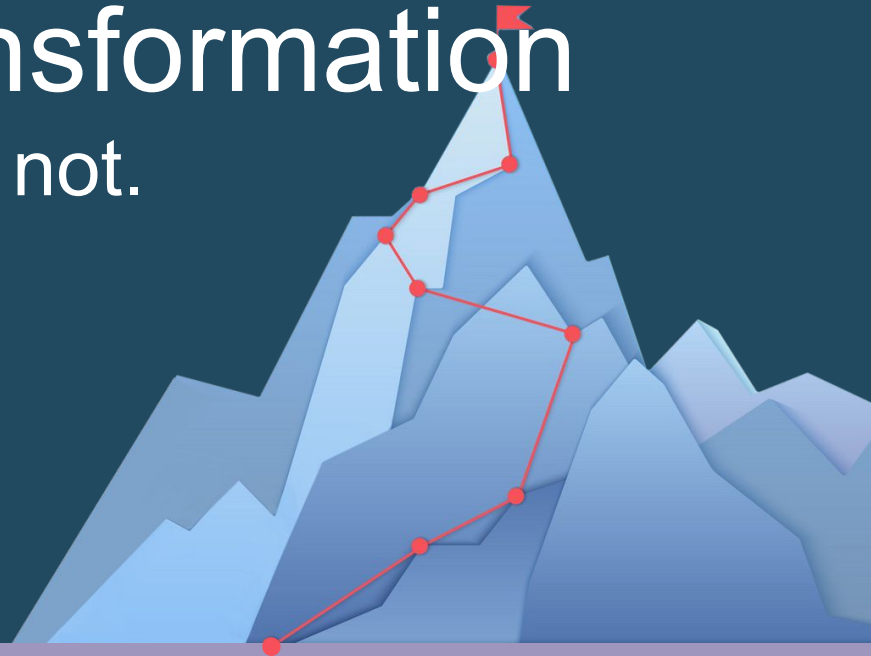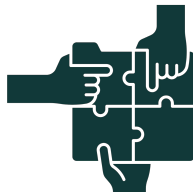# School/District Transformation

What is working and what is not.

# The 3 C's
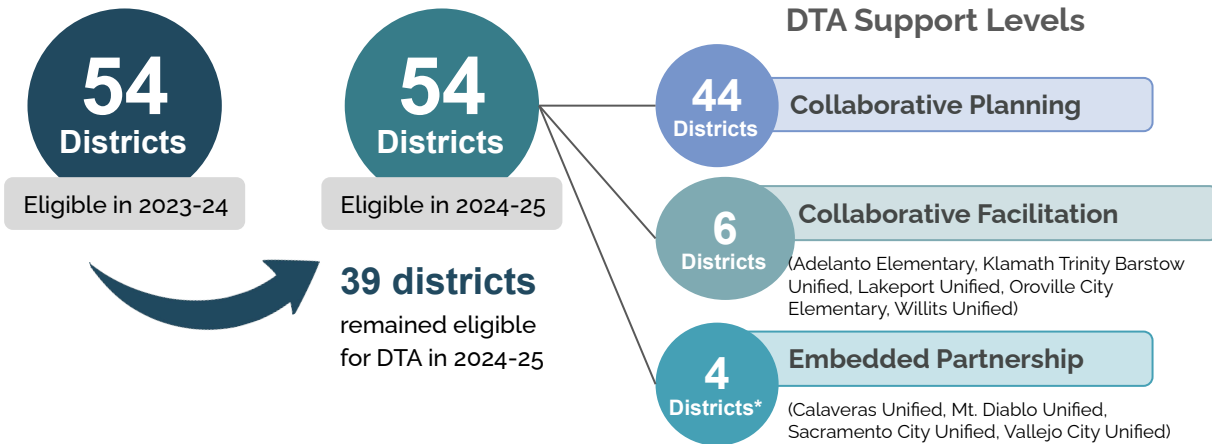
**Collaboration** - the approach of working with others in new and open relationships to accomplish stated goals.
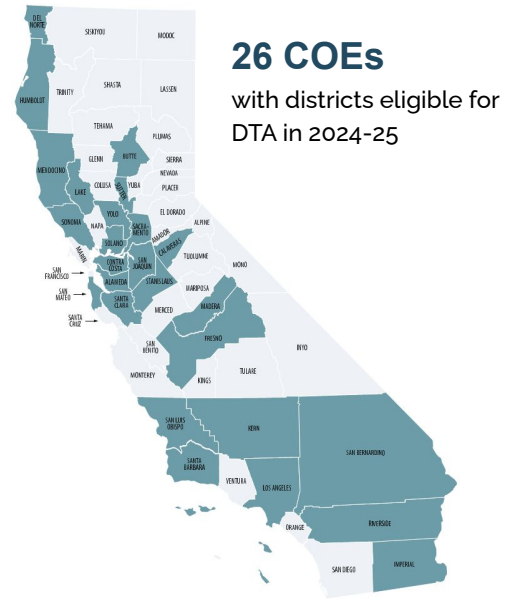
**Clarity** – making certain that we are being clear in our communication about who is going to do what, by when, and also seeking clarity in our questions as part of a collaborative relationship.

**Courage** – to give and receive feedback even if it means saying and hearing hard things. The process of feedback supports clarity which can bolster collaboration.

**54 Districts** — Eligible in 2023-24

**54 Districts** — Eligible in 2024-25

**39 districts** remained eligible for DTA in 2024-25

## DTA Support Levels

**44 Districts** — Collaborative Planning

**6 Districts** — Collaborative Facilitation
(Adelanto Elementary, Klamath Trinity Barstow Unified, Lakeport Unified, Oroville City Elementary, Willits Unified)

**4 Districts\*** — Embedded Partnership
(Calaveras Unified, Mt. Diablo Unified, Sacramento City Unified, Vallejo City Unified)

*Inglewood Unified is a SIR district but qualified for DTA under a different Ed Code.*

**26 COEs** with districts eligible for DTA in 2024-25



## Priority Areas

- **Pupil Achievement (PA)**: LCFF Priority Area 4 (ELA, Math, & ELPAC Summative Assessments)
- **Pupil Engagement (PE)**: LCFF Priority Area 5 (Chronic Absenteeism, Graduation Rate)
- **School Climate (SC)**: LCFF Priority Area 6 (Suspension Rate)
- **Outcomes in a Broad Course of Study (BC)**: LCFF Priority Area 8 (College/Career Indicator)

## DTA Student Group Eligibility (2019-24)

| Student Group | AA | AI | EL | FOS | HI | HOM | PI | SED | SWD | TOM | WH |
|---|---|---|---|---|---|---|---|---|---|---|---|
| # of Districts | 30 | 12 | 19 | 32 | 5 | 40 | 2 | 13 | 47 | 4 | 3 |
| 2024 Priority Areas | PA: 10<br>PE: 6<br>SC: 10<br>BC: 1 | PA: 4<br>PE: 3<br>SC: 3<br>BC: 1 | PA: 14<br>PE: 5<br>SC: 4<br>BC: 8 | PA: 13<br>PE: 16<br>SC: 15<br>BC: 3 | PA: 3<br>PE: 2<br>SC: 4<br>BC: 1 | PA: 23<br>PE: 19<br>SC: 15<br>BC: 11 | PA: 1<br>PE: 1<br>SC: 1 | PA: 10<br>PE: 3<br>SC: 10 | PA: 29<br>PE: 20<br>SC: 17<br>BC: 18 | PA: 1<br>PE: 3<br>SC: 4 | PA: 2<br>PE: 1<br>SC: 2 |

# What we are learning

### Successes

- 15 LEAs no longer eligible
- Intensive Assistance Model
- New Leadership in VCUSD
- SCUSD Special Education
- Consultation Process
- Partnerships with COE

### Challenges

- Participation in Differentiated Assistance
- Focus areas of Differentiated Assistance
- Aligning DA and DTA efforts
- Leadership turnover

# School/District Transformation Paradigm

**Willing**

**Unable**

5-7 years

**Willing**

**Able**

3-5 years

**Willing**

**Unable**

60% at any given time on any given initiative.

**Able**

40% at any given time on any given initiative.

**Unwilling**

**Able**

**Unwilling**

**Unable**

6-8 years

8-10 years

**Unwilling**

# School/District Transformation Paradigm

ccee
California Collaborative
*for* Educational Excellence

## Willing/Unable
### 5-7 years

- Strong ability to communicate concerns, but offer no viable solutions.
- Ability to build trust and cooperation, but rarely take on conflict that might erode trust with partners.
- Often spend time building capacity over getting the work done.
- Willing to look at data, but unable to address data challenges that might lead to conflict.

## Willing/Able
### 3-5 years

- Intrinsically motivated
- Driven by students needs over adults desires.
- Willing to focus on the tougher work for better outcomes.
- Willing and able to have difficult conversations
- Proactive not willing to accept status quo
- Student outcomes drive all decision making.

Early Adopters/Adopters/Innovators

## Unwilling/Able

Late Adopters  Resistors.

### 6-8 years

- More concerned about maintaining control/power in decision making than impact on students.
- More focused on compliance than improvement.
- Unwilling to embrace change, but have capability.

## Unwilling/Unable
### 8-10 years

- Lack confidence in new initiatives. "This too shall pass" mentality.
- Complain about lack of resources
- Rely on others to do the work.
- Motivated by power and control.
- Few concerns about organizations well-being or student outcomes.
- Focus often on low hanging fruit to delay real improvement on student outcomes.

**Muhammad, Anthony.** *Transforming School Culture: How to Overcome Staff Division.* Solution Tree Press, 2009
**Muhammad, Anthony, and Cruz, Luis F.** *Time for Change: Four Essential Skills for Transformational School and District Leaders.* Solution Tree Press, 2019.
**Muhammad, Anthony, and Cruz, Luis F.** *Time for a Change with Anthony Muhammad & Luis Cruz.* YouTube, uploaded by Solution Tree, 2021, https://www.youtube.com/watch?v=TtXjU4KCUmA.
**Muhammad, Anthony.** *Time for Change.* YouTube, uploaded by Solution Tree, 2021, https://www.youtube.com/watch?v=31gdgN9PX5I.

# Strategy to enhance statewide influence

- **A Narrower Focus of DA/DTA**

- **Incentivize Early Intervention**

- **Strengthen Accountability and Consultation**

- **Clarify Roles and Expectations**