School Year: **2025-26**

School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
North Salinas High School	27661592733178	May 22, 2025	June 10,2025

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

LEA/LCAP Goal

LCAP GOAL 1: The performance and opportunity gap will be eliminated - all students will graduate college, career, and community ready.

Goal 1

The performance and opportunity gap will be eliminated- all students will graduate college and/or career ready

Identified Need

English Learners, Social Economically Disadvantaged, and Students with Disabilities need ongoing, systematic and targeted intervention in the subject areas of ELA and Math to significantly increase levels of academic proficiency. These academic needs must be identified through ongoing collaborative planning and remediated through systematic and ongoing strategic intervention with cohorts of students.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
SBAC ELA	CA Dashboard - Below Standard ALL Low - 11.8 pts ELLs - 84.1 pts Hispanic - 13.5 pts Long-Term - 133 pts SED Low - YELLOW - 13 pts SWD Very Low -ORANGE - 73 pts	CA Dashboard - Below Standard ALL Low - 6.8 pts ELLs - 79.1 pts Hispanic - 8.5 pts Long-Term - 128 pts SED Low - YELLOW - 9 pts SWD Very Low -ORANGE - 68 pts
SBAC Math	All -131.3 pts ELL -191.2 pts Hispanic -135.6 pts Homeless Youth-164.9 pts LTEL -244.1 pts SED -131.7 pts SWD - 156.1 pts	All - 126 pts ELL -186.2 pts Hispan - 130.6 pts Homeless Youth-159.9 pts LTEL -239.1 pts SED -126.7 pts SWD - 151.1 pts
College & Carrer Readiness	ELLs 10.2 prepared SWD 15.6 prepared	ELLs 15.2 pts prepared SWD 20.6 pts prepared
Graduation Rates	ALL 91.5% graduated ELLs 73.8% graduated SWD 87% graduated	ALL 96.5% graduated ELLs 78..8% graduated SWD 92% graduated

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
ELPAC/Relcassfication	The percentage of El students who progressed at least one ELPI level, ELPI EL 33.8% ELPI LTEL 39.9%	The percentage of El students who progressed at least one ELPI level ELPI EL 38.8% ELPI LTEL 44.0%

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

1.1 High-Quality First Time Instruction (PLC, PDSA)

Our school will foster and support strong Professional Learning Communities (PLCs); teachers will collaborate regularly to plan and implement standards-based instruction, design aligned assessments, and develop targeted interventions and enrichment opportunities. Using a continuous improvement model, teachers will analyze student data to refine instructional practices and enhance learning outcomes. The school will maintain a strong focus on grade-level standards and instructional rigor to ensure all students are on a pathway toward college graduation and career readiness, with a particular emphasis on improving literacy across all content areas.

Red Indicator- ELA LTEL, MATH- ALL, ELL, HI, LTEL, SED, SWD

Strategy/Activity

1.1 Teacher Teams will collaborate to deliver effective instruction and intervention through the collaborative process of the Professional Learning Communities to eliminate the performance and opportunity gap for all students.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
15,000 Actual Expenditures	Title I Part A: Disadvantaged Students 5000-5999: Services And Other Operating Expenditures Professional Development on Effective Instructional Practices and Leadership
10,000	LCFF Site

Actual Expenditures	1000-1999: Certificated Personnel Salaries PLC collaboration
24,674 Actual Expenditures .2 FTE Brandee Hage	Title I Part A: Disadvantaged Students 1000-1999: Certificated Personnel Salaries .2 Instructional Coach for Math
Actual Expenditures	
Actual Expenditures	
Actual Expenditures	

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

1.2 Intervention for all Students

Our school is committed to ensuring academic success for all students by providing comprehensive intervention, remediation, acceleration, and targeted support. We will implement a multi-tiered system of support (MTSS) to address diverse learning needs, with a particular focus on English Learners (ELs), Students with Disabilities (SWDs), African American students, and Foster/Homeless youth.

Red Indicator- ELA LTEL, MATH- ALL, ELL, HI, LTEL, SED, SWD

Strategy/Activity

1.2 A- Sites will implement and monitor an effective academic intervention program to ensure successful preparation for college and/or career.
1.2 B- Sites will implement and monitor an effective Bridge/Summer School program that will support the elimination of the performance and opportunity gap for ALL students.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
90,780 Actual Expenditures	Title I Part A: Disadvantaged Students 1000-1999: Certificated Personnel Salaries Systematic Intervention Before/After School/credit recovery/Saturday school EWA's
96,341 Actual Expenditures	Title I Part A: Disadvantaged Students 3000-3999: Employee Benefits benefits
160,000 Actual Expenditures 1.0 TBD .4 Leslie Estrada	Title I Part A: Disadvantaged Students 1000-1999: Certificated Personnel Salaries 1.4 FTE Intervention Specialists
15,000 Actual Expenditures	Title I Part A: Disadvantaged Students 1000-1999: Certificated Personnel Salaries Provide direct support to students who are academically struggling in Core Content classes. Support will be provided during the academic course via small group or one-on-one.
6,000 Actual Expenditures	Title I Part A: Disadvantaged Students 4000-4999: Books And Supplies Materials and Supplies for Interventions and Enrichment
29,500 Actual Expenditures	LCFF Site 2000-2999: Classified Personnel Salaries classified support for intervention to include Para Educators, clerical, custodial or campus supervisors
25,308 Actual Expenditures	LCFF Site 3000-3999: Employee Benefits Certificated and Classified Benefits
25,000 Actual Expenditures	LCFF Site 5000-5999: Services And Other Operating Expenditures

	transportation for field trips, rentals for testing and awards
500 Actual Expenditures	Title I Part A: Disadvantaged Students 2000-2999: Classified Personnel Salaries EWA for classified to support students in interventions before/after school
22,000 Actual Expenditures	LCFF Site 1000-1999: Certificated Personnel Salaries Provide direct support to students who are academically struggling in Core Content classes. Support will be provided during the academic course via small group or one-on-one.
38,220 Actual Expenditures	Title I Part A: Disadvantaged Students 5000-5999: Services And Other Operating Expenditures Transportation for after school interventions
13,440 Actual Expenditures	Title I Part A: Disadvantaged Students 5000-5999: Services And Other Operating Expenditures Newsela Software

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

1.3 English Learner (Newcomer and Long Term ELs)

Our school is dedicated to providing a comprehensive, inclusive education that meets the diverse strengths, needs, and identities of all English Learners, including both Newcomers and Long-Term English Learners (LTELs). We will implement targeted instructional strategies that support language development and academic achievement across all content areas.

With a strong emphasis on literacy, our educators will integrate culturally responsive teaching practices and scaffolded support to help ELs access grade-level content, build academic vocabulary, and develop strong reading and writing skills. Through ongoing assessment and collaboration within Professional Learning Communities, we aim to accelerate English proficiency and close achievement gaps, ensuring all EL students are on a path to college and career readiness.

Red Indicator- ELA LTEL, MATH- ALL, ELL, HI, LTEL, SED, SWD, ELPI- EL and LTEL

Strategy/Activity

ADD STRATEGIES FOR ELL AND LTEL

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
40,808 Actual Expenditures Aime Covarrubias	Title III Part A: Language Instruction for LEP Students 2000-2999: Classified Personnel Salaries Para Educator Support for Interventions
15,105 Actual Expenditures	Title III Part A: Language Instruction for LEP Students 3000-3999: Employee Benefits Benefits for Para Educator
6,212 Actual Expenditures	Title III: Immigrant 1000-1999: Certificated Personnel Salaries Interventions before/after school
5,000 Actual Expenditures	LCFF Site 2000-2999: Classified Personnel Salaries EL Support Clerk support for meetings after hours
3,000 Actual Expenditures	LCFF Site 1000-1999: Certificated Personnel Salaries ELPAC Boot Camp
1,399 Actual Expenditures	Title III: Immigrant 3000-3999: Employee Benefits Benefits for Interventions

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

1.4 Student with Disabilities

To improve academic outcomes for Students with Disabilities (SWDs) and English Learners with IEPs, the school will invest in and implement interventions, supports, instructional materials, and software. These resources will support differentiated instruction and personalized learning, ensuring that all students can meaningfully engage with grade-level standards.

Progress will be monitored through IEP goal tracking, formative assessments, and regular data review within collaborative teams. The goal is to reduce the achievement gap for SWDs and ELs with IEPs by increasing the percentage of students meeting IEP goals.

Red Indicator- ELA LTEL, MATH- ALL, ELL, HI, LTEL, SED, SWD

Strategy/Activity

WRITE STRATEGIES TO SUPPORT SWD

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
Actual Expenditures	

Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

1.5 Software and Technology

The school will ensure that all students and teachers have equitable access to educational technology tools, including devices, digital platforms, and instructional software, to enhance teaching and learning.

Red Indicator- ELA LTEL, MATH- ALL, ELL, HI, LTEL, SED, SWD

Strategy/Activity

1.5 A Sites will ensure technology is used to deliver effective instruction.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
2,000 Actual Expenditures	Title I Part A: Disadvantaged Students 4000-4999: Books And Supplies Tech supplies for core content course
10,000	Title I Part A: Disadvantaged Students

Actual Expenditures	5000-5999: Services And Other Operating Expenditures software/licenses for students
3,000 Actual Expenditures	LCFF Site 5000-5999: Services And Other Operating Expenditures Software for students/teachers
2,000 Actual Expenditures	LCFF Site 4000-4999: Books And Supplies library supplies
3,000 Actual Expenditures	LCFF Site 5000-5999: Services And Other Operating Expenditures Software for students/teachers
Actual Expenditures	

Strategy/Activity 6

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

1.6 College and Career Readiness

The school will strengthen college and career readiness pathways by expanding access to support programs such as AVID and PUENTE, increasing counselor-led academic and career guidance, and engaging families through targeted parent nights and workshops. These efforts will ensure that all students, particularly those from historically underserved backgrounds, are prepared for postsecondary success.

Red Indicator- ELA LTEL, MATH- ALL, ELL, HI, LTEL, SED, SWD

Strategy/Activity

1.6 A- Students will have a 4-6 year academic plan to ensure a successful college and/or career pathway.
1.6 B- Sites will develop and monitor a comprehensive and model AVID Program.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
25,560 Actual Expenditures	Title I Part A: Disadvantaged Students 5000-5999: Services And Other Operating Expenditures transportation for college/career field trips
5,000 Actual Expenditures	LCFF Site 5000-5999: Services And Other Operating Expenditures Transportation for college/career field trips
17,226 Actual Expenditures	Title I Part A: Disadvantaged Students 1000-1999: Certificated Personnel Salaries Counselor Academic Planning with Students and College Parent Meetings - Beyond the School Day
1,500 Actual Expenditures	LCFF Site 2000-2999: Classified Personnel Salaries Classified Support for Counselor Academic Planning with Students and College Parent Meetings - Beyond the School Day
7,000 Actual Expenditures	LCFF Site 1000-1999: Certificated Personnel Salaries After School AP Tutorial , SBAC testing Minimum 5 students - Sign in Sheets required
1,000 Actual Expenditures	LCFF Site 4000-4999: Books And Supplies Advanced Placement Materials and Supplies
19,466 Actual Expenditures	LCFF Site 4000-4999: Books And Supplies Student Instructional Resources to support engagement, accelerated learning and Enrichment
75,172 Actual Expenditures	Title I Part A: Disadvantaged Students 4000-4999: Books And Supplies Students Instructional Resources to Support Engagement and Accelerated Learning
2,000 Actual Expenditures	Title I Part A: Disadvantaged Students 4000-4999: Books And Supplies Materials and Supplies for parent outreach, college nights, class nights, etc.
3,000	LCFF Site

Actual Expenditures	1000-1999: Certificated Personnel Salaries EWA for AP Coordinator (max 80 hours)
2,600 Actual Expenditures	Title I Part A: Disadvantaged Students 1000-1999: Certificated Personnel Salaries Avid Coordinator/ 60 hours Consultation and Collaboration with site Avid Team
2,000 Actual Expenditures	Title I Part A: Disadvantaged Students 4000-4999: Books And Supplies AVID Materials and supplies
5,000 Actual Expenditures	Title I Part A: Disadvantaged Students 1000-1999: Certificated Personnel Salaries Sub for College/career field trips

Strategy/Activity 7

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
Actual Expenditures	

Annual Review

SPSA Year Reviewed: 2024-25

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Over the past six years, North Salinas High School has steadily implemented a student- and family-centered approach grounded in teacher collaboration, tiered intervention, and social-emotional supports. The overall effectiveness of these strategies can be described as gradual and promising, showing signs of positive culture shift and improved student outcomes.
Teacher collaboration through Professional Learning Communities (PLCs) has supported data-driven instruction and responsive teaching practices. Teachers regularly review student progress to adjust instruction and support reclassification and academic recovery. This has contributed to modest gains in ELA achievement and stronger graduation rates.
Tiered interventions have expanded through support classes, tutoring, and in-class assistance. While Math proficiency remains low, structures for intervention are now more firmly established and improving. Targeted supports for English Learners and students with disabilities are helping address persistent achievement gaps.
Social-emotional support has been a major area of growth, with services integrated into classrooms and enhanced by the Wellness Center, which provides mental health support, peer counseling, and crisis intervention. This has helped reduce suspension rates and improve attendance for key student groups.
Team Intervention Meetings, which bring together students, families, teachers, and support staff, have strengthened communication and created personalized support plans. These meetings foster accountability, student voice, and culturally responsive problem-solving.
While academic achievement in Math and College/Career readiness still requires focused improvement, the systems in place—academic, behavioral, and emotional—are increasingly effective. NSHS is steadily building a foundation for long-term success, shifting toward a more supportive, inclusive school culture.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

There were no major deviations from the intended implementation or budgeted expenditures; however, the pace of full implementation has been intentionally steady to ensure sustainability. Progress has relied on building staff capacity, refining systems for academic and social-emotional support, and aligning interventions with student needs. While results are still developing, early outcomes indicate that the school is on track, with trained staff and clear measures of success guiding the work.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

As a result of this analysis, the faculty and staff will refine the strategies and services outlined in Goal 1 to better target areas of need, particularly in Math achievement, English Learner progress, and College/Career readiness. Adjustments will include strengthened tiered interventions, expanded access to A–G and CTE pathways, and enhanced integration of academic and wellness supports. These refinements are reflected in the updated metrics, expected outcomes, and funding allocations found throughout Goal 1 of the SPSA.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

LEA/LCAP Goal

LCAP Goal 2: SUHSD will recruit, hire, retain, and develop staff who are qualified, high-performing, diverse, and culturally responsive.

Goal 2

NSHS will recruit, hire, retain, and develop staff who are qualified, high-performing, diverse, and culturally responsive.

Identified Need

Faculty and staff need ongoing opportunities for professional development in the most effective strategies for supporting student success and site based collaboration to significantly increase the achievement of English Learners, Social Economically Disadvantaged, and Students with Disabilities in the subject areas of ELA and Math.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
School Wide Learning Walks	4 out of 16 PLC's participate in Instructional Learning Walks twice a year.	100% of PLC's will participate in Instructional Learning Walks twice a year.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

2.1 PD for new teachers and staff, EL, SWD, district initiatives

By the end of the academic year, the school will increase student achievement across all core content areas by strengthening high-quality, differentiated instruction through targeted professional development and the integration of culturally responsive pedagogy, literacy strategies, and educational technology. Special emphasis will be placed on supporting English Learners (ELs), Long-Term English Learners (LTELs), and Students with Disabilities (SWD) to ensure equitable access to academic content.

Strategy/Activity

2.1 A- To recruit and retain highly qualified teachers.
2.1 B- Professional development for certificated and classified employees will be aligned to district initiatives.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
5,000 Actual Expenditures	Title I Part A: Disadvantaged Students 1000-1999: Certificated Personnel Salaries Release Time for New Teachers to Collaborate with Teachers and Observe Highly Effective Instruction.
26,500 Actual Expenditures	Title I Part A: Disadvantaged Students 1000-1999: Certificated Personnel Salaries Virtual PD; Learning Walks, conferences, PLC collaboration
4,000 Actual Expenditures	Title I Part A: Disadvantaged Students 4000-4999: Books And Supplies Conferences for Cert and Classified Staff
5,000 Actual Expenditures	LCFF Site 4000-4999: Books And Supplies Food For PD
19,000 Actual Expenditures	Title I Part A: Disadvantaged Students 5000-5999: Services And Other Operating Expenditures Conferences (PD) for certificated and classified staff

Strategy/Activity 2

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
Actual Expenditures	

Actual Expenditures	

Strategy/Activity 3

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
Actual Expenditures	
Actual Expenditures	
Actual Expenditures	
Actual Expenditures	

Strategy/Activity 4

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
Actual Expenditures	
Actual Expenditures	

Strategy/Activity 5

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
Actual Expenditures	

Strategy/Activity 6

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
Actual Expenditures	

Strategy/Activity 7

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
Actual Expenditures	

Annual Review

SPSA Year Reviewed: 2024-25

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

This year, staff engagement in professional development and collaboration has been effective in supporting English Learners, Socioeconomically Disadvantaged students, and Students with Disabilities in ELA and Math. Through collaborative planning, peer coaching, and teacher-led seminars, educators have used data to guide instruction, support language development, and increase access to rigorous content. While achievement gaps remain—particularly in Math—gains in ELA, reclassification rates, and student engagement indicate that these efforts are producing promising results. The ongoing focus on inclusive, student-centered practices is driving steady progress.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

The intended implementation has resulted in significant increase in a positive school climate, student engagement and student achievment.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

There were no major differences between the intended implementation and budgeted expenditures; however, the rollout of some strategies was paced intentionally to build staff capacity and ensure long-term effectiveness. Resources were aligned with priorities, and most services tied to Goal 1 are being refined rather than replaced. The steady progress reflects thoughtful implementation rather than underuse or misalignment of funds.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

LEA/LCAP Goal

LCAP Goal 3: SUHSD will provide a safe, caring, responsive, and positive school environment for all students, staff, and families.

Goal 3

All students will be engaged in teaching and learning environment that are safe, caring, and healthy.

Identified Need

North Salinas High School needs to strengthen its positive school culture to increase student engagement and reduce suspensions and expulsions across all subgroups, particularly English Learners, Socioeconomically Disadvantaged students, and Students with Disabilities. High attendance, strong peer and staff relationships, and active family involvement are essential indicators of success. A fully implemented Tier I, II, and III PBIS system is critical to meeting these goals and creating a supportive, inclusive learning environment

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Suspension rates	Suspended at least one day- ALL ORANGE 3.2% LTEL ORANGE 2.8% ELLs ORANGE 6.4% Homeless RED 6.7% SED ORANGE 3.4% SWD YELLOW 4.2% Filipino OANGE 1.9% Hispanic ORANGE 3.5% White BLUE 0% African American-no performance data	Suspended at least one day- ALL ORANGE 2.0% LTEL ORANGE 1.8% ELLs ORANGE 4.4% Homeless RED 4.7% SED ORANGE 2.4% SWD YELLOW 2.2% Filipino OANGE 1.9% Hispanic ORANGE 2.5% White BLUE 0% African American-no performance data
Chronic Abseteesim	24-25 Chronic Severe All 14.13% 3.13% Asian 5.56% 0.00% Filipino 10.42% 4.17% Hispanic 14.20% 3.14% Varied. 9.38% 3.13% Native American 66.67% 0.00%	25-26 Chronic Severe All 11.13% 1.3% Asian 2.56% 0.00% Filipino 7.42% 1.17% Hispanic 11.20% 0.14% Varied. 7.38% 0.13% Native American 63.67% 0.00% White 19.00% 1.00%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	White 22.00% 4.00%	
Parent Engagement	Title I- Fall & Spring LCAP- Fall & Spring SSC - Six times a year ELAC - monthly Parent Meeting weekly Catapult data - 60% staff utilization Talking Points - 43.2 % staff utilizaion	Title I- Fall & Spring LCAP- Fall & Spring SSC - Six times a year ELAC - monthly Parent Meeting - Weekly Catapult data - 70% staff utilization Talking Points - 55% staff utilization

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

3.1 MTSS (Behavioral and Social Emotional)

The school will foster a safe, inclusive, and supportive learning environment by implementing a tiered system of behavior supports and interventions. Staff will receive professional development to effectively address the social, emotional, behavioral, and mental health needs of all students, including English Learners (ELs), Long-Term English Learners (LTELs), Students with Disabilities (SWDs), and other historically underserved student groups.

Strategy/Activity

3.1
3.1 A- All schools will coordinate, implement and evaluate their PBIS program.
3.2 B- Students will be provided with medical and socio-emotional support services. Priority will be given to EL, FY, SED, SWD, LGBTQ, and Youth in Transition.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
2,000 Actual Expenditures	LCFF Site 5900: Communications postage
4,000	Title I Part A: Disadvantaged Students

Actual Expenditures	5900: Communications postage
8,000 Actual Expenditures	LCFF Site 4000-4999: Books And Supplies School Climate Communication/Student Recognition
3,000 Actual Expenditures	LCFF Site 5000-5999: Services And Other Operating Expenditures Technology for PBIS Student Monitoring and Safety
1,500 Actual Expenditures	LCFF Site 4000-4999: Books And Supplies PBIS Safety Identification Materials
3,000 Actual Expenditures	LCFF Site 4000-4999: Books And Supplies PBIS Intervention Team Student Academic and Engagement Resources and Supplies
5,000 Actual Expenditures	LCFF Site 5000-5999: Services And Other Operating Expenditures Software, Postage, Printing and Mailing Supplies for Parent/student Communications
Actual Expenditures	LCFF Site 5000-5999: Services And Other Operating Expenditures CADA CASL - students to develop and grow in leadership during socio emotional learning
Actual Expenditures	

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

3.2 Safe and caring campus environment

The school will create a physically and emotionally safe, welcoming, and inclusive campus environment by hiring and training site staff, including campus security, who will actively engage

with students and the community to support schoolwide behavior expectations and contribute to a positive school climate.

Strategy/Activity

3.2 A Sites will ensure successful student transition to High School.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
5,000 Actual Expenditures	LCFF Site 2000-2999: Classified Personnel Salaries Increased Safety Campus Wide - Security and Supervisor EWA's
8,000 Actual Expenditures	LCFF Site 5000-5999: Services And Other Operating Expenditures Link Crew Leader Conference, Boomerang Project
Actual Expenditures	
Actual Expenditures	

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

3.3 Family Engagement

The school will strengthen family engagement by providing educational workshops and access to school and community resources, ensuring families are equipped to support their students' academic progress and overall well-being.

Strategy/Activity

3.3
Sites will ensure Parent and Community Engagement to promote safe, caring, and healthy learning environments for all students.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
786 Actual Expenditures	Title I Part A: Parent Involvement 5900: Communications Communication - postage for letters to parents
2,000 Actual Expenditures	Title I Part A: Parent Involvement 4000-4999: Books And Supplies Parent Education Materials - Safe and Supportive School Literature
Actual Expenditures	mileage for community liaison - transport parents to and from meetings
10,000 Actual Expenditures	Title I Part A: Disadvantaged Students 5000-5999: Services And Other Operating Expenditures Postage, printing and mailing supplies for Parent/student Communications
2,500 Actual Expenditures	Title I Part A: Parent Involvement 2000-2999: Classified Personnel Salaries EWA for Community Liaison for parent meetings
925 Actual Expenditures	Title I Part A: Parent Involvement 3000-3999: Employee Benefits
1,500 Actual Expenditures	LCFF Site 4000-4999: Books And Supplies RFEP Ceremony and ELAC and parent meetings nutritional snacks
6,600 Actual Expenditures	LCFF Site 5000-5999: Services And Other Operating Expenditures Food for Parent meetings

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

3.4 Foster/Homeless Youth

The school will provide equitable academic and social-emotional support for foster youth (FY) and homeless youth (HY) by ensuring access to essential services, transportation, school supplies, and mental health supports, enabling full participation in the educational program.

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
Actual Expenditures	
Actual Expenditures	
Actual Expenditures	
Actual Expenditures	

Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

3.5 Chronic Absenteeism

The school will improve student engagement and daily attendance by implementing a data-driven system in which intervention and attendance teams monitor attendance patterns and provide timely, targeted supports to students and families.

Strategy/Activity

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
Actual Expenditures	

Strategy/Activity 6

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

3.6 Community Schools

Implement and evaluate the four California Community Schools Partnership Program (CCSPP) pillars, which include integrated student support, family and community engagement, collaborative leadership and practices, and extended learning time and opportunities.

Strategy/Activity

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)

Strategy/Activity 7

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
Actual Expenditures	

Actual Expenditures	
Actual Expenditures	

Strategy/Activity 8

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
Actual Expenditures	
Actual Expenditures	
Actual Expenditures	

Strategy/Activity 9

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
Actual Expenditures	
Actual Expenditures	

Strategy/Activity 10

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
Actual Expenditures	
Actual Expenditures	
Actual Expenditures	

Strategy/Activity 11

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
Actual Expenditures	
Actual Expenditures	

Strategy/Activity 12

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
Actual Expenditures	
Actual Expenditures	
Actual Expenditures	

Strategy/Activity 13

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
Actual Expenditures	
Actual Expenditures	
Actual Expenditures	

Strategy/Activity 14

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
Actual Expenditures	
Actual Expenditures	
Actual Expenditures	

Annual Review

SPSA Year Reviewed: 2024-25

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

The overall implementation of strategies to lower suspension rates, reduce chronic absenteeism, and increase student engagement has been steady, intentional, and aligned with the broader goals of building a positive school culture. Key activities—such as tiered PBIS supports, team-based intervention meetings, teacher collaboration, and expanded wellness services—have been effectively integrated across the campus. While challenges remain, particularly for high-need subgroups, the consistent decrease in suspension rates and growing use of school-based social-emotional supports reflect gradual and promising progress. These efforts are contributing to a cultural shift where student engagement, strong relationships, and inclusive practices are becoming the foundation of school life.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

There were no major differences between the intended implementation and budgeted expenditures; however, some strategies—particularly those related to PBIS and wellness—were phased in gradually to allow for staff training and system alignment. Resources were intentionally directed toward foundational supports that build long-term capacity to reduce suspensions, address chronic absenteeism, and increase student engagement. This phased approach has ensured that implementation remains purposeful, sustainable, and responsive to student needs.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

As a result of this analysis, changes will be made to strengthen the impact of Goals 1, 2, and 3 by expanding student support systems and refining intervention strategies. Specifically, NSHS will increase the capacity of the Student Support Team and Attendance Monitoring Team to provide more proactive outreach and case management. Additionally, increased afterschool academic tutoring and wellness supports will be expanded to improve academic achievement, reduce absenteeism, and address social-emotional needs. These increased allocation of funding are intended to support strategies, metrics, and resource allocations across all Goals.

Summary of Expenditures in this Plan

Total Allocations and Expenditures by Funding Source

Total Allocations by Funding Source		
Funding Source	**Allocation**	**Balance (Allocations-Expenditures)**
LCFF Site	213,375	1.00
Title I Part A: Disadvantaged	670,013	0.00
Title I Part A: Professional	0	0.00
Title I Part A: Parent Involvement	6,212	1.00
Title I Part A: SES	0	0.00
Title III Part A: Language Instruction	55,913	0.00
Title III: Immigrant	7,611	0.00

Total Expenditures by Funding Source	
Funding Source	**Total Expenditures**
LCFF Site	213,374.00
Title I Part A: Disadvantaged Students	670,013.00
Title I Part A: Parent Involvement	6,211.00
Title III Part A: Language Instruction for LEP Students	55,913.00
Title III: Immigrant	7,611.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type

Object Type	Total Expenditures
1000-1999: Certificated Personnel Salaries	397,992.00
2000-2999: Classified Personnel Salaries	84,808.00
3000-3999: Employee Benefits	139,078.00
4000-4999: Books And Supplies	134,638.00
5000-5999: Services And Other Operating Expenditures	189,820.00
5900: Communications	6,786.00