

Staff Community Budget Feedback

Raw notes have been categorized by District Plan Objective



OBJECTIVE 1

Deliver Ambitious Instruction & Effective Supports

- Prioritize Tier 1 high-quality instruction for all across the district and advocate for the simultaneous adoption of ELA curriculum for Grade 1-5.
- Inconsistency in Tier 1 instruction across elementary schools needs priority investment, however, there are concerns about staggering implementation.
- At present, there is no unified curriculum or consistent materials across the district.
- Teachers are tasked with adopting new practices without the necessary curriculum purchase, materials, and required PD/instructions.
- Concerns about the insufficient funding of the SCALE program and how under-supported it is right now, especially considering how much is spent for out of district tuition.
- SCALE requires better outfitting of educational settings/classrooms and the inclusion of behavior specialists.
- Is it true that we will be accepting out-of-district students into our SCALE program? If so, is there revenue associated with these students and will it be reinvested into the SCALE program?
- Comprehensive review process for the ELA curriculum to align with the district plan.
- Now that the Grade 1 - 5 curriculum, Amplify, was selected, a majority of teachers are ready to dive in all at once with the PD and rollout.
- Invest and pay for all our resources for Amplify at once versus a staggered rollout.
- Importance of adopting the new literacy/ELA curriculum with a simultaneous Grade 1-5 rollout.
- Is Tier 3 re-evaluated every year or is it static?
- With the new rollout for the 6-8 FishTank ELA curriculum, we were informed that SOA days to work as a department on the new curriculum is getting too expensive.
- Overwhelming to learn new best practices without the curriculum, RE: ELA curriculum
- For the ELA curriculum, splitting roll out between grade bands will be very difficult, especially for 1st and 2nd grades.
- How did Amigos only get one literacy coach for JK-8?
- Biggest concern is curriculum. This is crucial for ELA. There needs to be an immediate rollout across all grade levels.
- Curriculum and Staffing go hand in hand.
- Frustration with the upper schools: 4 new schools = very expensive.
- Social studies and science rarely get Tier 2 support.
- Current model for service (push in/out) does not work.
- Fully fund co teaching model? Truancy is a big concern.
- There is a need for a Math coach at Amigos, a coach for special educators.
- ELA curriculum is important.
- Questions on para distribution: Why do some schools have more paras than others?
- G&P no longer has 1-to-1 funding for Paras, they either share paras or some classes have none.

**OBJECTIVE 3****Effective Staff Learning & Support**

- What are the planned investments for staff training and PD?
- What kind of support is provided for staff beyond salary increases, COLA, and similar benefits?
- Is there adequate funding for training around safety especially considering that PD is a district plan goal
- How will it work if Unit A and B get a longer day in their contract, but paras don't?
- Will training for paras to advance qualifications to support moderate special needs students continue and will it expand to include qualifications to support severe special needs students? Same question applies to EL supports and behavior specialists.
- Paraprofessional allocations have not yet caught up to pre-COVID staffing levels and are very much affecting elementary.
- No Math and ELA coaches and push-in supports in the elementary vs. upper schools and high school.
- With more Tier 3 intervention needs, they're is also greater need for staffing support but there is concern that it has reduced.
- Not enough staff and support. Even with the current amount of staff, there is a struggle to maintain safety.
- Surprised by how small the technology cost is. How is the district evaluating the impact of tech funds?
- Are central office salaries included staffing numbers?
- Staffing issues (i.e. vacancies, lots of ETS, shortage of subs).
- Coaching as a base tier (no Math coach)
- Special Educators do not have coaches.
- School based psychologists do not really fill the role of a coach.
- Staffing issues: mostly dealing with behavior instead of teaching.
- Understaffed.
- Do principals decide the disbursement of paras?
- 2nd grade has no paras and it has been said that no para from 1st grade and up, there is a need for paras.
- Think strategically about PD for Paras. Content is not as relatable for them. Be more deliberate
- No SOA money
- SOA days are really useful and the success of the curriculum depends on them
- The only paras available at CSUS work in the SCALES classrooms (sub-separate). There's no para support in any other classroom.

**OBJECTIVE 4****Build Welcoming & Supportive Schools & District**

- What is happening with ELT at FMA and King? RE: engaging the community around ELT and plans for the future?
- Will the funding plan include the physical plant needs of CRLS?
- We have a lot of consultants in the district, are we using our district staff and resources enough?
- Nothing in the budget for new family liaisons or family outreach roles
- Each school in Cambridge is unique and has unique needs. Would like to see a presentation that addresses a unique issue for each school, instead of grouping

OTHER OVERARCHING QUESTIONS

- Concerns that the recent Unit A and B contract is being held as the reason that the rest of the budget is stretched thin
- How many teachers and paras are the lead teachers supervising?
- What is the clerk ratio?
- What is included in the workload analysis.
- Appreciation for opportunities to provide feedback and questions
- How will this feedback be used and what sort of impact will it have on the process?
- Now that ESSER funds are ending, what is the impact of September 30th end vs. June 30th on FY25 and will that allow for funds to help the start of the new school year?
- What is next with these notes and questions? Will the notes be shared out?
- Perception is that not too many folks join these staff budget meetings because there has not historically been a feeling that the budget decisions reflect the feedback from these meetings.
- A sense that the feedback doesn't go anywhere. Who is the information going to? Who are the decision makers?
- A request for more openness and transparency.
- Has the budget allocation from the city been finally decided?
- Who makes the final decisions about the budget? CFO and Finance? The Superintendent?