

## Vertical Experience

*From cradle through high school to college and/or career, we believe that MPCSD has an opportunity to serve as a leader in education for families in MPCSD and beyond. We believe that we are morally obligated to create the conditions that ensure that all students, regardless of background, find success. We intend to add value through powerful partnerships with local school districts, community organizations, and businesses who share our passion for meeting the needs of every child, capitalizing on our unique potential and supporting others in our shared pursuit.*

### **Strategic Directions 2016-2022**

In the domain of *Vertical Experience*, the Menlo Park City School District will use its time, energy, and resources to...

1. Remain a local and national leader in the promotion of student-centered educational innovation using our experience and relationships to continue to expand the quality of educational experiences available to students in the Menlo Park City School District and beyond.
2. Create the conditions necessary to increase engagement of all parents in their children's education ensuring that common barriers<sup>1</sup> to involvement are minimized to the greatest extent possible.
3. Lead the development of a "virtual K-12" experience through the:
  - Enhancement of an ongoing and sustainable dialogue and collaboration with the other Menlo-Atherton High School feeder school districts: Ravenswood City School District and Las Lomas Elementary School District.
  - Partnership with Menlo-Atherton High School and the Sequoia Union High School District to ensure a continuity of experience from our district to theirs, meaningful two-way articulation, and an emphatic focus on student-centered experiences that elevate and innovate the educational experience Menlo-Atherton High School students
4. Design and develop programs that add value for future MPCSD families prior to their children entering kindergarten including the pursuit of early learning education options and resources for children ages zero to five.
5. Develop the work of our Community Trust<sup>2</sup> to mobilize local school districts, city governments, police departments, and community organizations around the support and growth of the Developmental Assets<sup>3</sup> of all children in our community.
6. Pursue strategic partnerships with private sector companies and higher education institutions whose support and expertise might advance the specific interests and efforts of MPCSD.

---

<sup>1</sup> Common barriers to parent involvement include, but are not limited to: language, work schedule, lack of transportation, child care, and awareness.

<sup>2</sup> The Community Trust, begun in 2012, brings together leaders from local school districts, city governments, local businesses, community organizations, police and fire departments, etc. to discuss issues and strategize efforts related to youth in our community

<sup>3</sup> Developmental Assets were released in 1990 by the Search Institute as a framework that detailed a set of 40 skills, experiences, relationships, and behaviors that enable young people to develop into successful and contributing adults. The Developmental Assets have been used in some MPCSD for the last 4 years.