

Sara Stone Updated Draft Superintendent Goals 2025-26

Goal 1: Close Opportunity and Proficiency Gaps

Strategic Plan Alignment: Equitable & Rigorous Learning

Standards Alignment:

- Standard 1: Leadership – Fosters equitable culture and shared vision for student success
- Standard 2: Educational Leadership – Improves instructional systems and outcomes for underrepresented groups
- Standard 8: Values and Ethics – Models equity and moral leadership in addressing disparities

By June 2026:

AUSD will reduce disparities in English Language Arts and Math proficiency for Black/African American, Hispanic/Latino/a/e, Students with Disabilities (SWD), Socioeconomically Disadvantaged (SED), and English Learner (EL) students.

- Proficiency gaps in ELA and Math will decrease by 10 percentage points.
 - Each site will have an intervention plan with measurable midyear progress benchmarks.
 - 100% of K–5 sites will implement WIN/MTSS cycles with documented progress monitoring.
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Goal 2: Improve Academic Growth for All Students

Strategic Plan Alignment: Equitable & Rigorous Learning

Standards Alignment:

- Standard 1: Leadership – Inspires a culture of learning and collaboration
- Standard 2: Educational Leadership – Ensures continuous academic improvement
- Standard 5: Organizational Management – Uses data and resources effectively to improve outcomes

By June 2026:

All student groups will show measurable growth through improved instructional coherence, use of formative assessment data, and aligned professional learning.

- Districtwide ELA and Math proficiency will increase by at least 5 percentage points.
- 82%+ of 3-8 students are proficient in ELA
- 80%+ of K-5 teachers support selected ELA & foundational skills curricula

- 100% of Instructional Leadership Teams will engage in at least three annual data inquiry cycles to plan for instruction.
 - Instructional coherence will be evidenced through learning walk data and alignment in site plans.
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Goal 3: Reduce Chronic Absenteeism

Strategic Plan Alignment: Belonging

Standards Alignment:

- Standard 1: Leadership – Promotes a culture of attendance and engagement
- Standard 4: Communications and Community Relations – Builds partnerships with families and community agencies to reduce barriers
- Standard 8: Values and Ethics – Prioritizes inclusion and belonging for all students

By June 2026:

AUSD will reduce chronic absenteeism through targeted supports, early interventions, and improved family/school partnerships.

- Overall, chronic absenteeism will decrease by 3 percentage points.
 - Absenteeism among SWD, SED, EL, and Black/African American students will decrease by 10 percentage points.
 - Each site will maintain a documented Coordination of Services (COST) Team that regularly reviews attendance trends and implements consistent intervention protocols to support students, families, and staff.
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Goal 4: Recruit and Retain a Diverse, High-Quality Staff

Strategic Plan Alignment: Collaborative Systems

Standards Alignment:

- Standard 1: Leadership – Creates an inclusive, supportive culture for staff
- Standard 6: Human Resources Management – Implements equitable hiring, development, and retention systems
- Standard 8: Values and Ethics – Models equity and inclusion in personnel practices

By June 2026:

AUSD will increase the diversity of certificated and classified staff, reflecting the diversity of AUSD students and families.

- Diversity of new hires will increase as reported in HR demographic data.

- Launch a new mentorship and retention program for teachers of color in partnership with the Black Teacher Project.
 - Host a Family-Led Teacher and Staff of Color Recruitment Fair to deepen understanding of our students' and families' needs and to increase representation among staff so that our workforce more closely reflects the diversity of our student community.
 - Conduct biannual HR reports and complete one cycle of exit and stay interviews districtwide.
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Goal 5: Strengthen Data-Informed Decision Making

Strategic Plan Alignment: Collaborative Systems

Standards Alignment:

- Standard 2: Educational Leadership – Guides instructional improvement through data analysis
- Standard 3: Policy and Governance – Supports evidence-based governance and transparency
- Standard 5: Organizational Management – Uses data for effective decision-making and resource allocation

By June 2026:

AUSD will use data consistently to guide equitable decision-making across schools and departments.

- Baseline metrics will be established across all emerging Strategic Plan goals.
 - 100% of site and district leaders are provided training in data tools, dashboards, and protocols.
 - Develop and implement an internal data dashboard used in at least two districtwide data reviews.
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Goal 6: Enhance Communication, Inclusion, and Satisfaction

Strategic Plan Alignment: Belonging & Collaborative Systems

Standards Alignment:

- Standard 1: Leadership – Cultivates a climate of transparency and inclusion
- Standard 4: Communications and Community Relations – Builds two-way communication and trust with families, staff, and community

- Standard 8: Values and Ethics – Models authentic engagement and shared responsibility

By June 2026:

AUSD will increase stakeholder satisfaction and trust through improved collaboration, communication, transparency, and inclusion.

- The district’s **Net Promoter Score (NPS)**—a measure of how likely students, staff, and families are to recommend AUSD as a great place to learn or work—will show positive growth from Fall to Spring of the 2025–26 school year, indicating increased satisfaction and trust across the community.
- Launch two new communication tools or structures to strengthen feedback loops with students, families, and staff.

All Site Leaders and Department Leaders' Goal:

By June 2026:

Principals and district office leaders will co-create and implement a **shared vision and mission for equitable, rigorous, and inclusive learning** by:

- Protecting **dedicated time and space** in leadership schedules for reflection, collaboration, and vision/mission development, ensuring this work is not overshadowed by operational demands.
- Strengthening **distributed leadership structures** (ILT, grade-level, and department teams) so that operational and day-to-day problem-solving is shared, freeing principals and district leaders to focus on coherence, strategy, and long-term impact.
- Modeling **healthy communication and boundary-setting**, ensuring that staff concerns are acknowledged and reframed constructively, while empowering educators to problem-solve at the appropriate level.
- Engaging in **quarterly alignment sessions** where principals and district office leaders review progress toward vision/mission clarity, coherence across sites, and evidence of educator agency and student belonging.

Measure of Success:

By June 2026:

- **100% of sites will have an articulated vision and mission aligned to the district framework**, developed collaboratively with staff and families, and integrated into their School Site Plans.
- Staff perception surveys will show increased agreement that leaders “communicate a clear vision” and “create time and space to focus on what matters most.”

Superintendent Standards and Performance Indicators

Adapted from the National and California School Boards Association

Standard 1: LEADERSHIP

This standard stresses the superintendent's performance in leadership through empowering others, visioning, helping shape school culture and climate, and understanding multicultural and ethnic differences.

Performance Indicators:

- 1.1 Develop, implement, promote, and monitor continuous improvement processes
- 1.2 Facilitate a district process to develop and implement a shared vision to improve programs and services.
- 1.3 Serve as a liaison between partner districts and local, regional, and state agencies, enhancing the understanding of the role of the district as a community-serving collaborative school district
- 1.4 Identify areas of potential efficiencies through the regionalization of services
- 1.5 Maintains a regular presence in the district and creates a positive culture based on professionalism and collaboration to reach high levels of performance to achieve the vision of the district
- 1.6 Demonstrates an ability to assist and motivate others in achieving personal, professional and district goals
- 1.7 Is present and accessible to staff and students to support the initiatives of the District
- 1.8 Promote understanding and celebrating school/community culture and equity
- 1.9 Uses strategic initiatives and district performance data to identify appropriate professional development opportunities for self and staff

Standard 2: EDUCATIONAL LEADERSHIP

This standard stresses the superintendent's performance in educational leadership to assess and ensure student success and growth.

Performance Indicators:

- 2.1 Understands and keeps informed regarding all aspects of the instructional program and trends in education.
- 2.2 Participates with staff, Board, and community in developing curriculum and program improvements
- 2.3 Identifies and reports to the Board on student performance statistics based on various demographics.
- 2.4 Helps develop LCAP goals to improve the district and educational outcomes for all students.
- 2.5 Promote activities that will create and enhance professional development and learning communities



Superintendent Standards and Performance Indicators

Adapted from the National and California School Boards Association

Standard 3: POLICY AND GOVERNANCE

Working with the board to formulate internal and external district policy, defining mutual performance expectations with the board, and demonstrating effective governance to staff and the community at large.

Performance Indicators:

- 3.1 Assures that board policies and administrative regulations are updated and implemented.
- 3.2 Establish procedures for superintendent/board interpersonal and working relationships including opportunities for board professional development
- 3.3 Understand and interpret the role of federal, state, and regional governments, policies, and politics and their relationships to districts, local districts, schools, and the community.
- 3.4 Use legal counsel in governance and procedures to avoid civil and criminal liabilities
- 3.5 Adheres to the superintendent's job description and contract regarding meeting preparation and conduct and comes with recommendations based on thorough study and analysis

Standard 4: COMMUNICATIONS AND COMMUNITY RELATIONS

This standard emphasizes the skills necessary to establish effective and timely two-way communications with families, staff, other partners, the community as a whole including beneficial relationships with the media and legislators. It also stresses responding to family, staff, and community feedback and building support for the district among the constituent districts.

Performance Indicators:

- 4.1 Develop formal and informal techniques to gain external feedback from the district school community
- 4.2 Demonstrate effective communication skills (written, verbal, and non-verbal contexts, formal and informal settings, large and small group and one-on-one environments)
- 4.3 Promote the involvement of all partners to participate in the process of service and outreach fully
- 4.4 Establish effective relations with our parents, businesses, and community partners
- 4.5 Understand the role of media in shaping and forming opinions as well as how to work with the media to create the district narrative
- 4.6 Effectively communicate the role of the district as serving the community at large



Superintendent Standards and Performance Indicators

Adapted from the National and California School Boards Association

Standard 5: ORGANIZATIONAL MANAGEMENT

This standard requires the superintendent to gather and analyze data for decision-making and make recommendations to the board regarding business, finance, facilities, and operations. It stresses the skills necessary to meet internal and external expectations and to equitably allocate resources.

Performance Indicators:

- 5.1 Lead the review and updating of the district strategic plan, including the district's mission, vision, and goals.
- 5.2 Demonstrate budget management, including financial forecasting, planning, cash flow management, account auditing, and monitoring
- 5.3 Develop and monitor long-range plans for district technology and information systems, making informed decisions about computer hardware and software and staff development and training needs
- 5.4 Demonstrate knowledge of school facilities and develop a process that builds internal and public support for facility needs
- 5.5 Establish procedures and practices for dealing with emergencies such as weather, threats to the school, student violence, and trauma

Standard 6: HUMAN RESOURCES MANAGEMENT

This performance standard requires skills in developing and implementing a staff performance evaluation system. It also requires skills in applying equitable and ethical practices. These include contractual and legal requirements for personnel selection, professional development, retention, promotion, and dismissal.

Performance Indicators:

- 6.1 Demonstrate the use of systems such as staff evaluation data for personnel policies, promotion, and professional development
- 6.2 Identify and apply appropriate policies, criteria, and processes for the recruitment, selection, induction, compensation, and separation of personnel with attention to issues of equity and diversity
- 6.3 Provide for effective management of staff assignments to meet the needs of all students, including those that are most marginalized
- 6.4 Establish protocols for mandated training of staff and as an overall part of upholding state and federal regulations
- 6.5 Establishes a process for eliciting certificated and classified staff input and feedback to assess the district's strengths and areas of growth continually. This includes regular school and site visits to monitor staff members' welfare and morale.



Superintendent Standards and Performance Indicators

Adapted from the National and California School Boards Association

Standard 7: LABOR RELATIONS

This performance standard requires the superintendent to provide technical advice to the board during labor negotiations and/or to keep the board apprised of negotiation status, to understand and effectively administer negotiated labor contracts, and to keep abreast of legislative changes affecting the collective bargaining process.

Performance Indicators:

- 7.1 Develop bargaining strategies based on collective bargaining laws and processes
- 7.2 Identify contract language issues and propose modifications
- 7.3 Participate in the collective bargaining processes as appropriate

- 7.4 Establish productive relationships with bargaining groups while managing contracts effectively
- 7.5 Develop a protocol for informing the district and community partners of the bargaining process.

Standard 8: VALUES AND ETHICS

This standard stresses the understanding and modeling of appropriate district values, ethics, and moral leadership. It also requires the superintendent to exhibit cultural and ethnic understanding and to coordinate with community partners and human services to help students grow and develop as caring, informed, and empowered individuals.

Performance Indicators:

- 8.1 Exhibit cultural and ethnic understanding and empathy
- 8.2 Promote advocacy, social justice, and equity
- 8.3 Manifest a professional code of ethics and demonstrate personal integrity
- 8.4 Establish varied and culturally appropriate two-way communication structures
- 8.5 Explore and develop ways to find common ground in dealing with difficult and divisive issues
- 8.6 Promote the value that ethical and equitable practices are established and practiced in programs and services throughout the district

