



SUPERINTENDENT UPDATE

July 21, 2026



STRATEGIC PLAN | 26-31

TOGETHER TODAY TO

Our mission:

Together, we cultivate an inclusive and caring community where every learner is supported, challenged, and prepared to thrive in a changing world.

**TRANSFORM
TOMORROW**



OUR GOALS & STRATEGIES

This presentation falls under the:

1. Student Achievement Goal
2. Inclusive Learning Environment Goal

1. Family & Community Partnerships Goal
2. High-Quality Staff Goal
3. Resources Goal





July 21, 2026

This presentation will cover:

- A. Superintendent Update
 - a. Insight Magazine
 - b. Summer U & ESY
 - c. SSAC Application
 - d. Strategic Plan & Portrait of A Learner
- B. FOIA
- C. Technology
- D. Policies (PRESS 121)



A.SUPERINTENDENT REPORT



Quick Facts:

- 9th year of magazine
- 12 pages (including front & back covers)
- Mailed to:
 - every house within the D25 boundaries
 - including businesses
- Express permission from the parent(s) of each student pictured.





SummerU was held June 10–July 2 at South Middle School, with two morning instructional sessions each day.

Below are a just a few examples of courses:

Engineering Fun & Inventors Club	Applied the engineering design process through hands-on building, prototyping, creative problem-solving, and collaborative design challenges.
Keyboarding & Basic Technology	Strengthened keyboarding proficiency, Microsoft Word skills, Google tools, and digital citizenship while creating technology-based projects.
Baseball Insider	Explored teamwork, leadership, and decision-making through fantasy team management, stadium design, branding, and strategy.
Skills for Success in Middle School	Built organization, time management, note-taking, study skills, and confidence to support a successful transition to middle school.



Back

Front

ESY T Shirt Design



June 10 – July 2 at Greenbrier Elementary

- 16 days of instruction
- Eligible students from Early Childhood (EC) through Grade 7.
- Special education & related services to maintaining skills & progress as outlined in their Individualized Education Programs (IEPs).
- Eligibility is determined by each student's IEP team, including skill maintenance and patterns of regression and recoupment following extended breaks.
- Students participated in targeted instruction and related services designed to maintain academic, functional, communication, and developmental skills.



SUPERINTENDENT STUDENT ADVISORY COUNCIL (SSAC)

Interest Form



Student Advisory Council (SSAC) Form

District 25 is launching a Superintendent Student Advisory Council (SSAC) beginning in the 2026-27 school year.

Students entering grades 5-8 during the 2026-27 school year are invited to express interest in serving in the SSAC. Two students per grade level from each school will be selected.

Student Representatives will:

- Attend and participate in monthly SSAC meetings.
- Share student perspectives and experiences.
- Gather feedback from classmates.
- Work alongside another student from the same grade level at their school.
- Serve for the entire 2026-27 school year.

Parents/guardians should complete this form on behalf of their child.

Please note:

- Submission of this form does not guarantee selection.
- Students selected to move forward will be invited to participate in an interview.
- **Students must be available to attend the scheduled SSAC meeting dates.**

The meeting schedule is pictured below.

Responses are requested by **Wednesday, July 22, 2026.**

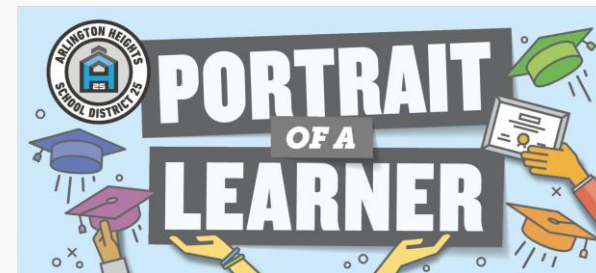
Superintendent Student Advisory Council (SSAC)

- New student leadership opportunity launching in 2026–27 to strengthen student voice across District 25.
- Two student representatives per grade (5–8) from each school will serve as members.
- Monthly meetings will provide a forum for students to share perspectives, gather peer feedback, and collaborate with the Superintendent on district initiatives.
- Each Board of Education meeting will feature two student presentations, one from an elementary school and one from a middle school, with SSAC representatives rotating throughout the year to ensure every school has an opportunity to share student voice.
- Student interest forms are due July 22, with interviews and member selection to follow.



Strat Plan & Portrait Communications

- The Department of Communications is developing and distributing Strategic Plan visual displays for all District 25 buildings, building on the successful implementation of the 2021–2025 Strategic Plan materials.
- Work is underway on a public-facing Strategic Plan dashboard to provide the Board of Education and community with regular updates on progress toward each goal and strategy.
- A multi-year Board presentation schedule is being developed to provide ongoing updates throughout the life of the Strategic Plan, highlighting progress, accomplishments, and next steps for each goal and strategy.



Strategic Plan & Portrait of a Learner



Strategic Plan Visual



Our Vision

We envision a future in which every school ignites curiosity, fosters belonging, fuels joy, and equips every learner to lead with purpose, resilience, and compassion in a changing world. In this future:

Students lead their learning. They set meaningful goals, think critically, apply knowledge to authentic challenges, and graduate prepared for high school, postsecondary success and engaged citizenship.

Belonging is systemic, not incidental. Policies, practices, and structures ensure every learner feels seen, valued, and supported in a culturally responsive and inclusive environment.

Learning reflects the future. Instruction prioritizes collaboration, innovation, adaptability, and real-world application aligned with emerging opportunities and workforce needs.

Continuous improvement fuels excellence. Educators model curiosity, use evidence with purpose, and innovate relentlessly to ensure meaningful growth for every student, every year.

Our Values

The following core values will guide our behaviors and actions:

Integrity

We act with honesty, transparency, and strong moral principles, and we take responsibility for our actions and their impact.

Belonging

We create environments where every person feels valued, respected, and connected.

Excellence

We pursue high standards, continuous growth, and meaningful achievement in everything we do.

Innovation

We think creatively, embrace change, and seek better ways to learn and lead.

Empowerment

We equip and trust individuals with the confidence, skills, and agency to lead and make a difference.

TOGETHER TODAY TO TRANSFORM TOMORROW

Our Goals & Strategies

Student Achievement:
Inspire and prepare every student for a future of purpose, opportunity, and success.

Curriculum Rigor, Relevance, and Consistency: Implement a standards-aligned curriculum that challenges students while ensuring consistent expectations and real-world relevance across all classrooms.

Personalized and Extended Learning Opportunities: Provide flexible learning pathways, enrichment, and support programs that adapt instruction to each student's needs and interests.

Special Education and Advanced Learning Systems: Strengthen systems that identify and support diverse learners by analyzing meaningful assessments and delivering targeted special education services and advanced academic opportunities.

Inclusive Learning Environment:
Cultivate welcoming school communities where every student and staff member feels safe, valued, and inspired to thrive.

Enhance a Consistent, Healthy Climate:
Implement a clear, school-wide behavior system that promotes positive relationships, consistent expectations, and a safe learning environment for all students.

Increase Student Engagement and Voice through Instructional Innovation & Enrichment: Enhance innovative teaching strategies and enrichment opportunities that actively involve students and deepen their learning experiences.

Refine our Multi-Tiered Student Support System: Strengthen the MTSS framework to ensure students receive timely, tiered academic and social-emotional supports based on their individual needs.

High-Quality Staff:
Build a culture where talented educators grow, lead, and inspire every learner.

Strengthen Staff Recruitment, Retention, Development, and Workforce Stability:
Build a strong and stable workforce by attracting high-quality staff, supporting professional growth, and implementing strategies that improve retention.

Promote Staff Voice, Climate, and Transparent Communication:
Foster a positive workplace culture by encouraging staff input, maintaining open communication, and ensuring transparency in decision-making.

Advance Staff Diversity, Well-Being, and Inclusive Workplace Culture:
Cultivate a diverse, supportive, and inclusive work environment that prioritizes employee well-being and equitable opportunities for all staff.

Family & Community Partnerships:
Unite families, schools, and the community to ensure every student thrives.

Strengthen Communication, Transparency, Education, and Trust with Families & Community: Strive for clear and open communication to assure families feel informed, valued, and connected. When trust is strong, families are better able to support their child's learning and partner with schools.

Expand and Deepen Family Engagement: Actively involve families in their child's education. Creating flexible and inclusive ways to engage helps all families feel welcome and able to participate. Make expectation clear and provide tools and support.

Strengthen Community Partnerships to Support Student Success:
Strong community partnerships provide extra support and opportunities for students and families. Partnering helps support the whole child—academically, socially, and emotionally.

Resources:
Build lasting stability through transparent, responsible stewardship.

Ensure Equitable Allocation of Resources and Support Services: Distribute resources and support services strategically to ensure all students and programs receive the support needed to succeed.

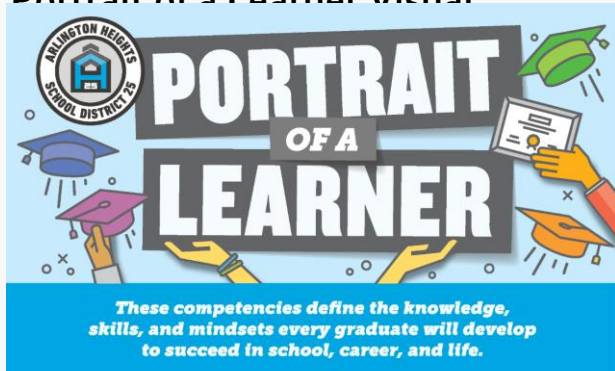
Strengthen Financial Planning, Prioritization, and Sustainability:
Implement strategic budgeting and long-term financial planning to align spending with district priorities and maintain fiscal stability.

Strategically Integrate Technological Needs: Expand the thoughtful use of technology, including AI, while improving systems to support reliable, secure, and future-ready learning environments.

Strategic Plan & Portrait of a Learner



Portrait of a Learner Visual



Thinking Skills

Critical & Creative Thinking

I can think deeply, ask thoughtful questions, and come up with new ideas.

Problem Solving & Decision-Making

I can find solutions to challenges and make well-informed decisions.



Social Emotional Skills

Empathy & Perseverance

I care about others and keep trying even when learning is difficult.

Responsibility & Accountability

I take responsibility for my actions, choices, and learning.



Communication & Literacy

Collaboration and Communication

I can work well with others, value different perspectives and ensure respectful communication.

Literacy (Listening, Speaking, Reading, Writing)

I can listen carefully, speak clearly, read with understanding, and write to share my ideas.



Personal Growth

Self-Awareness & Confidence

I understand my strengths, believe in myself, and continue to grow.

Flexibility & Agility

I can adapt to new situations and stay open to different ideas.



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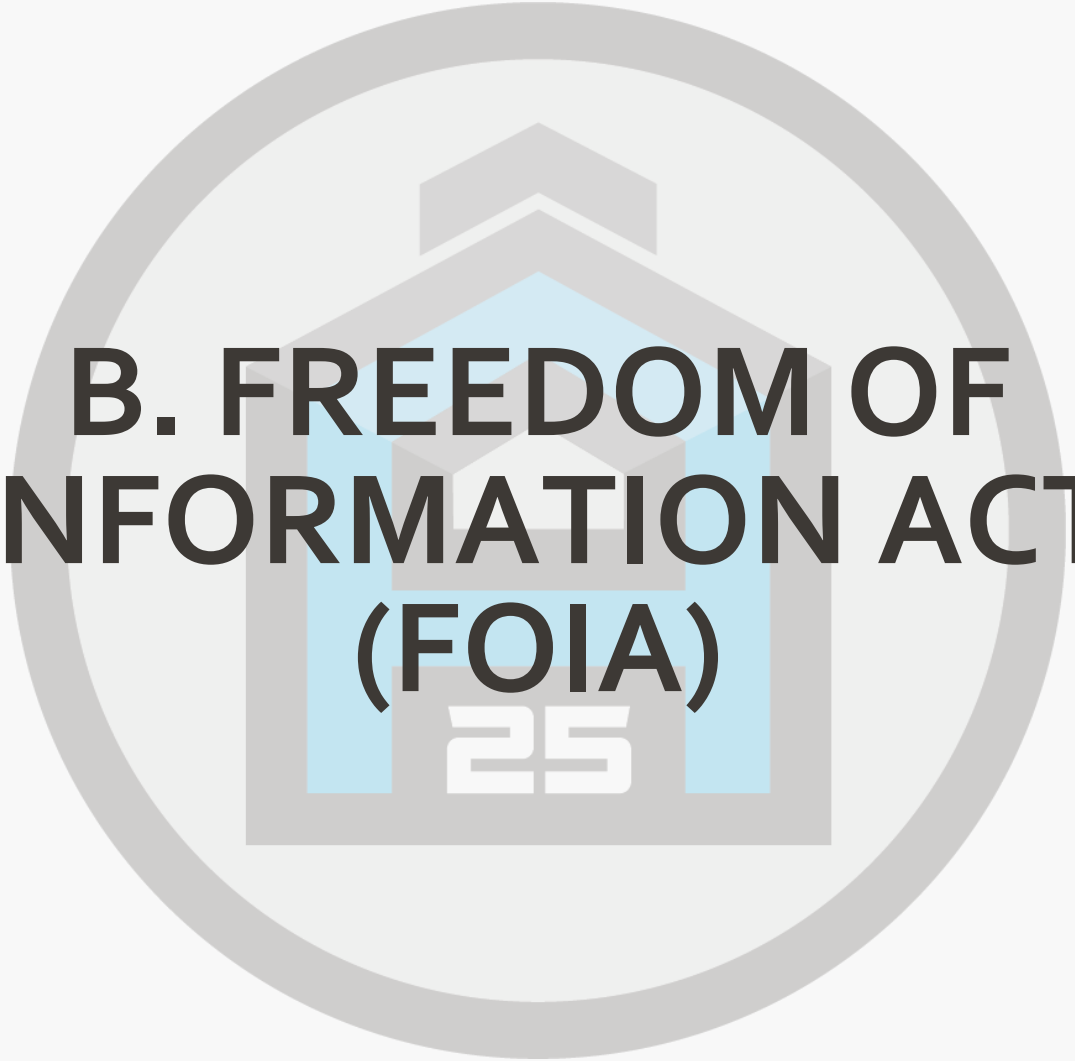
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B. FREEDOM OF INFORMATION ACT (FOIA)



Our administrative team ensured that all inquiries were addressed accurately and on schedule, meeting all legal requirements for timely disclosure.

In our ongoing commitment to transparency, the District fulfilled 7 FOIA responses over the last month.



C. TECHNOLOGY



- 1. Infrastructure and Device Ecosystem
- 1. Digital Safety and Oversight
- 1. Software Vetting and Data Compliance
- 1. Artificial Intelligence (AI) Status
- 1. Acceptable and Appropriate Use



Network & Operational Infrastructure

The district maintains a robust and updated infrastructure encompassing

- networking equipment,
- firewalls,
- enterprise Wi-Fi,
- core data systems, and
- robust backup protocols to ensure secure, uninterrupted support for both daily instruction and district operations.



Classroom Technology

To enhance the learning environment, the district supports a variety of instructional technology tools in classrooms.

These include:

- projectors,
- interactive displays, and
- Apple TVs

which allow for dynamic and collaborative instruction, enabling staff to share content effectively with students.



1:1 Implementation

D25 operates a comprehensive 1:1 device environment across all grade levels to support the curriculum and provide equitable access to learning resources:

- Primary (Grades K–2): iPads (Launched 2020–2021)
- Intermediate (Grades 3–5): Chromebooks (Launched 2020–2021)
- Middle (Grades 6–8): Chromebooks (Launched 2017–2018)



Lifecycle Management & Sustainability

- To protect the district's investment and maintain system integrity, we have established a recycle and replacement lifecycle.
- This strategy maximizes device utility while ensuring hardware remains modern enough to support critical security updates and current instructional applications.



Instructional Context

- District 25 is 1:1
- Learning is not exclusively digital.

Core curricular programs utilize a hybrid approach.

Teachers have full access to both digital platforms and physical print materials/workbooks, allowing them to design a balanced classroom experience.



Balance between teacher instructional autonomy with necessary web filters and student safety monitoring infrastructure.

Filtering:

- All student devices have a content-filter, based on updating categories or designated URLs, enforced both at school and home.
- While no filter is 100% foolproof, the district utilizes real-time alerts or user feedback to identify disabled or malfunctioning protocols as soon as possible.
- Devices also operate under Strict Restricted Mode on YouTube, enforcing age-restricted settings and automatic category blocking. YouTube access is turned off at 10pm.



In-Classroom Monitoring:

- Staff utilize GoGuardian as their primary tool to actively monitor, view, and restrict individual student browsing sessions and YouTube access during instructional modules.

Duration-Based Screen Time Caps:

- We currently do not enforce any screen time limits.



Parent Transparency Portals:

- Direct internet search histories can currently be evaluated directly on the student device or provided by the district on request.
- The district is exploring a parent option to show at-home usage, along with family training and onboarding guides.

Application Restrictions:

- Devices have limited installations of applications through mobile device management and self-service portals.



An approval workflow is in place for new software or platform requested for instructional use outside core adoptions:

- Inventory Audit:
 - Staff check software list to verify tool is approved.

- Internal Consultation:
 - Staff & Technology Facilitators investigate if existing district-licensed software fulfills the pedagogical need.



- Formal Review Submission:
 - If no current solution exists, an application request form is sent to the Technology Department.

- Evaluation Considerations:
 - The tool is analyzed across three metrics:
 - Curriculum Alignment (via Dept. of Student Learning),
 - Student Data Privacy (SOPPA compliance/Data Sharing Agreements),
 - Technical Compatibility/Infrastructure Support.



District 25 is taking a measured and human-centered approach to emerging AI technologies, prioritizing student data privacy and security.

Student Access:

- Students do not have access to AI platforms or standalone AI chatbots (e.g., ChatGPT, Claude) on district devices or networks.
- They do, however, interact with age-appropriate, highly structured, embedded AI functionality within approved applications for specific academic tasks (e.g., HMH reading/writing supports or IXL adaptive practice).



Resources and Professional Development:

- The district has established and updated
 - core guidelines,
 - knowledge briefs, and
 - training materials.

A steering committee has drafted a 2-year roadmap to begin the 2026-2027 school year, including a standardized training with a common presentation across all buildings.



Guidelines and Expectations:

- The student handbook outlines an extensive list of acceptable and unacceptable use.
- These expectations are reinforced throughout the year as situations emerge, specifically addressing:
 - digital citizenship,
 - data privacy,
 - equipment care, and
 - the strict prohibition of bypassing school-required web filters.



Staff Training:

- Compliance and best practices are systematically shared through:
 - New Faculty Orientation (NFO),
 - staff onboarding videos,
 - monthly newsletters, and
 - targeted building-level training.

Student Training:

- These expectations are embedded directly into ongoing digital citizenship experiences.

A large, light gray circular background contains a stylized house icon. The house is composed of several nested, semi-transparent shapes. The outermost layer is a light gray circle. Inside it is a light blue house shape with a white roof. The house has a white base with the number '25' in a bold, white, sans-serif font. The word 'QUESTIONS?' is written in a large, bold, black, sans-serif font across the center of the house icon.

QUESTIONS?

The logo for the Alameda-Hayward School District (AHSD) is a large, light gray circle. Inside the circle is a stylized house shape. The house has a light blue roof and walls, with a white chimney on the left side. The number '25' is written in white on the front of the house. The text 'D. POLICIES' is overlaid in the center of the house shape.

D. POLICIES



Second Reading of Policies

PRESS Update 121

- 30 Policies
- 3 Exhibits



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QUESTIONS?