



SUPERINTENDENT ENTRY PLAN

Collaboration, Transparency and Communication

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Prepared for the Board of Education and the LVJUSD Community

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Entry Plan Overview

The 90-day entrance plan is a relationship-centered strategic framework designed to establish trust, transparency, and organizational coherence as the Livermore Valley Joint Unified School District (LVJUSD) navigates its transition toward long-term fiscal health. Prioritizing an extensive “listening tour” with the Board of Education, Cabinet, LEA, CSEA, SEIU, and diverse staff and community groups, the plan focuses on building authentic partnerships to honor the district's many highlights and to collaboratively address the district's areas for growth.

This entry plan serves as the beginning roadmap aimed at maintaining a steadfast commitment to the vision of the Strategic Plan, ensuring that every student graduates with the skills necessary to thrive in a changing world.

After reviewing the Strategic Plan, LCAP, Dashboard data, labor agreements, community concerns, demographic trends, and the circumstances surrounding the leadership transition, one theme rises above all others:

The district does not need a new vision.

The District Already Has

- A strong Strategic Plan
- Strong academic performance overall
- Strong graduation and CCR outcomes
- Dedicated employees
- Strong parent involvement
- Significant community support

What the District Needs

- Confidence
- Stability
- Trust
- Communication
- Fiscal Credibility
- Organizational Alignment
- Successful Execution

The first 90 days will focus on restoring confidence in leadership while creating a roadmap that is co-created with employees, families, students, trustees, and community members — with the ultimate goal of preparing a SWOT analysis for review. SWOT stands for Strengths, Weaknesses, Opportunities, and Threats: a strategic planning technique that assesses internal strengths and weaknesses alongside external opportunities and threats to inform strategy and leverage competitive advantage.

Five Priority Areas

Building and evolving the district's infrastructure will center on five priority areas, developed in three phases across the first 90 days and extending through the first year.

1

Superintendent and Board Relations / Governance

Rebuilding a strong, trusting partnership between the Board and Superintendent through clear roles, norms, and communication.

2

Fiscal Sustainability

Restoring fiscal credibility through transparency, shared understanding, and a structurally balanced budget.

3

Labor-Management Collaborative

Rebuilding trust and respect with labor partners through collaboration, celebration, and interest-based problem solving.

4

Attendance and Chronic Absenteeism

Strengthening systems, protocols, and family engagement to reduce chronic absenteeism districtwide.

5

Academic Achievement

Strengthening systems and instructional support for students in areas of ELL, Math, SPED..

PHASE 1 Phase 1: Listening Before Action

Primary Objective: build authentic understanding of the district's strengths, weaknesses, opportunities, and threats through individual, one-on-one conversations with governance and leadership partners before taking action.

Board Governance

Individual Trustee Meetings

Meet individually with each Trustee to discuss:

- Board Governance Profile — identify common priorities, areas of consensus, and potential areas of tension
- District Strengths, Weaknesses, Opportunities, and Threats (see discussion framework below)
- Governance — what worked well previously, and what needs improvement
- Communication Preferences — frequency, format, and expectations
- Superintendent Expectations — what success looks like after one year, and after three years

STRENGTHS	<ul style="list-style-type: none"> • What are you most proud of? • What should never change?
WEAKNESSES	<ul style="list-style-type: none"> • What concerns you most? • What keeps you awake at night?
OPPORTUNITIES	<ul style="list-style-type: none"> • What resources have not been utilized? • What worked in the past that may have been abandoned?
THREATS	<ul style="list-style-type: none"> • What are definitive obstacles that get in the way of reaching our vision?

Board Governance Retreat — July 31, 2026

Retreat Agenda
Superintendent Evaluation
Goal Setting: Board-Superintendent Relations
Draft 90-Day Plan
Governance Goals
Communication Goals
Budget Goals
Labor-Management Collaborative Goals
Legal Team Goals
Questions or Concerns
Future Retreat Topics — Roles & Responsibilities, Governance Norms, Communication Expectations, Brown Act Refresh, Board-Superintendent Operating Agreements

Cabinet Alignment

Individual Cabinet Member Meetings

Meet individually with each Cabinet member to discuss district strengths, weaknesses, opportunities, threats, and communication preferences, closing each conversation with next steps.

STRENGTHS	<ul style="list-style-type: none"> • What are you most proud of? • What should never change?
WEAKNESSES	<ul style="list-style-type: none"> • What concerns you most? • What keeps you awake at night?
OPPORTUNITIES	<ul style="list-style-type: none"> • What resources have not been utilized? • What worked in the past that may have been abandoned?
THREATS	<ul style="list-style-type: none"> • What are definitive obstacles that get in the way of reaching our vision?

Cabinet Retreat — July 21, 2026

Retreat Agenda
Team Building
Decision-Making Framework and Consensus-Building Document
Entry Reports 2025–2026 — top 5 accomplishments, top 5 challenges, top 5 risks, budget pressures, staffing pressures
Draft 90-Day Plan
Big Ideas — master calendar, board meeting topics
Governance — sharing findings, board meeting preparation and structure
Communication Preferences — sharing findings, introduction to board communication process
Budget — Governor's Budget overview, impact on LVJUSD, proposed reductions and restorations
Labor-Management Collaborative — steering committee (DMM process), training (IBPS, Labor Management Work Coalition), site-based teams
Cabinet Format and Leadership Retreat Agenda

PHASE 2 Phase 2: Listening Becomes Understanding

Primary Objective: broaden the listening tour districtwide — to employees, families, students, and community stakeholders — to deepen understanding of shared priorities.

Districtwide Listening Tour

Employee Listening Sessions

Sessions will be held with LEA, CSEA, SEIU, CMC, and LMA.

STRENGTHS	<ul style="list-style-type: none"> • What are you most proud of? • What should never change?
WEAKNESSES	<ul style="list-style-type: none"> • What concerns you most? • What keeps you awake at night?
OPPORTUNITIES	<ul style="list-style-type: none"> • What resources have not been utilized? • What worked in the past that may have been abandoned?
THREATS	<ul style="list-style-type: none"> • What are definitive obstacles that get in the way of reaching our vision?

Community Stakeholder Listening Sessions

Sessions will be held with a broad range of community stakeholder groups.

STRENGTHS	<ul style="list-style-type: none"> • What is working well? • What should never change?
WEAKNESSES	<ul style="list-style-type: none"> • What concerns you most? • What do we do that gets in the way of success?
OPPORTUNITIES	<ul style="list-style-type: none"> • What resources have not been utilized? • What worked in the past that may have been abandoned? • What is one thing leadership should start doing?
THREATS	<ul style="list-style-type: none"> • What are definitive obstacles that get in the way of reaching our vision?

School Site Visits

Visit all schools — not walkthroughs. Spend a minimum of two hours at each site, observing:

- Arrival
- Recess
- Lunch
- Classrooms
- Dismissal

Student Voice Tour

Conduct student forums at Granada High School, Livermore High School, Del Valle and Vineyard High School(s), Christensen Middle School, East Avenue Middle School, Mendenhall Middle School, Junction K-8, and Joe Mitchell K-8, centered on belonging, safety, academic support, student voice, and wellness.

STRENGTHS	<ul style="list-style-type: none">• What should we keep doing?• If a new student asked why they should come here, what would you tell them?
WEAKNESSES	<ul style="list-style-type: none">• What should we stop doing?• What makes learning harder than it should be?
OPPORTUNITIES	<ul style="list-style-type: none">• What should we start doing?• What ideas do students have that adults don't always hear?
THREATS	<ul style="list-style-type: none">• What might get in the way of making our schools even better?• What concerns you most about the future of our school?

PHASE 3 Phase 3: Build Organizational Momentum

Primary Objective: translate listening and understanding into a co-created action plan that builds lasting organizational momentum across all five priority areas.

1

Board / Superintendent Relations — Governance

Overview

- Roles and Responsibilities
- Governance Norms
- Communication Expectations
- Brown Act Refresh
- Board-Superintendent Operating Agreements

Actions

- Fall Goal Setting Retreat (see Phase 1)
- CSBA Conference — December 3–5, 2026
- October Governance Retreat (post-CSBA)

2

Fiscal Recovery and Transparency

Overview

- Enrollment trends
- ADA trends
- Staffing ratios
- Multi-year projections
- Historical reserve levels
- One-time expenditures
- Special education costs and contributions
- Annual fallout (historically)
- SABRE / CADIE comparisons

Actions

- Budget Advisory Committee — membership: LEA, CSEA, CM/C, LMA, SEIU, parents, students, community members, business community, fiscal experts
 - Review current fiscal position, revenue projections, and expenditure trends
 - Cause analysis of the structural deficit, including staffing costs (cost of 1%) and program costs
 - Develop shared understanding before discussing solutions
- Staff / Community Budget Academy (video series) — goal: move from rumors to understanding
 - Session 1 (August): School Finance 101 & Livermore's Fiscal Reality
 - Session 2 (September): Unaudited Actuals
 - Session 3 (December): 1st Interim Financial Report
 - Session 4 (March): 2nd Interim Financial Report
 - Session 5 (June): Governor's May Revision & Adopted Budget
- Negotiations Budget Presentations — same five-session cadence conducted during negotiations

3**Labor-Management Reset****Actions**

- Celebrate Success
 - Staff and community recognitions at every Board meeting
 - Years of Service Recognition event
 - Employee Recognition event
 - Communications reset — positive press with local publications
- Joint communications across labor groups
- Negotiations budget presentations (see Priority 2)
- Labor-Management Steering Committee — membership: LEA, CSEA, SEIU, LMA, CMC, Cabinet, 2 Board members, adjunct members
 - Interest-based problem solving across all groups
 - Utilize the Decision-Making Model to develop an action plan: ideal state / current state, gap analysis, cause analysis, design and development, success assurances, implementation and evaluation

4**Attendance and Chronic Absenteeism****Actions**

- Attendance Improvement Task Force
 - Review current systems, attendance protocols, Tier 2 supports (ELOP), levels of implementation across sites, and family engagement
 - Build a District Attendance Framework
- Explore short-term independent study options

5**Academic Achievement****Actions**

- [ELL and LTEL Task Force](#)
 - Review reclassification systems and ELL structures
 - Review academic language supports and secondary interventions
 - Assess fidelity of implementation of curriculum, interventions, and annual reclassification
- [Build an ELL / LTEL Success Plan](#)
- Special Education
 - Data overview of special education with focus on cause analysis
- Math
 - Continuation of work from 2025-2026 school year

SWOT Analysis & Culminating Report

Upon completion of the first 90 days, a comprehensive report will synthesize feedback from employees, families, students, trustees, and community members into a formal SWOT analysis — identifying common themes, the district's greatest assets, and a strategic action plan grounded in the findings.

The plan will show how the district's existing strengths — its people, programs, resources, and partnerships — can be leveraged to overcome identified threats and challenges, and how emerging opportunities can be used to address areas of weakness and support continuous growth. By aligning strengths with challenges and opportunities with areas for improvement, the action plan will build organizational capacity, strengthen trust, and advance the district's mission of improving outcomes for every student.

90-Day Deliverables

Priority 1: Superintendent and Board Relations / Governance

- ✓ SWOT plan / framework
- ✓ Goal-setting procedures
- ✓ Board-Superintendent communication protocol
- ✓ Alignment on 90-day and first-year plan(s) of action

Priority 2: Fiscal Sustainability

- ✓ Continuation and evolution of the Budget Advisory Committee
- ✓ Staff / Community Budget Academy initiated
- ✓ Negotiations budget presentations initiated

Priority 3: Labor-Management Collaborative

- ✓ Board meeting recognitions established and calendared
- ✓ Years of Service Recognition event
- ✓ Communications reset
- ✓ Labor-Management Steering Committee established and calendared

Priority 4: Attendance and Chronic Absenteeism

- ✓ Data dissection complete and presentation created
- ✓ Attendance Improvement Task Force created and calendared
- ✓ Short-term independent study trainings calendared
- ✓ Short-term independent study concept introduced to labor partners

Priority 5: Academic Achievement

- ✓ Correspondence, ELL Taskforce makeup, calendar/agendas, & action plan
- ✓ Previously created Math Plan
- ✓ SPED data dissection report & presentation

Conclusion

This entry plan represents the beginning of a long-term commitment to servant leadership, authentic engagement, and continuous improvement. The first 90 days are not intended to produce all of the answers, but rather to establish the relationships, systems, and shared understanding necessary for lasting success. Through intentional listening, transparent communication, collaborative problem-solving, and a focus on students, this process will lay the foundation for rebuilding confidence, strengthening trust, and creating organizational alignment across the district.

Ultimately, the success of this work will not be measured by the completion of a 90-day plan, but by the collective momentum it creates for the years ahead. By honoring Livermore's many strengths while candidly addressing its challenges, we will develop a strategic path forward that is informed by the voices of our employees, students, families, trustees, and community partners. Together, we will build a culture where transparency replaces uncertainty, collaboration replaces division, and shared responsibility drives meaningful action. As we move forward, every decision will remain centered on one fundamental purpose: ensuring that every student has the opportunity, support, and inspiration to thrive while living the district's belief that Connections Fuel Success.

The first 90 days are about listening. The next 90 days are about aligning. The years that follow are about delivering on our shared commitments, together.

Respectfully submitted,



Dr. Anthony J. Limoges

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