



Mountain View
Whisman
School District

Strategic Plan 2027

Mission
and
Vision

Planning
Process

Our
Goals



About
Us

Initiatives
and
Outcomes

Our
Progress

Content

[The Board of Trustees, Pg. 2](#)

[Message from the Superintendent, Pg. 2](#)

[District Facts, Pg. 3](#)

[District Introduction, Pg. 5](#)

[The Planning Process, Pg. 6](#)

[Mission and Vision, Pg. 8](#)

[Values and Beliefs, Pg. 8](#)

[Goal Areas, Pg 9](#)

[Strategic Plan, Pg. 10](#)

[Progress: Strategic Plan Dashboard, Pg. 25](#)



Updated Aug. 31, 2022

Non Discrimination Statement: The Mountain View Whisman School District prohibits discrimination, harassment, intimidation and bullying in educational programs, activities, or employment on the basis of actual or perceived ancestry, age, color, disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sex, sexual orientation, parental, pregnancy, family or marital status, military status or association with a person or a group with one or more of these actual or perceived characteristics. The Mountain View Whisman School District requires that school personnel take immediate steps to intervene when safe to do so when he or she witnesses an act of discrimination, harassment, intimidation, or bullying. Questions or complaints of alleged discrimination, harassment, intimidation and bullying, equity or Title IX equity and compliance concerns should be directed to Tara Vikjord at 650- 526-3500, 1400 Montecito Ave., Mountain View, CA 94043, or tvikjord@mwwsd.org.

The Board of Trustees



Laura Blakely
President
Term Expires 2024



Christopher Chiang
Member
Term Expires 2024



Devon Conley
Member
Term Expires 2022



Laura Ramirez Berman
Vice President
Term Expires 2024



Ellen Wheeler
Clerk
Term Expires 2022

Message from the Superintendent



Dr. Ayindé Rudolph
Superintendent

Our Strategic Plan guides all of our efforts and enables us to reach goals and improve outcomes for all of our students. Parents, teachers and staff members are deeply committed to kids and go above and beyond every day, and our Strategic Plan helps everyone who interacts with the District play a role in increasing student achievement. It helps employees to understand the expectations and the metrics used to measure success. We are an organization of people who care deeply about every student who walks through our doors.

District Facts

1400 Montecito Ave., Mountain View, CA 94043
www.mvwsd.org 650-526-3500

Enrollment: 4526 (February 2022)

Languages spoken by students: 50

Ethnicity (June 2021):

Hispanic or Latino	1608	33.75%
White	1598	33.54%
Asian	1374	28.84%
African American	93	1.95%
Pacific Islander	35	0.73%
Other	57	1.20%

Free/Reduced Lunch Program: 28.52%

Employees (September 2020): 590

Founded: Mountain View SD: 1854, Whisman SD: 1869

Merger of Mountain View SD & Whisman SD: 2001



Honors

Bubb Elementary - California Distinguished Elementary School

Crittenden Middle - California Gold Ribbon School, California Distinguished Middle School

Gabriela Mistral Elementary - California Distinguished Elementary School

Graham Middle - California Gold Ribbon School, California Distinguished Middle School (twice)

Amy Imai Elementary - National Blue Ribbon School, California Distinguished Elementary School (as Huff Elementary School)

Monta Loma Elementary - California Distinguished Elementary School

Stevenson Elementary - California Distinguished Elementary School

California Pivotal Practice (CAPP) Award (2022) by the CDE

General Fund Budget (2021-22)

Summary of Revenue: Total: \$88,744,967

Summary of Expenditure: Total: \$85,132,340

Schools

- Benjamin Bubb Elementary School, Kindergarten – Grade 5
- Mariano Castro Elementary School, Kindergarten – Grade 5
- Gabriela Mistral Elementary School, Kindergarten – Grade 5
- Amy Imai Elementary School, Kindergarten – Grade 5
- Edith Landels Elementary School, Kindergarten – Grade 5
- Monta Loma Elementary School, Kindergarten – Grade 5
- Stevenson Elementary School, Kindergarten – Grade 5
- Theuerkauf Elementary School, Pre-kindergarten – Grade 5
- Jose Antonio Vargas Elementary, Kindergarten – Grade 5

Crittenden Middle School, Grades 6-8

Isaac Newton Graham Middle School, Grades 6-8





District Introduction

Mountain View Whisman School District (MVWSD) is located in Mountain View, Calif., in the heart of Silicon Valley between San Francisco and San Jose. MVWSD, an award-winning district of approximately 4,800 students, serves a diverse student population in preschool through eighth grade representing a wide range of ethnicities, languages, cultures, and economic status. After graduating from middle school, students arrive prepared at the Mountain View-Los Altos High School District; one of the best in the state.

The District provides a broad curriculum that includes art, music (with community support from the Mountain View Educational Foundation), physical education, and specialized programs at some schools such as Spanish- English Dual Immersion (Mistral) and Parent and Child Teacher- PACT (Stevenson). Students and staff have ready access to technology in a 1:1 environment to enhance and support student learning as well as to support the work of teachers, principals, and district-level staff.

Within MVWSD, there is a culture of dedication and commitment to serving the students at all levels. The community is open and embraces the students, staff, and District. All stakeholders are willing to do what is required to improve students' learning experiences and outcomes.

Community partnerships provide a wide range of support and enrichment for student learning including opportunities for after-school activities and field trips. A large percentage of parents are also engaged in supporting schools as volunteers, committee members, decision makers, and advocates for their children.

The Planning Process

Strategic Plan 2027, a followup to the successful Strategic Plan 2021, is aligned with two cycles of the District's 3-year Local Control and Accountability Plan (LCAP) and builds on and expands the former plan's successes and areas of need for students.

Parents, students and staff members were asked to engage in several steps during the strategic planning process in meetings, focus groups and surveys.

Stakeholder input: September 2020

- Conducted a districtwide survey with 1134 respondents
- Facilitated input sessions in districtwide groups (PTA leaders, DELAC, DAC)
- Conducted interviews with all Board members
- Facilitated a strategy session with 60 representative stakeholders (parents, board members, teachers, classified staff, school administrators and district leaders)

This work and stakeholder input resulted in a report to the [Board of Trustees \(Oct. 1, 2020\)](#) that included a strategic plan framework - five major goal areas and the general outcomes and themes in each. Next, we gathered input on this framework.

This plan builds on the strengths and assets of our school system, while addressing the most promising opportunities to enhance our work.





Stakeholder input: October 2020

- Parents and staff members gave input at school community meetings at each of MWUSD's 11 school sites
- Parents and staff members completed a districtwide survey of all stakeholders about potential changes they'd like to see in the framework.
- Input from District Advisory Council, District English Language Learners Advisory Council, PTA Leaders, and 11 School Site Councils

November 2020

- The input from the school community meetings and districtwide survey was used to identify goal areas and objectives. Executive leadership refined the framework and drafted objectives.
- The Board of Trustees approved the strategic goal areas and objectives at two meetings on [November 16, 19, 2020](#) ([Spanish here](#)).

January- February 2021

District teams developed strategic initiatives to support each objective and strategic initiative implementation timelines.

March-May 2021

Teams created action plans for each goal area. Implementation began in August 2021.



Mission and Vision

Mission: **We inspire, prepare and empower every student**

Vision: Every student, family, staff and community member is engaged and committed to learning in a collaborative, diverse and innovative partnership.

Values and Beliefs

We believe:

- Students and learning are at the center of all we do.
- Students thrive when presented with well-balanced, joyful learning experiences that challenge their academic, social, and emotional needs.
- Our diversity is a strength that builds students' capacities to be globally competent and culturally responsive citizens.
- Strong partnerships with students, families, educators, and the community are the foundation for creating an excellent education for each individual student.
- Learning experiences should engage students in academic excellence while building a collaborative community.
- Every student has a dynamic learner profile that must be considered when creating personalized learning experiences.
- Clear policies, procedures and responsible resource management support an effective school system.
- High expectations and continuous learning combined with a respectful and safe community create a positive educational environment.
- Modeling innovation and curiosity supports creativity and adaptability for learners.
- Students desire experiences that inspire, challenge, and build creativity and curiosity.
- Our backgrounds, life experiences, and aspirations are a strength of our community.

Goal Areas

All of our strategic work ultimately falls into these five categories.

1 Instruction

Effective and consistent instructional practices that meet the needs of all students

2 SEL

Student social-emotional health

3 Culture

Inclusive and welcoming culture

4 Employees

Effective and engaged employees

5 Resources

Equitable distribution of resources that support student success



Strategic Plan

#1 Effective and consistent instructional practices that meet the needs of all students								
Objectives	Strategic Initiatives	Outcomes	Owner	Actions				
				2022-23	2023-24	2024-25	2025-26	2026-27
1a. Establish a culturally relevant instructional system aligned toward high school readiness	1a.1. Improve the quality of instruction by developing a rigorous and culturally relevant instructional program that is consistently implemented	All teachers will be trained in culturally-responsive instructional methods and the District's curriculum will be reflective of the District's diversity.	Chief Academic Officer/ Director of Equity	Assess cultural awareness and cultural responsiveness of teaching methods of all teachers to inform the development of competences	Engage multiple stakeholder groups to formalize culturally responsive instructional competencies. Develop a culturally responsive curriculum scorecard.	Develop instructional strategies to align with the culturally responsive competencies. Develop train the trainer model. Review adopted curriculum using the scorecard to determine needs.	Purchase additional materials to supplement curriculum based on results of the scorecard reviews. Train site leaders on cultural responsive competencies and instructional strategies and supplemental materials. Site leaders train teachers.	Implementation of culturally responsive competencies and integration of instructional practices into the evaluation process. Begin using new supplemental materials.
	1a.2. Design and implement a highly coordinated college and career readiness program for all students beginning in elementary school.	Each school will have activities that support college, career, and high-school readiness.	Chief Academic Officer	None in 2022-23	None in 2023-24	Conduct self assessment of current practices already in place across the District and explore approaches used successfully in other Districts.	Design site based and grade level activities for high school, college and career readiness	Train staff and implement activities. Assess implementation, revise and refine

#1 Effective and consistent instructional practices that meet the needs of all students

Objectives	Strategic Initiatives	Outcomes	Owner	Actions				
				2022-23	2023-24	2024-25	2025-26	2026-27
1a. Establish a culturally relevant instructional system aligned toward high school readiness.	1a.3. Develop programs to increase opportunities for underrepresented students to reach high levels of academic success.	Underrepresented students will enroll in accelerated courses at a proportional rate to their peers.	Chief Academic Officer	Use Equity Framework to collect and analyze data related to underrepresented student groups and systemic barriers negatively impacting these groups in enrolling in accelerated courses or programs.	Engage multiple stakeholder groups in order to build a comprehensive, multi-phase plan that addresses the representation of student groups in accelerated courses of study and or other District programs.	Implement the first phase of the plan that aims to support the instruction of underrepresented student groups with a focus on elementary educators and site leaders.	Implement the second phase of the plan that aims to support the instruction of underrepresented student groups with a focus on middle school educators and site leaders.	Conduct a summative assessment of the efforts in elementary and middle school to make a determination of the long term strategy for accelerated learning pathways and or programs.
1b. Ensure targeted instructional opportunities that maximize learning for all students	1b.1. Fully develop MVWSD's Multi Tiered System of support to improve instruction, differentiate learning and align systems.	All site staff will be trained and implement the district wide MTSS.	Chief Academic Officer	Design and formalize all prongs of the MTSS, including tiers, pre-referral and referral process, forms, procedures and data analysis. Design rollout and implementation for remaining years.	Test prongs of the MTSS to prepare for training and initial implementation	Train site leaders and staff and implement	Revise and refine based on initial implementation	Full implementation and evaluation of MTSS

#1 Effective and consistent instructional practices that meet the needs of all students

Objectives	Strategic Initiatives	Outcomes	Owner	Actions				
				2022-23	2023-24	2024-25	2025-26	2026-27
1c. Establish systemic approaches for student directed learning	1c.1. Develop and implement innovative, student-directed instructional approaches and guiding principles to create a culture of student directed learning.	Sites will identify student-directed approach and train their staff.	Chief Academic Officer	None in 2022-23	None in 2023-24	Assess current teaching methods in terms of teacher directed versus student directed to inform the development of approaches and strategies	Engage multiple stakeholder groups to develop student directed approaches and strategies Develop a train the trainer model	Train site leaders on approaches and instructional strategies. Site leaders work with staff to identify approach and train staff. Sites will implement their approach, evaluate its effectiveness, and make adjustments as needed in 2027-28.

#2 Student social emotional health

Objectives	Strategic Initiatives	Outcomes	Owner	Actions				
				2022-23	2023-24	2024-25	2025-26	2026-27
2a. Equitably and effectively support positive student behavior	2a.1. Develop and implement a “whole school, whole community, whole child” model.	MVWSD will implement a whole school, whole community, whole child approach that provides a safe and supportive campus.	Director of Student Support Services and Special Education	Communicate Health & Wellness (H&W) Goals. Conduct resource mapping to identify site-based Professional Development needs related to H&W goals.	Provide site-based trainings for resource mapping outcomes to support H & W goals	Administer H&W survey. Update H&W goals & refine site based PD to meet new goals.	Continue site based trainings to support H&W goals.	Evaluate and determine next steps.
2b. Ensure an integrated, consistent approach to social emotional learning	2b.1. Implement a competency-based SEL model	MVWSD will have a clearly defined approach for social emotional instructional practices that includes annual training.	Director of Student Support Services and Special Education	Disseminate & seek stakeholder feedback on Social Emotional Developmental Targets and define MVWSD-focused targets and instructional practices. Begin roll out of Social Emotional Measurement Tool.	Begin training differentiated cohorts of teachers on MVWSD-focused Social Emotional Developmental Targets & instructional practices. Evaluate and expand use of SE Measurement Tool.	Continue training cohorts & evaluate use of instructional practices. Continue to expand use of SE Measurement tool.	Continue training cohorts. Full implementation of SE Measurement Tool.	Evaluate effectiveness of SE Measurement Tool. Evaluate continuum of social-emotional instructional practices. Determine next steps.

#2 Student social emotional health

Objectives	Strategic Initiatives	Outcomes	Owner	Actions				
				2022-23	2023-24	2024-25	2025-26	2026-27
2b. Ensure an integrated, consistent approach to social emotional learning	2b.2. Develop and implement a comprehensive social-emotional continuum of care embedded within the district MTSS	Students and families will have access to evidence-based prevention and mental health interventions.	Director of Student Support Services and Special Education	Analyze data to inform and identify continuum of SEL care. Train District & school site on development of Coordination of Services Team (COST).	Study existing continuum of care alignment with initial MTSS design. Begin implementing District & site COST Meetings. Examine readiness for Wellness Center expansion.	Full implementation of District and site COST meetings. Utilize MTSS-aligned continuum of care & revise as needed.	Continue use of District and site COST meetings. Utilize MTSS-aligned continuum of care & revise as needed.	Review COST process and data to evaluate student and family access to MTSS-aligned continuum of care. Determine next steps.

#3 Inclusive and welcoming culture

Objectives	Strategic Initiatives	Outcomes	Owner	Actions				
				2022-23	2023-24	2024-25	2025-26	2026-27
3a. Expand and enhance opportunities for stakeholder voice	3a.1. Identify and assess meaningful, ongoing and sustainable community engagement practices and patterns - including stakeholders not typically active in the engagement process, - beginning with a vision for what meaningful engagement with diverse stakeholders and strategies looks like.	MVWSD and school sites will have multiple modes and mediums for parent and community engagement.	Director of Federal, State, and Strategic Programs	Continue needs assessment via stakeholder feedback on challenges to engagement. Establish a vision for meaningful engagement and determine the next steps that are within our control.	Identify and collect the most common issues for which families seek out assistance from staff and other parents/community members. Create an "engagement index," a tool that can be used as a reference by any community member to identify the most likely sources of help for any common situation.	Assess and refine the vision and tools created so far. Examine the role of various established groups in our school district that promote (or inadvertently stifle) active parent engagement to determine next steps.	Assess and refine the vision and tools created so far. Examine the role of site and district personnel and practices that promote (or inadvertently stifle) active parent engagement to determine next steps.	Assess and refine.

#3 Inclusive and welcoming culture

Objectives	Strategic Initiatives	Outcomes	Owner	Actions				
				2022-23	2023-24	2024-25	2025-26	2026-27
3a. Expand and enhance opportunities for stakeholder voice	3a.2. Establish and conduct identity-based affinity groups that give stakeholders opportunities to connect, share, and offer suggestions to improve MVWSD.	Students and parents will have access to affinity groups. Each site will be able to provide age-appropriate information and supports based on the needs of each group.	Director of Equity	Conduct needs assessment at all school sites to determine areas of need for student and family-based affinity groups while also engaging with existing affinity groups to collect information on the current structure and function of those groups.	Develop a streamlined procedure for the development and support of all affinity groups across the district.	Pilot new parent and student-based affinity groups across the district based on the needs and desires of the community while refining the structure and supports of existing groups.	Establish an affinity group council to increase collaboration between groups and continue to refine/revise process for hosting/conducting student and parent-based affinity groups	Summative evaluation of processes and procedures related to the development and continuation of parent and student-based affinity groups.

#3 Inclusive and welcoming culture

Objectives	Strategic Initiatives	Outcomes	Owner	Actions				
				2022-23	2023-24	2024-25	2025-26	2026-27
3b. Expand and enhance culturally relevant approaches to student, parent and community engagement	3b.1. Engage in actions based on a Community Equity Framework that will help us build habits of practice to increase inclusivity.	An Equity Dashboard will be created that is reported out to the community on an annual basis.	Director of Equity	Engage multiple stakeholder groups in a process to identify and crystalize a set of Equity metrics (framework) along with a reporting mechanism (scorecard) for school sites to use to chart the progress of their work towards more equitable outcomes for student groups.	Train all site leaders in the data analysis processes and tools necessary to self-evaluate their site using the Equity framework and scorecard. By the end of the year, pilot the scorecard reporting and communication with the broader community.	Integrate the Equity framework and scorecard elements into site goals that inform that year's school site engagement with equity needs and pilot the use of a public-facing dashboard to share our district's progress towards educational equity.	Use previous year's data to report on comparative data sets (metrics over time) while revising/enhancing set of metrics and dashboard as needed.	Summative evaluation of integration of Equity framework metrics; report on comparative data sets (metrics over time); Given progress or struggle -- target specific pieces of Equity framework that can be leveraged more effectively in the next strategic plan

#3 Inclusive and welcoming culture

Objectives	Strategic Initiatives	Outcomes	Owner	Actions				
				2022-23	2023-24	2024-25	2025-26	2026-27
3c. Enhance capacity of all parents to support student learning	3c.1. Streamline and differentiate communication streams so parents get information that more closely matches their family attributes and communication preferences and tone.	District and School communities will have access to effectively differentiate communications by audience, supported by written procedures, training and an effective, web-based communication system.	Public Information Officer, Director of Federal, State, and Strategic Programs, Communications Specialist, Director of Technology	Continue to research systems, tools, practices, formats, etc, for audience segmentation. Set up pilots. Obtain feedback from stakeholders on results of research and analysis. Secure and test new products, protocols and pilots. Refine new policies and practices and communicate with stakeholders.	Train and implement new tools and approaches.	Evaluate new tools and approaches and make changes if necessary.	Evaluate new tools and approaches and make changes if necessary.	Evaluate new tools and approaches and make changes if necessary.

#3 Inclusive and welcoming culture

Objectives	Strategic Initiatives	Outcomes	Owner	Actions				
				2022-23	2023-24	2024-25	2025-26	2026-27
3c. Enhance capacity of all parents to support student learning	3c.2. School communities create a regular (yearly, semesterly) community action project (s) that address real needs, are culturally relevant and involve all families.	Every school site will have yearly common event(s) that targets to increase engagement with all stakeholder groups.	Director of Federal, State, and Strategic Programs	Research examples of community events/projects that engage all stakeholder groups, including current or past traditions at MVWSD schools. Find or build a tool to evaluate events through an equity lens, then evaluate examples using that tool.	Each school's representative stakeholder group identify, plan, and execute one new or revised community event or project.	Each school's representative stakeholder group identify, plan, and execute an additional event or project.	Each school's representative stakeholder group identify, plan, and execute an additional event or project.	Assess the impact of these new common events/projects at each site and make adjustments as needed.
	3c.3. Work directly and collaboratively with parents to build our mutual capacity to support student learning	MVWSD will provide access to instructional resources to help parents support their children's learning.	Director of Federal, State, and Strategic Programs, Public Information Officer	Assessment of current Parent University practices; updated Parent University coursework	Research and develop standards for parent understanding of how to support their children with school.	Refine and deliver improved parent education events that reflects learning from research and development; promote parent standards.	Refine and deliver improved parent education events that reflects learning from research and development; promote parent standards.	Refine and deliver improved parent education events that reflects learning from research and development; promote parent standards.

#4 Effective and engaged employees

Objectives	Strategic Initiatives	Outcomes	Owner	Actions				
				2022-23	2023-24	2024-25	2025-26	2026-27
4a. Attract and retain diverse, quality employees	4a.1. Develop and implement district level recruiting and hiring practices that reflect the diversity of our student population.	Demographics of new staff will more closely reflect the student demographics in MVWSD.	Chief Human Relations Officer	Assess staff and student diversity and current recruiting and hiring practices and explore best practices for recruiting and hiring a diverse workforce.	Engage stakeholder groups in the development of a plan to recruit and hire a more diverse workforce. Provide diversity and equity training to hiring teams .	Implement recruiting and hiring practices that reflect the diversity of MVWSD students.	Refine and revise recruiting and hiring practices. Provide additional training to the hiring teams relating to quality and diversity in staff recruiting and hiring. Continue to assess staff and student diversity.	Implement revised recruiting and hiring practices that reflect the diversity of MVWSD students. Continue to assess and revise recruiting and hiring strategies.
	4a.2. Develop and consistently implement district-wide policies and practices that focus on retention, differentiation, and ongoing support.	MVWSD will have a clear approach to professional development, differentiation, and ongoing staff support.	Chief Human Relations Officer	Assess MVWSD's current approach to professional development, differentiation, and ongoing staff support. Assess retention rates and exit surveys.	Engage stakeholder groups to develop clear approaches to professional development	Engage stakeholder groups to develop clear approaches to differentiation and ongoing staff support	Implement approaches to professional development, differentiation, and ongoing staff support. Assess retention rates and exit surveys.	Assess, refine and implement approaches to professional development, differentiation, and ongoing staff support. Continue to assess retention rates and exit surveys and refine plans as appropriate.

#4 Effective and engaged employees

Objectives	Strategic Initiatives	Outcomes	Owner	Actions				
				2022-23	2023-24	2024-25	2025-26	2026-27
4b. Adopt an approach to differentiated professional development aligned with student success for all employee	4b.1. Develop and implement a comprehensive Differentiated Professional Development program that clearly identifies a process of data driven, collaborative, targeted, and recurring cycles of collective inquiry that are ongoing and meet the needs of sites and staff.	MVWSD will have a clear PD program that is data driven, collaborative, targeted, and meets the needs of staff.	Chief Human Relations Officer	No action in this year.	Convene certificated and classified professional development committees to develop a high quality professional development programs including differentiation, collaboration, and data driven practices .	Implement high quality professional development programs.	Assess the effectiveness of the professional development programs.	Refine and revise professional development programs for all staff. Continue to assess effectiveness for all staff.
4c. Build leadership skills to support future district needs	4c.1. Develop a system that promotes opportunities for growth, leadership, and career advancement for all staff.	MVWSD will create clear leadership pathways and provide clear leadership opportunities for all staff.	Chief Human Relations Officer	No action in this year.	Conduct an assessment of leadership opportunities for staff	Engage stakeholder groups to develop clear leadership pathways	Develop systems to promote leadership opportunities and pathways	Assess and refine leadership pathways and leadership opportunities for all staff

#5 Equitable distribution of resources that support student success

Objectives	Strategic Initiatives	Outcomes	Owner	Actions				
				2022-23	2023-24	2024-25	2025-26	2026-27
5a. Ensure facilities and resources equitably serve all students	5a.1. District-wide equitable facility, technology, and student resource standards that are publicly available and shared with stakeholders. Standards are reviewed annually.	All schools meet the District standard for facilities, technology, and student resources by 2027.	Chief Business Officer	Hold meetings with relevant stakeholders to identify resources standards across the District and create documentation	Train staff on identification of resources standards and work towards standardization.	Continue to train staff on identification of resources standards and work towards standardization.	Continue to train staff on identification of standards and work towards standardization.	Have fully implemented resources standards at all sites.
	5a.2. Ensure every child that needs food has the opportunity for a nutritionally balanced daily meal.	Every student has access to a nutritionally balanced daily meal.	Chief Business Officer, Director of Food Service	Continue to support access to breakfast and lunch that meet or exceed National School Lunch standards and find ways to improve meal quality while balancing the Child Nutrition Fund.	Research and adjust areas of child nutrition found to need support. This includes food quality and labor costs. Continue to hold focus group to discuss parent, student, and staff requests.	Research and adjust strategy based on findings. Continue focus group meetings.	Research and adjust strategy based on findings. Conduct student and parent survey in addition to holding the focus group.	Improved meal delivery/ quality strategy implemented




#5 Equitable distribution of resources that support student success




Objectives	Strategic Initiatives	Outcomes	Owner	Actions				
				2022-23	2023-24	2024-25	2025-26	2026-27
5a. Ensure facilities and resources equitably serve all students	5a.3. Provide feasible District run after school program for academics and social support for all students.	Due to the Expanded Learning Opportunity Program (ELOP) this goal will now fall under the ELOP program.	Chief Business Officer	—	—	—	—	—
5b. Strengthen infrastructure for flexible learning environments	5b.1. Implement feasible opportunities to offer flexible learning from home, from different schools, at different times and other environments.	Provide students and parents with 24 hour access to curriculum supports and activities to support learning.	Chief Business Officer	Hold meetings with Ed Services and Technology to determine what additional programs and curriculum could be accessible for students from home or after school. Involve relevant stakeholders in a needs discussion. Start research on options.	Research and create a timeline for implementation of 24 hour access with specific programs based on needs.	Analyze implementation and usage of 24 hour access programs. Adjust based on student and parent needs.	Monitor usage and evolving areas of need for students and parents related to 24 hour learning access. Adjust offerings as needed.	24 hour learning access implemented

#5 Equitable distribution of resources that support student success







Objectives	Strategic Initiatives	Outcomes	Owner	Actions				
				2022-23	2023-24	2024-25	2025-26	2026-27
5b. Strengthen infrastructure for flexible learning environments	5b.2. Ensure that students have access to the internet inside and outside of school with support for families.	Students will have access to Internet in/out of school, and receive tech support and education.	Chief Business Officer, Technology Director	CBRS implemented at all school sites. Initial rollout of CBRS routers to families	Review of CBRS coverage to identify dead zone. Additional distribution of CBRS routers to families	Research and implement solutions to address dead zones in coverage. Additional distribution of CBRS routers to families	Research and implement solutions to address dead zones in coverage. Additional distribution of CBRS routers to families	Research latest CBRS technology to determine if newer equipment needed at high usage sites. Additional distribution of CBRS routers to families
	5b.3. Investigate and implement practical flexible physical learning environments inside and outside the classrooms that meet the needs of diverse student learners.	Provide flexible learning environments inside and outside the classroom which meet the diverse needs of students.	Chief Business Officer	Internally start the planning process of flexible learning environments by looking at current conditions and at equity across sites.	Beginning the flexible learning environments planning process with stakeholders and architects to determine areas of need and growth.	Flexible physical learning environments: After stakeholder input, schedule construction.	Flexible physical learning environments: Construction	Flexible physical learning environments: Implemented

Our Progress- Strategic Plan Dashboard



#1 Effective and consistent instructional practices that meet the needs of all students - 2022-23			
Status	Action	Success Criteria: By the end of the year we will ...	Owner
	Assess cultural awareness and cultural responsiveness of teaching methods of all teachers to inform the development of competences	Identify a set of culturally responsive instructional practices that would serve the needs of our community.	Chief Academic Officer
	Use Equity Framework to collect and analyze data related to underrepresented student groups and systemic barriers negatively impacting these groups in enrolling in accelerated courses or programs.	Identify barriers for underrepresented student groups to advanced coursework.	Chief Academic Officer
	Design and formalize all prongs of the MTSS, including tiers, pre-referral and referral process, forms, procedures and data analysis. Design rollout and implementation for remaining years.	Revise and refine MTSS process and develop Phase 2 rollout/implementation plan for 2023-24	Chief Academic Officer

#2 Student social emotional health - 2022-23			
Status	Action	Success Criteria: By the end of the year we will ...	Owner
	Communicate Health & Wellness (H&W) Goals. Conduct resource mapping to identify site-based Professional Development needs related to H&W goals.	Create Professional Development plan related to H&W goals.	Director of Student Support Services and Special Education
	Disseminate & seek stakeholder feedback on Social Emotional Developmental Targets and define MVWSD-focused targets and instructional practices. Begin roll out of Social Emotional Measurement Tool.	Roll out Social Emotional Measurement Tool (Sown to Grow).	Director of Student Support Services and Special Education
	Analyze data to inform and identify continuum of SEL care. Train District & school site on development of Coordination of Services Team (COST).	Identify Coordination of Services Team (COST) members.	Director of Student Support Services and Special Education






#3 Inclusive and welcoming culture - 2022-23





Status	Action	Success Criteria: By the end of the year we will ...	Owner
	Continue needs assessment via stakeholder feedback on challenges to engagement. Establish a vision for meaningful engagement and determine the next steps that are within our control.	Conduct a needs assessment with multiple stakeholder groups and identify (1) the current expectations that families have for engagement and (2) the obstacles in the way of engagement.	Director of Federal, State and Strategic Programs
	Conduct needs assessment at all school sites to determine areas of need for student and family-based affinity groups while also engaging with existing affinity groups to collect information on the current structure and function of those groups.	Identify the types of peer support (affinity) groups needed in our district.	Director of Equity
	Engage multiple stakeholder groups in a process to identify and crystalize a set of Equity metrics (framework) along with a reporting mechanism (scorecard) for school sites to use to chart the progress of their work towards more equitable outcomes for student groups.	Identify a set of Equity metrics for an Equity scorecard.	Director of Equity
	Continue to research systems, tools, practices, formats, etc, for audience segmentation. Set up pilots. Obtain feedback from stakeholders on results of research and analysis. Secure and test new products, protocols and pilots. Refine new policies and practices and communicate with stakeholders.	Assess and select a variety of communications vendors for pilot testing with our parents and staff members.	Public Information Officer
	Research examples of community events/projects that engage all stakeholder groups, including current or past traditions at MVWSD schools. Find or build a tool to evaluate events through an equity lens, then evaluate examples using that tool.	Compile a list of existing community events at each school site and analyze them for how well they build community.	Director of Federal, State and Strategic Programs
	Assessment of current Parent University practices; updated Parent University coursework	Analyze survey data from new parent university coursework to inform adjustments for 23-24.	Director of Federal, State and Strategic Programs

#4 Effective and engaged employees - 2022-23

Status	Action	Success Criteria: By the end of the year we will ...	Owner
	Assess staff and student diversity and current recruiting and hiring practices and explore best practices for recruiting and hiring a diverse workforce.	1.) Review current data to identify how staff diversity reflects student demographics. 2.) Identify best practices in recruiting and hiring a diverse workforce.	Chief Human Resources Officer
	Assess MVWSD's current approach to professional development, differentiation, and ongoing staff support. Assess retention rates and exit surveys.	Use LCAP, stakeholder feedback and research to identify best practices for the delivery of professional development.	Chief Human Resources Officer

#5 Equitable distribution of resources that support student success - 2022-23

Status	Action	Success Criteria: By the end of the year we will ...	Owner
	Hold meetings with relevant stakeholders to identify resources standards across the District and create documentation	Develop district standard for facilities, technology, and student resources.	Chief Business Officer
	Continue to support access to breakfast and lunch that meet or exceed National School Lunch standards and find ways to improve meal quality while balancing the Child Nutrition Fund.	Create a list of recommendations for a cost-neutral food service program.	Chief Business Officer
	Hold meetings with Ed Services and Technology to determine what additional programs and curriculum could be available for students to access from home or after school. Involve relevant stakeholders in a needs discussion. Start research on possible options.	Create a list for parents for at-home, asynchronous learning opportunities.	Chief Business Officer
	CBRS implemented at all school sites. Initial rollout of CBRS routers to families	CBRS radios installed at every school campus and 250 users using the network	Chief Business Officer, Director of Technology
	Internally start the planning process of flexible learning environments by looking at current conditions and at equity across sites.	N/A	Chief Business Officer

Key	
	Completed, ahead of the year in which the action was due
	Completed (or almost) in the year the action was due
	In progress
	Remediation plan in progress

