

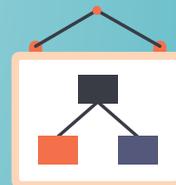
# Making Local Control Work

An Association Leaders Guide

FALL  
**PREPARE & PLAN**



WINTER  
**SKETCH & DRAFT**



SPRING  
**FINALIZE**



SUMMER  
**REFLECT**





# Making Local Control Work

## An Association Leaders Guide

This guide was developed by a group of local association leaders who participate in CTA’s LCAP Professional Learning Network (PLN), in partnership with the California Collaborative for Educational Excellence (CCEE). Together, we have shared ideas and implemented new strategies for communicating and engaging our members in the development of the Local Control Accountability Plan (LCAP), identifying and changing practices that lead to inequitable results for students, and assuming our role as co-leaders with school and district administrators and community partners to implement and analyze the results of the actions and services described in the LCAP.

**We’ve created the guide to expand the conversation with more of our colleagues throughout the state, and hope that you will find it useful in your own work as a chapter leader.**

*Making Local Control Work* is not a step-by-step manual of what to do now and what to do next, and it contains no answers. Rather, it represents the work in progress in which we are all engaged to meet the challenge of local control by knowing our own contexts, our own resources, and our own priorities. We simply offer some ideas and tools we have found useful, and have shared with each other, for you to try, revise, and adapt. The suggested activities are those we have collectively identified that produce results for our members, our students, and our community partners, but no single local association engages in them all. And we know the activities and tools will change as our associations get more adept in this work, and as new challenges arise. We plan to revise the guide over time, and add more tools as we create and select them. As chapter leaders in CTA, we are committed to developing local capacity among all stakeholders as we transition to an authentic system of local education decision-making in California.

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*Special thanks to the members and leaders who have contributed to this work.*

Elk Grove Education Association

Fresno Teachers Association

Garden Grove Education Association

Lennox Teachers Association

Moreno Valley Education Association

Oakland Education Association

San Bernardino Teachers Association

San Diego Education Association

San Jose Teachers Association

San Juan Teachers Association

San Ramon Valley Education Association

Teachers Association of Long Beach

United Educators of San Francisco

United Teachers of Los Angeles

United Teachers of Richmond

Visalia Unified Teachers Association



## FALL: PREPARE & PLAN

Use this time to share, discuss, and respond to the results published for your district and schools on the California School Dashboard (<https://www.caschooldashboard.org/#/Home>), including the progress posted by your district on local indicators and issues of equity/disparity. Identify the association's initial goals and priorities to be included in the upcoming LCAP revisions/updates. Capitalize on the association's connection with members: be their most reliable source of information about LCFF, LCAP, and the California Dashboard, and their most accessible channel for getting their expertise as educators communicated.

### ACTIVITIES

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1. **Schedule an LCFF/LCAP update** and discussion for Site Representatives at each Representative Council meeting: keep LCAP visible as an association priority, build understanding throughout the association, and involve members at every phase of LCAP development and revision.
2. In a multi-school district, **partner with the district** to create site-specific LCAP summaries for each school.
3. **Conduct a site-visit campaign**, engaging members in conversations about what the district's data reveal, how members interpret or make sense of it in light of their own experience in their schools, and what their emerging priorities are for revisions in the next year's LCAP.
4. **Re-connect with community partner(s) and other stakeholders**, including parents and students, to share perspectives on results from the Dashboard, how they interpret and understand the data, and what their emerging priorities are for the next year's LCAP.
5. Based on member conversations, surveys, focus groups, or other communication channels, **establish association goals for the district's education program and policies** that will be the basis of association advocacy in LCAP development and revision. Share, revise, and confirm the goals broadly across the association's membership.
6. **Confirm with the superintendent or other district administrator the district's schedule** of LCAP meetings and committees for the year, and appoint association representatives to attend.
7. **Exercise your association's consultation rights** to have initial conversations about LCAP revisions with district administration, separate and apart from other meetings and committees.
8. **Discuss with the Executive Board and Bargaining Team** the connections between the LCAP development and bargaining. Align goals, priorities, timelines, and messages. Determine need for bargaining and/or consultation based on anticipated revisions.
9. **Submit a request for information** to the district to review the dashboard prior to public release.

### TOOLS AND IDEAS

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Tools and Ideas are available online to CTA members: [Fall](#), [Winter](#), [Spring](#) and [Summer](#)



# WINTER: SKETCH & DRAFT

**Use this time while the LCAP is being drafted to publicly engage and advocate for goals, activities and services for students and educators that are of high priority to the association. Partner with allies to amplify the call for education programs and policies that yield desired results, increase student equity by directing resources where they are needed, and elevate the education profession.**

## ACTIVITIES

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1. **Continue or begin to conduct association-sponsored member meetings**, community forums, student summits, or other gatherings to discuss the goals, activities and services that are of high priority to the association, other stakeholders, and community partners; have association representatives attend those that are sponsored by other stakeholder groups. When possible, find areas of common interest among stakeholders and partner to share those priorities with the district in writing and at public board meetings.
2. **Request drafts of the Annual Update section of the LCAP as it is being compiled** to get preliminary information on the extent to which the LCAP activities and services were implemented over the year and what initial results have been, to help inform decisions about LCAP revisions.
3. **Ensure that the district is sharing the draft LCAP** with school site councils, student advisory groups, and other site-level bodies in a timely manner that allows for analysis and feedback.
4. **Attend to the measures included in the LCAP** to assess district progress on the required LCFF priority indicators. Will they yield the information needed? Are there different or additional measures that should be used?
5. **Ask the association's appointed representatives to district LCAP committees** to report to the Representative Council on a regular basis.
6. **Exercise your association's consultation rights** to continue the conversations about LCAP revisions with district administration, receive and share ongoing drafts of the LCAP.
7. **Identify any areas subject to negotiations in the draft LCAP**; continue to monitor LCAP development and align with contract negotiations that are typically underway at this time of year or submit a demand to bargain as necessary.

## TOOLS AND IDEAS

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## SPRING: FINALIZE

**Use this time to review the completed draft LCAP, including the Annual Update section, and provide formal input to the district on the draft. The district must make available a draft of the LCAP and conduct a public hearing before the LCAP is adopted; the association's written response as well as testimony at the public hearing can be the capstone to the ongoing feedback and consultation that has occurred throughout the year.**

### ACTIVITIES

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1. **Appoint an ad-hoc committee** (or assign the task to an existing association body such as Executive Board) to review and analyze the disseminated/posted draft LCAP, identify areas of strength and areas of concern, and outline a recommendation for the association's response to the LCAP prior in its adoption by the school board.
2. **Assure all bargaining issues have been resolved** or craft an MOU on how to resolve them prior to approval of the LCAP by the governing board.
3. **Note the *Stakeholder Engagement* section of the draft LCAP template** and what changes were made to the plan based on feedback. Confirm that the association's involvement is accurately described and notify the district if there are revisions necessary to that section.
4. **Advise your members, community partners, and other stakeholder groups** of the required public comment period after the draft LCAP is posted and encourage them to submit written comments. Consider organizing a public comment writing event with your members and community allies.
5. **Submit the association's written response** on the LCAP draft during the public comment period.
6. **Organize the association's presence** at the public hearing on the draft LCAP and budget, and the later school board meeting where the LCAP is adopted by the board.
7. **Arrange for any feedback or changes** received by the district through the County Office of Education review and approval process to be immediately shared with the association.
8. **Recognize the members who have contributed throughout the year** by representing the association on LCAP committees, attending LCAP forums, networking with parents, holding site LCAP discussion meetings, and every other action that enhanced the meaningful involvement of the association as a critical stakeholder in the LCAP process.
9. **Celebrate** your accomplishments for the year.

### TOOLS AND IDEAS

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# SUMMER: REFLECT

Use this time to reflect on the association's involvement in the LCAP development/revision/implementation process over the last year.

- **What did we plan to do?**
- **What did we actually do?**
- **How did our involvement affect:**
  - **Establishing a student-centered educational program that includes the full range of academic, social, emotional, and behavioral learning needs of students?**
  - **Promoting the leadership of practitioners in instructional and policy decision-making?**
  - **Enhancing labor/management relationships and parity?**
  - **Ensuring social justice and educational equity?**
  - **Building and sustaining community partnerships and coalitions?**
  - **The participation of all stakeholder groups, including students and parents?**
  - **Identifying and supporting emerging association leaders?**
  - **Supporting our members in getting their perspectives included throughout the LCAP process, i.e., in what ways and to what extent did it occur?**

## ACTIVITIES

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1. **Analyze the final**, board-approved LCAP.
  - a. Identify goals, actions and services that are high priority for the association, as aligned with association goals (see Fall); articulate the association's role in supporting those goals, actions, and services
  - b. Pinpoint where and how input provided by the association is reflected in the final LCAP
  - c. Analyze the data sources and selected measures used for determining progress and status on local indicators – are they most appropriate, comprehensive, and useful?
  - d. Assess and determine the need for additional bargaining/consultation based on approved plan; submit demand to bargain/consult if necessary
2. **Use summer meetings/retreats** of association leadership, e.g., Executive Board, to communicate and review important information about the LCAP, and discuss the role each leader will take in the association's LCAP work for the coming year.
3. **Set the upcoming year's calendar** for LCAP forums, discussions, visits, meetings and other activities.
4. **Reach out to community partner(s)** to debrief the prior year, share common interests, identify ongoing opportunities to collaborate, and establish communication commitments.
5. **Initiate initial conversations with superintendent** or district cabinet and other school/district stakeholders about LCAP implementation and plan revision process for the next year, and association's intent to engage.

## TOOLS AND IDEAS

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