

## **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.

**THEORY OF ACTION FOR STUDENT SUCCESS (continued)**

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

**THEORY OF ACTION FOR STUDENT SUCCESS (continued)**

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

## Philosophy, Goal, Objectives and Comprehensive Plans

### THEORY OF ACTION FOR STUDENT SUCCESS

The Theory of Action, BP 0100 explains the Board's direction on Systematic Access, Academic Support, Social Emotional Support/Mental Health and Climate. It also addresses areas such as Systematic Professional Development, Support and Collaboration, Parent Involvement and Engagement, as well as Implementation and Reporting. Following the pandemic and on-going incidents of national, state, and local tension, the Natomas Unified School District will continue to address these issues in alignment with this Administrative Regulation to further strengthen the district's approach to equity. The equity focus of the Theory of Action will focus on academic program enrollment, academic success, curriculum, instruction, school environment/culture, social emotional support, and health. Actions aligned with these areas will promote the real possibility of equality of educational results for each student and between diverse groups of students.

#### Staff Quality & Commitment

- The Office of the Chief Academic Officer or equivalent will implement the Board's Diversity Hiring Program as long as it is funded.
- Annually an informal report will be provided to Trustees on the demographics of the NUSD certificated, classified, and management staff as compared to at least the prior three years.
- Formally, at least once every two-three years the CAO or equivalent will present at a Board Meeting the demographic data shared informally each year.

#### Systematic Professional Development, Support and Collaboration

- Professional development to support all staff will continue annually. That professional development will include, at minimum:
  - Restorative Practices
  - Trauma Informed Practices
  - Positive Behavior Intervention and Supports or related site-programs
  - Anti-Racist/ Anti-Bias Training and Culturally Relevant Pedagogy and Classroom Management
- A three-year professional development plan shall be created by September 15, 2022 and shared with the Board of Trustees at least every three years.
- The course *Race and Social Justice* will continue to be offered at all high schools and a three-year annual reporting of enrollment shared once a year.

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

To provide equity in the Theory of Action, the district must address continue to address educational practices, student engagement activities, and actions necessary to eliminate educational barriers based on gender, race/ethnicity, socio-economic status, national origin, disability, age, sexual orientation, or other protected group status; and provide equal educational opportunities to ensure historically under-served or under-represented populations have the same

## **THEORY OF ACTION FOR STUDENT SUCCESS (continued)**

opportunities and meet the same high expectations for academic performance expected of all children/students and youth. These same students must also have the access to the same social emotional supports.

Staff, at the direction of the Superintendent, will continue to engage the different stakeholder groups to assess and suggest policies, practices, and necessary actions. This shall include students and a representation of students voices from at least 3<sup>rd</sup> grade through the 12<sup>th</sup> grade.

- Staff shall develop a course for Ethnic Studies, in alignment with the California Ethnic Studies Model Curriculum Guidelines for Board approval by April 1, 2022.
- By the November 1, 2022 staff shall present to Trustees recommendations on English Language Arts and History Social Studies K-12 curriculum that will integrate culturally responsive, anti-racist/anti-biased curriculum, that is intended to reverse the marginalization of traditionally underrepresented/untapped student groups throughout history and text. This could include recommendations such as:
  - The improvement of material available in school libraries/media centers
  - The significant addition of curriculum materials to augment or change the traditional textbooks' marginalization of people and groups
  - Professional development for staff,
  - More...

### **Parent Involvement and Engagement**

- Parents will be engaged and informed about these efforts.
- Families that represent the rich diversity of Natomas Unified will continued to be intentionally engaged in alignment with the efforts followed by the Local Control Accountability Plan.

### **Student Voices**

- Student voices will continue to be utilized as a primary source of information to inform district actions.
- It is the expectation that site and district staff engage with students and develop issues of interest for the betterment of students' education. Staff must engage a diverse group of students including different grade levels (age appropriate), ethnicities, and continue to engage students from groups that have been traditionally underrepresented and underserved in public education.
- Students shall be informed from at least the 3<sup>rd</sup> grade through the 12<sup>th</sup> grade about these intentional efforts in age-appropriate formats.

### **Implementation and Reporting**

Staff will continue to utilize the District Progress Report (DPR) as a means to publicly report student results. The DPR will not be the sole means staff shares data with the Board or public. The DPR will continue to report data that addresses the diversity of the school district. The Research and Data team, under the direct supervision of the Chief Academic Officer or

**THEORY OF ACTION FOR STUDENT SUCCESS (continued)**

appropriate Associate Superintendent, will report student outcomes including data by gender, race/ethnicity, socio-economic status, disability, English Learners and other traditional underserved student groups to allow Trustees to make data informed decisions.

In addition to the DPR, the Chief Academic Officer or relevant Associate Superintendent will share with Trustees the demographic information for academic program enrollment no later than the first Board Meeting in October of each year. The enrollment will be reported both by individual programs and looking at demographics at each school in their totality. The purpose for this reporting is to ensure staff monitors the demographic enrollment trends of programs to make sure students “gate-keeping” does not exclude students from applying and/or being admitted. Concurrently, the Research and Data team will report the prior year’s student success information by program, including retention from one semester to the next, while also protecting individual student information.

Legal Reference:

**EDUCATION CODE**

51002 Local development of programs based on stated philosophy and goals

51019 Definition of philosophy