

CSUS School Council Meeting

February 10, 2026

6:30-7:30





Agenda

Intros and welcome

What's exciting at CSUS this month

CPS Budget Update and CSUS Budget Planning for FY 27

CSUS Midyear Data Update and Implications

Possible next levels of work

Logistics: Future meetings

Welcome and Greeting

Select a blob that you relate to most right now.

Share your name, scholar grade, which one you chose and why. Then intro the next person!



What's exciting at CSUS this month?

- CSUS Volleyball teams both wrapped their season as city champions!
- We successfully welcomed Rising 6th Grade families in January
- Scholars showcased incredible talent and hard work at January's chorus concert and art show
- CSUS hosted Scholar Led Conferences last week
- It's SPIRIT WEEK!



What is a School Council?

A School Council is a representative, school building-based advisory committee composed of the principal, parents, teachers, community members and, at the secondary level, students, under both state and federal law (MGL Chapter 71, Section 59C, ESSA).

Who is part of a school council?



A **representative** School Council is inclusive and as diverse in all the ways that Cambridge is diverse, with individuals who reflect each school community's diversity in racial and ethnic identities, language, learning differences, academic need, ability, and culture.

- 3-5 Parent/Caregiver Representatives (not including the Parent Co-Chair)
- 3-5 Staff Representatives (not including the Principal)
- 2 Student Representatives (at the upper school & secondary level)
- 1-2 Community Representatives
- Family Liaison

Every Council must do their best to have parity: equal numbers of Parent/Caregiver and Principal/Staff.

School Council as a Mechanism for Racial Equity



- Every School Council is a mechanism for working towards racial equity in schools. The School Council will catalyze and/or participate in racial equity initiatives, and evaluate their progress and efficacy in collaboration with school's equity team and the general school community.
- Becoming an anti-racist school will be a goal explicitly stated in the educational goals for developed by every School Council, evaluated in the needs assessments, and addressed in the School Improvement Plan.
- The thread of racial equity is woven throughout every action the School Council takes and throughout every section of the Handbook.

DESE Requirements

DESE General School Council Regulations

DESE School Council Responsibilities

What are the main areas of responsibility for school councils?

The law outlines four major areas of responsibility for councils. School councils are to assist principals & schools in:

1

Adopting educational goals for the school that are consistent with local educational policies and statewide student performance standards

2

Identifying the educational needs of students attending the school

3

Reviewing the annual school building budget

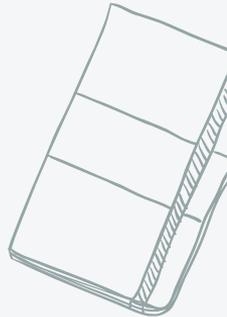
4

Formulating a school improvement plan

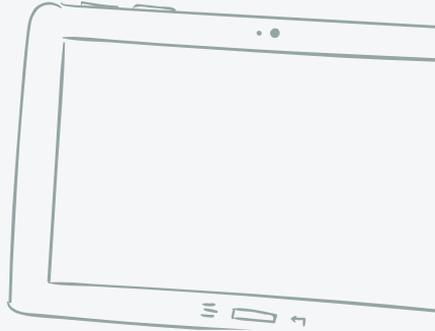
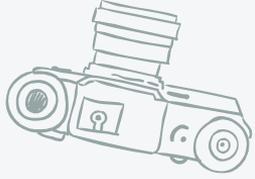
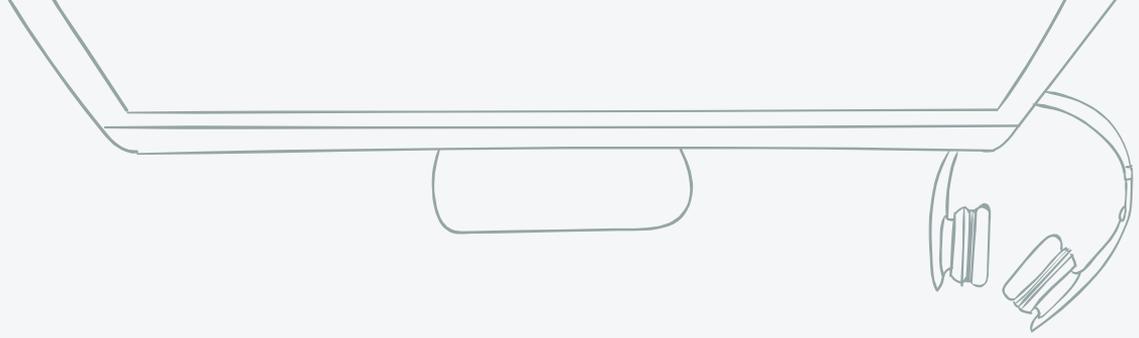
What are the responsibilities of the School Council?

In Cambridge Public Schools, the School Council has the following **main responsibilities:**

- Adopt educational goals for the school that are consistent with local educational policies and statewide student performance standards;
- Identify the educational needs of students attending the school in the relation to the goals;
- Collaborate with school community and district instructional staff to form an annual School Improvement Plan (SIP) for approval by the Superintendent;
- Review the school budget annually;
- Review the student handbook, all areas of student behavior, and student disciplinary policies annually (at the secondary level only).







School Council CPS Budget Update and CSUS Budget Planning

February 10, 2026





FY 2026-27 Budget Development Process: School Community Feedback Winter 2026

City of Cambridge Budget Forecast/Context

Economic Slowdown

- Lower property values & slower growth
- Uncertainty
- Focus on long-term financial stability
- Effort to limit taxpayer impact

City of Cambridge goal of less than 5% increase to budget for FY 2026-2027



FY 2026-2027 Preliminary Focus Areas:

FY27

Improving supports for students in crisis

FY27

Before school time

FY27

Data investment

FY26

Educator empowerment and evaluation

FY26

Family Engagement

FY 2026-27 General Fund Estimates

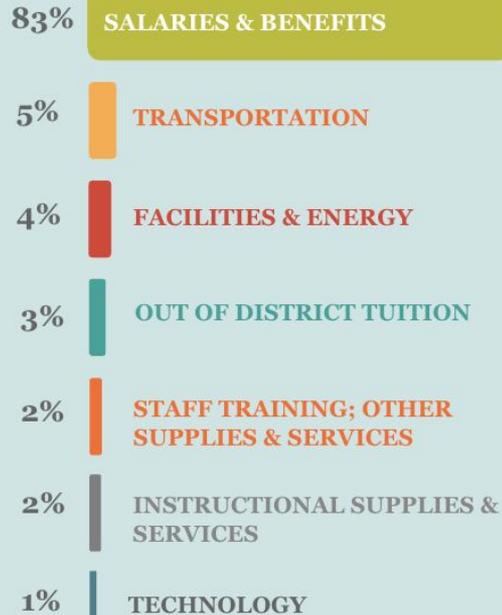
Projected Expenditure Increases & Decreases

FY26 Budget	\$280.25M	
Salary & Benefits	+ \$10.32M	+4.4%
Facilities, Energy, Equip Maint.	+ \$570K	+6.0%
Transportation	+\$610K	+4.2%
Special Education Tuition	+ \$480K	+6.6%
Instruct & Other Srvcs/Supplies	+ \$770K	+5.2%
FY27 Projected Expenses	\$293.0M	

Projected Increase
+\$12.75M
+4.5%

FY 2026-27 General Fund Budget: \$293 Million

FY 2026-2027 General Fund Budget



Projected FY27 Amount

➤ \$244.4M

➤ \$15.0M

➤ \$10.2M

➤ \$7.7M

➤ \$6.2M

➤ \$5.9M

➤ \$3.6M

TOTAL \$293M

What Non-Staff Costs are Determined by School vs. the District - *Examples*

★ District Budget:

By School Committee & Superintendent

Examples:

- Staff Training (Professional Development)
- New curricula
- Technology (hardware/software for staff, students & classrooms)
- Building maintenance and repairs
- Energy and Utilities
- Transportation
- Out of district tuition
- Medical, mental health/diagnostic services

★ School Directed Spending

Plans: *(allocated from District budget)*

By Principal w/ input from School Council

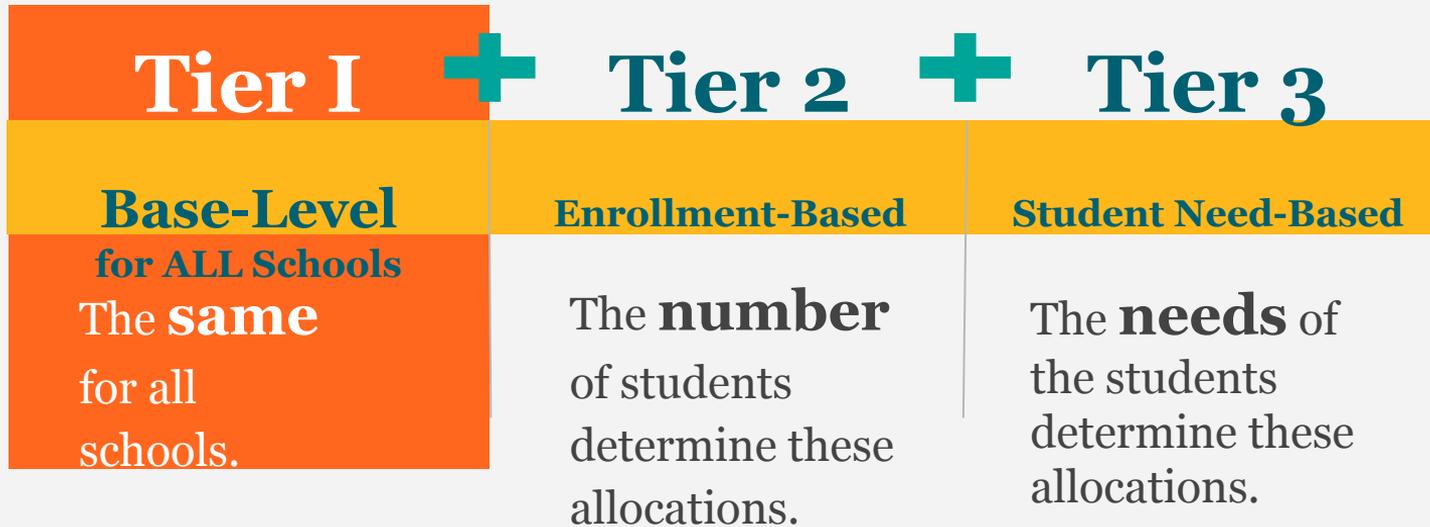
Examples of Costs

- Additional staff training
- Classroom supplies
- Student Clubs
- Field Trips
- Interns
- Other expenses related to School Improvement Plans to strengthen academics and equity

School Council Feedback:FY27 Budgetary Goals/Priorities

- **What new priorities do you think the Cambridge Public Schools Budget should include?**
- **Considering the difference between the district's main budget (operating expenses) and school improvement spending, what priorities should school leadership and/or school council consider?**
- **The district's focus for FY26 and FY27 is on five areas (Educator Effectiveness, Family Engagement, Crisis Supports, Before School Supports, Data Inquiry Practices). Which spending priorities within these areas would the CSUS community like to see advanced in the FY27 district budget?**
- **What are the long-term goals or priorities might the CSUS community want CPS to pursue beyond the FY27 budget process?**

School Staffing Tiers



CPS uses a **system-wide, tiered** approach for determining budget/staff allocations at each school.

School Staffing Tiers - Examples

Tier 1	Tier 2	Tier 3
Base-Level	Enrollment-Based	Student Need-Based
for ALL Schools Principal, Asst. principal, Clerk, Family liaison, Psychologist, Adjustment counselor, Math & literacy coaches & interventionists, Elem. paraprofessional allocation	1 teacher per: 20 kindergarteners 25 1st-8th graders 22 high school science students 20 high school tech arts students	Special Ed teachers & paraprofessionals; English learners' teachers & paraprofessionals; Title I teachers; Additional Interventionists, Adjustment & Guidance counselors, and Social workers

HOW SCHOOLS ARE STAFFED AND FUNDED

STAFFING

Staff is Cambridge Public Schools' most important resource, and salaries and benefits are more than three quarters of the budget each year. The allocation of staff to each school is done in accordance with established formulas in a tiered approach described below.



Tier 1: Staff Allocated On a *Per School Basis*:

- Principal
- Assistant Principal
- Clerk
- Family liaison
- Psychologist
- Adjustment counselor
- Upper school guidance
- Building substitutes
- Library media specialist
- Educational technology specialist
- Math & literacy coaches
- Math & literacy interventionists
- Social Workers
- Elementary paraprofessional allocation

Two similar sized Cambridge schools with different staffing

-  **Tier 1:** Same for all Schools
-  **Tier 2:** Enrollment-Based Staff
-  **Tier 3:** Student Need-Based Staff

“SCHOOL A”

55.5 FTE's based on:

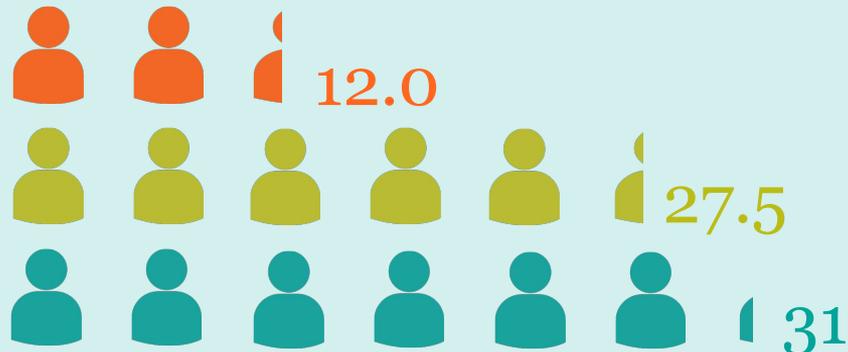
- 328 Students
- 22% Students with disabilities
- 6% English Learner
- 33% Free/Reduced Price Lunch



“SCHOOL B”

70.5 FTE's based on:

- 312 Students
- 26% Students with disabilities
- 7% English Learner
- 46% Free/Reduced Price Lunch
- Substantially Separate Special Education Program



HOW SCHOOLS ARE STAFFED AND FUNDED

Tier 2: Staff Allocated Based on *School Enrollment*:

Teacher FTE allocations are based on class size requirements in the collective bargaining agreement with the Cambridge Education Association and program scheduling requirements, which may vary from school to school.

	Max Class Size
Kindergarten	20
1 st -8 th Grade	25
High School Science	22
High School Technical Arts	20
Other High School Classes	28

Kindergarten paraprofessionals are also allocated based on enrollment: one per classroom.

HOW SCHOOLS ARE STAFFED AND FUNDED

Tier 3: Staff Allocated Based on *Student Need*:

Student need-based staff include:

- Special Education teachers and paraprofessionals
- English language learners' teachers and paraprofessionals
- Title I teachers
- Additional staff **above the Tier 1 allocation**, including:
 - Interventionists
 - Adjustment counselors
 - Guidance counselors
 - Social workers

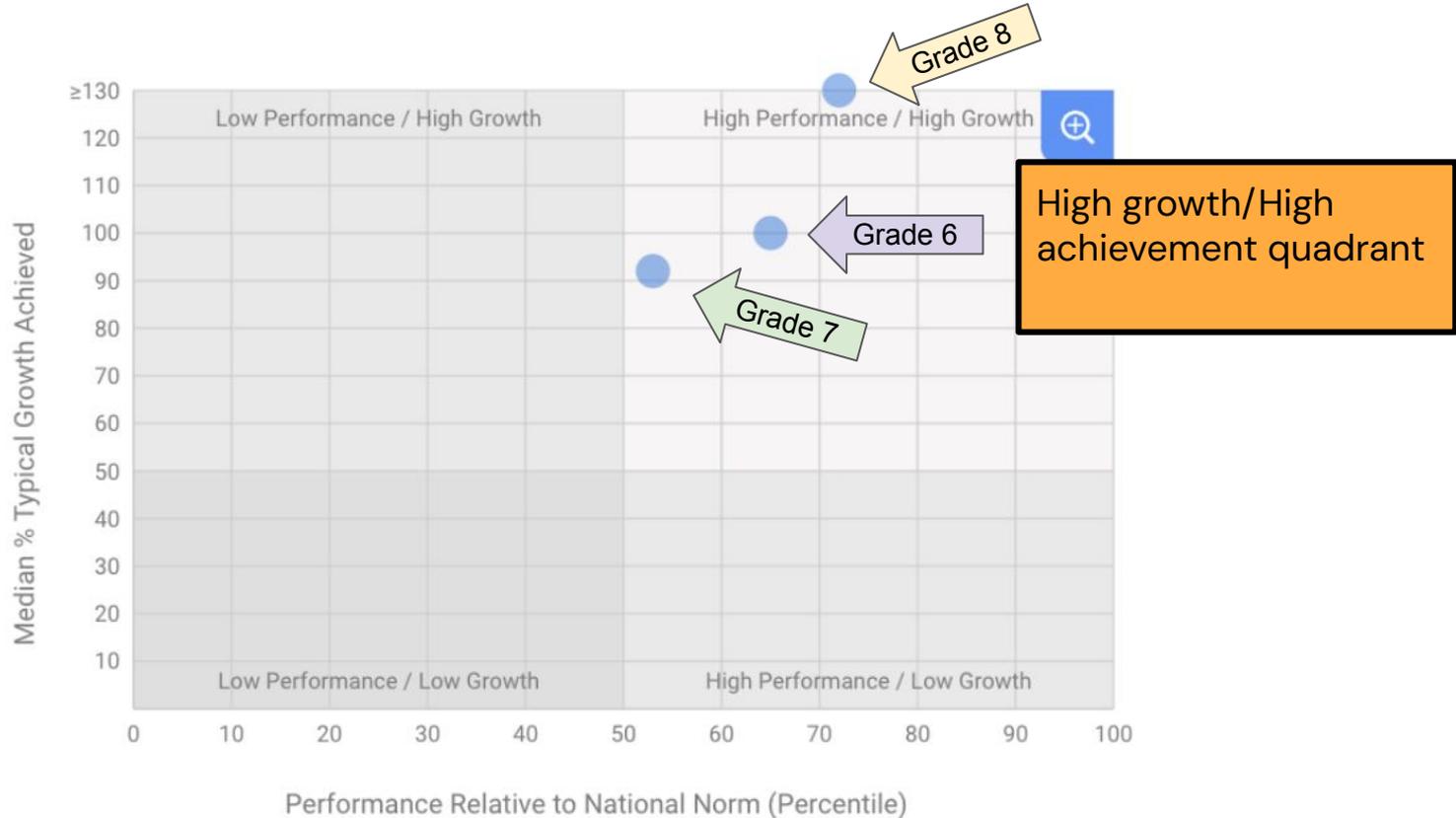
CSUS Mid Year Academic Data

February 10, 2026



Growth/Achievement Grid

READING

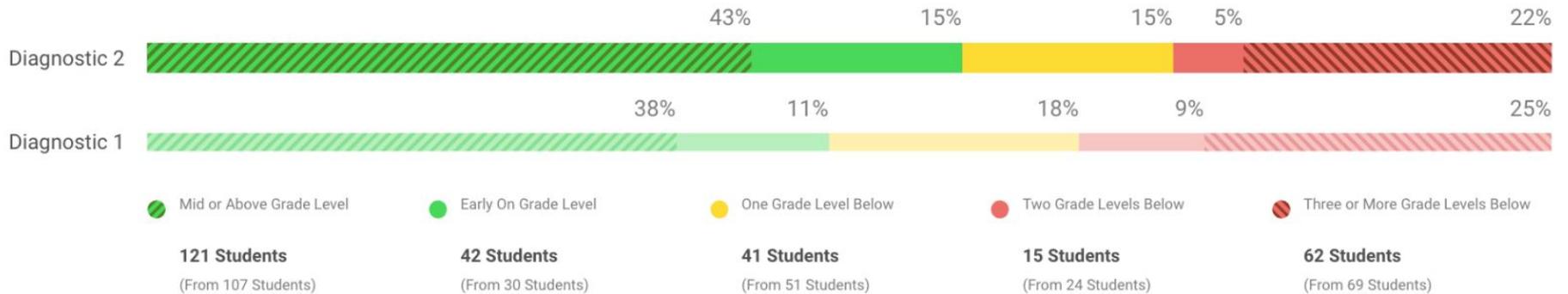


CSUS Overall Placement (Diagnostic #1-Diagnostic #2)

READING

Overall Placement

Students Assessed/Total: 281/314

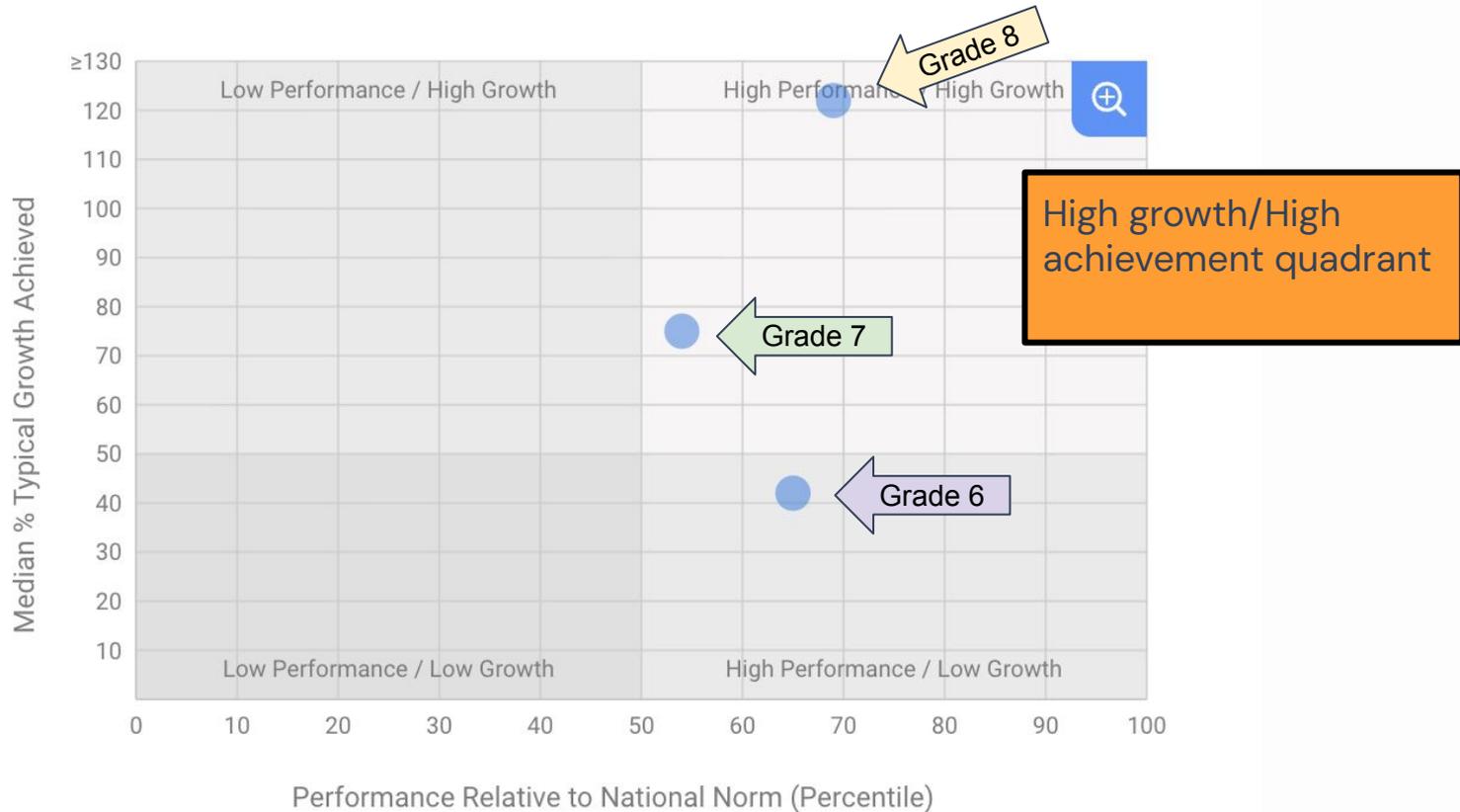


2024-2026 CSUS **READING** Data Story: Median Growth

	(Two years ago 23-24 SY Midyear)	(Last year's 24-25 SY Midyear)	(This year's 25-26 SY Midyear)
School-Wide	School Wide 75%	School Wide 126%	School Wide 125%
Black / African American Scholars	17%	78%	37%
Scholars with IEPs	12%	100%	91%

Growth/Achievement Grid

MATH

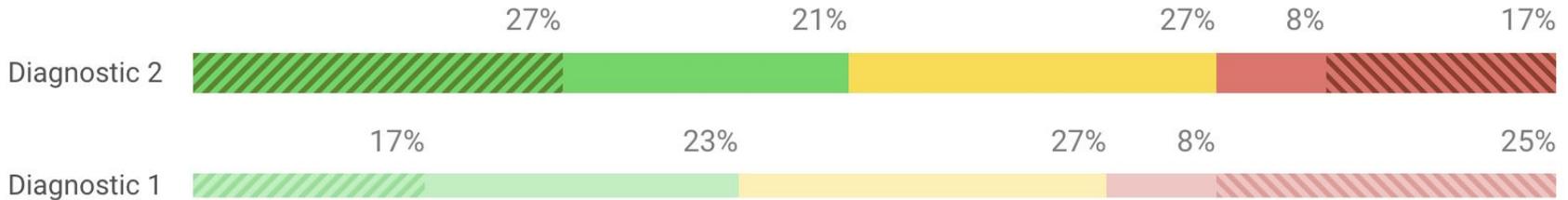


CSUS Overall Placement (Diagnostic #1-Diagnostic #2)

MATH

Overall Placement

Students Assessed/Total: **289/314**



Mid or Above Grade Level

77 Students

(From 49 Students)

Early On Grade Level

61 Students

(From 67 Students)

One Grade Level Below

79 Students

(From 78 Students)

Two Grade Levels Below

24 Students

(From 24 Students)

Three or More Grade Levels Below

48 Students

(From 71 Students)

Multi-Year CSUS MATH Data Story: Median Growth

	Winter SY24-25	Winter SY25-26
All Scholars	50%	78%
Black / African American Scholars	54%	85%
Scholars with IEPs	45%	58%

Grade Level Median Progress toward Annual Typical Growth Winter

MATH

Grade ⌵	Annual Typical Growth (i)		Annual Stretch Growth® (i)		% Students with Improved Placement ⌵
	Progress (Median) ⌵	% Met ⌵	Progress (Median) ⌵	% Met ⌵	
Grade 6	<div style="display: flex; align-items: center;"><div style="width: 43%; height: 15px; background-color: #007bff; margin-right: 5px;"></div><div style="width: 57%; height: 15px; background-color: #ccc; margin-right: 5px;"></div></div> 43%	29%	<div style="display: flex; align-items: center;"><div style="width: 23%; height: 15px; background-color: #007bff; margin-right: 5px;"></div><div style="width: 77%; height: 15px; background-color: #ccc; margin-right: 5px;"></div></div> 23%	9%	39%
Grade 7	<div style="display: flex; align-items: center;"><div style="width: 75%; height: 15px; background-color: #007bff; margin-right: 5px;"></div><div style="width: 25%; height: 15px; background-color: #ccc; margin-right: 5px;"></div></div> 75%	37%	<div style="display: flex; align-items: center;"><div style="width: 35%; height: 15px; background-color: #007bff; margin-right: 5px;"></div><div style="width: 65%; height: 15px; background-color: #ccc; margin-right: 5px;"></div></div> 35%	13%	46%
Grade 8	<div style="display: flex; align-items: center;"><div style="width: 117%; height: 15px; background-color: #007bff; margin-right: 5px;"></div><div style="width: 13%; height: 15px; background-color: #ccc; margin-right: 5px;"></div></div> ✓ 117%	58%	<div style="display: flex; align-items: center;"><div style="width: 49%; height: 15px; background-color: #007bff; margin-right: 5px;"></div><div style="width: 51%; height: 15px; background-color: #ccc; margin-right: 5px;"></div></div> 49%	26%	53%

Grade 7 - Demographic Median Growth

All 7th Scholars	75%
Black / African American Scholars	93%

Grade 8 - Demographic Median Growth

All 8th Scholars	117%
8th Black / African American Scholars	150%

Grade 6 - All Scholars - Median Growth Over Time

SY24-25 Winter	20%
SY25-26 Winter	43%

Questions CSUS educators are considering:

Which **grades, specific classes, particular students, or demographic groups** made progress and *why*?

What can be done to **address gaps** between our **demographics**?

What do we notice about **Focus Scholars' achievement and growth** compared to the grade-level picture as a whole?

How do we invest **scholars and caregivers/families** in these goals?

How does our i-Ready data help us reflect on our **school wide goals**?

How does CSUS use this information?

- To inform Tier I instruction (adjustments to pacing and approach to content, whole class teaching)
- To inform Tier 2 interventions (intervention in math, literacy, and building other skills during WIN or World Language)
- To inform professional learning for educators

How does CSUS use data to plan for academic engagement?

- Our School Improvement Plan focus for High expectations includes this year's specific professional learning focus on three strategies:
 - Product First Clarity
 - Total Participation
 - Productive Struggle

All three of these strategies are designed to promote engagement for all learners

- Our Building Leadership Team also reviews other school-based data (bathroom sign-outs, office referral information) to consider operational adjustments that will better support engagement (policies and protocols, staff duties, scheduling)

Past year's meetings and topics

Nov 21 - School Improvement Plan and Data Review

Dec 19 - Identifying areas of interest/Planning future meetings

Jan 23 - Math at CSUS

Feb 27 - Review Mid-year Academic Data/Progress

Mar 20 - Review SEL Data

Apr 17 - WIN (What I Need) and other scholar support

May 15 - Budget

Jun 12 - Planning for 2025-2026*

*including elections and designation of a caregiver co-chair

Future meeting dates

Mar 20

Apr 17*

May 15

Jun 12

*Same week as Caregiver Academy

