration program.
- Nicole Mack (Principal): professional development group of both public school and charter school and district leaders in the Greater Boston Area. This group of school leaders has a regular meeting for consultation, and share feedback and best practices.
- Alvin Cooper (Assistant Principal): Assistant Professor Endicott College Introduction to Special Education and Introduction to Education - share best practices
- Carlos Sulbaran (Resident Artist): Assistant Professor Curry College and Bridgewater State, Music Education program - share CLCS best practices
- Laurie Carr, Senior Director of Principal Leadership Recruitment and Development at the North Carolina Guildford School District: Instructional best practices of integrated content units, EL program and implementation.
- Resident artists coach college interns from NEC, Longy, Berkeley College at CLCS to learn best practices in music education