

# CAMBRIDGE PUBLIC SCHOOLS



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To: School Committee Members  
From: Jeffrey M. Young  
Superintendent of Schools  
Re: FY16 Budget Information  
Date: March 24, 2015

Please see the following information, which we are providing in response to requests made by School Committee members. The material is in two categories:

- (1) "White paper" descriptions of the rationale for requests for additional staff and other funding related to FY16 budget initiatives
- (2) Answers to specific "line item" questions

We look forward to further discussion with the Committee in the coming days.

## RATIONALE FOR ADDITIONAL STAFF AND OTHER FUNDING RELATED TO BUDGET INITIATIVES

### I. Math Interventionists at Upper Schools

Student results across a number of different indicators, including MCAS, the Symphony Screener at Grade 5, and the Computational Fluency Exam in grades 5-7, indicate that a significant number of students in 6<sup>th</sup>, 7<sup>th</sup> and 8<sup>th</sup> grade are in need of intensive intervention in the core area of mathematics. The proposed math interventionist position assigned to each school would serve as both a Tier III interventionist and an instructor for the Accelerated Math Pathway (AMP) in 7<sup>th</sup> and 8<sup>th</sup> grades as enrollment in the AMP classes increases. Tier III intervention will address the needs of students who are two or more years behind grade level through daily intensive, small group interventions targeting specific areas of deficit in addition to their core math instruction. Tier III intervention must be systematic, research-based instruction developed according to the specific needs of students in areas such as math calculation, conceptual understanding, math practices, problem solving, or written expression.

#### 2014 MCAS RESULTS: Math

	Grade 4 Rising 6 <sup>th</sup> in SY15/16	Grade 5 Rising 7 <sup>th</sup> in SY15/16	Grade 6 Rising 8 <sup>th</sup> in SY15/16
% of Students in Warning	7%	15%	18%

#### SYMPHONY MATH SCREENER: Results for 5<sup>th</sup> Grade Students-Winter 2015

Current 5 <sup>th</sup> Grade Students (Rising 6 <sup>th</sup> Grade in SY15/16)	
% of Students identified as "At Risk"	9.5%

The Symphony Screener, used district wide at the elementary level, screens students for risk of failure in grade level Common Core aligned math. (Note, screener was not used at Haggerty.)

#### COMPUTATIONAL FLUENCY EXAM: Results of 5<sup>th</sup> to 7<sup>th</sup> Grade Students in SY 2014/15

	Grade 5 Rising 6 <sup>th</sup> in SY15/16	Grade 6 Rising 7 <sup>th</sup> in SY15/16	Grade 7 Rising 8 <sup>th</sup> in SY15/16
% of tested Students in bottom 5%	5.7%	12.6%	16.9%

The Computational Fluency exam provides evidence on a student's fluency in the previous grade level math. This is a nationally normed assessment. Students performing in the bottom 5% are considered in need of Tier III interventions.

#### ACCELERATED MATH PATHWAYS: Participation of 7<sup>th</sup> and 8<sup>th</sup> Grade Students in SY 2014/15

	Grade 7	Grade 8
% of Students Enrolled in AMP Class	31%	34%

The district also will consider the need for Literacy Interventionists for the Upper Schools in the FY17 Budget, pending the review of the Instructional Coaching Program Evaluation. Current staff at each of the four Upper Schools includes 1.0 Literacy Coach/Interventionist. Staff assigned to this position spend part of their day as instructional coach and part of their day providing direct services to students through one-on-one and/or small group intensive intervention.

## **II. Upper School Leadership Team**

After three years, and a tremendous amount of work to each individual school site, we see a need to strengthen the upper schools as a network, and foster teacher leadership and voice in the improvement process and governance of the still young upper schools. In the upcoming school year, the Superintendent will convene an Upper School Leadership Team comprising teachers from the upper schools and Amigos and the district's Teaching and Learning Team with the purpose of developing teacher leadership, evaluating the upper school program and developing strategies for program improvement, and developing a learning community among themselves as network leaders and within their individual schools. The Upper School Heads will also have a representative appointed to this leadership team. The leadership team will help CPS further develop the upper school program to align with educational research and best practices for high performing middle schools, as well as recommendations from organizations such as the National Middle School Association and the Commonwealth of Massachusetts Middle Level Educators (COMMLE). Such practices include a shared vision developed by all stakeholders, leaders knowledgeable about this age group and educators committed to building relationships and collaborative work environments.

This team will establish system-wide practices to ensure a consistent, comprehensive, rigorous and equitable upper school experience for all Cambridge students. During the 2015-16 school year, this team will meet monthly and be charged with conducting some of the following work: (1) assist with planning release time twice a month for content area learning communities across the district; (2) create the Upper School Network Faculty Handbook for all schools, articulating clear expectations for key aspects of schooling process, including grade level team and curriculum meetings, grading and homework expectations, curriculum and lesson planning, student attendance, student supervision, safety, communication and meetings with parents, professional conduct, and data and reporting; (3) engage in routine walk-through at schools to gather and examine data and strategize how to improve teaching and learning across the five schools; (4) develop a transition program for incoming 6<sup>th</sup> graders; (5) evaluate school climate data and plan for improvement; (6) explore interdisciplinary learning opportunities; and (7) promote innovation across the network.

The budget proposal includes stipends for CPS teachers who serve on the team as well as a small fund for mini-grants which will be awarded to teachers who propose innovative projects to strengthen the upper schools in connection with the team's work.

## **III. Guidance Counselors at the Upper Schools and the Amigos**

The Innovation Agenda proposed a staffing structure that supported strong adult/student relationships; in fact, a guidance counselor in each Upper School was part of the original blueprint. However, the decision was made

at implementation of the Upper School program to assign an adjustment counselor instead. Since that time, the caseloads of adjustment counselors have been mainly focused on students with special needs, and other functions, depending on the school site.

Data from the Upper Schools demonstrate the need to re-visit the position of guidance counselor at each Upper Campus. The results from the most recent School Climate and Culture Survey completed by students in 6<sup>th</sup> through 8<sup>th</sup> grades demonstrate student perceptions in key areas of importance to adolescent development, including (1) Support for Learning, (2) Social and Civic Learning, (3) Social Supports and (4) School connectedness.

**Selected Measures From School Climate and Culture Survey**

<b>Dimension</b>	<b>2014</b>
Support for Learning	3.5
Social and Civic Learning	3.1
Social Supports	3.8
School Connectedness	3.5

(Scale of 1-5 with 5 being the highest)

The data demonstrate the need for a coordinated guidance program to provide social and emotional support, and greater communication between school and home. The district proposes to begin implementation of this program in FY16 with the possibility of adding more counseling staff, if needed, in FY 2017. The guidance program will include:

- Working directly with students on topics such as communication, problem-solving, decision-making and conflict resolution, career awareness, exploration and planning.
- Establishing a scheduling process (service mapping), that provides students with the proper social/emotional as well as academic interventions and supports.
- Facilitating common planning time blocks weekly with teachers to address both the academic, social and emotional needs of students on grade level teams.
- Overseeing Social and Emotional Universal Screening.
- Providing quarterly check-ins with students to ensure that every student has a connection and regular support system, as well as to encourage student participation in appropriate OST activities.
- Establishing a student mentoring program.
- Improving communication with families.
- Working with the school-wide Social and Emotional Support Team to problem solve larger social and emotional challenges.

Grades 6-8 can be a challenging time for students, parents and teachers. School Counselors are a necessary addition to the Upper Schools. These individuals will work as an integral part of the school, providing proactive

guidance, which engages all staff, parents, and other stakeholders in the delivery of social, emotional, and academic programs and services to help students achieve success in school.

#### **IV. District-level and School-based Social Workers**

During the last two school years, classroom teachers, school administrators, and district administrators have observed an increase in the number of students and families requiring support as a result of experiencing social, emotional, learning and behavioral challenges in the school setting across all grade levels. The observations have been in the form of increased requests for help from classroom teachers; increased referrals by teachers/families/school administrators; and increased levels of required interventions. Data from the Office of Student Services also indicate an increase in the number of students requiring specialized services for social, emotional and behavioral challenges during the past 12 to 18 months:

- A 15% increase in the number of students who require a more restrictive educational placement through special education specifically for social, emotional.
- A 5% increase in the number of hospitalizations of students in grades 6-12, including, in some cases, multiple hospitalizations for students in grades 9-12.
- An increase the number of students in grades 6-8 who have school refusal. (For example, the Office of Student Services currently is working with eight students and their families to assist in reentering these students into our schools. These are students both with and without an IEP. )
- An increase in the need for in-home resources for parents and families to meet the needs of students.

As part of the district's adoption of the Massachusetts Multi-Tiered System of Support (MTSS), the professional skill and expertise of a social worker is appropriate to bring focused attention to the recommended collaborative school/family problem solving and research-based interventions. The district-level social worker position will have a comprehensive role in ensuring the continued development of the Multi-tiered System of Support for Social, Emotional, and Behavioral Learning across all schools PK-12. This position will ensure that the district has in-house expertise in social, emotional and behavioral health, will ensure fidelity of implementation of the preventative supports at Tier I and the implementation of supports at Tiers II and III, and will help develop a system of wraparound supports for students most in need. The district-level social worker, in collaboration with the school-based social workers and administrators, will identify indicators that will be used to measure improvement in student social, emotional and behavioral learning, and to monitor school culture and climate related to creating strong social, emotional, and behavior supports at the school and classroom level.

In addition, the district is proposing an action research project to deepen our understanding of effective MTSS supports at the school level. A school-based social worker will be assigned to two elementary schools. This social worker/ interventionist will work in collaboration with each school's Social Emotional Learning Team to support teachers in implementing social emotional curriculum in their classrooms and to develop and implement Tier II interventions for identified students. This social worker/ interventionist will help the school with data collection and make recommendations for strategies that may be implemented in other schools in order to build internal capacity within the district.

Looking forward, we view social emotional learning as a long term endeavor. We are currently exploring potential partnerships with Harvard Graduate School of Education, City Connects and other leading professionals in this field.

### V. Reading Interventionists for Elementary Schools

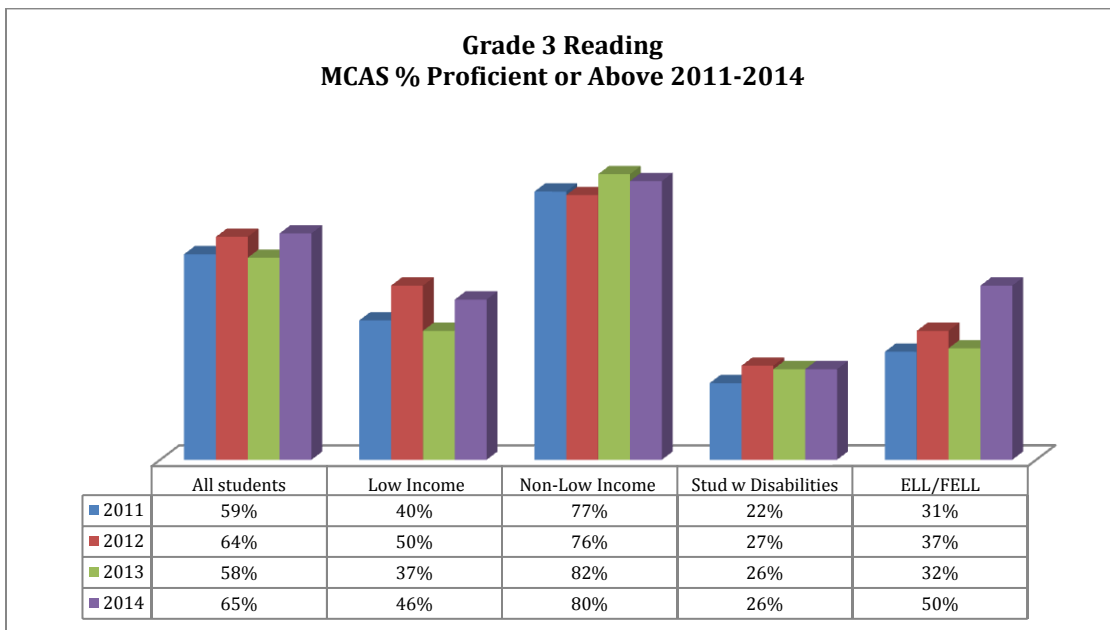
The elementary schools are in the second year of implementing *Response to Intervention (RtI)*, an approach to preventing academic failure through early, systematic support to students who are experiencing difficulty learning. RtI started as a pilot in 3 schools in 2011 and was implemented in all elementary schools in 2013 in both Literacy and Mathematics.

Results from the 2014 MCAS indicate improvement in both ELA and Mathematics as measured by overall proficiency and the Composite Performance Index (CPI).

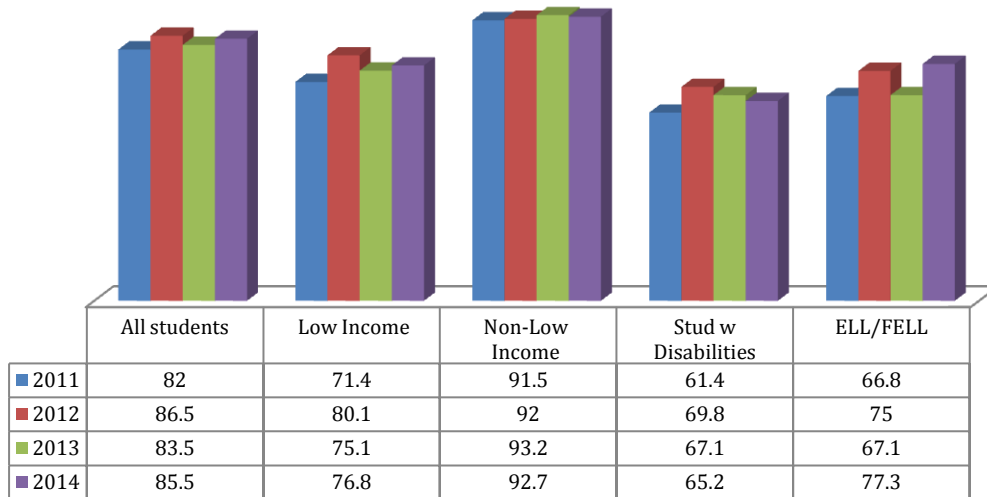
**2014 MCAS: Grade 3**

	CPS		STATE	
	2013	2014	2013	2014
Reading - % proficient	58%	65%	57%	58%
Reading – overall CPI	83.5	85.5	83.3	82.6
Math - % proficient	67%	77%	67%	69%
Math – overall CPI	84.7	90.2	84.3	85.1

Although there has been improvement in overall proficiency, there are still gaps in reading outcomes among student groups, particularly students with disabilities.



**Grade 3 Reading  
MCAS Composite Performance Index(CPI) by Student Groups 2011-2014**



The district’s focus on third grade reading proficiency is designed to strengthen and deepen the multi-tiered system of support from JK through grade 3 and beyond. Beginning in the fall of 2015, all 12 elementary schools will use the Formative Assessment for Teachers (FAST) as a universal screener. This screener is a quick assessment given to all elementary students three times per year to gauge which students are on track to reading proficiency and which students may need additional diagnostic assessments to identify specific areas of need. This assessment will replace the Scholastic Reading Inventory (SRI) and district benchmark screeners in the elementary schools. The information will be used at the school and district levels to strengthen the Tier 1 core instructional program as well as to further develop Tier II and Tier III interventions. This information will be used in addition to MCAS to measure progress.

Just as there are differences in literacy outcomes among student groups, there are also differences in outcomes among the elementary schools. Literacy support is provided at each school by an Early Literacy Interventionist and a Literacy Coach. The Early Literacy Interventionist provides Reading Recovery support to first grade students for .5 FTE and spends the remainder of his/her time providing small group interventions to identified students in grades 1 and 2. Literacy coaches support all grades and also provide small group interventions to some third grade students. The coaches and the interventionists provide leadership in the implementation of RtI and work closely with principals, teachers and district leaders in RtI implementation. Some school principals also hire additional interventionists using their school improvement funds.

However, more support is needed at our schools with the greatest gaps in literacy outcomes. The additional reading interventionists will complement the existing resources at each of four schools. After a review of MCAS data and other district data including FAST and SRI, it has been determined that three of the four new reading intervention positions will be assigned to the Kennedy Longfellow, Fletcher Maynard Academy and

King Open Schools. The fourth interventionist position will be assigned to a school once data analysis for the 2014-15 school year is completed.

The interventionists will provide direct support to students during a scheduled literacy block. They will work in classrooms with small groups of students providing an extra “dose” of instruction designed to address students’ specific needs. This instruction occurs in addition to small group instruction being provided by the classroom teacher. An interventionist may work in a third grade classroom during the first 80 minutes of the day and then move to another class or grade level. This model requires the interventionist to plan with the teachers and the grade level teams, monitor the progress of the students who are receiving the interventions and adjust groups accordingly. The model also requires collaborative planning and problem solving among the grade level team members including classroom teachers, interventionists, special educators and ELL teachers. The principal is also a key member of these teams and is responsible for the strategic scheduling of both the literacy blocks and the interventionists.

Although they will provide direct support to students, the interventionists will also be part of a district RtI team. As interventions are further developed and implemented, they will be shared across the district to strengthen RtI in all schools and build the capacity of teachers, interventionists and principals to implement a strong multi-tiered system of support across all elementary schools.

The Superintendent and his leadership team considered a number of options to provide additional intervention support to the elementary schools. The decision to provide additional interventionists to the schools with the greatest need was based on a review of individual school performance results. The schools receiving the interventionists’ services may change from year to year, depending on the identified needs of each school.

During the 2015-16 school year the district will evaluate the effectiveness of this additional intervention. The district also will consider the need for additional interventionists in the FY 2017 Budget, pending the review of the Instructional Coaching Program Evaluation.



**March 23, 2015**

**FY 16 Proposed Budget: School Committee Member Questions**

**1. What expenses are included in the category “Extraordinary Expenditures” (\$752K)?**

Extraordinary Expenditures is one of four statutory categories, and refers to a group of expenditure codes that are used to make debt service payments and to purchase items that are generally referred to as fixed assets (have a life of at least three years and cost at least \$1000--Examples include vehicles, furniture, computer equipment). The \$752K includes Debt Service of \$541K, computer hardware and network expenses of \$104K, plant maintenance motor vehicle of \$30K, and equipment of \$77K.

**2. What schools do the three out-of-district vocational students attend?**

Minuteman Technical Institute

**3. Please explain the new instructional management system. Is this district-wide?**

Aspen Instructional Management System provides a suite of tools that complement the existing database in the Student Information System to provide teachers with the ability to access resources, as well as, create and share curriculum related materials. Initial roll out of the IMS was directed at the curriculum coordinators to house curriculum maps developed during the curriculum review process. This was an immediate need for the departments already engaged in curriculum mapping. Aspen IMS allows departments to create maps by course that include unit and lesson plans aligned to the Understanding by Design framework. In addition, resources can be linked to maps and teachers can view the maps on their Aspen planner to align curriculum to the school calendar. To date, all curriculum coordinators have been trained on using the Aspen IMS for curriculum mapping and the World Language department has utilized this resource to build maps for their courses, Science and ELA will begin in the coming year. This system will be available to all teachers, K-12 district wide.

In addition to curriculum mapping, Aspen IMS provides teachers with a My Resources folder to store web links, files, links to Google Docs, quizzes and notes, which can all be attached to assignments and pages that are pushed to students. The Google integration also allows teachers and students to link their CPSD Google Drive to Aspen facilitating the creation, sharing, and scoring of Google Doc assignments between teachers and students, with the added benefit of creating the folder structure in Google Drive to simplify document management for teachers. There is a Quest digital resources search engine aligned to subjects and standards that is available to teachers, as well as, the ability to create and administer online quizzes also aligned to standards and subsequently connected to the Aspen grade book. These features have been highlighted in two professional development offerings this school year that were co-led by ICTS and a CRLS teacher to provide the breadth of knowledge to navigate the system and apply it to the classroom environment. We are exploring ways to expand access to professional development through the use of online video instructions and school-based opportunities to increase the use of Aspen IMS.

**4. Is CPS working on a district-wide family engagement plan?**

This district is currently working on a district-wide family engagement plan for the district. In the current year, a self assessment was conducted, which helped us to identify the fundamental focus area for the district, and

we are now working with schools around their development of their action plans, which will be incorporated into their School Improvement Plans next year. Updates on family engagement planning were sent to the School Committee in the Weekly report on November 21, 2014 (Upper Schools) and March 13, 2015 (Elementary Schools).

**5. Is the Level III Targeted Assistance funding (\$45K) that was allocated in the FY 2015 Budget rolled forward in the FY 2016 Budget? How were funds spent in FY 2015?**

The Level III Targeted Assistance funding of \$45K is included in the FY 2016 Proposed Budget. In FY 2015, the district used this funding along with Title I funding reserved for Level III schools (\$73K), the DESE District and School Assistance Center (DSAC) grant (\$19K) and other available general funds (\$52K) to support the Level III schools in implementing their Accelerated Improvement Plans. In total, \$189K was expended to provide additional support to the Level III schools. The chart below provides details of the actions, costs and funding sources.

**Level III Improvement Funding FY 2015**

<b>ACTION</b>	<b>FUNDING SOURCE</b>	<b>AMOUNT</b>
<b>Kennedy Longfellow School</b>		
Professional development support for administrative leadership and instructional leadership team development	DSAC grant	13,809
Math interventionist (18 hrs)	Title I	20,000
Professional Development for Professional Learning Communities for Grades 1 and 4	Title I	10,000
Consultant to support implementation of RtI (Chris Parker)	General funds	45,000
10 hour PD course for paraprofessionals and interns: Tier 2 supports		In-kind
Facilitative Leadership with Gene Thompson-Grove September 2014-June, 2015	Level 3	8,000
Harvard Graduate School of Education Leadership Course for assistant principal	Level 3	2,500
<b>Total Kennedy Longfellow School</b>		<b>99,309</b>
<b>King Open School</b>		
Before/After school support program	Title 1	20,000
Professional Development	Title 1	3,000
2 Reading interventionists	Level 3	9,585
Math interventionist	Level 3	10,600
Play Works	Level 3	10,000
Literacy support program RAZ	Level 3	1,450
Substitutes for Writing Scoring	Level 3	750
Support for administrative leadership and instructional leadership team development	DSAC	In-kind
<b>Total King Open School</b>		<b>55,385</b>
<b>Putnam Ave Upper School</b>		
Before/After School Support	Title 1	20,000
Galileo	Level 3	2,460
Galileo	DSAC	5,400
ILT vouchers to support Galileo	General Funds	7,100
Support for administrative leadership and instructional leadership team development	DSAC	In-kind
<b>Total Putnam Ave Upper School</b>		<b>34,960</b>
<b>GRAND TOTAL – ALL LEVEL III SCHOOLS</b>		<b>189,654</b>

**6. How many students attend the summer Title 1 program?**

There are five sites scheduled to have a Title 1 program this summer (Fletcher Maynard Academy, Kennedy-Longfellow, Morse, Cambridgeport and Tobin). Each site houses 35-40 students for a capacity of 200

elementary students. There is a possibility of a 6<sup>th</sup> site, but this will depend on the moving schedule/restrictions for King and King Open.

**7. One of the costs associated with the Social Emotional Learning proposal (p.28) is \$25K is being allocated to “partnerships.” What do you have in mind? p. 35 also says we’ll allocate \$80K in “partners.” Can you please clarify the difference between these two allocations?**

The \$25K on page 28 refers to additional funds that will be used for contracts with community mental health providers in support of wraparound services. This brings the total budget to \$190K available for supporting these contracts. On page 35, the \$80K is referring to the overall increase in the allocation to the organizations that we traditionally refer to as our partners: Cambridge School Volunteers, Breakthrough, Tutoring Plus, etc. See page 16 of the Proposed Budget.

**8. Which schools will be getting the phonics pilot? Will it be part of core instruction in the classroom? Part of RTI, if so, which Tier?**

The decision about the phonics pilot (program, professional development and participating schools) will be made in late spring. The program will include both core classroom instruction (Tier I) and interventions (Tier II). The program and materials will be in place for implementation in the fall of 2015.

**9. The Kennedy Longfellow School is losing a 4th grade FTE. Why is this reduction occurring? It seems that this FTE could be put to good use if it remained at the school.**

The classroom teacher allocation formula for general education classrooms in grades 1 to 5 is 1.0 FTE per 25. From time to time, a reduction or increase in teacher FTE is necessary to respond to changes in enrollment. Before making a decision to reduce a teacher FTE at any school for an upcoming school year (in this case SY15/16), a review of the following year’s enrollment projection is conducted (in this case SY16/17). If the FTE will need to be added back in the following year, we do not make the reduction. The current enrollment in the Kennedy Longfellow 3<sup>rd</sup> grade is 19 students. Projections for the next two school years indicate that this cohort of students, who will be in 4<sup>th</sup> grade during SY15/16 and in 5<sup>th</sup> grade during SY16/17, will be less than 25 in each of the next two years. The district has proposed to add four new interventionist positions that will be assigned to schools with the greatest need. The addition of supplemental staff in a targeted manner to the schools in greatest need will ensure a more appropriate and equitable allocation of staff than selectively applying the long standing classroom teacher allocation formula.

**10. What does “per pupil allocation” refer to? How is it calculated? Why is there variation in per school PD allocation? Tobin for example (p. 69) is getting \$26, 475 while the Fletcher Maynard Academy (p. 61) is getting \$6400; Kennedy Longfellow (p. 64) is getting \$6600, and M.L. King (p. 66) is getting \$6750; etc.**

There are three separate allocations of discretionary funding for schools: (1) The Per Pupil Allocation, which provides each school with a budget for the purchase of instructional materials, general supplies, and educational services; (2) the School Improvement Plan allocation, which provides each school with funds to use in support of the School Improvement Plan; and (3) the Professional Development Plan allocation, which provides each school with a budget for supporting the professional development goals. All three of these allocation are based on formulas that take into account a school’s enrollment, student population, and special programs. On pages 180, 181 and 182 there are charts showing the factors and calculations for each school for

each of these allocations. The Professional Development Plan budget at Tobin is more than other school's because of the training requirements of the Montessori program.

**11. There is great variety in the allocation of Sped FTEs. For example, The M.L. King School has 13% SPED, but is allocated only 6.8 FTEs. Kennedy-Longfellow with 15% gets 13.80 FTEs; Cambridgeport with 14% SPED gets 16.92 FTEs. Please clarify.**

Special education staff allocations are needs based. While the percentage of students on IEPs is an important measure to consider in ensuring that needs are being addressed, other factors also impact the allocation, including the level of student needs and the presence of certain programs and sub-separate classrooms. In the schools mentioned above, while similar in percentage of students with disabilities, the M.L. King has no sub-separate or Special Start classrooms, while Kennedy Longfellow has two Special Start classrooms and Cambridgeport has two Special Start Classrooms and a sub-separate classroom. A chart on page 144 provides information about all K- 8 classrooms by grade and program at each elementary and upper school.

**12. Do we have any data post-graduation for our High School Extension Program (HSEP) students? Why is passing the MCAS a significant benchmark?**

The SY 2013-2014 HSEP number of graduates was 28. Of those 28:

- 14 or 50% are working
- 11 or 39% are attending community college
- 1 or 3% are attending a 4-year college
- 1 or 3% are attending a trade school (beauty school)
- 1 or 3% have enlisted (Marines).

100% of the HSEP graduating seniors are required to apply to three schools, programs, or jobs in order to meet the requirements of the Senior Seminar course. Although it may appear that MCAS is a low bar benchmark, given the history of poor attendance, poor school performance, and outside struggles that HSEP students work to overcome, the school/district believes it is an accomplishment that the students earn diplomas rather than certificates of completion. In addition, all of HSEP students in the 2013-2014 school year scored proficient or advanced on the ELA MCAS.

**13. 60% of CRLS kids take College Prep science. Do we know why?**

There are many Science classes that are CP courses with embedded HN option (Physics, Anatomy and Physiology, Zoology are a few of the CP HN option courses); however, although there is an opportunity for students to do HN level work in these courses, the courses are recorded as being CP courses. Students enroll in the CP HN Option courses and then elect to take on additional work to get HN distinction on their transcript. So while the report may indicate that 60% of CRLS students take a College Prep course, it does not indicate which percentage of students in the College Prep HN Option courses have also taken on the HN option work. In the last few years, under the leadership of the CRLS Dean of Science and the CPS Science Curriculum Coordinator, most of the elective courses that have been developed are CP course with the HN Option. This was done to attract a wider range of student involvement in Science course electives.

**14. RSTA has only 1 SPED FTE. Is this adequate?**

The RSTA program is adequately staffed in relation to the needs of the students enrolled. While students may receive special education services or have a 504 accommodation plan, they are included in the RSTA courses at varying levels. The Special Educator does provide in-class consultation and support to the students and collaborates with the teachers to ensure that students are accessing the program/curriculum. The students who have a 504 accommodation plan have a disability but do not require specialized instruction and therefore are not eligible for special education services from the special education teacher. The special education teacher, the OSS Lead Teacher for the High School and the 504 Teacher-in-Charge all consult with the general education teachers for these students as appropriate. The implementation of 504 accommodations is the responsibility of the general education teacher and not a special education responsibility.

**15. The High School Extension Program has 18% SPED population but only 1 SPED FTE and 1 adjustment counselor. Is this especially high-risk population being underserved?**

The High School Extension Program is a very collaborative program thanks to the work of the principal, teachers and staff. Of the 64 students currently enrolled, about 14 have an IEP. However, because all of the students enrolled in the program are considered high-risk, the entire staff is part of a system of support for the students. The adjustment counselor does both individual and group supports for the students on IEPs, and also has time to support the teachers as well as the students who do not have an IEP. The collaboration between the Special Education teacher and the general educators ensures that the needs of all of the students are met while still providing individualized services and supports.

**16. One of the VPA department's goals for next year is to "Further develop US arts program." Can you tell me where the budget allocation for this goal is listed?**

All of the departments have goals for next year and most are part of the on-going work and thus do not involve additional funds. In this case, the goal is specifically about improving the drama productions and involves ensuring that a theater tech specialist and costumer will be available to assist with productions at the five schools. The VPA dept will use existing temporary salary funds to provide a stipend for this work.

**17. Is it possible to see a break-down of Cambridge School Volunteer (CSV) programs and number of students served?**

Each year, CSV provides volunteer tutoring and mentoring programs that serve approximately 1,200 students in a one-to-one setting as well as provides classroom assistants in approximately 175 classrooms (on request). CSV recruits, trains and deploys 940 volunteers each year and has established corporate partnerships with fifteen Cambridge companies/organizations. CPS contributes about 56% of the \$450K CSV annual budget, including \$176K in an annual contract, \$75K in in-kind contributions (Tutoring Center Staff \$60K, Office Space \$16K). CSV programs include the following: (See attached for more info.)

- Tutoring Center-CRLS
- College Ready-CRLS
- Classroom Assistants (PreK-12)
- Early Literacy Tutoring (K-3)
- Reading Buddies (K-3)
- Learning Centers-5 Upper Schools
- Science Olympiad
- Net Pals (3 Schools)
- Intergenerational Math Tutors (K-3)
- Key Pals –Kennedy Longfellow 5<sup>th</sup> Grade