

2021-24 CSD Local Control Accountability Plan for 2022-2023



Board Presentation
June 2, 2022

“Exploring Infinite Possibilities for Learning”

- » What is the LCAP?
- » Educational Partners Engagement Process
- » 2021-2024 CSD Local Control Accountability Plan
Goals and Actions for 2022-2023
- » Budget Overview for Parents
- » Board Discussion
- » What's Next?

What is the Local Control Accountability Plan (LCAP)?

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- » The LCAP is a 3-year process and document that communicates:
 - » Locally defined goals
 - » Actions and services to achieve those goals
 - » Expenditures associated with those actions and services
 - » Targets and metrics to measure progress
- » The LCAP is intended to connect funding decisions with measurable outcomes for our students
- » The LCAP is the intersection of state and local priorities

California's Eight State Priorities

1

Basic Services

- Rate of teacher misassignments
- Access to standards-aligned materials
- Facilities in good repair

2

Implementation of State Standards

- Academic content
- Performance standards

3

Parental Involvement

- Efforts to seek parental input in decision making
- Promotion of parent participation

4

Pupil Achievement

- Standardized test scores
- Advanced placement test pass rates
- English learning proficiency and reclassification rates
- Evidence of college and career readiness

5

Pupil Engagement

- Attendance rates
- Middle & high school dropout rates
- Graduation rates
- Chronic absenteeism rates

6

School Climate

- Suspension rates
- Expulsion rates
- Sense of safety and connectedness (school climate surveys)

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Course Access

- Pupil enrollment in a broad course of study, including core academic subjects, STEM, world languages, the arts, health, career technical education, and physical education

8

Other Pupil Outcomes

- Pupil outcomes in broad course of study

Eight LCAP State Priorities Descriptions

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1. Basic Services — Providing all students with access to fully credentialed teachers in their subject areas, as well as instructional materials that align with state standards, and safe, properly maintained school facilities.

2. Implementation of State Standards — Ensuring school programs and services enable all students, including English learners, to access California’s academic content and performance standards, including Common Core Standards for English Language Arts and Math, Next Generation Science Standards, and English Language Development Standards.

3. Parent Involvement — Efforts by the school district and schools to seek input from all parents, and to engage parents in decision-making, as well as promoting parent participation in programs that meet the needs of their students and all students.

4. Student Achievement — Improving achievement and outcomes for all students, as measured in multiple ways, such as test scores, English proficiency and college and career preparedness.

5. Student Engagement — Providing students with engaging programs and course work that keeps them in school, as measured in part by attendance rates, dropout rates and graduation rates.

6. School Climate — Factors both inside and outside the classroom that impact student success such as health, safety, student discipline and school connectedness, as measured in part by suspension and expulsion rates, and surveys of students, teachers and parents.

7. Course Access — Ensuring all students have access to a broad course of study in all required subject areas, including math, social science, science, visual and performing arts, health, physical education, career and technical education and others, that prepares them for college and careers, regardless of what school they attend or where they live.

8. Other Student Outcomes — Measuring other important indicators of student performance in all required areas of study.



Educational Partners Engagement

2021-2024 Local Control Accountability Plan for 2022-2023



The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (EC Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.

2021-2022 Educational Partners Engagement Process Summary

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Cambrian SD and its educational partners had a variety of opportunities to engage, provide input and participate in decision-making process throughout the year. Using our existing district's and schools' committees, which included the Instructional Leadership Council, the District LCAP Advisory Committee, the District English Learner Advisory Committee, the Curriculum Instruction Assessment Council. All CSD schools met with and consulted with staffs and their School Site Councils/English Learner Advisory Committees regularly and our principals held parent information meetings throughout the year. LCAP data and updates were provided during these meetings and events throughout the year. These opportunities allowed for our educational partners to engaged in deeper discussions, clarifications, to provide input and ideas for improvement.

In addition, the district and schools surveyed students, all staff and parents to get input on what's working well and where we can improve using a variety of input tools. All of the information gathered from these engagement opportunities were examined to inform the development of the LCAP goals and actions for the 2022-2023 school year. A summary of the district engagement process can be found on pages 29-34 of the 2021-2024 CSD LCAP.

CSD Local Control Accountability Plan Goals

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Goal 1	Goal 2	Goal 3	Goal 4
High Academic Achievement	Effective Leadership, Teaching and Learning	Positive School Environment, Climate and Culture	Strong Parent and Community Engagement
Priorities 1, 2, 4, 7 & 8	Priorities 1 & 2	Priorities 5, 7 & 6	Priorities 3 & 6
CSD will provide high-quality and dynamic instruction for ALL students while preparing them for next-generation college and career readiness.	CSD will provide high-quality staff through recruitment, retention, and professional development so every student thrives.	CSD will provide a supportive, orderly and purposeful environment so that students can reach their full academic potential.	CSD will promote a welcoming and inclusive environment for all parents, families, and community stakeholders as partners in the education and support of all students' success in school.

How Effective are the Cambrian School District and School Sites Doing in Addressing the State Eight LCAP Priorities?

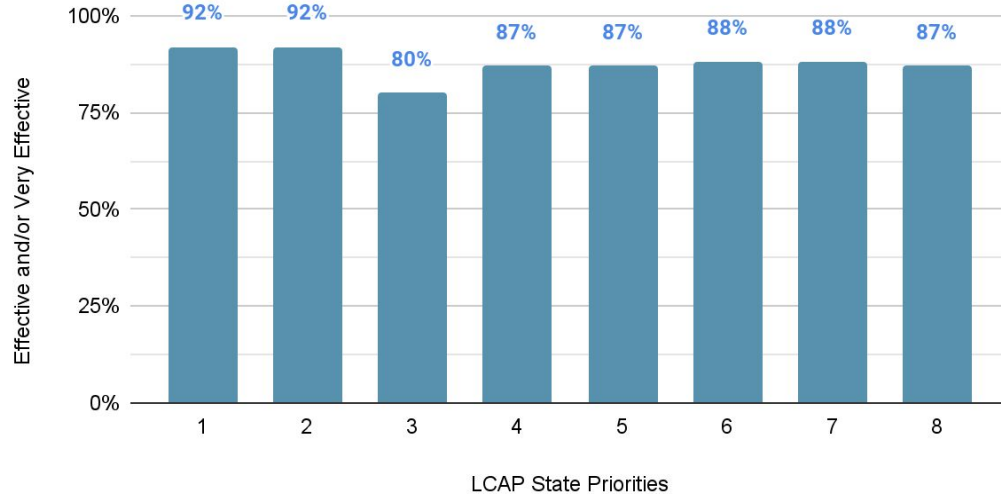


CA 8 LCAP Priorities

- 1 - Basic Services
- 2 - Implementation of State Standards
- 3 - Parent Involvement
- 4 - Student Achievement
- 5 - Student Engagement
- 6 - School Climate
- 7 - Course Access
- 8 - Other Student Outcomes

CSD LCAP Community Input Survey Spring 2022

Staff, Parents and Community Members Responses (367 Total Responses)



“Rank in order the top three most important actions, services, and/or resources in addressing the CA Eight Priorities when developing the LCAP.”

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Based on consultations from the district LCAP Advisory Committee and results from the Annual CSD LCAP Community Input Survey that the district administered in Spring 2022, staff and parents were asked to rank in order the top three most important actions, services, and/or resources in addressing the Eight LCAP State Priorities when developing the district Local Control Accountability Plan.

The following is a summary of where staff, parents, and community ranked are the top 3 areas of need as they relate to each LCAP State Priorities.

Priority 1 - Basic Services

1. Recruit and provide ongoing support and training to retain highly qualified teachers in all subject areas.
2. Maintain school facilities, including libraries, fitness equipment, and playgrounds, to ensure they are in good working order.
3. Ensure that all students have access to current textbooks and relevant materials aligned to the standards.

“Rank in order the top three most important actions, services, and/or resources in addressing the CA Eight Priorities when developing the LCAP.”

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Priority 2 - Implementation of State Standards

1. Provide ongoing teacher and support staff professional development in the state standards and their effective application in the classroom.
2. Ensure that the state standards complement and/or enhance the teaching and learning in the classrooms
3. Provide specialized professional development on the state standards for teachers and support of English learners, students with special needs, and other significant student populations.

Priority 3 - Parent Involvement

1. Provide a variety and numerous opportunities for parent education/workshops & information events, including events in different home languages.
2. Provide regular and accessible communication (e.g., automated phone calls, text messaging, electronic school/district newsletters, website)
3. Enhance and/or create school and community services and support (e.g., home/school liaison, translation services)

“Rank in order the top three most important actions, services, and/or resources in addressing the CA Eight Priorities when developing the LCAP.”

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**Priority 4 - Student Achievement &
Priority 8 - Other Student Outcomes**

1. Provide and ensure extended/additional learning time is accessible to all students needing additional support (e.g., including high dosage tutoring, before, during, and after school intensive interventions and support)
2. Provide professional development and support for all staff on research-based best instructional practices to improve and/or boost student outcomes.
3. Provide teachers and administrators structured collaboration time for high-quality assessment and progress monitoring to improve student outcomes

Priority 5 - Student Engagement

1. Increase opportunities for students to participate in extracurricular activities offerings (e.g., student clubs, sports, visual and performing arts)
2. Increase, improve, and/or expand current and new learning and enrichment opportunities before and after school, and during intersessions
3. Address and measure student wellness, including mental and physical health, and its impact on attendance and learning.

“Rank in order the top three most important actions, services, and/or resources in addressing the CA Eight Priorities when developing the LCAP.”

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Priority 6 - School Climate

1. Improve and/or provide more social and emotional learning opportunities for students (recognizing and managing emotions, caring about others, making good decisions, developing positive relationships)
2. Provide more and/or improve accessible extra-curricular activities for all students (e.g., sports, clubs, visual and performing arts, enrichment activities)
3. Address mental health services and support (e.g, counseling services at all sites, behavior therapists to support general education, school psychologists)

Priority 7 - Course Access

1. Provide all students access to specialized programs (e.g., art, music, PLTW, World Languages)
2. Ensure that all students have access to a broad course of study.
3. Provide and/or improve programs and services in core subject areas for students with greater needs such as low-income students, English Language Learners, and foster/homeless youth.



Proposed Goals and Actions for 2022-2023

2021-2024 CSD Local Control Accountability Plan



Goal 1: High Academic Achievement

CSD will provide high-quality and dynamic instruction for ALL students while preparing them for next-generation college and career readiness.

2021-2022 Goal 1 Successes

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- » 77% of students in grades 2-8 are performing at “low risk” or “on/above” grade level based on the Spring 2022 Fastbridge local assessment in overall reading, a 2% increase from Spring 2021.
- » 75% of students in grades 2-8 are performing at “low risk” or “on/above” grade level based on the Spring 2022 Fastbridge local assessment in overall math, a 2% decline from Spring 2021.
- » Met our goal for English learner Reclassification rate of 15%
- » All students have access to high-quality standards aligned instructional materials and resources
- » All students have access to technology devices and internet
- » 100% of teachers were appropriately assigned
- » Independent Study VSP for 68 students in Grades K-8
- » 227 students in grades K-5 received Tier II reading interventions throughout the school year
 - » 65 students exited the program upon meeting grade level expectations
- » We implemented the Soliday System Tier III Reading in RSP & SDC Programs
- » Read 180 Reading Intervention in Grades 6-8 serving students who needed explicit reading support
- » Summer intervention and enrichment programs for rising K-8

Goal 1 Areas of Need

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- » 8% of All students in grades 2-8 are performing at “high risk” in meeting grade level standards based on the Spring 2022 Fastbridge local assessment in overall reading.
- » 7% of All students in grades 2-8 are performing at “high risk” in grade level standards based on the Spring 2022 Fastbridge local assessment in overall math.
- » Student groups who are performing at “high risk” in grade level standards based on the Spring 2022 Fastbridge local assessment in overall reading and math.
 - » English learners: 34% in overall reading and 24% in overall math
 - » Socio-economically Disad: 20% in overall reading and 20% in overall math
 - » Students w/ Disabilities: 34% in overall reading and 33% in overall math
- » Consistent NGSS aligned curriculum, instructional materials and resource for staff
- » Additional and supplemental targeted and intensive instruction and support for high need students during and beyond the school day
- » More extended learning day activities, especially for high needs students

2022-2023 LCAP Goal 1 Highlights

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- » Continue to ensure that all students have access to high-quality state standards aligned curriculum (Core Program & Supplemental)
 - » New Benchmark Phonics Program aligned to the Science of Reading research for grades K-2
 - » Tier III Phonics Intervention for grades 1-5
 - » Eureka Math eQuip for grades 1-5
- » Continue to provide supplemental/additional instructional support, interventions and services during and/or before or after school hours
 - » Teachers on Special Assignment to Support ELD & Tier II
 - » After school academic support hubs
 - » Summer Elevate Math for Grades 3-8
 - » Summer Virtual Learning Option for Grades K-8
- » Continue to ensure that all students have access to educational technology programs and tools
- » Initiate the Next Generation Science Standards Curriculum Adoption Committee and Process
- » Implement the Expansion of Transitional Kindergarten
- » Implement the Expanded Learning Opportunities Programs through existing Cambrian Extended Care Program

2022-2023 Goal 1 Actions and Expenditures

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1.1	Supplemental Instruction & Intervention During the School Day	English Learners Foster Youth Low Income	\$684,362.00			\$84,000.00	\$768,362.00
1	1.2	Summer Programs	English Learners Foster Youth Low Income	\$54,000.00	\$5,000.00			\$59,000.00
1	1.3	Supplemental Texts, Instructional Materials, and Resources	All		\$100,440.00			\$100,440.00
1	1.4	Core Program Texts, Instructional Materials, and Resources	All		\$189,275.00			\$189,275.00
1	1.5	Targeted Services for Unduplicated Students	English Learners Foster Youth Low Income	\$275,000.00	\$240,000.00		\$19,000.00	\$534,000.00

2022-2023 Goal 1 Actions and Expenditures (cont.)

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1.6	Expanded Learning Opportunities Programs	All Foster Youth Low Income		\$1,592,654.00		\$10,000.00	\$1,602,654.00
1	1.7	Tier II/ELD Teachers on Special Assignment	English Learners Foster Youth Low Income	\$330,000.00				\$330,000.00
1	1.8	Educational Technology Tools, Support & Infrastructure	All	\$25,000.00				\$25,000.00
1	1.9	Independent Study Virtual Learning Options	All		\$25,000.00			\$25,000.00



Goal 2: Effective Leadership, Teaching & Learning

CSD will provide high-quality staff through recruitment, retention, and professional development so every student thrives.

2021-2022 Goal 2 Successes

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- » 100% of teachers appropriately assigned and credentialed
- » 72% of teachers/staff indicated that the professional development, training and collaboration time provided was an “effective” use of their time.
- » 20% of teachers/staff received coaching, ongoing support or attended a professional development offering voluntarily on their own time.
- » District mentor teachers supporting new teachers
- » 9 teachers participating in the TIMS initiative
- » Initial PLC model for grade level collaboration
- » Fastbridge Fast for Success Partnership with Univ. of Minnesota
- » Equity Leadership professional development for site and district leaders

Goal 2 Areas of Need

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- » Ongoing support for new teachers
- » More structured collaboration time
- » Support for the effective use of assessment
- » Support for high quality tier 1 instructional practices such as GLAD, PBL, SEL
- » Professional development opportunities for classified staff
- » Professional development and ongoing for district, site and teacher leaders
- » Professional development opportunities for special education teachers and support staff
- » Collaboration and articulation between general and special education
- » Staffing needs, especially for intervention and additional support programs

2022-2023 Goal 2 Highlights

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- » Continue to provide coaching/mentoring support for New Teachers and Administrators
 - » Mentor Teachers, Monthly Professional Learning Sessions
- » Continue to professional learning opportunities for staff during the school year on districtwide PD days and during the extended day
- » Provide summer learning opportunities for staff, including classified
 - » Science of Reading, SEL, Math, Assessment, Ed Tech,
- » Provide professional leadership learning opportunities for site and district administrators and teachers.
 - » Equity School Leadership, Cultural Proficiency, Fast For Success, MTSS
- » Expanding the Professional Learning Communities (PLCs) model to provide structured time for grade level collaboration
- » Continue the TIMS Initiative, to support the integration of technology in teaching and learning
- » Provide dedicated professional learning opportunities for classified staff
 - » Opportunities during the summer and throughout the year

2022-2023 Goal 2 Actions and Expenditures

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
2	2.1	Staff Professional Development	All	\$40,000.00	\$440,000.00		\$28,000.00	\$508,000.00
2	2.2	Additional Staff Collaboration Time and Assessment Support for Targeted Instruction and Support	English Learners Foster Youth Low Income	\$26,000.00	\$70,000.00			\$96,000.00
2	2.3	New Teacher & Administrator Support	All Students with Disabilities		\$24,000.00		\$15,000.00	\$39,000.00
2	2.4	Educational Technology Professional Development Opportunities for Staff	All	\$30,000.00	\$25,000.00			\$55,000.00



Goal 3: Positive School Environment, Climate & Culture

CSD will provide a supportive, orderly and purposeful environment so that students can reach their full academic potential.

2021-2022 Goal 3 Successes

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- » The District maintained an average attendance rate of 95%
- » Based on the School Climate Survey for students in Grades 3-8.
 - » 84% said that they “like school”, an increase of 8% from last year.
 - » 84% said that “there is an who will help me if I need it”, an increase of 3%.
- » School counseling was provided at all sites and services were rendered for students referred throughout the year, including support for students on ISVSP.
- » SEL structured lunchtime support was provided for all sites, including the middle school.
- » The implementation of processes, programs and services to support the academic, social-emotional, and mental health through the MTSS framework continues to make great strides towards a more define systematic approach.
- » Increased the coordination and collaboration of community partnerships for additional counseling services for students, families and staff and foster/homeless services.
- » All facilities are maintained in “good” or “exemplary” repair.

Goal 3 Areas of Need

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- » A 11.08% districtwide chronic absenteeism rate
- » 39 students in grades 2-8 rated themselves as “High Risk” based on the SAEBRS Spring 2022 (Social Academic Emotional Behavior Risk Screener)
- » 259 major office referrals from, most of which are due to “physical aggression” based on SWIS data in April 2022
- » 83% of students in grades 3-8 informed us that they “feel safe at school”
- » Highly qualified staffing challenges for special services, such as a district school nurse, and behavior specialist support
- » Services to address increase improving mental health and crisis management
- » Services to address increase chronic-absenteeism
- » Educational options for students and families with unique needs

2022-2023 Goal 3 Highlights

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- » Continue to support the implementation of MTSS Framework
 - » Restorative Justice, Student Study Team processes, Re-engagement Processes
- » Maintain School Counseling Services at all sites
- » Maintain and improve Social-Emotional Learning resources
 - » Support for PBIS, Second Step, Zones of Regulations, Habitudes
- » Increase Student Support Services
 - » Enrollment/Family Engagement Specialist, Services for English Learners, Newcomers, Students with Special Needs, and Foster/Homeless Youth
- » Maintained Integrated Health Services and Supports, including mental health
 - » Community partnerships like Care Solace, El Camino Hospital, Harvest Food Bank
- » Increase Nurse and Health Clerk Support
 - » 1.5 Nurse and additional hours for health clerks
- » Provide additional behavior support service for the general education classrooms.

2022-2023 Goal 3 Actions and Expenditures

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
3	3.1	Coordination of Student Support Services	All	\$180,000.00				\$180,000.00
3	3.2	Counseling and Mental Health Services	English Learners Foster Youth Low Income	\$59,000.00	\$351,000.00			\$410,000.00
3	3.3	Supporting Social-Emotional Learning & Mental Health	All Students with Disabilities		\$131,000.00			\$131,000.00
3	3.4	Health Services and Supports	All			\$175,000.00		\$175,000.00
3	3.5	Foster/Homeless Youth Services	Foster Youth Low Income	\$15,000.00	\$15,000.00		\$5,000.00	\$35,000.00



Goal 4: Strong Parent & Community Engagement

CSD will promote a welcoming and inclusive environment for all parents, families, and community stakeholders as partners in the education and support of all students' success in school.

2021-2022 Goal 4 Successes

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- » The district and schools were able to maintain and engage our educational partnerships involvement through our committees through a variety of venues and opportunities.
- » The district continued to provide a variety of parent education events throughout the year, including sessions supporting the ISVSP, EL program, Mental Health, Project Cornerstone, Health Connected, Internet Safety, and how best to support technology use at home.
- » The district and school sites provided multiple methods of communication for parents using our Blackboard & SMORE Communication systems.
- » The district improve use of different communication tools to reach our English learner families, including a Quarterly Multilingual Learner Newsletter. We also saw an increase use of Language Line for enrollment purposes, school related issues, and parent conferences.
- » Based on the EL needs survey, 23% of EL parents indicated that they “don’t know” what the district’s criteria are for reclassification to Fluent English Proficient, a 48% decrease from prior year.

- » Only 367 staff, parents, community members participated in the CSD LCAP Community Input Survey,
- » 20% of staff, parents and community members rated the district and schools effectiveness on Priority 3 - Parent Involvement as “not effective” based on the CSD LCAP Community Input Survey
- » Our school sites continue to experience challenges to engage our EL/Multilingual families in “school involvement” activities
- » Parents are looking forward to more opportunities to volunteer and return to on campus activities and events.

2022-2023 Goal 4 Highlights

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- » Continue to provide a variety of regular communication venues
 - » Blackboard, Website, Newsletter, Social Media, email, texts, multi-languages
- » Maintain the Communications Coordinator
- » Continue to provide and improve/increased Multilingual Services
 - » Language Line via phone or zoom; in-person
 - » School/home communication, parent teacher conferences, and school/community events
- » Provide opportunities and improve our process for community engagement and involvement
 - » District & School Site Committees, Volunteer Opportunities, Community Events
 - » Different ways for input and involvement in decision-making
- » Continue to provide and improve parent education opportunities
 - » Mental health, Multicultural, Project Cornerstone, Social Media, Safety, Enrichment
- » Increase and/or improve community outreach to families with high needs
 - » Home visits, enrollment processes, “schooling”

2022-2023 Goal 4 Actions and Expenditures

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
4	4.1	Parent Engagement, Involvement & Support	All	\$20,000.00	\$20,000.00			\$40,000.00
4	4.2	Enrollment and Targeted Family Engagement & Support	English Learners Foster Youth Low Income	\$10,000.00	\$100,000.00		\$4,000.00	\$114,000.00
4	4.3	Home/School Communication & Connection	All	\$84,000.00				\$84,000.00
4	4.4	English Learners Language Services	English Learners	\$20,000.00	\$20,000.00			\$40,000.00



2022-2023 Budget Overview for Parents

2021-2024 Local Control Accountability Plan

What is the Budget Overview for Parents?

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The Budget Overview for Parents is intended to help our educational partners better understand funding decisions included in the District's budget. The Local Control Funding Formula (LCFF) Budget Overview for Parents is subject to the same requirements for adoption, review, and approval as the Local Control Accountability Plan (LCAP) and annual update. The LCFF Budget Overview for Parents must be attached as a cover to the LCAP, and once presented and approved will be posted on the District's website with the LCAP as a single document.

The revenue and expenditures referenced in the Budget Overview for Parents are tied to the District's 2022-2023 Adopted Budget and the District's 2022-2023 Local Control Accountability Plan.

CSD Local Control Accountability Plan 2022-2023 Total Expenditures

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Goal	LCFF Base Funds	LCFF Supplemental Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	\$25,000	\$1,343,362	\$2,152,369		\$113,000	\$3,633,731
2	\$30,000	\$66,000	\$559,000		\$43,000	\$698,000
3	\$174,000	\$80,000	\$497,000	\$175,000	\$5,000	\$931,000
4	\$104,000	\$30,000	\$140,000		\$4,000	\$278,000
Total	\$333,000	\$1,519,362	\$3,348,369	\$175,000	\$165,000	\$5,540,731

2022-2023 CSD Budget Overview for Parents Revenue & Expenditures 40

Projected General Fund Revenue for the 2022-23 School Year	Amount
Total LCFF Funds	\$29,861,395
LCFF Supplemental & Concentration Grants	\$1,109,362
All Other State Funds	\$3,234,618
All Local Funds	\$5,407,969
All federal funds	\$1,661,493
Total Projected Revenue	\$40,165,475

Total Budgeted Expenditures for the 2022-23 School Year	Amount
Total Budgeted General Fund Expenditures	\$40,209,188
Total Budgeted Expenditures in the LCAP	\$5,440,371
Total Budgeted Expenditures for High Needs Students in the LCAP	\$1,456,506
Expenditures not in the LCAP	\$34,768,817

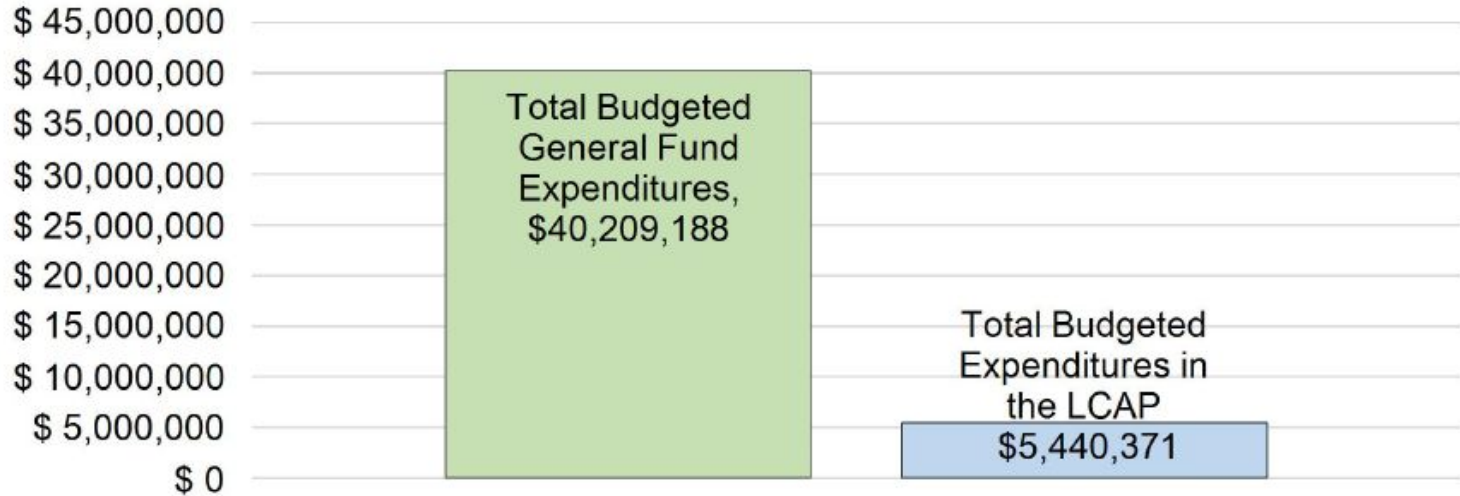
General Fund Budget Expenditures for the school year not included in the Local Control and Accountability Plan (LCAP).

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CSD has deep roots in our corner of the Silicon Valley community dating back more than 100 years. In that time, our district has become established as the bedrock of the Cambrian neighborhood, as generations of students have come to learn, grow, explore, and form lasting relationships in our classrooms. Our commitment to 21st-century innovative instructional practices and programs is designed to prepare our students to thrive in high school, college, and career.

The general operating expenditures that allow us to run these programs encompass the expenditures not included in this plan. This would include Administrative, Certificated, and Classified salaries for staffing, Special Education programs, core curriculum, other supplemental instructional materials and general supplies, technology needs and utilities, maintenance, and custodial needs. All of these items are the backbone on which we operate our exemplary programs and support the social-emotional and instructional needs of all our students at Cambrian.

Budgeted Expenditures in the LCAP



This chart provides a quick summary of how much Cambrian School District plans to spend for 2022-23. It shows how much of the total is tied to planned actions and services in the LCAP.



Board Discussion

2021-2024 Local Control Accountability Plan



- » Post and communicate the DRAFT 2021-2024 CSD LCAP for 2022-2023 for public review and comment.
- » District respond to the public comment if necessary.
- » Present Final 2021-2024 CSD LCAP, School Site Plans & Proposed Budget to the Board for approval and adoption on June 16, 2022 Board meeting.
- » Submit the Final 2021-2024 CSD LCAP and Budget to the Santa Clara County Office of Education for Review by June 30th.