

Philosophy, Goal, Objectives and Comprehensive Plans

THEORY OF ACTION FOR STUDENT SUCCESS

In order to achieve Natomas Unified's Vision and implement its Core Belief and Commitments, the Board of Trustees commit to a Theory of Action for Student Success. This Theory of Action is intended to provide stability and consistent direction for student success. This theory will drive the Board's policies, budgets, and staff actions to build and maintain the culture of Natomas Unified. The Theory of Action addresses seven major areas. These areas are:

Staff Quality & Commitment

The foundation of the Theory of Action states that students in Natomas Unified deserve staff that are committed, collaborative, caring, and exemplary. As such, Natomas Unified must implement practices and procedures to recruit, hire, provide initial training and retain high quality staff in certificated, classified and management positions. Vacant positions must be filled in a timely fashion with the highest qualified staff. The district and its staff must recognize staff preparation and attendance are critical for student success and take action to reinforce the importance of staff attendance and preparation.

Systematic Professional Development, Support and Collaboration

This theory reinforces that certificated, classified and management staff need and deserve systematic professional development in order to be exemplary. The professional development should be aligned with what each staff member's role requires for success.

Additionally, through supervision and evaluation, each staff member's strengths and improvement needs should be reinforced with quality, on-going professional development and support. The Board of Trustees also reiterates its commitment to institute collaborative work practices. It is through collaboration that all staff can learn from each other and work together to improve practices, protocols and strategies for student success. Through strong systematic professional development and support, Natomas Unified can maintain a culture of accountability.

Systematic Access, Academic Support, Social Emotional Support/Mental Health and Climate

One of Natomas Unified's core beliefs states that "Every student can learn and succeed." This belief will be met by a systematic approach to student access using data and evidence to meet the needs and interests of students. It will be the district's practice that students are supported not as where they were or solely where they are academically, but where they can be. As such, student access will be focused on where students can be and the support needed to help them get there.

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Systematic access ensures that no student is excluded from a course, a subject, an intervention or acceleration/enrichment opportunity when the data show the student has a probability for success using multiple measures. As such, schools and staff must provide the academic support students need to be successful in school. This starts with differentiation in the classroom that is driven by student achievement data. Schools shall also provide intervention support for all students who require it, as well as provide enrichment and acceleration support for students who are meeting/exceeding grade level standards.

Beyond access and academic support, it is the responsibility of the schools and staff to work with district leaders to ensure that students have access to the social emotional and mental health support they need to reduce barriers to learning. The access and support provided in Natomas Unified shall be provided as a result of data/evidence and staff's professional judgment.

For students' overall success, Trustees recognize that there must be a culture of attendance, accountability and support. It also expects schools and the greater Natomas Unified community to see the districts diversity as a strength and create a welcoming, student friendly learning environment. Natomas Unified will seek to maintain and improve campus culture and safety for all students and staff.

Parent Involvement and Engagement

Natomas Unified recognizes that parent involvement and engagement is an important element for student success. This theory calls for a new kind of involvement and engagement, in addition to the long-standing support many parents have provided their students. Natomas Unified believes that staff and parents can engage in new, productive conversations that are anchored by the NUSD Steps to Success. Conversations and collaboration between schools, staff and parents will be centered on what students need for academic and social emotional/mental health success. Both parents and staff will be trained in the expectations for student success, the interventions available and the enrichment/acceleration opportunities for each student. This will provide parent education to support and advocate on behalf of their students. As such, Natomas Unified will best meet the needs of all students.

Supervision and Evaluation of Staff through a Cycle of Continuous Learning and Improvement

The Board of Trustees sees effective supervision and evaluation of all staff as an essential lever for student success. It is the expectation of the Trustees that all staff members are supervised annually and evaluated in alignment with California law and/or district policy. The Trustees support the Cycle of Continuous Learning and Improvement (CCLI) where all staff members are required to plan effectively, take action, monitor progress and make necessary adjustments where

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data demonstrates that change is needed. The Board of Trustees believes that “progress over time” is more essential than a snapshot in time of student achievement results. The Board of Trustees will monitor student and staff progress over time following the CCLI for these Theory of Action elements to make policy and budgeting decisions to ensure that student success remains the primary focus of the Natomas Unified staff.

Paths to Promotion and Formal Recognition of Top Talent

As a result of the previous areas of this theory, Natomas Unified can create two types of opportunities to retain and promote its top talented staff. The district will look to train, support and when appropriate promote from within. The district will take pride when employees earn promotions. Natomas Unified will always be looking to identify, train and promote staff that demonstrate leadership potential. When that staff does not demonstrate an interest in promotion, the district will work to develop formal recognition and roles for staff (classified, certificated and management) that allow them to coach or mentor colleagues, therefore further expanding the district’s culture of high expectations and support.

Implementation and Reporting

The Superintendent and staff shall implement this Theory of Action for Student Success and report to the Board annually on the progress. Progress shall be reported through the lens of the Cycle of Continuous Learning and Improvement and become part of the LCAP process.

Legal Reference:

EDUCATION CODE

51002 Local development of programs based on stated philosophy and goals

51019 Definition of philosophy

2/10/93

8/10

6/13

3/14