SWOT ANALYSIS & STRATEGIC ACTION PLAN

Comprehensive SWOT Analysis, Strategic Findings, and Districtwide Action Plan

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Superintendent's Entry Assessment

Prepared for the Board of Education and the LVJUSD Community

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Executive Summary

The Livermore Valley Joint Unified School District (LVJUSD) SWOT analysis represents an important opportunity to establish a shared understanding of the District's current organizational health, identify priorities for improvement, and develop a strategic path forward. Drawing upon interviews with more than 200 administrators, certificated and classified employees, middle and high school students, and community members, the analysis provides a broad perspective on the District's strengths, weaknesses, opportunities, and threats.

The most significant overarching finding is that LVJUSD possesses substantial human, instructional, and community strengths, but organizational challenges involving trust, communication, systems, fiscal sustainability, and consistency threaten the District's ability to fully capitalize on those strengths.

The feedback also reveals an important distinction between adult and student perspectives. Adults frequently identify organizational relationships, leadership, operational systems, and resources as central concerns. Students tend to focus more directly on their daily experiences, including instructional quality, workload, student behavior, school safety, relationships with adults, and opportunities to be heard.

These perspectives are complementary rather than contradictory. Together, they suggest that improving organizational effectiveness must ultimately translate into meaningful improvements in the student experience.

Six Interconnected Strategic Priorities

The analysis identifies six interconnected strategic priorities:

1

Trust, Relationships & Culture

Rebuild trust, relationships, and organizational culture among employees, labor partners, District leadership, students, and the community.

2

Instructional Quality & Student Outcomes

Strengthen instructional quality, consistency, and student outcomes, particularly in mathematics, intervention, English learner support, and Special Education.

3

Belonging, Safety & Well-Being

Improve student belonging, safety, behavior supports, and well-being while responding directly to concerns raised by students.

4

Fiscal & Operational Sustainability

Establish sustainable fiscal and operational systems that align available resources with student needs and long-term priorities.

5

Communication, Accountability & Leadership

Improve communication, collaboration, accountability, and leadership capacity across school sites and District departments.

6

Partnerships, Expertise & Student Voice

Leverage community partnerships, employee expertise, and student voice to expand opportunities and accelerate improvement.

The proposed action plan will build upon existing strengths rather than treating the District as an organization that must begin again. It will also establish clear ownership, implementation timelines, and measurable outcomes.

Important Considerations for Interpreting the Findings

This SWOT is a qualitative assessment of stakeholder perceptions, not a statistically representative survey or an independent audit. Recurring themes provide valuable evidence of shared concerns, but they do not independently establish the prevalence, severity, or causes of particular problems.

The analysis below therefore distinguishes between stakeholder-identified conditions and recommended actions. Proposed performance targets are planning recommendations that should be finalized after baseline data are reviewed.

A second consideration is that many concerns overlap categories. For example, trust appears as an internal weakness and an ongoing threat, while communication appears as both an existing strength in some settings and a weakness in others. These apparent contradictions are themselves meaningful findings: the experience of LVJUSD is not uniform across employees, schools, or stakeholder groups.

PART I Analysis of the Four SWOT Areas

1. Strengths: The Foundations of LVJUSD

The strengths identified throughout the interviews reveal an organization with a strong foundation of dedicated employees, positive student-adult relationships, established educational programs, and considerable community support.

A. Dedicated, experienced, student-centered employees

This is arguably the most consistent organizational strength. Respondents repeatedly referenced talented educators, classified staff, experienced administrators, longevity, commitment to children, and employees who genuinely care about student success. Many expressed pride in the people working throughout the District.

> **Strategic significance:** *LVJUSD has considerable internal expertise and institutional knowledge that can be mobilized to lead improvement without relying exclusively on outside consultants.*

B. Strong community identity and support

Stakeholders emphasized Livermore's community spirit, parent involvement, PTAs, historical support for education, community generosity, and partnerships with local organizations. The relationship between schools and the larger community was described as a defining characteristic of LVJUSD.

> **Strategic significance:** *Community trust, when cultivated, can provide the partnerships, volunteer capacity, advocacy, and resources necessary to support District priorities.*

C. Broad and established educational opportunities

Respondents identified strong programs, including International Baccalaureate, Dual Immersion, agriculture, engineering, career pathways, athletics, music, and electives. Early literacy gains, improving programs at individual sites, and strong professional learning communities were also highlighted.

> **Strategic significance:** *LVJUSD can strengthen and evaluate existing programs rather than assuming that improvement requires entirely new initiatives.*

D. Positive student-adult relationships and school belonging

Students at multiple schools described caring teachers, welcoming environments, supportive counselors, meaningful extracurricular activities, and opportunities to receive individualized assistance. Wellness centers and mental health supports were specifically praised at several secondary schools.

> **Strategic significance:** *These relationships provide a foundation for improving attendance, engagement, academic persistence, student well-being, and school culture.*

E. Existing pockets of effective collaboration and leadership

Although organizational collaboration is also identified as a weakness, stakeholders described effective school-site teams, supportive administrators, teacher collaboration, leadership development opportunities, and employees willing to innovate.

> **Strategic significance:** *The District can identify where collaboration already works well and replicate those practices across departments and schools.*

Overall strengths finding: LVJUSD's greatest asset is its people, supported by a community that values education. The challenge is not simply to create additional capacity, but to connect, support, and effectively utilize the capacity that already exists.

2. Weaknesses: Internal Conditions Limiting Effectiveness

The weaknesses reveal organizational challenges that extend beyond isolated operational concerns. Several are interconnected and may reinforce one another.

Identified pattern	Analysis of stakeholder feedback
Trust, morale, and labor-management relationships	Repeated concerns regarding damaged relationships, employee morale, transparency, psychological safety, and perceived divides between management and employees.
Communication and organizational silos	Stakeholders described inconsistent communication, weak coordination between departments, and a disconnect between school sites and the District Office.
Inconsistent instructional experiences	Students identified substantial differences in grading, homework, instructional pacing, assessment practices, and access to academic assistance.
Student behavior and discipline	Students described classroom disruptions, inconsistent consequences, bullying, racial slurs, and concerns that adults do not always respond effectively.
Academic intervention and student support	Concerns included mathematics, Tier 1 instruction, English learner services, Special Education, attendance, and access to timely interventions.
Operational and fiscal systems	Aging facilities, maintenance, inefficient workflows, staffing processes, program sustainability, and uneven resource allocation were identified.
Leadership capacity and consistency	Stakeholders called for greater leadership development, administrative training, clear expectations, accountability, and consistency across departments.

An important finding from student feedback

Across multiple schools, students communicated three recurring concerns that deserve particular attention.

First, students want learning to take precedence over simply earning grades. Students at East Avenue, Christensen, Livermore High School, Granada, and other schools expressed concerns about memorization, excessive homework, inconsistent grading, busy work, and instructional approaches that do not always support understanding.

Second, students want adults to respond more consistently and effectively to disruptive behavior. Students at Junction, Joe Michell, East Avenue, and other schools described situations in which the behavior of a small number of students interferes with learning for others. They also questioned collective consequences and inconsistent disciplinary follow-through.

Third, students want their perspectives respected and their feedback acted upon. Several described being reluctant to ask questions, challenge ideas, report concerns, or provide feedback because of how adults or peers might respond.

These concerns point toward a broader instructional and cultural question:

> ***To what extent are District systems, classroom practices, and adult behaviors consistently designed around the learning experiences and needs of students?***

The District should not interpret these comments as evidence that all classrooms or schools have these conditions. Instead, the consistency of the themes across multiple student groups warrants deeper examination.

3. Opportunities: Potential Avenues for Improvement

The opportunities identified by stakeholders suggest that many of LVJUSD's current challenges have possible solutions within its existing relationships, expertise, resources, and partnerships.

Opportunity	Strategic potential
Rebuild labor-management partnerships	Establish shared problem-solving processes, improve relationships, and restore organizational confidence.
Expand cross-department collaboration	Reduce duplication, improve service to schools, and align Educational Services, Special Education, Human Resources, Business Services, and Operations.
Utilize internal expertise	Create employee-led professional learning, leadership development, and improvement teams.
Strengthen community partnerships	Expand internships, mentoring, career technical education, enrichment, and access to specialized resources.
Modernize operational systems	Reduce paperwork, standardize procedures, improve workflows, and use technology more effectively.
Strengthen intervention systems	Expand timely academic assistance, develop more consistent PLC practices, and improve coordination of general and Special Education services.
Expand student voice	Establish meaningful feedback structures, student advisory groups, and opportunities to participate in school improvement.
Develop a long-term strategic vision	Align financial planning, facilities, staffing, educational programming, and student outcomes around common priorities.

Stakeholders specifically mentioned relationships with Lawrence Livermore National Laboratory, Las Positas College, regional occupational programs, businesses, and other community organizations. These represent possible resources for expanding educational opportunities.

The feedback also reveals an opportunity to rethink professional development. Rather than treating professional learning as a series of disconnected workshops, LVJUSD could establish a coordinated system in which its strongest educators and leaders help develop the capabilities of others.

> **Overall opportunities finding:** The District has meaningful opportunities to improve by becoming more collaborative, systematic, innovative, and intentional in using existing resources.

4. Threats: Conditions That Could Undermine Long-Term Success

The threats identified in the interviews include both external pressures and internal vulnerabilities that stakeholders believe could jeopardize improvement.

Threat	Potential consequence
Declining enrollment and financial uncertainty	Reduced revenue, pressure on staffing and programs, and increasing difficulty maintaining facilities and services.
Persistent organizational distrust	Resistance to change, employee disengagement, reduced collaboration, and difficulty implementing improvement efforts.
Continued labor-management conflict	Distraction from student-centered priorities, reduced morale, and difficulty implementing operational changes.
Leadership and governance transitions	Loss of institutional knowledge, inconsistent direction, and uncertainty about expectations and decision-making.
Deferred maintenance and infrastructure needs	Rising long-term costs, operational disruptions, and concerns about facility conditions.
Student behavioral and mental health needs	Classroom disruptions, safety concerns, decreased engagement, and increased demands on staff.
Political polarization and misinformation	Community divisions, declining confidence, and challenges maintaining a shared focus on students.
Resistance to organizational change	Continued reliance on inefficient practices and inability to adapt to changing educational and financial conditions.

A notable finding is that some threats are closely related to weaknesses already identified. For example, distrust, ineffective communication, and organizational silos appear in multiple categories. Although these are largely internal conditions, stakeholders perceive their continuation as a significant threat to the District's future.

> **Key insight:** LVJUSD's greatest risks are not exclusively external pressures, but the possibility that unresolved internal challenges will weaken its ability to respond to those pressures.

PART II Patterns Across Stakeholder Groups

The following table identifies recurring themes, including where adult and student perspectives intersect. These are qualitative judgments based on the submitted comments, not numerical rankings.

Theme	Adult stakeholder perspectives	Student perspectives
Relationships	Labor trust, morale, communication, organizational unity	Caring teachers, respectful interactions, belonging, being heard
Instruction	Academic growth, intervention, mathematics, PLCs, rigor	Grading consistency, workload, teaching methods, academic help
Safety and behavior	Student discipline, school safety, behavioral support systems	Disruptions, bullying, hate speech, bathroom conditions, fairness
Organizational systems	HR, budgeting, operations, maintenance, accountability	Inconsistent classroom policies, scheduling, access to support
Communication	Transparency, collaboration, timely information	Opportunities for feedback and evidence that adults act on concerns
Future readiness	Partnerships, CTE, program sustainability, technology	Electives, real-world learning, college preparation, AI literacy

Patterns Within the Individual Student Groups

Because student feedback was collected separately by school, it is important not to lose these distinctions in the districtwide analysis.

School	Notable strengths	Areas warranting attention
East Avenue Middle School	Caring teachers, inclusion, advisory support	Homework coordination, classroom discipline, lunch congestion, clarity of instruction
Mendenhall Middle School	Academics, electives, athletics, leadership, family involvement	Homework volume, grading clarity, student schedules and activities
Junction K-8	Student opportunities and welcoming relationships reflected in the broader student feedback	Classroom disruption, racial language, respectful interactions, student confidence in reporting concerns
Joe Michell K-8	Inclusive teachers, counselors, wellness services, IB	Bullying, hate speech, behavior follow-through, engaging instruction
Del Valle High School	Second chances, credit recovery, individualized pacing	Flexible instructional approaches and behavior expectations
Christensen Middle School	Caring staff, safety, clubs, academic assistance	Mathematics, workload, racism and bullying, student voice

Livermore High School	School spirit, academic and career programs, counselors, wellness services	Grading inconsistency, homework, instructional approaches, academic preparation
Vineyard Alternative School	Individual attention, supportive environment, credit completion	Mathematics instruction, motivation, elective availability
Granada High School	Academics, athletics, community, student leadership, wellness	Academic pressure, homework, bathroom safety, student voice, mental health

These patterns suggest that the District should establish common expectations and improvement priorities while allowing schools to develop responses appropriate to their students.

Five Findings That Deserve Particular Attention

1

Organizational trust and student trust are connected.

Adults describe a need to rebuild trust between employees and leadership. Students describe a need to trust that adults will listen, respond fairly, and act on concerns. A culture of trust should therefore be treated as a districtwide expectation, not simply a labor-relations initiative.

2

Consistency is a districtwide concern, but uniformity is not necessarily the solution.

Employees want reliable procedures, clear expectations, and equitable services. Students want understandable grading, fair consequences, and predictable academic support. The goal should be consistency in essential expectations and outcomes while preserving professional judgment and flexibility.

3

The District's greatest strength may also be vulnerable.

Long-serving employees and strong traditions provide institutional knowledge and continuity. However, stakeholders also describe resistance to change and reliance on historical practices. LVJUSD should honor experience while establishing a culture of evidence-based improvement.

4

Academic improvement and student well-being cannot be separated.

Students consistently connect stress, excessive workload, classroom disruptions, relationships, and motivation with their ability to learn. Instructional improvement efforts should consider the full student experience rather than focusing solely on academic performance indicators.

5

Fiscal sustainability requires organizational alignment.

Financial pressures cannot be addressed effectively through isolated budget reductions. Enrollment, staffing, facilities, educational programs, labor relationships, and operational efficiency must be examined as interconnected systems.

PART III Strategic SWOT Integration

The most valuable use of the SWOT findings is to identify how the District can intentionally connect its assets and opportunities to its challenges.

A. Using Strengths to Overcome Threats

This approach, commonly called a Strengths–Threats (ST) strategy, focuses on utilizing what the District already does well to reduce organizational risks.

Existing strength	Identified threat	Recommended strategic response
Experienced, dedicated employees	Leadership turnover and loss of institutional knowledge	Establish leadership mentoring, succession planning, and internal leadership development.
Strong community support	Declining enrollment and financial pressures	Engage community partners in enrollment, program promotion, facility planning, and sustainable resource development.
Strong employee commitment to students	Labor conflict and organizational distrust	Establish collaborative labor-management improvement teams around shared student-centered outcomes.
Established educational programs	Enrollment competition and program sustainability	Evaluate and communicate program quality, strengthen distinctive pathways, and align offerings with student demand.
Positive student-adult relationships	Attendance challenges, disengagement, and behavioral concerns	Expand relationship-centered attendance interventions, mentoring, restorative practices, and student support systems.
Strong site leadership and collaboration	Resistance to change and organizational fragmentation	Develop school-based improvement networks and use respected practitioners to model effective practices.
Community identity and parent involvement	Polarization and misinformation	Create regular, transparent, two-way communication structures and share measurable progress.

Highest-priority ST strategy: Use people and relationships to rebuild organizational trust

The District's strongest recurring asset is its employees. Its most significant perceived organizational vulnerability is distrust.

This creates a compelling strategic opportunity: rather than attempting to rebuild trust primarily through communications or leadership directives, LVJUSD should engage its employees directly in designing and implementing organizational improvements.

Recommended actions include creating joint problem-solving teams with labor partners, using employee expertise to develop professional learning, improving opportunities for staff to influence operational decisions, and communicating how stakeholder feedback affects decisions.

> **Desired outcome:** An organization in which collaboration is experienced through daily practices rather than simply articulated as a value.

B. Using Opportunities to Overcome Weaknesses

This approach, commonly called a Weaknesses–Opportunities (WO) strategy, uses available opportunities to correct internal limitations.

Identified weakness	Available opportunity	Recommended strategic response
Weak communication and organizational silos	Cross-department collaboration and technology	Develop a districtwide communication framework and coordinated operational leadership teams.
Damaged labor-management relationships	Shared commitment to collaboration and healing	Establish a structured labor-management partnership process with clear responsibilities and follow-through.
Inconsistent instruction and grading	Internal expertise, PLCs, professional development	Develop common instructional expectations and collaborative assessment practices.
Gaps in mathematics and academic intervention	Expanded intervention models and targeted professional learning	Create a coordinated MTSS framework with scheduled academic intervention and progress monitoring.
Inconsistent student discipline	Staff development and student feedback	Develop consistent behavior-response guidance, restorative practices, and staff training.
Inefficient workflows and excessive paperwork	Technology modernization and process standardization	Map high-volume workflows, eliminate unnecessary steps, and implement appropriate digital systems.
Limited resources for Special Education and English learners	Cross-department planning, professional learning, and partnerships	Conduct needs assessments and align instructional support, staffing, and professional development.
Insufficient student voice	Student advisory structures and feedback systems	Establish ongoing school and district student advisory processes with documented responses.
Inconsistent leadership development	Experienced administrators and internal talent	Implement an administrative leadership academy and mentoring system.

Highest-priority WO strategy: Create a coherent districtwide improvement system

Many of the weaknesses identified in the SWOT appear to share an underlying characteristic: the District has talented individuals and promising practices, but stakeholders perceive a lack of coordination, consistency, and systems-level alignment.

A coordinated improvement framework could address several weaknesses simultaneously. For example, establishing common instructional expectations, strengthening PLCs, implementing consistent student intervention processes, and developing leadership capacity would address academic achievement, instructional variability, employee collaboration, and student experiences.

Rather than creating numerous independent initiatives, LVJUSD should organize its improvement efforts around a limited number of clearly defined priorities, supported by common expectations, evidence, and accountability.

C. Strategic Relationship Between the SWOT Findings

STRENGTHS

What LVJUSD can build upon

Dedicated people, community support, strong programs, positive student relationships

THREATS

What LVJUSD must protect against

Financial uncertainty, distrust, declining enrollment, leadership transitions, student needs

STRENGTHS REDUCE EXPOSURE TO THREATS

Organizational Resilience

Trust, collaboration, sustainable programs, student engagement, and effective leadership

OPPORTUNITIES

What LVJUSD can activate

Partnerships, staff expertise, technology, collaboration, student voice, intervention systems

WEAKNESSES

What LVJUSD must improve

Communication, inconsistent practices, academic support, discipline, workflows, organizational alignment

OPPORTUNITIES ADDRESS WEAKNESSES

Continuous Organizational Improvement

More effective systems, stronger instruction, equitable support, and improved student experiences

PART IV Proposed Districtwide Strategic Action Plan

Planning period: November 2026 – June 2028

The following plan translates the qualitative SWOT findings into measurable improvement priorities. It is structured around six goals, each with an accountable executive lead, supporting implementation partners, actionable strategies, a proposed timeline, and measurable outcomes.

The timeline assumes initial planning begins in November 2026. Targets should be reviewed and adopted after confirming baselines, staffing capacity, available resources, and applicable bargaining obligations.

Goal 1. Rebuild organizational trust, strengthen relationships, and improve communication

Goal statement: *Establish a districtwide culture of trust, transparency, professional respect, collaboration, and shared accountability among employees, labor partners, students, families, and the community.*

EXECUTIVE LEAD	SUPPORTING LEADS
Superintendent	**Cabinet, HR, principals, labor partners**

Actionable strategy	Timeline	Measurable outcome
Conduct a baseline organizational culture and trust survey, disaggregated by employee group.	**Nov 2026 – Jan 2027**	Baseline established with participation reported by employee group.
Establish recurring labor-management collaboration meetings focused on communication, problem-solving, and shared priorities.	**Begin Dec 2026**	At least one structured meeting per month; action items and resolution status documented.
Implement a consistent districtwide communication protocol covering decisions, responsibilities, timelines, and follow-up.	**Jan – Apr 2027**	Protocol adopted; quarterly staff feedback collected.
Conduct superintendent and Cabinet listening sessions at schools and departments.	**Begin Jan 2027; ongoing**	Every school and major department offered at least one annual listening opportunity.
Provide leadership training on communication, conflict resolution, feedback, psychological safety, and collaborative problem-solving.	**Spring – Fall 2027**	100% of site and District administrators complete core training.
Repeat the culture survey and evaluate progress.	**Fall 2027 and Spring 2028**	Target 10-percentage-point improvement in favorable trust and communication responses from baseline.

Success indicator: Employees increasingly report that they are informed, respected, included in appropriate decisions, and confident that concerns will receive meaningful responses.

Goal 2. Strengthen instructional consistency, academic achievement, and equitable student support

Goal statement: *Improve student learning by establishing coherent instructional expectations, strengthening academic intervention, and ensuring that students have equitable access to rigorous, engaging instruction and timely assistance.*

EXECUTIVE LEAD

Assistant Superintendent, Educational Services

SUPPORTING LEADS

Principals, curriculum leaders, Special Education, EL staff

Actionable strategy	Timeline	Measurable outcome
Conduct an instructional needs assessment emphasizing mathematics, Tier 1 instruction, intervention, grading, and student workload.	**Jan – May 2027**	Districtwide findings and school-level priorities completed.
Establish essential districtwide expectations for instructional planning, assessment, grading clarity, and academic support, with teacher participation and appropriate bargaining review.	**Spring – Fall 2027**	Expectations published; implementation reviewed at all schools.
Strengthen PLC practices through common learning goals, collaborative assessment analysis, and student work review.	**Spring 2027 – Spring 2028**	All schools implement a documented PLC improvement cycle.
Develop or refine a coordinated MTSS process for identifying, supporting, and monitoring students needing intervention.	**Spring – Fall 2027**	All schools use common referral, intervention, and progress-monitoring procedures by Jan 2028.
Review English learner services, including designated and integrated ELD and access to appropriate instructional materials.	**Jan – June 2027**	Needs assessment completed; targeted improvement plan implemented in 2027–28.
Conduct a Special Education program review addressing instructional quality, inclusion, staffing, services, and coordination with general education.	**Jan – June 2027**	Review completed; recommendations prioritized and implementation initiated.
Monitor mathematics and literacy outcomes using available common assessments and state measures.	**Quarterly from Fall 2027**	Target 5-percentage-point improvement in proficiency or an equivalent baseline-adjusted growth measure by Spring 2028.

Success indicator: Students experience clearer instructional expectations, more consistent access to academic support, and measurable improvement in learning outcomes.

Goal 3. Improve student belonging, behavior, safety, attendance, and well-being

Goal statement: *Ensure that students experience safe, welcoming, supportive learning environments where behavior is addressed fairly, relationships are strong, student voice is valued, and academic learning is protected.*

EXECUTIVE LEAD

Educational Services / Student Services leadership

SUPPORTING LEADS

Principals, counselors, psychologists, student representatives

Actionable strategy	Timeline	Measurable outcome
Conduct student experience surveys addressing belonging, adult relationships, instruction, workload, behavior, and safety.	**Jan – Mar 2027; annually**	Baselines established and results reviewed by school and student group.
Review discipline procedures, including responses to classroom disruption, bullying, discriminatory language, and repeated behavioral concerns.	**Jan – June 2027**	Clear, legally compliant response guidance developed and communicated.
Provide staff training in classroom management, restorative practices, de-escalation, and appropriate follow-through.	**Spring – Fall 2027**	100% of administrators and identified student-support staff trained; teacher training phased in.
Establish student advisory groups at every secondary school and a districtwide student advisory process.	**By Mar 2027**	Every secondary school holds at least one student feedback meeting per semester; districtwide feedback reviewed quarterly.
Audit secondary school restroom access, safety, cleanliness, and availability of required supplies.	**Nov 2026 – Feb 2027**	All identified urgent access and supply deficiencies addressed; recurring inspection process established.
Implement a coordinated attendance improvement process using early identification, family outreach, and tiered supports.	**Jan – June 2027; ongoing**	Target 10% relative reduction in chronic absenteeism from the established baseline by Spring 2028.
Evaluate wellness and counseling access and identify effective practices for expansion.	**Spring – Fall 2027**	Service access measures established; annual student feedback demonstrates improvement.

Success indicator: Students report stronger belonging, greater confidence in adult responses, improved access to support, and fewer disruptions to learning.

Goal 4. Establish fiscal sustainability and modernize District operations

Goal statement: *Develop a transparent, financially sustainable operating model that aligns staffing, facilities, programs, and administrative systems with enrollment trends and student-centered priorities.*

EXECUTIVE LEAD

Assistant Superintendent, Business Services

SUPPORTING LEADS

Superintendent, HR, Operations, Technology, Cabinet

Actionable strategy	Timeline	Measurable outcome
Develop and communicate a multiyear fiscal outlook incorporating enrollment, staffing, compensation, facilities, and program commitments.	**Nov 2026 – Mar 2027; annual updates**	Three-year projections reviewed with the Board and stakeholder budget advisory groups.
Evaluate program costs, student participation, instructional value, and long-term sustainability.	**Jan – June 2027**	Program review framework adopted; high-priority reviews completed.
Establish a prioritized facilities and deferred maintenance plan.	**Jan – June 2027**	Five-year facilities priority list developed with estimated costs and funding options.
Identify inefficient administrative processes and high-volume paper-based workflows.	**Jan – Apr 2027**	At least five priority processes identified for redesign.
Standardize and digitize selected workflows, including appropriate HR, records, purchasing, and communication processes.	**Apr 2027 – June 2028**	Five redesigned workflows implemented; target 20% reduction in processing time for selected processes.
Review recruitment and hiring timelines for hard-to-fill and critical positions.	**Spring 2027**	Baseline established; target 20% reduction in median time-to-fill by Spring 2028.
Establish a regular financial transparency and budget communication process.	**Beginning Jan 2027**	Quarterly financial updates explaining trends, risks, and tradeoffs.

Success indicator: The District maintains required fiscal standards, strengthens long-term planning, improves operational efficiency, and demonstrates transparent alignment between expenditures and educational priorities.

Goal 5. Strengthen leadership capacity, accountability, and organizational alignment

Goal statement: *Develop a cohesive leadership system characterized by shared expectations, professional learning, collaboration, effective decision-making, and continuous improvement.*

EXECUTIVE LEAD

Superintendent and Cabinet

SUPPORTING LEADS

HR, principals, department directors, teacher leaders

Actionable strategy	Timeline	Measurable outcome
Establish a districtwide leadership framework defining expectations for communication, instructional leadership, service, collaboration, and accountability.	**Jan – June 2027**	Framework adopted and incorporated into leadership development.

Develop a coordinated administrator professional learning program using internal expertise.	**Spring 2027 – Spring 2028**	100% of administrators participate in core learning modules.
Create mentoring and succession planning opportunities for assistant principals, principals, and emerging leaders.	**Fall 2027**	Mentoring program established; participation and feedback monitored.
Implement cross-department improvement teams for high-priority operational and educational challenges.	**Jan 2027**	At least three cross-functional teams operating with clear deliverables.
Review District Office–school site service relationships and clarify responsibilities and decision-making authority.	**Spring – Fall 2027**	Service expectations documented; school leader satisfaction measured annually.
Establish quarterly performance reviews of the strategic action plan.	**Beginning Apr 2027**	Four formal progress reviews annually, with documented adjustments.

Success indicator: School and District leaders demonstrate greater consistency, collaboration, instructional focus, and responsiveness to employees and students.

Goal 6. Expand student voice, community engagement, and educational partnerships

Goal statement: *Leverage LVJUSD's strong community identity and partnerships to increase educational opportunities, strengthen public confidence, and ensure that students and families meaningfully contribute to District improvement.*

EXECUTIVE LEAD

Superintendent / designated community engagement lead

SUPPORTING LEADS

Educational Services, principals, CTE staff, community partners

Actionable strategy	Timeline	Measurable outcome
Inventory current community partnerships and identify areas of unmet student need.	**Jan – Apr 2027**	Partnership inventory and needs map completed.
Convene representatives from local business, higher education, research, nonprofit, and community organizations.	**Spring 2027**	Partnership forum conducted; priority projects identified.
Develop targeted opportunities in career exploration, internships, mentoring, CTE, and real-world learning.	**Fall 2027 – Spring 2028**	At least three new or significantly expanded partnership initiatives.
Create a formal process for communicating how student and community feedback informs District decisions.	**Spring 2027**	Quarterly feedback-and-action summaries published.
Review student access to electives, extracurricular programs, and college/career readiness opportunities.	**Spring – Fall 2027**	Access gaps identified and an improvement plan developed.

Develop an annual community engagement and communication calendar.	**Jan 2027; annual renewal**	Scheduled opportunities for stakeholder participation and regular public reporting.

Success indicator: Students gain access to expanded educational experiences, community partners participate in clearly defined initiatives, and stakeholders can see how their input influences decisions.

PART V Implementation and Accountability

1. Recommended Implementation Sequence

The SWOT findings contain many possible improvement initiatives. Attempting to implement everything simultaneously could reinforce one of the concerns identified by stakeholders: insufficient time, fragmented priorities, and limited organizational capacity. A phased implementation strategy is recommended.

PHASE 1
0–90 Days

Establish trust, direction, and baselines

November 2026 – January 2027

Communicate SWOT findings, identify executive sponsors, establish stakeholder improvement teams, launch baseline assessments, and address urgent student safety or operational issues.

PHASE 2
3–6 Months

Design and launch improvement systems

February – April 2027

Complete priority needs assessments, establish collaborative structures, develop common expectations, and begin targeted interventions.

PHASE 3
6–12 Months

Implement, monitor, and refine

May – October 2027

Implement instructional and operational improvements, expand leadership development, evaluate early outcomes, and adjust strategies based on evidence.

PHASE 4
12–20 Months

Evaluate, institutionalize, and sustain

November 2027 – June 2028

Evaluate progress against targets, expand effective practices, address implementation gaps, and integrate successful strategies into ongoing District systems and budgets.

2. Proposed Districtwide Strategic Dashboard

A single dashboard should provide Cabinet, the Board of Education, and stakeholders with a consistent view of implementation progress. The following indicators are proposed, not existing performance results.

Strategic area	Key performance indicator	Proposed target
Organizational trust	Favorable employee trust survey responses	**+10 percentage points by Spring 2028**

Communication	Schools/departments receiving structured engagement opportunities	**100% annually**
Academic achievement	Mathematics and literacy proficiency or equivalent growth	**+5 percentage points or comparable growth target**
Academic support	Schools implementing common intervention processes	**100% by January 2028**
Student belonging	Favorable student belonging and safety survey responses	**+10 percentage points**
Attendance	Chronic absenteeism rate	**10% relative reduction**
Student voice	Secondary schools with active student advisory structures	**100% by March 2027**
Fiscal sustainability	Multiyear fiscal planning and reserve compliance	**Maintain required standards and Board-adopted targets**
Operational efficiency	Processing time for selected administrative workflows	**20% reduction**
Leadership development	Administrators completing core professional learning	**100%**
Community partnerships	New or significantly expanded initiatives	**At least 3 by Spring 2028**

Targets should be accompanied by baseline values, reporting dates, named data owners, and disaggregation where appropriate. Academic, attendance, and climate outcomes should be examined by school and relevant student groups so districtwide averages do not conceal persistent disparities.

3. Accountability and Governance Structure

I recommend creating a **SWOT Strategic Implementation Team**, chaired by the Superintendent and composed of Cabinet leadership, site administrators, certificated and classified representatives, and designated student and community participants.

The team should have three principal responsibilities:

- Coordinating implementation across the six goals.
- Reviewing progress against measurable outcomes.
- Recommending adjustments when strategies are not producing intended results.

Cabinet should conduct monthly implementation reviews, the broader team should meet at least quarterly, and the Board should receive progress reports at least twice annually. Public reports should explain not only what has been completed, but also what has changed for employees and students.

> **Important:** Participation in the implementation team should not replace established collective bargaining processes, Board governance responsibilities, or existing administrative authority.

4. Recommended First Five Actions

Although the complete action plan includes six goals, I recommend prioritizing five initial actions that can create momentum across multiple strategic areas.

1

Share the SWOT findings and establish a transparent feedback process.

Explain what was heard, what will be prioritized, and how stakeholders will see progress.

2

Launch the organizational trust and labor-management improvement process.

Address the relationships that will influence the District's capacity to implement virtually every other initiative.

3

Establish a student experience improvement initiative.

Begin with instructional consistency, classroom disruptions, student-adult relationships, and student voice.

4

Develop a coordinated fiscal and operational sustainability framework.

Connect enrollment, staffing, facilities, programs, and financial planning to long-term priorities.

5

Create the implementation and accountability structure.

Assign responsible leaders, confirm baselines, establish measurable targets, and publish a realistic timeline.

These actions offer a balance of immediate responsiveness and long-term systems improvement.

PART VI Final Conclusions and Superintendent's Strategic Perspective

The SWOT analysis reveals a District with a strong foundation, considerable professional expertise, meaningful educational programs, and a community that deeply values its schools. The feedback also reflects an organization that has experienced challenges involving trust, communication, collaboration, fiscal pressures, and operational consistency.

Perhaps the most encouraging finding is that stakeholders consistently describe the people of LVJUSD as one of its greatest strengths. Employees care deeply about students, community members remain invested in public education, and students recognize and appreciate the adults and programs that positively influence their lives.

At the same time, the analysis makes clear that commitment and good intentions alone are not sufficient. To reach its full potential, LVJUSD must develop systems that consistently support its people, strengthen instructional practices, respond to student needs, and align available resources with clearly defined priorities.

Three Central Conclusions

Three central conclusions emerge from this analysis.

First, rebuilding trust is foundational to organizational improvement. Meaningful progress will require authentic engagement, transparent decision-making, consistent communication, and demonstrated follow-through. Trust will be rebuilt not simply through what District leadership communicates, but through what employees, students, and families experience.

Second, improving the student experience must remain the ultimate measure of organizational effectiveness. Students have provided valuable and sometimes challenging feedback about instruction, workload, behavior, safety, relationships, and their desire to be heard. Their perspectives should directly inform instructional improvement, professional learning, and school-level decision-making.

Third, long-term success will require a coherent approach to continuous improvement. The District must move beyond isolated initiatives and develop coordinated systems that connect educational services, operations, human resources, fiscal planning, and community engagement. The goal is not to do more, but to work more effectively and consistently on the priorities that matter most.

Proposed Overarching Strategic Commitment

Livermore Valley Joint Unified School District will build upon the strengths of its dedicated employees, exceptional educational programs, and supportive community to create a more collaborative, transparent, innovative, and student-centered organization. Through meaningful partnerships, continuous improvement, fiscal responsibility, and a shared commitment to excellence, we will strengthen organizational trust, improve educational experiences and outcomes, and ensure that every student has the opportunity to learn, belong, and thrive.

Final Recommendation

I recommend positioning the SWOT findings as the foundation for a **Districtwide Strategic Improvement Framework**, rather than presenting them as a collection of unrelated concerns or a list of additional initiatives.

Respectfully submitted,



Dr. Anthony J. Limoges
Superintendent, Livermore Valley Joint Unified School District