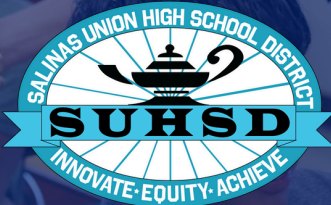




THE FIRST
100 DAYS

SUPERINTENDENT
Dr. Zandra Jo Galván



SALINAS UNION HIGH SCHOOL DISTRICT
SUHSD
INNOVATE · EQUITY · ACHIEVE



PROUDLY SERVING SUHSD



Dr. Zandra Jo Galván
Superintendent



Jorge Rojas
President
Trustee Area 4



Nathalia Carrillo
Vice-President
Trustee Area 3



Monica Lujan
Clerk
Trustee Area 6



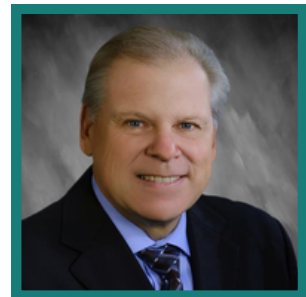
Vanessa M. Robinson
Board Member
Trustee Area 1



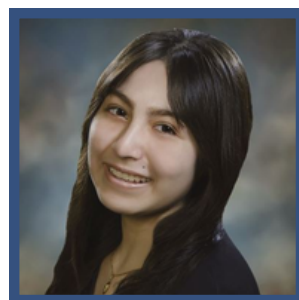
Mitchell Huerta
Board Member
Trustee Area 2



Tracy Filice
Board Member
Trustee Area 5



Michael Urquides
Board Member
Trustee Area 7

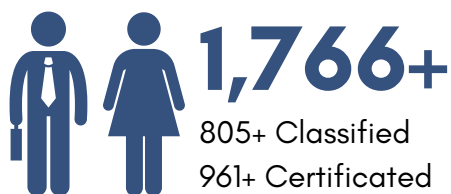


Estrella Zarate-Pacheco
Student Board Member

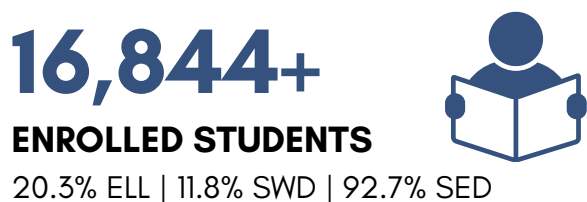
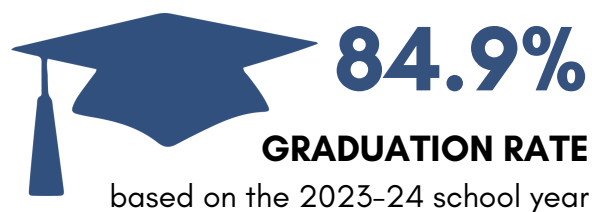


SUHSD FACTS-AT-A-GLANCE

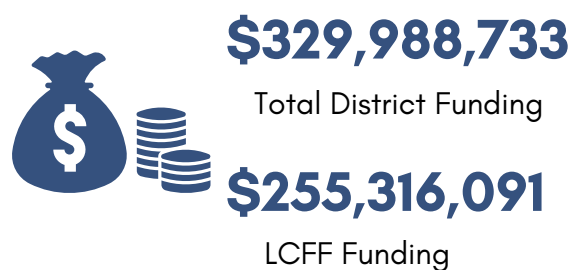
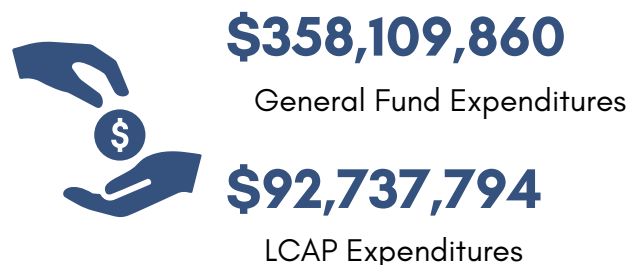
EMPLOYEES



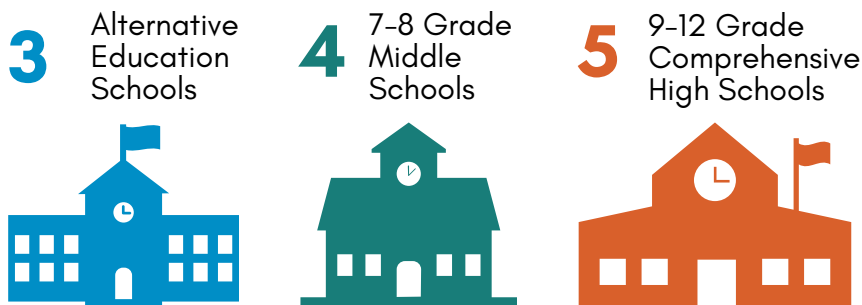
DISTRICTWIDE ENROLLMENT



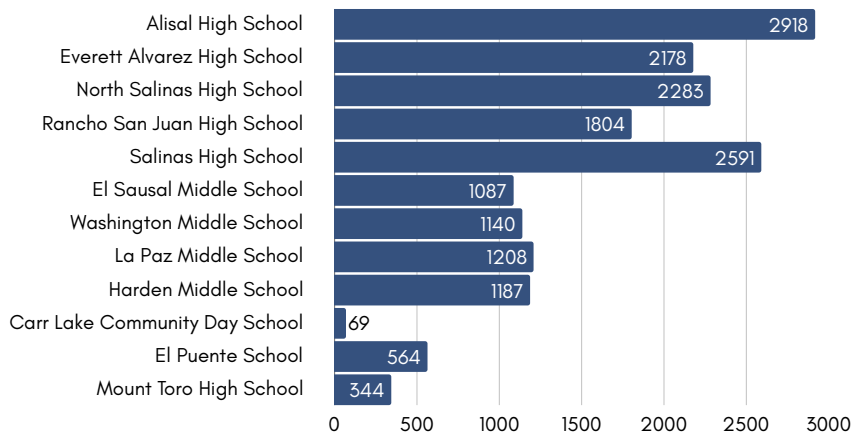
DISTRICT FINANCES



SUHSD SCHOOL SITES



1:24 Our schools maintain an estimated average teacher-to-student ratio of 1:24, promoting equitable access to individualized instruction and student engagement.



SBAC Scores

Smarter Balanced Assessment
results are based on district average

MATH

2024	18.08
2023	16.94
2022	17.36

ELA

2024	42.8
2023	40.9
2022	42.5



LCAP GOALS

2024-25



The performance and opportunity gap will be eliminated – all students will graduate college, career, and community ready.

GOAL 1

HIGHLIGHTED ACTIONS

AVID & Puente Programs offered

Specialized EL Supports

Targeted Academic Interventions

Educational Technology

College & Career Resources



Recruit, hire, retain, and develop faculty, staff, and leaders that are qualified, high performing, diverse, and culturally competent.

GOAL 2

HIGHLIGHTED ACTIONS

Professional Learning Communities

Special Education Support

New Hire Signing Bonus

Professional Development

Instructional Coaching Opportunities



All students will be engaged in learning environments that are safe, inclusive, caring, and healthy.

GOAL 3

HIGHLIGHTED ACTIONS

Wellness Center Supports and Services

Community Schools

Specialized Parent Engagement

Justice, Equity, Diversity, and Inclusion

Districtwide Safety Resources

Dear Salinas Union High School District Family,

It is an incredible honor and privilege to serve as your Superintendent. Since joining the district on October 1, 2024, I have been welcomed with warmth and unwavering support from our students, staff, families, Board members, and community partners. Every interaction strengthens my confidence in the incredible talent, dedication, and potential within the Salinas Union High School District. I am excited to collaborate with each of you to build upon this strong foundation and create new and exciting opportunities for student achievement and overall success.

During my hundreds of visits to our school classrooms and spaces, I am continually inspired by the energy and enthusiasm that fill our classrooms. The dedication of our school teams and the passion of our students create an environment where learning thrives. My commitment is to build on this momentum—expanding opportunities for every student to excel, grow, and reach their fullest potential. Our students are powerful beyond measure and it is our job to connect them with their passion and purpose.

Our district has set ambitious goals in key areas with a broad course of study, including English Language Arts, mathematics, graduation rates, and post-secondary success, while prioritizing the social and emotional well-being of our students. Our mission is to strengthen these efforts, ensuring that every student is prepared not only for academic success, but for life beyond the classroom. Together, we will work to refine strategies, embrace innovation, and position our district to be a national leader as we meet future challenges with resilience and radical creativity.

I recognize that the road ahead will not be without challenges. Progress requires navigating complexities, adapting to evolving needs, and finding solutions to obstacles that may arise. However, as optimists, it is through these very challenges that we grow, innovate, and create sustainable, lasting change. I am confident that by working together and empowering every team member in the Salinas Union High School District, we will turn difficulties into opportunities and continue moving forward with determination and purpose.

The last 100 days have allowed me to prepare a 100 Day Assessment where the focus was clear: I was on a mission to listen, learn, communicate, and empower. This initial phase serves as the foundation for key areas where I—and the broader community—believe we can strengthen our efforts and improve student outcomes. The insights gained in the last 100 days will directly shape a comprehensive strategic plan that will guide our district over the next five years. This long-term plan will focus on celebrating our greatness, addressing key areas for improvement, refining our strategic goals, and ensuring that every student has access to the resources and opportunities they need to succeed every year. By prioritizing and empowering team collaboration—drawing on the insights and perspectives of our entire community—we will create a roadmap that will design a framework for a future where every student thrives.

The foundation of our district's success is built on the strength of our partnerships. Collaboration among our labor partners, staff, team members, Board of Trustees, parents, students, and our greater community is essential in shaping a clear and ambitious vision for our district. These partnerships are the driving force behind hundreds of interviews on our progress, fostering an environment where every voice is heard and every perspective contributes to meaningful change.

More than ever, we must focus on what matters most—our students and the dedicated individuals who support them every day. By cultivating a culture of equity, innovation, and shared responsibility, we transform challenges into opportunities, proving that even the seemingly impossible can become reality.

Throughout my 31 years in education, I have learned that grounding decisions in research of both qualitative and quantitative data, upholding scientific principles, and staying true to our convictions as a district on a mission to serve our brilliant students will lead to outcomes that build unity in community. This is the commitment that we collectively bring to the Salinas Union High School District. As an instructional leader and part of a broader leadership team, I am dedicated to meeting people where they are, listening to their needs, and working alongside them to elevate how to lift our students to new heights.

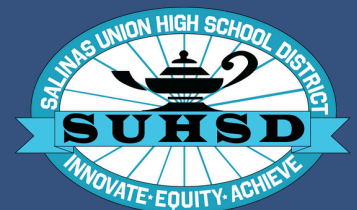
My promise to our students and families, our Board, educators, civic and business leaders, philanthropic partners, and labor organizations is unwavering—you can count on me as a dedicated leader and partner in this journey. Together, we will advance purposeful educational initiatives, bridge the opportunity gap, and empower all sectors of our community to support one another.



Thank you for the warm welcome to this extraordinary district! I am energized and ready to dive in with passion and purpose, knowing that together, we will ignite innovation, set a stellar standard, and pave the way for a future where our district becomes a nationally recognized leader in education. With students at the heart of every decision, we will trailblaze new pathways, redefine excellence, and create an inspiring legacy for years to come!

Sincerely,

Dr. Zandra Jo Galván
Superintendent



CORE BELIEFS

This 100 Day Assessment uncovers areas of focus and embodies our unwavering commitment to the core beliefs that drive our educational mission.

Equity

We recognize the urgent need to address and eliminate persistent opportunity and equity gaps that disproportionately impact marginalized students, particularly Black, Latinx, and LGBTQIA+ students. At the Salinas Union High School District, we are committed to making equity not just an ideal, but a lived practice embedded in every classroom, program, and policy. We are committed to actively disrupting systemic discrimination and racism that have long impacted our communities, ensuring that every student—regardless of background—has equitable access to the resources and opportunities needed to succeed.

Empowerment

We believe in the power of collective action, guided by the voices of our students, families, educators, labor partners, business industry partners, and community members. At Salinas Union High School District, we are committed to meaningful engagement, ensuring that every individual has a voice in shaping the decisions that impact our schools. Through strong, inclusive partnerships, we can harness collective wisdom and support to foster an environment where every student thrives. Together, we will empower our community to actively shape the future of our district.

Academics

Every student in the Salinas Union High School District deserves a world-class education that prepares them for college, career, and life. We are committed to raising academic standards and delivering rigorous, meaningful, and engaging learning experiences in every classroom to inspire students to reach their full potential. Our goal is to be a district where academic excellence is the norm, not the exception, and where every student graduates equipped with the knowledge and skills to thrive in an ever-changing world.

Culture

We are committed to fostering a positive and inclusive culture district-wide that embraces the diversity and strengths of our students, staff, and community. The Salinas Union High School District is dedicated to fostering a welcoming environment where everyone feels valued, respected, and supported. We strive to cultivate a culture of collaboration, innovation, and continuous improvement, one where every voice in our diverse community is heard and honored, and where our schools reflect the rich cultural heritage of our students.

Community

Strong public schools are the foundation of a thriving community. The Salinas Union High School District is committed to building community school models and sustaining deep connections with our community, recognizing that our success is directly tied to the well-being of the families and neighborhoods we serve. We will actively engage with and support our community, fostering partnerships that enrich education and strengthen the vitality of the Salinas area.

FOUR TASKS

The effectiveness of our 100 Day Assessment depends on the execution of four critical tasks.

LISTEN

During the first 100 days, I focused on creating opportunities to listen to the voices of the Salinas Union High School District community. I tapped into the community's rich tradition of social and political engagement, organizing, and empowerment. Our district employees brought a wealth of knowledge and experience, with many having grown up here and dedicating their lives to serving our community. The lived experiences of our students, labor partners, families, and community members were invaluable in shaping how we enhanced and sustained the quality of our services. Yet, many in the Salinas community had not engaged with us directly, and we remain committed to reaching them. These collective insights were essential in shaping our Strategic Plan and guiding the future of our district.



DISCOVER

Following a period of listening and gathering qualitative data on successes and challenges within the Salinas Union High School District, I entered the next phase: Discovery. During this phase, I actively gathered, analyzed, and assessed key findings related to student learning, district finances, facility conditions, and staffing levels. This was also where I compiled insights to develop a clearer picture of our district's strengths and areas for growth. By gaining a clear understanding of our students' academic progress and social-emotional well-being, I ensured that our planning remained focused, effective, and rooted in both efficiency and accountability. This discovery phase was essential in shaping the strategies that will move our district forward.



COMMUNICATE

During this phase, the District took the opportunity to be visible and actively engaged with community members and district educational partners by meeting them where they were, both in-person and online. We facilitated meaningful conversations to identify key areas of focus and gain a deeper understanding of the challenges and opportunities ahead. Over the past few months, we dedicated time to listening to stakeholders, starting the process of fostering interactive and trusting relationships. Their insights were essential to how we assessed both immediate and long-term challenges and opportunities.

At the same time, communication played a central role, overlapping with the listening and discovery phases as we engaged with stakeholders to gather data, share information, and strengthen partnerships. These listening sessions also helped us evaluate current practices and establish regular touchpoints with the communities, employees, and families we serve, and look forward to engaging in the coming months and years.



EMPOWER

In the final stage, our focus will now shift to empowering the Salinas Union High School District to take decisive action. Building on the insights gathered in the earlier phases, we will now translate these findings into concrete steps that will drive meaningful change. We will actively engage with all levels of our organizations from students, staff, families, community members, and educational partners, ensuring they are not just informed but fully involved in the process.

By fostering a culture of collaboration and trust, we empower our labor partners, educators, staff, students, and families to take ownership of the initiatives that shape our district's future. This stage is about turning our shared vision into reality, with each partner playing an essential role in our collective success. Together, we will act with purpose and empower one another, ensuring that every decision reflects the needs and aspirations of those we serve.



LISTEN

Over the course of my first 100 days, I actively engaged with a wide range of students, staff, labor leaders, parents, families, and community members to recognize the strengths of our district and identify opportunities for growth. These sessions were designed to gather insights from our district community, deepen our understanding of the district's challenges and potential, and foster a collaborative, trusting environment. By doing so, I worked to build a unified vision for student success. The feedback gathered was instrumental in shaping the district's upcoming Portrait of a Graduate and 5-Year Strategic Plan.

- I reviewed past practices and documented the perceptions of our families and community.
- I met with external entities across the civic, business, faith, nonprofit, public, and university sectors.
- I maintained an ongoing dialogue with students, staff, parents, families, community, district administration, my executive cabinet, and the Board of Trustees.

The list below highlights most of the stakeholder engagement opportunities led by Superintendent Dr. Zandra Jo Galván during her First 100 Days. Please note that many informal meetings took place but were not formally documented.

To achieve this, I:

- Listened to and engaged with a diverse group of educational partners across our community. Educational partners are defined as anyone with a vested interest in the success of our district (students, staff, labor leaders, parents, families, and community members).
- Collected perspectives on the opportunities and challenges facing the Salinas Union High School District with two simple questions: "What do we do well?" and "What can we do better?"
- Built trust and collaboration to develop a shared vision for student success, ensuring student voices were central to both its creation and implementation.
- Established and strengthened deep, lasting connections with the students, staff, families, and community members we served.

Creating Spaces for Meaningful Dialogue

- I hosted listen-and-learn sessions across the district, including town halls at each comprehensive high school, offering an open invitation to anyone in the community to share their ideas. All contributions were documented to ensure every voice was heard.
- I facilitated focus groups with key educational partners, including:
 - Students and parents across all grade levels.
 - All classifications of employees and labor partner groups.
 - Families and caretakers of English Learners, newcomer youth, and students with exceptional needs.
 - Other educational providers, civic partners, local, state, and federally-elected officials, as well as business and community partners.
- I analyzed community feedback collected over the last 100 days, including past and current input on the Local Control Accountability Plan (LCAP), Superintendent Search Forums, and a variety of surveys.

Stakeholder Interaction Metrics

100	School Visits
400	Classroom Observations
30	Cabinet meetings
16	Student Focus Groups
41	Meetings with Principals
35	Individual meetings with Board Trustees
300	Total touchpoints with admin across over 40 unique meetings
81	Meetings with community partners
85	Unique touchpoints with staff across over 50 unique meetings
200	Unique touchpoints with parents across over 20 unique meetings
205	Town Hall Guests

Building Lasting Engagement for Lasting Impact

The success of the 100 Day of Assessment—and in developing future action plans and the overall Strategic Plan—depends on our ability to actively listen, learn, and adapt in collaboration with our educational partners. Strengthening our existing engagement platforms, including the student, staff, family, and community Advisory Committees, as well as partnerships with labor groups and community organizations, is essential to this process.

The students we serve, along with the families and staff who support them, are at the heart of our district's success. Their achievements, voices, and lived experiences continue to guide our growth and evolution as a district.

DISCOVER

INTERNAL EVALUATION

Findings While Listening and Learning

Part of the listening phase involved meeting with students, staff, parents, and community members through a series of different meetings, such as student group meetings, staff focus groups and staff one-on-one meetings, parent group meetings, and more. During these listening opportunities, data was collected. Our findings are below.

The following represents the main topics and themes that emerged across town halls, school visits, and meetings with parents, staff, students, and others. While not every individual point is listed here, all feedback has been documented for internal reference and consideration.

What Our Community Values:

- **Academic Support and Curriculum:** Families expressed appreciation for after-school tutoring opportunities, honors and Advanced Placement (AP) courses, and the wide range of elective classes available.
- **Credit Recovery Options:** The community values flexible options for credit recovery, including summer school and seasonal intersession programs.
- **Alternative Education:** There is strong support for alternative education pathways that serve students who may not thrive in traditional comprehensive school settings.
- **College Readiness Support:** Parents and students highlighted the importance of events such as FAFSA and college application support nights.
- **College-Going Programs:** Programs like Hartnell TRIO, GEAR UP, PUENTE, and AVID were frequently mentioned as key supports for students planning to pursue higher education.
- **Career Technical Education (CTE):** Community members praised the variety of CTE courses that provide students with real-world skills and career pathways.
- **Communication:** Families value consistent communication from schools, including messages, phone calls, social media updates, and the use of platforms like TalkingPoints.
- **District Updates:** Weekly messages from the district office were noted as a helpful resource for staying informed.
- **School Spirit:** Each school's unique sense of pride and spirit was frequently acknowledged and celebrated.
- **Athletics:** Sports programs were recognized for promoting scholar athletics, physical activity, teamwork, and school community.
- **Student Activities:** Lunchtime and after-school activities were appreciated for keeping students engaged and connected.
- **Campus Improvements:** Recent enhancements to school facilities were positively received by families and staff.

Community Priorities and Requests:

- **Expanded Academic and Career Pathways:**
 - Increase dual enrollment opportunities at all sites, including middle schools.
 - Expand Career Technical Education (CTE) courses, including evening CTE options.
 - Expand CTE pathway options from seventh grade through twelfth.
 - Improve awareness of elective courses and CTE opportunities.
 - Ensure middle school students have access to a diverse range of courses that set them up for success in high school, including concurrent enrollment.
- **Enhanced College and Career Preparation:**
 - Expand access to financial literacy courses.
 - Make PUENTE and AVID available to all students at all schools.
 - Increase college and university field trips for all students every year.
 - Offer more Visual and Performing Arts (VAPA) courses and add more clubs at all sites.
 - Develop more courses in emerging technologies, including virtual reality, robotics, engineering, and computer science with Silicon Valley industry partners.
- **Student Support and Equity:**
 - Provide additional academic and attendance recovery opportunities.
 - Strengthen support services for English Language Learners/Multilingual Learners.
 - Increase access to nutrition education and physical conditioning programs during the day and after school.
 - Increase support for students who may struggle to afford school activities and gear.
- **Facilities and Infrastructure Improvements:**
 - Address overcrowding by adding additional classrooms and modernizing existing spaces.
 - Ensure all classrooms have air conditioning and heating.
 - Improve internet connectivity across all campuses.
 - Ensure equal access to facilities, as some schools have amenities like pools, wellness centers, or dedicated fields while others do not.
 - Enhance physical accessibility, particularly for students and families attending sports events.
 - Prioritize campus maintenance and modernization to create safer and more equitable learning environments.

DISCOVER

• School Safety and Campus Climate:

- Take stronger action to address drug use on campus, including vapes and e-cigarettes.
- Increase the number of security cameras on campuses.
- Implement and enforce clear policies on bullying prevention.
- Actively address racism and the use of slurs on campus.
- Establish clear protocols for smartphone use to minimize disruptions to learning.

What Our Students Shared:

- Students deeply appreciate their teachers and the positive support and affirmations they receive from staff.
- They enjoy Career Technical Education (CTE) classes, but expressed concern that these courses often fill up too quickly.
- Many students would like expanded access to dual enrollment opportunities.
- Students enjoy elective courses, though Multi-Language Learners sometimes feel excluded from these offerings.
- They want more opportunities to have their voices heard and included in decision-making.
- Wellness Centers were highlighted as spaces where students feel safe, supported, and cared for.
- There is a desire for increased funding for sports equipment and uniforms.
- Students would like access to more Visual and Performing Arts (VAPA) courses.
- They are interested in more field trips to enhance their learning experiences.
- Many expressed the need for equal recognition and support across all sports programs.
- Cheerleading programs for middle schools were frequently requested.
- Students are frustrated by long lunch lines, which often prevent them from receiving their meals on time.
- There is a strong need for greater access to restrooms, as many are closed due to safety concerns, creating challenges during the school day.
- Students also noted that restrooms should be cleaned and restocked consistently throughout the day.

What Our Staff Shared:

- Staff would appreciate more communication with their administrators to enhance transparency and collaboration.
- There is a need for consistent follow-through on teacher evaluations.

- Staff emphasized the value of timely responses from administrators and the importance of accountability at all levels.
- They want administrators to consider staff input before making significant decisions.
- Space constraints are a concern, with district staff feeling increasingly cramped in their current work environments.
- Staff would like to see work orders addressed more efficiently to improve campus and office functionality.
- Many shared the desire for customer service training across departments to improve interactions and elevate service quality.
- Staff are eager for more professional development opportunities, including Professional Learning Communities (PLCs) for classified staff.
- There is interest in more district-wide meetings and conferences to foster collaboration and shared learning.
- Staff want professional development across all departments to be planned in advance and tailored to their specific learning needs.
- Many shared appreciation for the Board of Trustees' active engagement with the district and its schools.
-

What Our Families Shared:

- Families want to see increased academic rigor to keep students engaged and challenged.
- They would like greater awareness of course offerings available at their student's school and at Mission Trails ROP.
- TalkingPoints is highly valued as an effective communication tool.
- Families appreciate responsive teachers, though some expressed concerns that not all teachers are accessible or responsive to parent inquiries.
- Families value the many resources available, such as mobile clinics, resource fairs, and community services.
- They would like to see more opportunities for students with disabilities to be included in mainstream activities.
- While families appreciate healthier food options, they are frustrated by long lunch lines that make it difficult for students to get their meals on time.
- They enjoy community-inclusive events but feel that parent outreach efforts could be strengthened.
- Many families would like more parent meetings on a weekly basis at all sites, such as weekly cafés, to stay informed and engaged.
- Drop-off and pick-up logistics remain a challenge for many parents, causing frustration.

DISCOVER

- Families appreciate the increased security presence on campuses but noted concerns about some security staff not being kind to students.
- The Wellness Centers are seen as valuable spaces, and families would like to see more qualified staff available to support students.
- District surveys are perceived as too long and should be more concise for better participation.
- Yondr pouches have been well received, and families would like to see them implemented at the high school level.
- Families expressed a need to create Family Resource Centers on each campus to access much needed resources and personnel.

This document is intended for the general public; therefore, data has been simplified to support readability and community understanding. It does not reflect the full scope of data reviewed during internal analysis.

Student Demographics

16,844 TOTAL STUDENTS

Student Ethnic Breakdown

91.87%	Hispanic
3.96%	White
1.54%	Filipino
1.02%	Two or more races
0.61%	Asian
0.46%	African American
0.31%	Not Reported
0.11%	American Indian/Alaska Native
0.11%	Pacific Islander

Student Performance Review

We reviewed student performance data across the Salinas Union High School District to assess equitable student outcomes. Data was disaggregated by race/ethnicity, socioeconomic status, language proficiency, exceptional needs, and other key characteristics to inform funding decisions, resource allocation, and next steps.

Key data points included, but were not limited to:

- Literacy, numeracy, and core subject performance
- Socioeconomic factors, including family income
- Student mobility data
- Attendance / Chronic Absenteeism
- English Learner reclassification rates
- Post-secondary readiness indicators
- Broad Course of Study Offerings & Completers
- Graduation and dropout rates
- A-G completion rates with a grade of "C" or better
- Family or caretaker educational attainment levels
- Suspension and Expulsion Rates
- Learning Walk Data
- Family Engagement Statistics by Site

93%

LOW INCOME

11%

STUDENTS WITH DISABILITIES

6%

MIGRANT EDUCATION

4%

HOMELESS YOUTH

.18%

FOSTER YOUTH

District-wide graduation and drop-out rates:

GRADUATION RATES:

- 2023-2024: 84.9%
- 2022-2023: 81.6%
- 2021-2022: 87.5%

DROP-OUT RATES:

- 2023-2024: 5.2%
- 2022-2023: 6.4%
- 2021-2022: 6%

School Acronym Key:

HIGH SCHOOLS

- **AHS:** Alisal High School
- **EAHS:** Everett Alvarez High School
- **NSHS:** North Salinas High School
- **RSJHS:** Rancho San Juan High School
- **SHS:** Salinas High School

MIDDLE SCHOOLS

- **ESMS:** El Sausal Middle School
- **HMS:** Harden Middle School
- **LPMS:** La Paz Middle School
- **WMS:** Washington Middle School

ALTERNATIVE EDUCATION SCHOOLS

- **EPS:** El Puente School
- **MTHS:** Mount Toro High School
- **CLCDS:** Carr Lake Community Day School

Pupil Population Acronym Key:

- **ELL:** English Language Learners
- **SED:** Socio-Economically Disadvantaged
- **SWD:** Students with Disabilities

Pupil Population Demographics HIGH SCHOOLS

	AHS	EAHS	NSHS	RSJHS	SHS
All	2918	2178	2283	1804	2591
ELL	675	338	410	304	280
SED	2823	2075	2183	1636	2175
SWD	276	234	238	210	286

MIDDLE SCHOOLS

	ESMS	HMS	LPMS	WMS
All	1087	1187	1208	1140
ELL	316	347	401	270
SED	1035	1089	1169	1014
SWD	119	164	140	158

ALTERNATIVE EDUCATION SCHOOLS

	EPS	MTHS	CLCDS
All	564	344	69
ELL	148	110	28
SED	510	320	62
SWD	66	42	12

DISCOVER

STANDARDIZED TEST SCORES, SMARTER BALANCED ASSESSMENT CONSORTIUM PERCENTAGE MET OR EXCEEDED

English Language Arts

HIGH SCHOOLS

	AHS	EAHS	NSHS	RSJHS	SHS
2024	53.1%	53.2%	49.7%	49.2%	68.2%
2023	49.9%	51.7%	46%	49.5%	62.6%
2022	52.9%	50.5%	49.9%	53.6%	55.2%

MIDDLE SCHOOLS

	ESMS	HMS	LPMS	WMS
2024	38.5%	28.8%	32.6%	43.9%
2023	30.2%	32.1%	34%	40.9%
2022	40%	31.7%	40%	38.1%

ALTERNATIVE EDUCATION SCHOOLS

	EPS	MTHS	CLCDS
2024	40%	7.5%	-
2023	35.1%	7.6%	0%
2022	30.5%	11.5%	-

Mathematics

HIGH SCHOOLS

	AHS	EAHS	NSHS	RSJHS	SHS
2024	19.3%	13.5%	12.1%	15.9%	29.4%
2023	18.7%	13.9%	13.7%	13.4%	24.7%
2022	21.3%	14.9%	13.8%	14.1%	22.3%

MIDDLE SCHOOLS

	ESMS	HMS	LPMS	WMS
2024	20.1%	15%	15.3%	23.6%
2023	19.5%	15.5%	12.9%	21.6%
2022	19.5%	15%	15%	22.5%

ALTERNATIVE EDUCATION SCHOOLS

	EPS	MTHS	CLCDS
2024	3.9%	0%	-
2023	6.7%	0%	0%
2022	4.9%	0%	0%

DISCOVER

CHRONIC ABSENTEEISM

HIGH SCHOOLS

	AHS	EAHS	NSHS	RSJHS	SHS
23-24	7.6%	15.4%	12.5%	15.7%	11.5%
22-23	10.6%	21.4%	16.1%	16.7%	15.7%
21-22	19.8%	29.0%	30.0%	29.3%	26.0%

MIDDLE SCHOOLS

	ESMS	HMS	LPMS	WMS
23-24	9.7%	15.9%	11.0%	17.1%
22-23	15.0%	22.4%	14.8%	18.2%
21-22	17.0%	30.7%	15.3%	25.7%

ALTERNATIVE EDUCATION SCHOOLS

	EPS	MTHS	CLCDS
23-24	84.7%	48.5%	65.3%
22-23	63.5%	51.3%	85.7%
21-22	43.6%	74.4%	73.9%

SUSPENSION RATES

HIGH SCHOOLS

	AHS	EAHS	NSHS	RSJHS	SHS
23-24	3.70%	4.90%	3.20%	2.50%	3.40%
22-23	3.40%	0.70%	2%	1.50%	5%
21-22	4%	1%	7.10%	2.90%	3.90%

MIDDLE SCHOOLS

	ESMS	HMS	LPMS	WMS
23-24	5.50%	9.10%	5.80%	6.70%
22-23	9.10%	10.70%	6.10%	6.30%
21-22	5.30%	5.30%	5.30%	8.60%

ALTERNATIVE EDUCATION SCHOOLS

	EPS	MTHS	CLCDS
23-24	1.20%	6.10%	11.60%
22-23	1.50%	0.30%	0%
21-22	1.10%	4.60%	4.50%

EXPULSION RATES

HIGH SCHOOLS

	AHS	EAHS	NSHS	RSJHS	SHS
23-24	0.3%	0.0%	0.2%	0.1%	0.2%
22-23	0.3%	0.2%	0.0%	0.1%	0.5%
21-22	0.2%	0.0%	0.2%	0.1%	0.5%

MIDDLE SCHOOLS

	ESMS	HMS	LPMS	WMS
23-24	0%	0.30%	0%	0.40%
22-23	0.30%	0.50%	0.20%	0.70%
21-22	0%	0.60%	0.20%	0.50%

ALTERNATIVE EDUCATION SCHOOLS

	EPS	MTHS	CLCDS
23-24	0%	0.60%	0%
22-23	0%	0%	0%
21-22	0%	0.50%	0%

DISCOVER

Assessing Infrastructure for College and Career Readiness

We conducted a comprehensive review of the district's infrastructure to ensure students were well-prepared for post-secondary success.

- We evaluated counselor ratios (academic and college) to ensure that every middle and high school student knew their counselor by name and received personalized guidance for post-secondary planning.
- We assessed additional staff-to-student ratios, including teacher-to-student and administrator-to-student ratios, to ensure every student receives comprehensive support.
- We analyzed school calendars and student outcome data timelines to identify opportunities for regular district-level data discussions with principals and administrative staff
- We reviewed and will recommend improvements to the Individualized Graduation Plan and Career Pathway requirements for high school students.
- We worked with the director who oversees Professional Development to make sure that College and Career Readiness related Professional Development is focused on student outcomes.

Findings:

- It has been identified that standardized protocols must be established across the district for college and career activities to ensure that all students and parents receive consistent information and have equitable access to similar events.
- We must coordinate a district-wide series of informational workshops for students and parents focused on FAFSA, college applications, and related topics to ensure equitable access to essential college and career planning resources.

This document is intended for the general public; therefore, data has been simplified to support readability and community understanding. It does not reflect the full scope of data reviewed during internal analysis.

STUDENT/STAFF DATA HIGH SCHOOLS

	AHS	EAHS	NSHS	RSJHS	SHS
STS	2918	2178	2283	1804	2591
ADM	7	5	5	5	6
CNS	10	9	10	7	10
TCH	117	86	100	75	107

MIDDLE SCHOOLS

	ESMS	HMS	LPMS	WMS
STS	1087	1187	1208	1140
ADM	3	3	3	2
CNS	5	4	5	4
TCH	49	51	53	52

ALTERNATIVE EDUCATION SCHOOLS

	EPS	MTHS	CLCDS
STS	564	344	69
ADM	2	3	2
CNS	3	2	1
TCH	15	12	2

Acronym Key

- **STS:** Students
- **ADM:** Administrators
- **CNS:** Counselors
- **TCH:** Teachers

DISCOVER

Ensuring Fiscal Responsibility and Equity

We conducted an in-depth fiscal review to assess funding conditions, financial practices, and both short- and long-term challenges. We identified ways to ensure district funding was used equitably and efficiently to drive student achievement and well-being.

This analysis included:

- Evaluating and recommending strategies for the efficient use of fiscal resources and staff to support schools.
- Producing a detailed report comparing budgeted versus actual expenditures to improve decision-making and ensure funds are allocated effectively.
- Understanding how investments impacted student achievement and aligned with intended goals.
- Refining budget allocation methodologies. It was determined that communication needs to be shared on the weighted distribution formula.
- Delivering credible forecasts and multi-year budgets with sustainability-focused "if/then" scenarios. This needs to be communicated to the public when board meetings include fiscal reportings.
- Ensuring equity in distributing and spending at all school sites related to basic needs, safety needs, and modernization needs.
- Developing a fiscal performance dashboard and providing a semi-annual report on district financial activity.

School Site Funding Special Populations

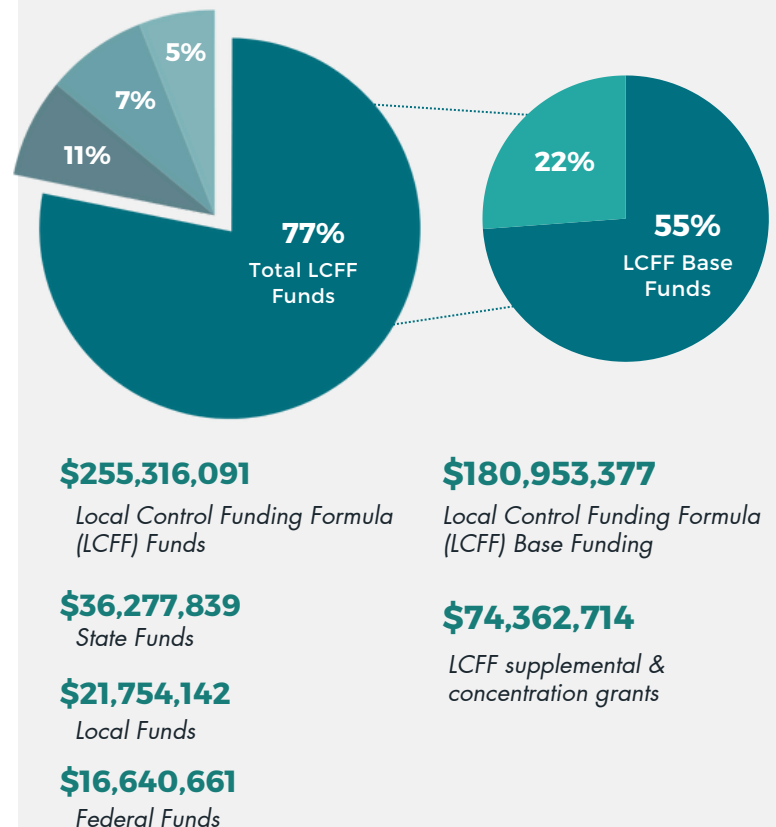
Total: \$18,280,111

Title I:	\$4,656,779
Title III, LEP:	\$597,971
Title III, Immigrant:	\$60,136
ESSA CSI:	\$261,822
LCFF Supplemental/Concentration:	\$2,695,456
LCFF Equity Multiplier:	\$5,346,659
Prop.28:	\$1,884,802
Formula Funds:	\$2,776, 486

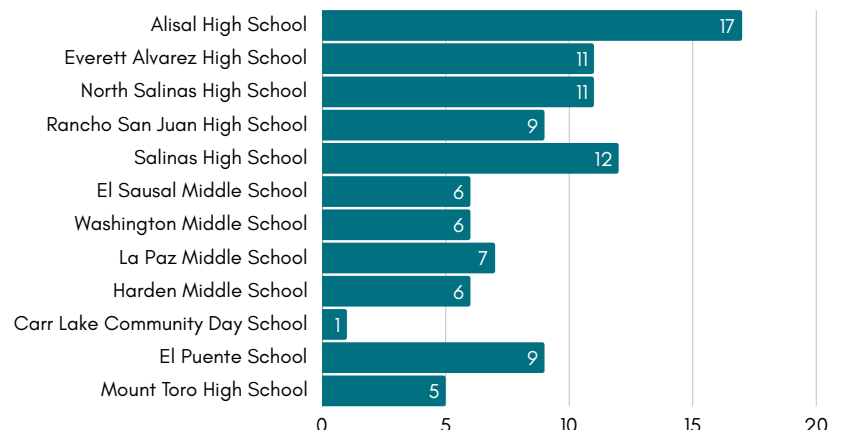
This document is intended for the general public; therefore, data has been simplified to support readability and community understanding. It does not reflect the full scope of data reviewed during internal analysis.

District Funding

TOTAL DISTRICT FUNDING



School Site Funding Allocation Percentage by School



DISCOVER

Findings:

- It has been determined that additional budget discussions with administration, along with quarterly check-ins, are necessary to ensure that all allocated funds are effectively utilized to support students. This process will include a review of the Student Equity Needs Index (SENI) formula and the Weighted Student Formula to assess their impact and effectiveness.
- It was identified that not all district investments have clearly defined metrics to assess their return on investment. For example, programs such as Winter and Spring Intercession or Afterschool Tutorials raise important questions: Do they have a measurable impact? Do they contribute to higher graduation rates? How can their effectiveness be accurately evaluated?
- Our business team will continue to collaborate closely with our sites to support them in effectively utilizing their allocated funds each year.

Findings:

- Through numerous visits to school sites, discussions with teachers, students, and administrators, as well as observations of campuses and classrooms, it was determined that there are inconsistencies and a lack of clarity in the implementation of district initiatives related to curriculum and instruction.
- It was found that inconsistencies exist in the district's professional development offerings, both in the lessons provided and the topics covered. Areas such as the Gradual Release of Responsibility lesson design, meaningful student engagement for accountable talk, and English language learner strategies and structures to enhance learning vary in focus and implementation across the district.
- It is evident that our district is led by outstanding individuals. Our administrators are deeply committed to the district's mission and remain focused on supporting students in both their academic achievement and social-emotional development.
- It is evident that we have dynamic teachers and certificated staff that deeply care about the success of their students.
- It is evident that the classified support staff are champions for the students we serve and they build relationships with our students to demonstrate how much they truly care about them.
- The students of the Salinas Union High School District are both brilliant and courageous. Throughout my first 100 days, it has been a privilege to visit and engage with them, experiencing first hand their warmth, enthusiasm, and resilience.
- Our parents are deeply invested in their children's success and are committed to ensuring they have the support and opportunities needed for post-secondary achievement.

Bridging Leadership and Learning Through School Visits

Routine school visits were essential to seeing firsthand how district and school improvement efforts impacted classrooms and student learning. Regular visits by the Superintendent, Cabinet members, directors, and managers provided valuable insights into the implementation of policies and structures, ensuring they effectively supported teachers and students.

School visits were conducted as frequently as possible to:

- Assess instruction and school culture to understand learning environments and student engagement.
- Identify areas for improvement to ensure that district policies have been/will be translated into effective practices.
- Build relationships with students, teachers, and staff to foster trust and open communication.
- Gather feedback directly from those affected by district initiatives.
- Enhance collaboration by developing a deeper understanding of each school's needs, strengths, and challenges.

This approach strengthened connections between district leadership and school communities, ensuring policies were responsive, supportive, and aligned with student success.

DISCOVER

Enhancing Campus Safety and Security

Ensuring the safety of students, staff, and school communities required proactive measures to identify and address potential risks. Routine safety walks and security enhancements created a safe learning environment for all.

Key actions taken:

- We conducted regular safety walks at each campus with maintenance, facilities, planning, and security teams to assess potential safety hazards on and around school grounds.
- We identified security gaps where unauthorized access was possible and noted vulnerabilities.

Safety and Security Findings are purposefully left out of this document, as it is public. An internal record has been kept.

Enrollment Trends

The district conducted a comprehensive review of enrollment trends data to analyze how student enrollment numbers are changing at each school. This analysis serves as a critical first step in identifying underlying factors influencing these trends and exploring strategies to address them effectively. By understanding the root causes, we can make informed decisions to support long-term student enrollment and district planning.

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Enrollment by Year

2024-2025	16,844
2023-2024	16,225
2022-2023	16,337
2021-2022	16,525
2020-2021	16,423

COMMUNICATE

Although Communication is designated as the third phase of this plan, it has been intentionally integrated throughout the Listening and Discovery phases and will continue to be essential as we progress through the initiatives outlined in the final Empower phase. Effectively communicating my findings during the Listening and Discovery phases was critical in ensuring that the Board, administration, and community remained well-informed.

The key actions taken during the Listening and Discovery phases, which I will continue throughout my tenure as Superintendent, are outlined below. Additional immediate and upcoming initiatives, developed in collaboration with the Communications Department, can be found in the Empower section.

Internal Communications

During my first 100 days, I prioritized clear, transparent, and regular communication with the Board of Trustees and Salinas Union High School District staff to support efficient governance, accountability, and responsiveness to our school community. To ensure consistency with information sharing, I support our Board Trustee requests with information gathering from staff and hold regular meetings and briefings with each Trustee. I will continue this practice to strengthen collaboration and ensure informed decision-making.

Additional key communication efforts conducted during the Listening and Discovery phases include:

- Maintain an optimal cadence of Superintendent updates at both General Board and Committee meetings
- Provide quarterly data and progress updates, including workshops with staff to review outcomes
- Issue Friday communication summary updates to Board Trustees on department actions and on select project milestones and upcoming activities
- Hold frequent informal check-ins with individual board members to maintain open communication and responsiveness
- Launch a weekly video series to keep the community informed about current work, insights, and discoveries
- Establish an administration-wide instant messaging chat to keep the team consistently informed and connected
- Introduce a weekly staff bulletin to streamline communication by consolidating department updates into a single message

- Strengthen communication between site and district administration to ensure clarity around organizational structure and support pathways

External Communications

In the first 100 days, we prioritized strengthening our digital presence and creating opportunities for meaningful conversations with community members. We enhanced communication and connection across our district by sharing uplifting stories through various media outlets, highlighting the diverse backgrounds of our students, employees, and families. These efforts were essential in ensuring that the community at large knew vital information could be accessed externally through our social platforms. Additionally, we encouraged engagement by showcasing how our platforms serve as valuable resources for learning more about the many wonders of the Salinas Union High School District.

- Expand community engagement and enhance social media reach, impressions, metrics, and analytics.
- Implement a weekly district bulletin with input from all departments, featuring updates, a weekly video message from the Superintendent, and upcoming district-wide events to consolidate essential information.
- Establish a monthly Community Advisory Council to provide all stakeholders with a platform to voice their perspectives on important school issues.

Below is a summary of strategic actions that have been taken or need to be implemented based on the Listening and Discovery Phases of my first 100 days. These actions include immediate steps taken to build momentum and ensure long-term success, as well as future plans that require further development and refinement. I have communicated and will continue to communicate these actions and their outcomes with clarity and transparency.

I. BUILDING THE BLUEPRINT: 2025-2030 STRATEGIC PLAN

All following sections will either be addressed through their own individual plans or explicitly detailed with strategic solutions in the 2025-2030 Strategic Plan. This plan is essential for setting clear priorities across the district, ensuring alignment with our long-term vision. It will leverage both new and existing engagement efforts, analyze system-wide performance data to identify strengths and areas for growth, and unify all district divisions under a shared framework. Final approval will be sought from the Board of Trustees, reinforcing our commitment to thoughtful, data-driven decision-making.

Immediate Actions for Momentum and Long-Term Success

- I recognized the urgent need for a strategic plan and initiated the process before the conclusion of my first 100 days by contracting with an agency, Learner Centered Collaborative, specializing in strategic planning. This partnership ensures the development of a well-structured, research-based, and actionable document to guide our district's future led by a diverse guiding coalition of individuals from students, staff, and community.

Laying the Foundation: Defining Our Values, Goals, and Strategic Direction

- Declare Salinas Union High School District's core organizational values and align district actions with these values.
- Clearly define district initiatives, including long-term development plans.
- Establish a unifying goal that serves as the foundation for the district's collective strategy, shaping its vision, decision-making, and future initiatives. This goal can also inspire the development of the Salinas Union High School District slogan or tagline, reinforcing a shared commitment to student success and community growth.
- Ensure alignment of the strategic plan with the district LCAP and the SPSAs of each school to maintain consistency in goals, funding priorities, and student achievement initiatives.
- Outline measurable objectives aligned with current Board goals.

II. CULTIVATING A STRONG AND SUSTAINABLE WORKFORCE

Immediate Actions for Momentum and Long-Term Success

- I recognized the need to evaluate administrative roles and responsibilities and initiate organizational adjustments to enhance efficiency. This process is already underway and has been partially implemented; however, it will remain an ongoing effort beyond the first 100 days.

Building the Salinas Union High School District Workforce: Recruiting and Retaining Qualified Staff

- Develop and implement a recruiting strategy to fill hard-to-staff positions.
- Develop a coherent and comprehensive compensation philosophy that supports the recruitment and retention of a highly qualified workforce.
- Streamline hiring and onboarding to expedite staff placement and equitably fill vacancies.
- Continue offering hiring stipends to fully credentialed teachers who commit to working at high-need schools.
- Address staff migration and retention by evaluating incentives and career growth opportunities.
- Promote a wellness mindset for all staff and students to support both mental and physical well-being. This includes exploring a potential partnership with Monterey County Blue Zones.
- Create quarterly wellness activities for all staff to create mental and physical fitness through joyful activities.
- Initiate an annual Winter and End-of-Year staff picnic or celebration to engage families and team members through joyful activities and community building.
- Establish clear and consistent evaluation standards for administrative, classified, and certificated staff across all schools and sites to ensure that every Salinas Union High School District staff member receives an annual performance evaluation.
- Establish clear and consistent evaluation procedures for athletic and extracurricular coaches with timely feedback.

EMPOWER

- Focus on recruiting a diverse workforce that meets and reflects the cultural and linguistic needs of the student population.
- Develop and implement an Impact Vision Protocol System to ensure that all levels of leadership follow a structured process that considers stakeholder input before making significant district-wide decisions.

Professional Development: Cultivating Leadership, Inclusivity, and a Growth-Oriented Culture

- Elevate leadership development by establishing a Leaders are Readers book club, ensuring that all administrators and educators engage in continuous learning and professional growth by staying in tune with current educational trends.
- Develop an aspiring administrator academy for future assistant principals and principals.
- Establish systems for professional development to ensure opportunities are approved in advance, aligned with learning initiatives, and accessible to all staff.
- Strengthen customer service by implementing community-oriented professional development to enhance communication and responsiveness. Ensure that all departments who work with students, staff, and the public participate in these training sessions to improve our customer service model.
- Foster a safe and equitable workplace by providing ongoing professional development, including implicit bias training, to support employees in creating inclusive environments.
- Provide teaching internship opportunities for university students to strengthen the educator pipeline.
- Offer additional professional development for staff overseeing the master schedule to enhance efficiency, optimize resource allocation, and support student success.
- Provide monthly training for Paraeducators and CSEA staff to establish and lead their own Professional Learning Communities across the district.
- Ensure that site and district program administrators annually develop both long-term and short-term plans for full-day and half-day professional development, aligned with district priorities and initiatives.
- Expand new teacher induction practices by exploring additional workshops and Saturday academy sessions as needed to enhance professional learning and support.
- Cultivate a positive and fulfilling workplace culture by offering professional development opportunities that empower all staff to contribute to a supportive and enjoyable district environment.

- Empower staff with a 'Can Do!' mindset by providing professional development opportunities that foster team collaboration, confidence, resilience, teamwork, and proactive problem-solving.

III. STRENGTHENING STUDENT PATHWAYS TO ACADEMIC AND CAREER SUCCESS

Immediate Actions for Momentum and Long-Term Success

- I recognized the critical importance of establishing a clear vision for student success—especially before developing the district's strategic plan—and prioritized the creation of a Portrait of a Graduate as our north star. While this work is not yet complete within my first 100 days, we have taken a significant step forward by partnering with Learner-Centered Collaborative to lead this effort. Alongside a guiding coalition of educators, students, families, and community partners, we are working to define the skills, attributes, and competencies that every Salinas Union High School District graduate should possess.
- I recognized the vital importance of amplifying student voice and took immediate action by creating the Superintendent's Student Advisory Council. Established by November 19, 2024, this council brings together a diverse group of students with direct access to district leadership, allowing them to share their perspectives and provide input on key initiatives.

Increasing Graduation Rates to 100%

- Develop targeted intervention strategies for students at risk of not graduating, including credit recovery programs, mentoring, and individualized support plans.
- Strengthen early warning systems to identify students in need of additional support and provide timely interventions.
- Re-evaluate summer school and seasonal intercession programs and academies to ensure they provide high-quality learning experiences and are accessible to all students in need.
- Develop a root-cause analysis to explore why we are not yet at 100% district-wide.

Enhancing Curriculum and Instruction for Student Achievement

- Develop an annual curriculum and instruction plan that is clear, strategically aligned with district initiatives, and supports the district's vision for student success.
- Strengthen the continuous improvement system by grounding it in data-driven decision-making that analyzes student achievement and teacher effectiveness to drive meaningful improvements.
- Utilize the Multi-Tiered System of Supports (MTSS) to monitor student progress and adjust support as needed, ensuring targeted interventions that promote academic and social-emotional success.
- Develop consistent Common Formative Assessments (CFAs) to measure student learning, using results to adjust instruction, identify targeted support, and improve overall outcomes.
- Collaborate with the Educational Services Department and Research, Assessment, and Accountability Department to develop a data dashboard that allows administrators and staff to review student progress in real time, enabling informed decision-making and targeted support.
- Implement strategic, regularly scheduled data reviews of student outcomes and school-level metrics, including staff attendance and vacancies.
- Facilitate data discussions at the school and classroom levels with principals, support staff, and executive leadership, using district-level comparisons where applicable.
- Engage in site learning walks focused on Cycles of Continuous Improvement, centered around a clearly articulated problem of practice aligned with site-specific initiatives.
- Engage in district learning walks focused on Cycles of Continuous Improvement, centered around a clearly articulated common problem of practice aligned with district initiatives.
- Continue strengthening systems that support schools in developing and aligning Cycles of Continuous Improvement, including the work of Instructional Leadership Teams.
- Define, train, and implement the Gradual Release of Responsibility as the district's adopted lesson design model—ensuring inclusion of all phases, teacher clarity, success criteria, and lesson relevance.
- Define, train, and implement support for English Learners and Unduplicated Pupil populations to enhance lesson design, such as visual aids, graphic organizers, and sentence frames.
- Define, train, and implement Structured Student Talk (SST) in all classrooms across the district.

- Define, train, and implement grade-level outcomes and metrics aligned to the Portrait of a Graduate across the district.
- Define, train, and implement Professional Learning Communities at all sites and in all departments, following the Solution Tree model and the four essential questions.
- Apply the 'Do No Harm' philosophy in teaching by ensuring that policies, discipline, grading, and interventions support student well-being and foster a positive learning environment.

A District Vision for College and Career Readiness with Systems of Support

- Develop a student outcomes-focused framework that incorporates the Four E's: Employment, Enrollment, Enlistment, and Entrepreneurship to provide students with diverse, well-defined pathways for postsecondary success.
- Enhance College and Career Readiness Programs by expanding dual enrollment opportunities for all high schools, including Mount Toro High School and El Puente School, through partnerships with our local community colleges.
- Develop a Master of Arts program for educators to expand early college opportunities and dual enrollment, enabling students to graduate from all high schools with both a high school diploma and an Associate of Arts degree.
- Develop a Doctoral Program for team members to acquire advanced degrees and serve as role models, demonstrating the value of educational attainment to students.
- Expand career planning access, develop clear pathways, and connect students with mentors to support their professional growth and future success.
- Increase work-based learning opportunities to provide students with hands-on experience and real-world career exposure.
- Reimagine academic offerings and curriculum for grades 7-12 and adult education students to ensure relevance, rigor, and alignment with future opportunities.
- Develop a plan to expand AVID and PUENTE programs to ensure district-wide access for all students while integrating AVID strategies across content areas and grade levels to promote college and career readiness.
- Develop a plan to establish a District College and Career Readiness Family Academy, providing essential information and guidance to support students in accessing and succeeding in college.
- Articulate and offer a robust selection of CTE industry certifications so students are ready for the workforce.

EMPOWER

- Establish a mandatory exploratory program for middle school students to expose them to various academic and career pathways, ensuring they are informed about their options before entering high school.
- Explore and expand the number of FIRST Robotics Teams or similar programs to prepare students for careers in innovative technologies.
- Explore and communicate annual job market trends to ensure course offerings align with local workforce needs.
- Explore and share insights from the World Economic Forum to highlight essential job skills for the future.
- Continue partnering with industry professionals in Monterey County to ensure students develop the skills needed to enter the workforce.
- Initiate new partnerships with Silicon Valley and Bay Area industry leaders to broaden students' access to future career opportunities.

Enhancing Student Experiences Through the Arts and Cultural Enrichment

- Collaborate with civic and industry leaders and Arts organizations to establish benchmarks for enrichment experiences by grade level or grade span.
- Prioritize Visual and Performing Arts (VAPA) by establishing an arts funding plan at each school to track budget allocations for the arts and ensure equitable distribution of programs and funds.
- Develop a strategic plan to expand music and arts instruction to all schools and ensure access for all students.
- Develop a strategy to increase outdoor learning opportunities for students, integrating nature-based experiences into the curriculum to enhance engagement and hands-on learning.
- Develop exciting course offerings in robotics, STEM, performing arts, sports and nutrition, foreign languages, and more.

Expanding CTE Courses, Pathways, and Resources

- Identify and name all industry partners to ensure transparency and alignment with workforce needs.
- Establish new industry partnerships and apprenticeship opportunities to provide students with hands-on experience and direct career pathways.
- Clearly articulate all CTE pathways to help students, families, and educators understand available career-focused education options and post-secondary opportunities.

- Enhance collaboration with local businesses, workforce development agencies, and trade organizations to align curriculum with industry standards and job market demands.
- Expand dual enrollment and certification opportunities to allow students to earn college credit and industry-recognized credentials before graduation.

Increasing Opportunities for Adult Education Students

- Expand career education and training opportunities for adults in our district.
- Explore the feasibility of an open virtual academy for Adult Education students.
- Develop plans to expand career pathways in high-need staffing areas, including Licensed Vocational Nurses, Building and Grounds Workers, Teacher Assistants, and Food Service Workers.
- Report on expansion opportunities with industry partners, including the creation of new apprenticeship pathways in high-demand sectors.
- Collaborate with business and workforce development agencies to align workforce training with emerging and leading industries.
- Strengthen entry-level job recruitment through collaborative training initiatives with nonprofit workforce agencies.

Addressing Chronic Absenteeism and Truant Students

- Connect with families through phone calls, text messages, home visits, wellness checks, and other proven strategies to encourage a return to school.
- Collaborate with Regional Centers and the Department of Rehabilitation to ensure students are aware of educational options within the district.
- Partner with community-based organizations to lead engagement efforts and support students struggling with daily attendance.
- Increase collaboration with families to create a network of support that reinforces student engagement and success.
- Create a mentorship program to support and engage students, fostering strong relationships and providing guidance to help them succeed.

IV. ADVANCING EQUITY, INCLUSION, AND EXCELLENCE FOR EVERY STUDENT

Immediate Actions for Momentum and Long-Term Success

- Recognizing the urgent need to address Black student achievement, I took action before the first 100 days by analyzing key data, including graduation rates, test scores, and other performance indicators, to identify areas for improvement and targeted support.
- I initiated collaboration with an Anti-Racist consultant to understand and address the severe impacts of racism, slurs, hate speech, and anti-Blackness on Black students, staff, and the broader community through a series of community workshops. This work is not yet complete and will remain an ongoing effort to foster lasting change and equity.

Ensuring Equity and Excellence for All Students at All Sites

- Re-envision academic offerings and curriculum for grades 7-12 and adult education students.
- Launch targeted programming for students disproportionately impacted, including recently arrived and migrant youth, low-income students in specific geographic areas, and students with exceptional needs.
- Adopt common language and metrics for universal student success, including defining core social-emotional learning competencies.
- Consult with experts to guide executive leadership in using a systems approach to data, driving change, scaling promising practices, and building leadership capacity at all levels.
- Offer a holistic view of student and school performance across multiple domains, including academics, attendance, social-emotional learning, finance, and staffing.
- Evaluate average class sizes and teacher-to-student ratios to ensure equity and maximize impact on each individual student.
- Ensure equitable vehicle distribution by maintaining a consistent student-to-vehicle ratio across all sites, ensuring equal access to transportation resources and opportunities.
- Make recommendations for equitable grading practices.

- Develop a mentorship program that connects students with supportive adult allies who reflect their identities and experiences. This can include mentorship based on gender, affinity groups, and other shared backgrounds.
- Engage in professional discourse by leading and learning about affinity groups and diverse perspectives through book studies.

Strengthening Black Excellence in Academic Achievement

- Enhance culturally responsive curriculum by integrating Black history, literature, and contributions across all subjects and adopting instructional materials that reflect the experiences of Black students.
- Create a community advisory group specifically for Black families to amplify their voices in decision-making and strengthen their engagement in district policies and initiatives.
- Collaborate with Black-led community organizations to provide mentorship, resources, and advocacy.
- Train staff on implicit bias and anti-racist practices to create a more inclusive learning environment.

Commitment to Anti-Racist Policies and Practices

- Engage all staff in anti-racist professional development to ensure that educators and employees are equipped with the knowledge and tools to foster an equitable and inclusive school environment.
- Host skilled anti-racist facilitators at student assemblies to create spaces for meaningful dialogue and awareness.
- Evaluate the integration of anti-racist education into the district's Ethnic Studies curriculum to ensure students receive a comprehensive understanding of systemic racism and social justice.
- Assess the feasibility of implementing a required number of hours of anti-racist training or a related community service opportunity for students, to encourage active engagement in equity-driven discussions and reinforce anti-racist practices as a service to the community.
- Ensure anti-racist policies are reflected in district decision-making, hiring practices, and curriculum development to cultivate a school culture that values diversity, equity, and inclusion.
- Establish affinity groups to refine and enhance protocols that foster a sense of belonging and inclusivity for all students.

Increased Inclusion Opportunities for Students with Disabilities

- Support schools in developing an inclusion plan to effectively implement inclusive practices, including connecting with feeder districts.
- Connect schools with community partners that provide resources and support for inclusion.
- Create observation opportunities at schools that have successfully implemented inclusion programs.
- Provide professional development for school administrators on the benefits of inclusion and strategies for implementation.
- Train general education and special education staff to enhance inclusion practices.
- Develop baseline data and a dashboard to assess staff time dedicated to the assessment and completion of Individualized Education Plans (IEPs).
- Develop and implement a process for the Department of Students with Disabilities to assess staffing efficiency across classrooms and programs, ensuring that resources are optimized and additional staff is allocated as needed.

Increased Achievement for English Learners

- Identify model schools that implement effective designated and integrated ELD instruction to accelerate English learner progress, including feeder district schools.
- Continue full implementation of Individual Reclassification Plans to support English learner advancement.
- Ensure targeted data analysis to identify student needs and inform instructional decisions.
- Provide professional development to school administrators and general staff on the benefits and strategies of inclusive practices for English learners.
- Implement model instructional practices for all typologies of English learners, including international newcomers.
- Monitor 7th-8th grade English learners to prevent Long-Term English Learner (LTEL) status.
- Empower multilingual learner students to achieve the Seal of Biliteracy on their high school diploma by providing targeted support and resources to strengthen their language proficiency.
- Research, evaluate, and enhance English learner programs to ensure equitable access to the same elective opportunities available to mainstream students.

- Research, explore, and identify core content classes that can be designated as ELD courses to support English learners while meeting academic requirements.
- Implement a deliberate focus on supporting the reclassification of all English Language Learners prior to entering high school, including effective first teaching, intersessions, and summer boot camp academies.
- Evaluate the effectiveness of our reclassification criteria.
- Implement educator professional development on the ELD standards to build understanding of the rigorous demands of the English Language Proficiency Assessment of California (ELPAC) exam.
- Develop a new and improved English Learner Master Plan.

Inclusion for Newcomer Students

- Create a Newcomer Handbook for all students new to the district to acquaint them with district policies, resources, and available programs, ensuring a smooth transition and sense of belonging.
- Ensure each school develops a structured plan to welcome and support newcomer students, fostering an inclusive environment where all students feel comfortable and connected in their new school.
- Create a specialized newcomer support plan to assist students immigrating from their home country, with a focus on English language/multilingual learner support, ensuring a smooth transition into the school community.

V. COMMUNITY ENGAGEMENT

Immediate Actions for Momentum and Long-Term Success

- I recognized that meaningful progress cannot be achieved by me and district administration alone. Before the completion of my first 100 days, I established a Guiding Coalition of 75+ members to collaboratively develop the Portrait of a Graduate and the Strategic Plan. This diverse group includes administrators, teachers, parents and guardians, students, and community members, ensuring a broad range of perspectives in shaping the district's future.
- I understand that the input and voices of the community are vital to making meaningful progress for our students in Salinas Union High School District. In partnership with our Board President, Jorge Rojas, I established a Community Guiding Coalition that invites a diverse range of community members to collaborate monthly on initiatives that impact the district's success.

Enhancing Engagement and Data-Driven Decision Making Through Effective Surveys and Community Input

- Research the efficacy of collaborating with survey creation specialists to develop short, engaging, and impactful surveys that ask high-quality questions, providing vital data to better serve our students and offer the best possible support.
- Research innovative methods to creatively engage students, families, and the community in sharing their input through surveys or other interactive platforms, ensuring their voices are heard and considered in decision-making.

Empowering Families Through Engagement and Support

- Create a Parent Academy to empower families with the tools, resources, and knowledge needed to support student success. The Parent Academy will include:
 - A focus on personal development rooted in social-emotional well-being, student learning, civic engagement, and workforce development.
 - Pathways for family networking that connect parents based on shared interests and experiences.
 - A curriculum that values participants' prior knowledge and lived experiences, promoting interactive learning, co-creation of content, and multiple opportunities for applying new skills.
- Develop uniform standards for Community Liaisons across all sites to enhance engagement with parents and families, ensuring consistent and effective communication, including weekly meetings for ongoing collaboration and support.

Expanding Community Partnerships to Support Students

- Clearly identify and name all community agency partners to ensure transparency and alignment of resources.
- Develop and expand collaborations with partner organizations such as Harmony at Home and MIKVA to ensure the sustainability and ongoing support for students and families.

- Engage city and county partners to address school-related challenges and identify available external resources.
- Increase access to basic needs providers to connect families with food, housing, legal assistance, and transportation support.
- Establish standing meetings to collaborate regularly with our feeder districts to ensure a seamless transition from elementary to middle school within Salinas Union High School District, while also working together to share available community resources for families.
- Leverage partnerships with industry partners to achieve and elevate ideal student outcomes, ensuring alignment between education and career readiness.

VI. FUTURE-READY COMMUNICATIONS AND BRANDING

Immediate Actions for Momentum and Long-Term Success

- I recognized the need for consistent, frequent, and consolidated communication with staff and the community. Before the completion of my first 100 days, I implemented a weekly staff and community bulletin, incorporating input from all departments to streamline updates into a single communication. This approach reduces the need for staff and families to sift through multiple emails from different departments and programs. We are still working to ensure that all district messaging is included in these weekly bulletins, unless an immediate release is necessary.
- Recognizing the Board's need for insight into department functions and the small actions that contribute to long-term success, I immediately implemented a 'Friday Mail' document that is sent to the Board each week. This document includes input from every department, highlighting their actions and achievements, ensuring the Board is consistently informed of ongoing progress.
- Modernizing our district requires aesthetic changes that reflect our commitment to being an innovative district on the move. Before the completion of my first 100 days, I engaged a local vendor to assist in creating a new district logo and standardizing school logos for district-wide use. This project is still ongoing and has not yet been completed.

EMPOWER

- Recognizing the need to address issues with our current websites and mass communication system, I took immediate action to prioritize the best interests of our students, families, and staff. I empowered the Communications Team to identify a replacement and push forward with the implementation of a new platform for community and district wide communication, ensuring it is in place by Fall 2025.

Rebranding: Modernization for the Future

- Investigate the purchase of a district office space that accommodates additional district office staff, ensuring a centralized district office hub.
- Modernize the district office by updating furniture, workspaces, and visual displays to create a welcoming and professional environment.
- Refresh district office decor, including photos and artwork, to reflect the diversity, achievements, and history of Salinas Union High School District students and staff.
- Update board photos and renovate the boardroom to maintain a professional, engaging space that represents the district's values and leadership.

Internal Communication

- Update and modernize the district mission, vision, and logo slogan to reflect the current times and align with our evolving goals and values.
- Establish an emergency communications system that ensures quick and effective communication with staff when needed.
- Create an emergency communications handbook to be uniformly used by each site, ensuring consistency and adherence to established standards of practice.
- Ensure each school site has a weekly communication with uniform standards to its community to engage students and parents effectively.
- Develop a district-wide plan to train teachers and classified staff on a uniform two-way communications system to ensure effective communication with all parents.
- Shift the focus of school sites to present board reports aligned with the LCAP goals and the impact on student outcomes at their site.

- Create a student-led summit called "I See You" or similar that empowers students to elevate their voices, celebrate their differences, and foster inclusivity.
- Establish an annual 100 Black and Latina Women Leadership Conference focused on female empowerment through storytelling and personal testimonies, providing positive role models and inspiration.
- Establish an annual 100 Black and Latino Men Leadership Conference focused on male empowerment through storytelling and personal testimonies, providing positive role models and inspiration.

External Communication

- Develop a social media toolkit for school principals to encourage employees and families to follow district social media feeds through community outreach efforts.
- Develop a social media guidelines book and provide consistent training for social media administrators across sites to ensure best practices are followed.
- Enhance communications and social media presence not only at the district level but also at the site level to ensure consistent and effective engagement with the community.
- Produce a student-led podcast.
- Foster community awareness of school operations and strengthen relationships by hosting "Principal of the Day" and "Superintendent of the Day" luncheons and job shadowing experiences.
- Produce content that fosters meaningful communication and engagement with all stakeholders, including:
 - School transparency reports designed for easy community understanding.
 - Student stories, bios, and accomplishments.
 - Parent engagement and tutorial videos.
 - Student and family reminders synced to the district calendar.
 - School-based observances.

VII. INNOVATIVE EDUCATION: EXPANDING DIGITAL ACCESS AND AI INTEGRATION

Immediate Actions for Momentum and Long-Term Success

- I recognize the critical importance of embracing technological partnerships in a rapidly evolving digital world. Rather than waiting for the 100-day mark, I proactively sought opportunities to collaborate with innovative tech companies. I have already taken students and staff to Cisco Innovation Conferences and initiated discussions with Apple, Google, Adobe, and Microsoft to explore how they can support our launch towards additional innovative careers for our students and staff.

Ensuring Digital Access for All Families

- Update the district's technology plan with input from stakeholders and students, ensuring it reflects evolving needs and priorities.
- Enhance the district hardware systems by purchasing Apple products.
- Improve connectivity on and off campus to close the digital divide.
- Increase digital literacy for students, parents, and employees.
- Leverage community and industry partnerships to ensure digital access for all students.
- Secure sustainable funding sources to maintain and enhance the program.
- Standardize all technology and technological equipment across schools to ensure consistency, ease of use, and efficient maintenance.

- Provide training for teachers on how to integrate AI-powered tools into instruction while fostering critical thinking and responsible usage.
- Ensure AI accessibility for all students by evaluating equitable implementation strategies across diverse learning environments.
- Engage stakeholders, including educators, students, and industry experts, to inform AI policies and best practices that align with instructional priorities.

Innovative Learning for the Future Through Spaces, Technology, and Partnerships

- Create innovative learning spaces at all schools, including outdoor environments where students can engage in hands-on, tactile learning experiences.
- Explore innovative technology that enhances learning and engagement for students and staff, including augmented reality and virtual reality opportunities.
- Continue to partner with innovative companies whenever possible, collaborating with industry leaders like Cisco, Apple, and Google to enhance technology and learning opportunities.
- Explore, plan, purchase, and implement innovative maker-spaces at every school site, where students can explore the future world of work that includes technology, robotics, e-sports labs, gaming, virtual reality, augmented reality, etc.
- Explore, design, and implement innovative wellness spaces that incorporate alternative modalities for well-being, such as soft music, flexible seating, and emotional support animals.
- Purchase innovative technology tools and equipment to enhance the learners experience and enable them to be ready for the future.

Artificial Intelligence in Education: Readiness and Policy Development

- Develop a district-wide AI policy that provides clear guidelines on the ethical and appropriate use of AI in classrooms, ensuring it enhances learning while maintaining academic integrity.
- Create an AI readiness plan to prepare educators, students, and staff for the evolving role of AI in education, including professional development and resources.

VIII. SUSTAINABLE FUNDING AND INFRASTRUCTURE GROWTH

Immediate Actions for Momentum and Long-Term Success

- Recognizing the need for necessary adjustments to our Facilities Master Plan, I understood that this process could not and should not be done without input from our stakeholders. Before the first 100 days were completed, I took action by planning two separate facilities town hall meetings, inviting the community at large to share their insights and priorities. These discussions ensured that our plans reflect the needs and expectations of those we serve, reinforcing our commitment to transparency and collaborative decision-making.

Ensuring Fiscal Responsibility

- Understanding school finances and their strategic use is essential as federal and state funds are subject to reduction and elimination.
- Streamline the purchase order process to ensure timely approval and delivery, improving efficiency and responsiveness to site and school needs.
- Align expenditures and resource allocation to support effective instruction, expand access and opportunities for all students, and take deliberate actions to close the achievement gap.
- Develop a fiscal performance dashboard and provide a semi-annual report on district financial activity to enhance transparency, monitor expenditures, and ensure alignment with budgetary priorities.
- Establish funding structures and utilize weighted formulas to ensure equitable resource allocation for schools' based on student needs.
- Reduce reliance on expenses that require hiring Full-Time Equivalent (FTE) staff for positions that may not be filled.
- Evaluate the current bond program to ensure alignment with the district's future needs and goals, collaborating with key stakeholders to assess priorities, effectiveness, and areas for improvement.

- Provide budget training for administrators to ensure they understand their school's and department's financial structure, allowing them to allocate funds effectively for maximum impact on students and staff.
- Implement an earned autonomy model for budget management, ensuring that administrators have full control over their financial decisions only after completing proper training. This approach will provide administrators with the knowledge and skills necessary to allocate resources effectively while maintaining accountability and alignment with district priorities.
- Establish a budget formula for all athletic programs and equipment at all sites for equity.

Develop Future Ready Facilities

- Develop a capital improvement dashboard to enhance transparency and accountability in tracking expenditures related to major facilities projects. The dashboard should include key information such as employment impacts, additional classrooms, facility upgrades, bond-funded projects, and historical investments, ensuring stakeholders have clear visibility into how funds are allocated and utilized.
- Invest in future-ready facilities and allocate each bond dollar strategically to maximize long-term impact and sustainability.
- Finalize the facilities master plan to ensure it is specific, strategic, and innovative in addressing the district's long-term infrastructure needs.
- Conduct a comprehensive facility condition assessment to evaluate all district facilities, assess current conditions, and forecast necessary capital improvements to support long-term planning and investment.
- Streamline the work order process to ensure timely receipt, prompt response, and clear documentation of completion.
- Our Strategic Plan will encompass future-ready learning spaces.

IX. COMPREHENSIVE SAFETY AND SECURITY MEASURES FOR STUDENTS AND SCHOOLS

Enhancing Campus Security and Emergency Preparedness

- Ensure controlled campus access by maintaining a single point of entry and exit to enhance security and safeguard students, staff, and visitors.
- Install entry access security checkpoints to monitor and control campus access, ensuring a safe and secure environment for students and staff.
- Maintain secured campus gates and locks at all times to prevent unauthorized entry and enhance overall school safety.
- Establish seamless emergency alert systems to ensure immediate and effective communication during crises, enhancing safety and response coordination.
- Collaborate with the IT Department to utilize the Cisco phone system and viewboards for real-time emergency notifications, ensuring timely communication and enhanced campus safety.
- Continue to engage in regular school safety walks to ensure secure and safe campuses.

Assessing and Strengthening Safe Routes to School

- Assess student safety beyond campus by analyzing potential risks and obstacles students may encounter during their daily commutes, ensuring proactive measures to enhance their well-being.
- Expand shared-responsibility partnerships with community-based organizations to help create and maintain safe routes for students, ensuring a secure and supportive environment beyond the school campus.
- Collaborate regularly with stakeholders and external agencies to identify community safety concerns, pinpoint high-risk areas, and implement targeted solutions.

X. PRIORITIZING HEALTH AND WELLNESS FOR STUDENTS AND STAFF

Elevating School Nutrition Services

- Leverage student voice and experience through initiatives such as tasting kitchen experiences and social media campaigns to enhance meal offerings.
- Establish new conditions for student meals by prioritizing nutritional value, locally-sourced ingredients, and healthy greens.
- Identify opportunities to reduce food waste and promote sustainability in school meal programs.
- Optimize meal service efficiency by identifying ways to add more food lines or stagger student lunch schedules, ensuring every student has enough time to receive and eat their meal.
- Promote a nutritional wellness mindset for all students by encouraging healthy eating habits. This includes exploring a partnership with the Monterey County Blue Zones Project to support long-term well-being.

Leveraging Community Partnerships

- Establishing Community Schools at all sites is an opportunity to create spaces that are responsive to community needs and provide a safe space for learning and family partnerships.
- Leverage community partnerships to enhance student and staff wellness by exploring initiatives such as becoming a Blue Zones District, promoting health, well-being, and a culture of longevity.
- Explore collaboration with agencies to expand access to mental health services, wellness programs, nutrition initiatives, and professional development opportunities, supporting the overall health and well-being of students and staff.
- Explore opportunities to streamline services and referrals for mental wellness support as needed, including access to therapists, grief programs, and substance abuse treatment, to ensure timely and effective care for students and staff.



*From the Office of the
Superintendent*



THE FIRST 100 DAYS

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