



ALBANY UNIFIED

SCHOOL DISTRICT

ROOTED IN COMMUNITY
RISING IN POSSIBILITY

Superintendent Report

Board of Education
February 19, 2026

Rooted in Community, Rising in Possibility

2025-26 AUSD Priorities



Equitable & Inclusive Instruction



Student Belonging



Collaborative Systems

Rooted in Community, Rising in Possibility

AUSD Superintendent's Strategic Goals



Equitable and Inclusive Instruction

Goal 1: Close opportunity and Proficiency Gaps

In collaboration and communication with staff, AUSD will reduce disparities in student achievement for historically underserved student groups.

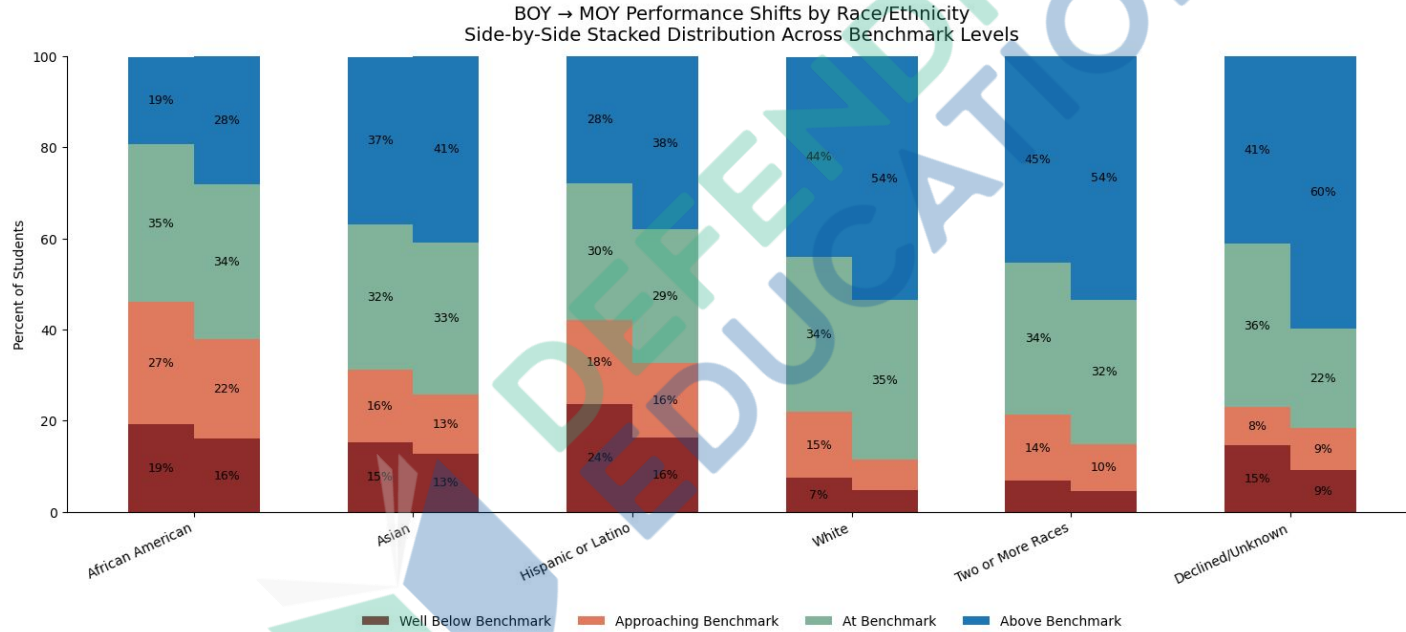
Goal 2: Improve Academic Growth for All Students

AUSD will increase academic growth across all student groups by strengthening coherent curriculum, shared instructional practices, and aligned professional learning across TK–12.

Indicators

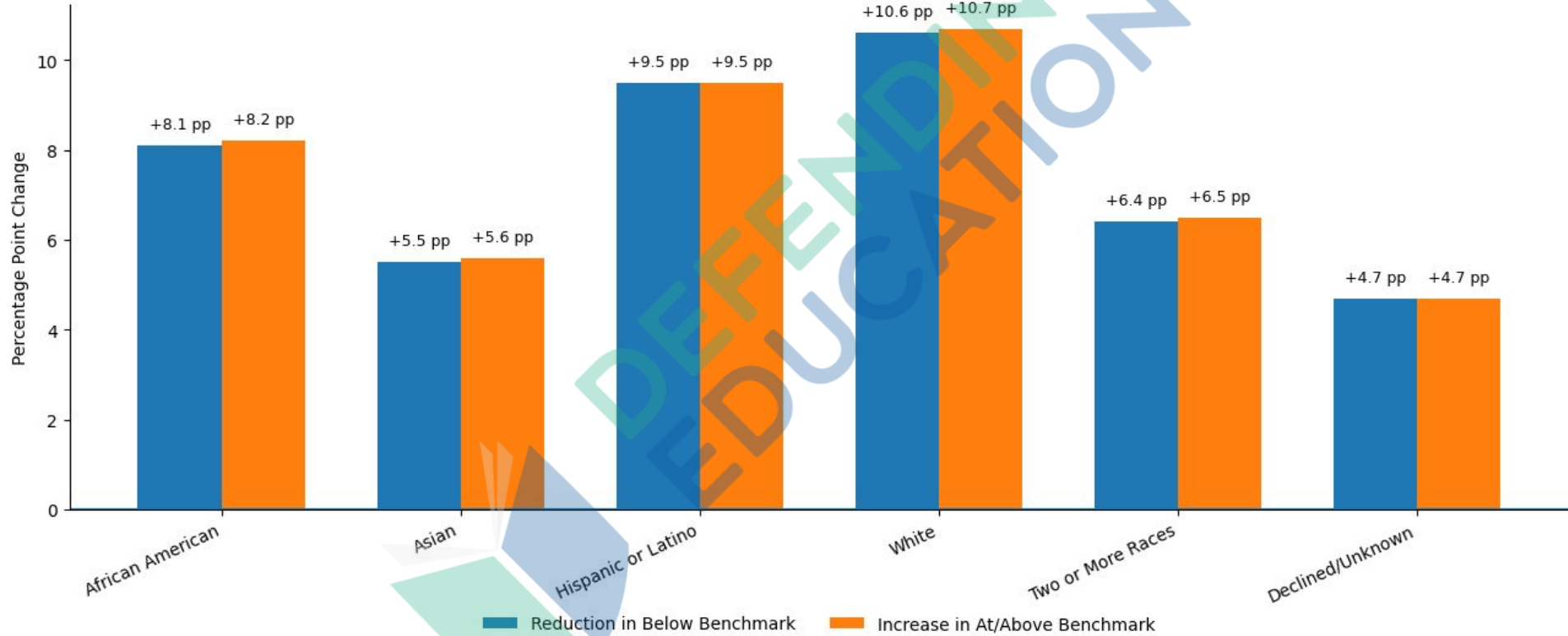
- 85%+ K–5 At/Above Benchmark in early literacy (DIBELS) by 2026.
- 82%+ 3–8 proficient in ELA (CAASPP) by 2026.
- 10% decrease in disproportionality for focal subgroups (SWD, EL, SED, Black/African American, Latine) by 2026.
- Increased use of student work analysis and formative assessment to adjust instruction.
- Midyear intervention plan reviews reflect data-based adjustments.
- Site vision evident in practice; planning time focused on learning, not logistics; staff report increased coherence and clarity.
- Improved student outcomes in ELA and Math on local and state assessments across all grade spans.
- Increased fidelity (80%+) in the implementation of adopted literacy materials in TK–5 and shared instructional practices in 6–12.
- Instructional Leadership Teams (ILTs) conduct regular classroom walk-throughs focused on district instructional priorities and use the observations to guide coaching and support.
- Students explain their thinking and apply grade-level concepts, evidenced through rubrics, student work protocols, and common performance tasks.

Mid-Year Impact Snapshot (K-5 English Language Arts)



Across all racial groups, students are moving out of Well Below and Approaching Benchmark and into At and Above Benchmark from BOY to MOY.

Normalized Midyear Gains by Race/Ethnicity Reductions in Below Benchmark and Increases in At/Above Benchmark (BOY → MOY)



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Goal 1 and 2 Accomplishments to Date

- WIN Time expectations set and Tier 1 instructional time protected with the implementation of What I Need (Tier 2) Time
- TK–5 structured literacy PD launched; SEEDS early literacy implemented.
- Fish Tank ELA Pilot demo lessons, coaching,
- ILT data use focused on Tier 1 instruction and student thinking.
- Math Vision team working to clarify coherence in learning objectives, success criteria, and checks for understanding.

**Equitable &
Inclusive
Instruction**

Goal 3: Reduce Chronic Absenteeism and Advance Belonging

Student Belonging

AUSD will reduce chronic absenteeism by strengthening student belonging, family partnership, and proactive support systems.

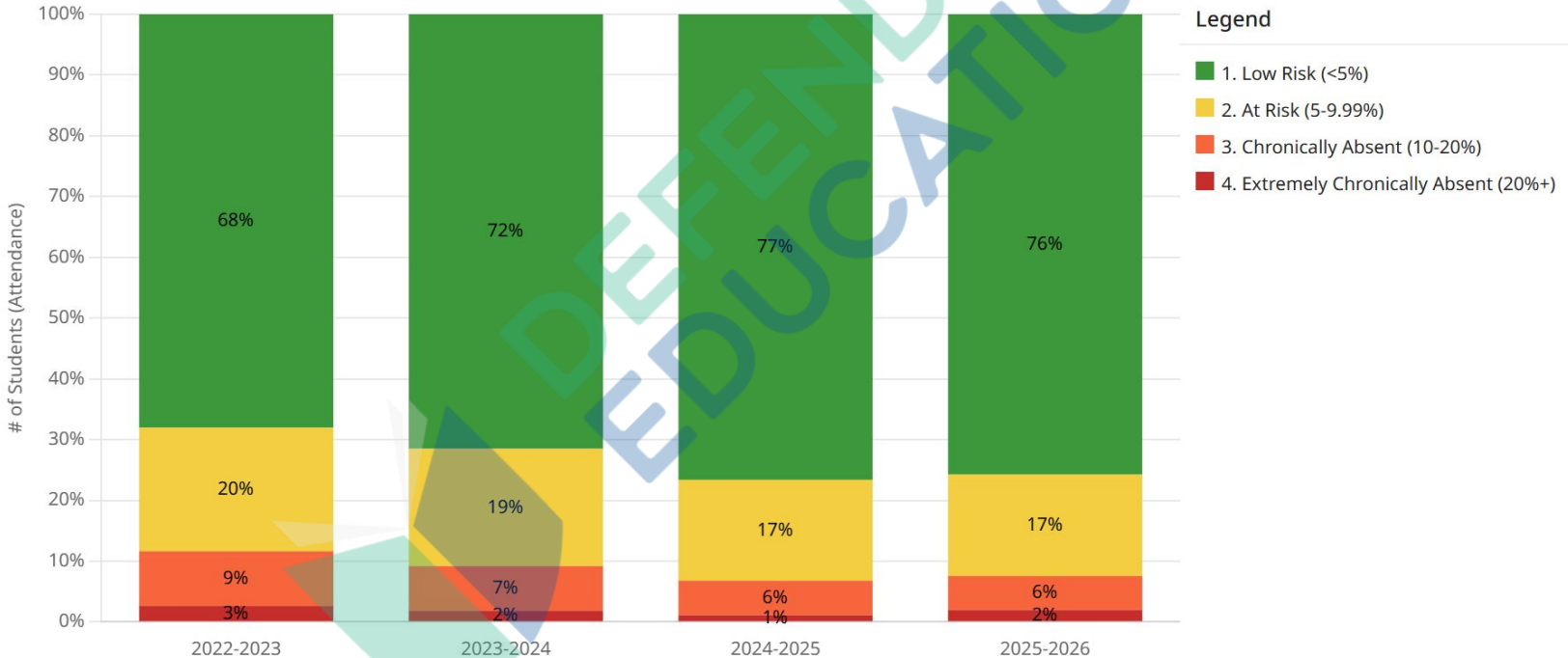
Accomplishments:

- Referral systems calibrated for behavior data.
- Behavior matrix calibration beginning reduce exclusionary discipline.
- Restorative alternatives expanded; Mental Health Specialists coordinated.
- Affinity group Board Policy discussed and clear guidelines being established for the purpose and parameters
- Professional Development held for Site Leaders on Intersecting Injustices to help strengthen our understanding and work connected to Controversial Issues

- Indicators
- 3% overall decrease in chronic absenteeism by 2026.
 - 10 percentage point decrease in chronic absenteeism for focal subgroups by 2026.
 - 10% decrease in suspensions via restorative practices and belonging-centered supports.
 - Baseline TK–12 behavioral referral data established in 2025–26.
 - Student climate and belonging surveys show improvement.

Spotlight of Impact to date

Attendance Risk by Year (YTD) ?



Goal 4: Recruit and Retain a Diverse, High-Quality Staff

Collaborative Systems

Strengthen inclusive hiring and retention systems by expanding equitable recruitment pipelines, implementing mentorship and affinity-based supports, and using stay and exit interview data to inform retention strategies.

Accomplishments:

Black Teacher Project professional learning engaged 10 AUSD staff, including all site principals, two Cabinet members, and staff who are also district parents.

Indicators:

- Year-over-year growth in staff diversity relative to student demographics.
- Increased participation in underrepresented staff mentorship/affinity groups.
- Staff experience surveys reflect increased connection, clarity, and support.
- Hiring, placement, and retention decisions reflect equity and stability.

Goal 5: Strengthen Data-Informed Decision Making

Collaborative Systems

Strengthen data-informed decision-making systems by establishing clear baseline metrics, training leaders in consistent data routines, and using dashboards to support shared planning and monitoring.

Accomplishments:

- Schoolytics, STAR, SEIS, and Amplify configured for instructional use.
- Piloting Panorama to hold Coordination of Services Team data (COST)
- Cabinet CAASPP data dive completed; baseline performance established.
- COST and ILT cross-department data reviews launched.
- Data-to-action protocols implemented with ILTs.

Indicators:

- Establish baseline metrics for academic, climate, and operational indicators established and communicated.
- Leaders demonstrate increased confidence and consistency in data-to-action routines.
- Dashboards used in multiple districtwide data review sessions annually.

Goal 6: Enhance Communication, Inclusion, and Satisfaction

Collaborative Systems

Strengthen transparent and inclusive decision-making by clearly communicating the reasoning behind decisions, expanding listening structures, and increasing meaningful student, staff, and family voice.

Accomplishments:

- Communication Protocol Guide finalized and adopted.
- New district website launched.
- Inclusive pronoun guidance reviewed for communications.
- Community-facing updates provided on district initiatives.

Indicators:

- Baseline Net Promoter Score established by Spring 2026, with year-over-year improvement by 2027.
- 10% increase in participation in perception surveys.
- Launch at least one new communication or feedback structure and sustain it.
- Survey indicators show improvement in clarity, transparency, and inclusion.

Goal 7: Ensure Fiscal Stewardship, Facilities Modernization, and Operational Excellence

Ensure responsible stewardship of district resources and operations by aligning spending with student-centered priorities, communicating clearly about facilities planning, and implementing effective safety and operational support systems.

- Facilities Master Plan rebooted with stakeholder engagement.
- Budget development timeline created; fiscal solvency forecasting underway.
- Internal fiscal review using FCMAT materials of our Special Education program to provide recommendations
- Safety planning advanced including AED and trauma-kit compliance.

Collaborative Systems

Indicators

- 100% of budget managers will participate in fiscal review and training cycles by 2026.
- Public-facing budget summaries and tools are accessible and understandable.
- Facilities Master Plan: progress and on track for completion by Fall 2026.
- Technology Roadmap: progress communicated quarterly; completion contingent on planning timeline.
- Movement toward 100% of schools meeting district standards for cleanliness and maintenance.

Goal 8: Strengthen Trust, Relationships, and Confidence Across the AUSD Community

The Superintendent will strengthen trust and confidence by cultivating meaningful relationships with students, staff, families, and community members through consistent visibility, responsive communication, and a warm, human-centered presence in schools and across the district.

- Superintendent in the Schools rotations launched.
- Staff Recognition Program implemented.
- PTA and community engagement initiated.
- Executive cabinet retreat held to review Operations Survey feedback and Community Feedback and create plans for improvement

Indicators:

Using the November 2025 district perception survey as the baseline for trust and confidence, by Spring 2027, AUSD will demonstrate:

- Increased confidence that district leadership makes decisions benefiting all students
- Higher confidence that AUSD is moving in the right direction
- Stronger ratings for communication, trust, and collaboration
- Fewer concerns related to communication, trust, and fiscal responsibility
- Documented school visits, listening sessions, and recognition efforts
- Qualitative feedback showing greater clarity, trust, and shared direction

What is next?

Equitable & Inclusive Instruction

Equitable & Rigorous Instruction

- Co-construct elementary schedules with staff to support successful ELA curriculum rollout (2026–27)
- Develop unified dashboards for academic metrics

Whole Child & Student Voice

- Launch a Student Superintendent Advisory Committee (quarterly)
- Pilot Panorama in Executive Cabinet and begin site leader training
- Develop unified dashboards for climate and student experience metrics

Trust, Engagement, & Community Partnership

- Host community Town Halls to listen and build shared understanding of budget development and a Graduate Profile
- Continue Superintendent in the Schools (quarterly, one week per site)
- Convene Equity Council to review Parent/Caregiver Affinity Group guidelines and Controversial Issues

Operational Excellence & Fiscal Responsibility

- Engage sites and departments in budget development
- Use FCMAT tool to complete a self audit of Special Education
- Develop unified dashboards for operational metrics

Student Belonging

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Portrait of an Albany Graduate

