



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
Salinas High School	27-66159 2734556	February 28, 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

Student Achievement: Provide high-quality, equitable instruction that prepares all students, particularly English Learners and Students with Disabilities, to graduate college, career, and community-ready.

Identified Need

Salinas High School needs to provide equitable access to high-quality, culturally responsive curriculum and instructional materials for diverse learners, while being intentional about meeting the needs of English Learners and Students with Disabilities. The school must offer strong primary instruction that incorporates differentiated culturally responsive teaching strategies to better engage students from all backgrounds, to ensure academic success, and to close achievement gaps. To support this goal, Salinas High School will improve systems and protocols for effective monitoring, analysis, and utilization of student achievement and school performance data in order to inform both instructional practices and decision-making.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
California Dashboard Graduation Rate	ALL / 93.4% increased by 3.8% T- 580 Green ELLs / 79.3% increased by 23.6% T- 82 SWD / 72% Maintained 0.4% T-50	ALL / 95% Blue ELLs / 90% Green SWD / 80% Green
California Dashboard SBAC ELA scoring above the standard	ALL / 39.9 points above standard, increased by 11.4 points T- 590-GREEN ELLs / 84.8 pts below standard, increased by 20.2 points T-109 SWD / 95.4 pts. below standard, declined by 11.2 points, T -70- RED	ALL / 75 points or increase by 35.1 Blue ELLs / - Increase by 15 or more SWD / - Increase by 15 or more Get out of RED
California Dashboard SBAC MATH scoring above the standard	ALL / 66.1 pts below, increased by 22.6 T-591 YELLOW ELLs / 160.2 pts below, Increased by 18, T-113	ALL / - Increase by 6.1 to get to Green ELLs / - Continue to grow by 15 pts, get to medium to 115.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	SWD / 173.7 pts below, declined by 11.6 T-70- RED	SWD / -Continue to grow by 15 pts, get to medium to 115. Get out of RED
College & Career Readiness	ALL / 59.5% prepared, increased by 7.1% T-573 GREEN ELLs / 23.7% prepared, increased by 9% T-76 SWD / 25% prepared, increased by 10.1 T-48	ALL / increase by 9%, 68.5% ALL, Blue ELLs / Increase by 12%, Medium 35.7% GREEN SWD / Increase by 10%, Medium 35%, GREEN
ELPAC Reclassification	ELLs / 39.9% making progress, declined by 2.7%, T-188 ORANGE	ELLs / Increase by 2%

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 SWD ELA, SWD MATH

Strategy/Activity

1.1 PLCs will collaborate to deliver strong primary and culturally responsive instruction and intervention 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 1000-1999: Certificated Personnel Salaries EWA's PLC Vertical Alignment, extra PLC and summer prep ,Additional PLC Meetings core subjects EWA Hours
7,000 Actual Expenditures	Title I Part A: Disadvantaged Students 3000-3999: Employee Benefits EWA's PLC Vertical Alignment and extra PLC and summer prep, and PLC. Additional PLC Meetings core subjects
1,200 Actual Expenditures	Title I Part A: Disadvantaged Students 1000-1999: Certificated Personnel Salaries Subs to cover for teacher PD and PLC release time
200 Actual Expenditures	Title I Part A: Disadvantaged Students 3000-3999: Employee Benefits Subs to cover for teacher PD
20,000 Actual Expenditures	Title I Part A: Disadvantaged Students 5000-5999: Services And Other Operating Expenditures Professional Development Conferences; AVID, AP conf, Core content, Learning Forward, NSTA, RTI
500 Actual Expenditures	LCFF Site 1000-1999: Certificated Personnel Salaries Diversity, Equity and Inclusion EWAs for staff committee and extra projects/planning
100 Actual Expenditures	LCFF Site 3000-3999: Employee Benefits Diversity, Equity and Inclusion EWAs for staff committee and extra projects/planning

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 and supports.

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 SWD ELA, SWD MATH

Strategy/Activity

1.2 SHS will implement and monitor an effective academic intervention program to ensure successful preparation for college and/or a career.

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 Para afterschool intervention
52,000 Actual Expenditures	Title I Part A: Disadvantaged Students 4000-4999: Books And Supplies Supplies and technology for interventions, Mentor Study tables, tutorials, supplemental materials for core content areas including math, science, English and social studies, Global Language
27,000 Actual Expenditures	Title I Part A: Disadvantaged Students 1000-1999: Certificated Personnel Salaries Extra hours for Teachers to provide additional time and support to students who are struggling, spring/winter intersession, Cowboy Catch Up Sat and afterschool, Tutorials & intervention planning for core subjects and credit recovery/Edgenuity. Interventions including PLC, afterschool, Saturdays,
4,470 Actual Expenditures	Title I Part A: Disadvantaged Students 3000-3999: Employee Benefits Extra hours for Teachers to provide additional time and support to students who are struggling, spring intersession, Tutorials and intervention planning for core subjects and credit recovery/Edgenuity.
1,000 Actual Expenditures	Title I Part A: Disadvantaged Students 1000-1999: Certificated Personnel Salaries Senior essay support and senior ELA intervention EWA Hours
200	Title I Part A: Disadvantaged Students

Actual Expenditures	3000-3999: Employee Benefits Senior essay support and senior ELA intervention
2,000 Actual Expenditures	LCFF Site 1000-1999: Certificated Personnel Salaries Intervention/Tutorial focused EWAs other subjects and AP study sessions.
200 Actual Expenditures	LCFF Site 3000-3999: Employee Benefits Intervention/Tutorial focused EWAs other subjects and AP study sessions.
17,600 Actual Expenditures	LCFF Site 4000-4999: Books And Supplies Supplies, and technology content areas including PE, Health, VAPA, Global Languages, Purchase appropriate tables and chairs for SEL,snacks for intervention, parent, ELAC & other intervention meetings
6,925 Actual Expenditures	Title I Part A: Disadvantaged Students 2000-2999: Classified Personnel Salaries Extra hours for instructional aides to provide additional time and support to students who are struggling during spring intersession, , tutorials and intervention planning for core subjects.
1,000 Actual Expenditures	Title I Part A: Disadvantaged Students 3000-3999: Employee Benefits Extra hours for instructional aides to provide additional time and support to students who are struggling during spring intersession, tutorials and intervention planning for core subjects.
10,000 Actual Expenditures	Title I Part A: Disadvantaged Students 5700-5799: Transfers Of Direct Costs Bus for after school, winter and spring intersession
3,000 Actual Expenditures	LCFF Site 3000-3999: Employee Benefits Para afterschool intervention

10,134 Actual Expenditures	LCFF Site 5700-5799: Transfers Of Direct Costs Various educational field trips, college trip school buses
5,600 Actual Expenditures	Title I Part A: Disadvantaged Students 1000-1999: Certificated Personnel Salaries Subs to cover various educational field trips, college trip
14,000 Actual Expenditures	LCFF Site 5000-5999: Services And Other Operating Expenditures (5820) Various educational field trips, college trip Discovery buses
2,000 Actual Expenditures	Title I Part A: Disadvantaged Students 3000-3999: Employee Benefits Subs Various educational field trips, college trip
1,500 Actual Expenditures	Title I Part A: Disadvantaged Students 5000-5999: Services And Other Operating Expenditures Science tech repairs
5,000 Actual Expenditures	LCFF Site 1000-1999: Certificated Personnel Salaries Counseling EWAs for workshops and parent meetings
1,541 Actual Expenditures	LCFF Site 3000-3999: Employee Benefits Counseling EWAs for workshops and parent meetings
5,000 Actual Expenditures	Title I Part A: Disadvantaged Students 1000-1999: Certificated Personnel Salaries Extra teacher hours for intervention for AP core subject study sessions and AP Testing
500 Actual Expenditures	Title I Part A: Disadvantaged Students 3000-3999: Employee Benefits Extra teacher hours for intervention for AP core subject study sessions and AP Testing
8,000	LCFF Site 2000-2999: Classified Personnel Salaries

Actual Expenditures	Campus Security OT and Benefits - supervision during intercession/Saturday school & additional custodial to support the classroom being used during intersession/Saturday school
2,000	LCFF Site
Actual Expenditures	3000-3999: Employee Benefits Campus Security OT and Benefits - supervision during intercession/Saturday school & additional custodial to support the classroom being used during intersession/Saturday school
10,000	Title I Part A: Disadvantaged Students
Actual Expenditures	5700-5799: Transfers Of Direct Costs bus to cover various educational field trips, college trip

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 Learners (Newcomers and LTELs)

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 SWD ELA, SWD MATH

Strategy/Activity

1.3 SHS will implement and monitor an effective academic intervention program to ensure successful preparation for college and/or a career for EL 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)

2,769

Source(s)

Title III: Immigrant

Actual Expenditures	1000-1999: Certificated Personnel Salaries Teacher hourly EL Intervention before school
623 Actual Expenditures	Title III: Immigrant 3000-3999: Employee Benefits Teacher hourly EL Intervention before school
2,000 Actual Expenditures	Title I Part A: Disadvantaged Students 1000-1999: Certificated Personnel Salaries EL Success Team meetings, ELPAC Testing Training
200 Actual Expenditures	Title I Part A: Disadvantaged Students 3000-3999: Employee Benefits Benefits EL Success Team meetings, ELPAC Testing
93,357 Actual Expenditures	Title I Part A: Disadvantaged Students 2000-2999: Classified Personnel Salaries EL Student Support Paraeducators (Octavio Barron, Yolanda Ayala, .2 Jennifer Matias)
67,120 Actual Expenditures	Title I Part A: Disadvantaged Students 3000-3999: Employee Benefits EL Student Support Paraeducators (Lizette 0.93750, Octavio 0.625, Y. Ayala 0.62813)
1,200 Actual Expenditures	Title III: Immigrant 2000-2999: Classified Personnel Salaries EL Paras afterschool interventions - including OT
444 Actual Expenditures	Title III: Immigrant 3000-3999: Employee Benefits Benefits for EI Paras afterschool interventions
4,613 Actual Expenditures	Title III Part A: Language Instruction for LEP Students 4000-4999: Books And Supplies ELD supplemental class and intervention supplies. Materials and Supplies
1,500 Actual Expenditures	LCFF Site 4000-4999: Books And Supplies

	Supplemental materials and supplies for newcomers
20,950 Actual Expenditures	Title III Part A: Language Instruction for LEP Students 2000-2999: Classified Personnel Salaries EL Para (Jennifer Matias) 0.8
13,333 Actual Expenditures	Title III Part A: Language Instruction for LEP Students 3000-3999: Employee Benefits EL Para (J. Matias) 0.8

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 SWD ELA, SWD MATH

Strategy/Activity

1.4 SHS will implement and monitor an effective academic intervention program to ensure successful preparation for college and/or a career for 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)
1,500 Actual Expenditures	Title I Part A: Disadvantaged Students 1000-1999: Certificated Personnel Salaries SPED mentor study tables and intersession EWAs
200 Actual Expenditures	Title I Part A: Disadvantaged Students 3000-3999: Employee Benefits

	SPED mentor study tables and intersession EWAs
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 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 SWD ELA, SWD MATH

Strategy/Activity

1.5 Salinas High will utilize software, technology, and technology-based professional development to support all students' academic success.

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 5000-5999: Services And Other Operating Expenditures Expenditures Dues and Memberships(5300)
5,000 Actual Expenditures	LCFF Site 4000-4999: Books And Supplies supplemental tech for core classes, Parent meetings,
20,000 Actual Expenditures Computers	LCFF Site 4000-4999: Books And Supplies Assorted technology supplies over \$500 needed to support district initiatives -
2,000 Actual Expenditures	Title I Part A: Disadvantaged Students 5800: Professional/Consulting Services And Operating Expenditures

	Turn it in (English) Socrative License (Social Studies) and other licenses Learning AZ/Razzkids.com, No Red Ink, Insert Learning, subscription for ELD classes.
3,000 Actual Expenditures	LCFF Site 5000-5999: Services And Other Operating Expenditures Other software/licenses, Choral Tracks, Zoom, music repairs, other recourses (5600)
1,000 Actual Expenditures	LCFF Site 1000-1999: Certificated Personnel Salaries EWAs for additional teacher tech support.
200 Actual Expenditures	LCFF Site 3000-3999: Employee Benefits EWAs for additional teacher tech support.

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 SWD ELA, SWD MATH

Strategy/Activity

1.6 Salinas High will implement and monitor an effective 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)

5,000

Actual Expenditures

Source(s)

LCFF Site
1000-1999: Certificated Personnel Salaries
AVID Coordinators EWA

1,000 Actual Expenditures	LCFF Site 3000-3999: Employee Benefits AVID Coordinators
2,100 Actual Expenditures	LCFF Site 1000-1999: Certificated Personnel Salaries AVID After school team meetings
500 Actual Expenditures	LCFF Site 3000-3999: Employee Benefits AVID After school team meetings
3,000 Actual Expenditures	LCFF Site 4000-4999: Books And Supplies AVID materials and supplies
1,200 Actual Expenditures	LCFF Site 1000-1999: Certificated Personnel Salaries Subs for AVID field trips
300 Actual Expenditures	LCFF Site 3000-3999: Employee Benefits

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	
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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 school has implemented several effective strategies and activities to achieve the articulated goal of improving academic outcomes and college readiness for all students, with a focus on supporting English Learners (ELs), Students with Disabilities (SWDs), and Youth in Transition (YITs). One key strategy is providing extended time for Professional Learning Communities (PLCs) to meet beyond the designated PLC time. This allows teachers to collaboratively modify lessons, analyze data, plan interventions, and share best practices. By fostering ongoing collaboration and data-driven decision making, PLCs can better identify and address the specific needs of students. To guide continuous improvement, the school is adopting the Plan-Do-Study-Act (PDSA) cycle. This approach involves setting goals, implementing strategies, analyzing results, and making data-driven adjustments. By embracing this cyclical process, the school can systematically refine its practices and ensure the effectiveness of its initiatives. Salinas High School also offers expanded opportunities for teachers to provide targeted interventions before and after school. Specialized tutorials are available in math and English to support ELs, SWDs, and YITs. Additionally, the school is working to revamp its "Cowboy Catchup" program, which provides general academic support on Saturdays. By offering a variety of intervention options and focusing on the unique needs of specific subgroups, the school aims to close achievement gaps and ensure all students have the support they need to succeed. The AVID (Advancement Via Individual Determination) program continues to be a priority, with the school allocating the necessary resources to generate student interest and prepare them for college. AVID's proven strategies, such as tutoring, study skills development, and exposure to college, are especially beneficial for underrepresented students. Overall, the combination of extended PLC time, targeted interventions, the AVID program, and the PDSA improvement cycle demonstrates a comprehensive approach to supporting student success. While the effectiveness of these strategies will need to be continually assessed, they show promise in promoting academic growth and college readiness for all students at Salinas High School.

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

While the overall strategies and activities to meet the articulated goal remain unchanged, one significant shift in implementation focuses on teacher development and preparation. The school recognizes the critical role of culturally responsive and relevant instruction in engaging and supporting all students, particularly those from diverse backgrounds. As such, a significant emphasis will be placed on providing professional development opportunities for teachers to enhance their skills in delivering culturally sensitive instruction that effectively meets the needs of every student in their classroom. The Instructional Leadership Team (ILT) will be crucial in this training initiative. As a team of experienced educators and instructional leaders, the ILT will assist in designing, facilitating, and supporting professional development programs focused on culturally responsive teaching practices. They will work closely with teachers to provide guidance, resources, and ongoing support as they implement these strategies in their classrooms. This shift in implementation may require adjustments to budgeted expenditures. Salinas High is committed to funding and allocating resources for professional development programs, workshops, or coaching

sessions led by the ILT team to equip teachers with the knowledge and strategies to create inclusive learning environments and adapt their teaching methods to their students' unique cultural backgrounds and experiences. By leveraging the expertise of the ILT team and prioritizing teacher development in culturally responsive practices, the school aims to foster a more supportive and equitable learning experience for all students. This targeted investment in building teacher capacity, guided by the ILT team, is expected to yield positive student engagement, achievement, and overall success outcomes. It is important to note that while this implementation shift may require some modifications to the budget, the core strategies and activities outlined in the original plan, such as extended PLC time, targeted interventions, and the AVID program, will continue to be supported and funded as intended.

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.

The district's LCAP goals have been reduced from six to three, necessitating changes in the SPSA. The most significant change is the consolidation of previous goals 4, 5, and 6 into a single, student-oriented Goal 1. This new Goal 1 will encompass all student-related objectives, strategies, and activities, creating a more focused and comprehensive approach to addressing student needs. Annual outcomes, metrics, and strategies/activities will be revised to align with the new goal structure. These changes will be reflected throughout the SPSA document, particularly in the sections dedicated to goals, annual outcomes, metrics, and strategies/activities. The school remains committed to promoting equity and excellence for all learners, and the changes in the SPSA will ensure that resources and efforts are directed toward the most critical areas of student growth and achievement.

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

Staff Development: We will prioritize staff development to recruit and prepare qualified candidates who understand and appreciate the diversity of our students and community.

Identified Need

Salinas High School must prioritize recruiting and retaining diverse, culturally responsive staff while providing ongoing professional development and support for new teachers to effectively serve our students, particularly ELs, SWDs, and socio-economically disadvantaged students. Efforts should focus on attracting qualified candidates who reflect our community, fostering an inclusive work culture, and ensuring all staff, including new hires, have the skills and resources to promote student success.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Staff Diversity	SHS faculty is % white, and % Hispanic/Latino. We have two African American teachers. Our student demographics are (% Hispanic Latino, and % White, and % declined to state, % Filipino and the other groups are under %.	SHS aims to increase staff diversity by % to align more closely with student demographics. Additionally, we will offer increased support and professional development opportunities for our teachers to foster cultural responsiveness in the classroom.
Culturally Responsive Teaching Professional Development Participation and Training	% of staff participated in culturally responsive teaching PD	% of staff will participate in at least one culturally responsive teaching PD annually
Staff Satisfaction Survey (Cultural Responsiveness & Inclusivity)	% of SHS staff strongly agree or agree that they can approach their job with an equity lens.	Increase percentage of staff reporting feeling equipped to support diverse student needs by %
ILT data collection on learning walks	Increase the number of learning walks from .	Increase the number of learning walks by %
ILT data collection on the number of learning walk participants	Increase the number of learning walk participants from .	Increase the number of learning walk participants by %.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
New Teacher/Hire Retention	new teachers were not re hired last year	SHS will continue offering professional development opportunities to all teachers but especially to our New Teacher Support group led by our New Teacher Coordinator once a month. Additionally, provide resources to help new teachers refine their skills.
Participation by collaborative (PLC) teams in continuous improvement cycle	collaborative teams did a PDSA cycle	The ELA and Math Collaborative teams will engage in continuous improvement cycles twice annually. Collaborative teams are encouraged to take part in these cycles to enhance teaching and learning outcomes for our EL and SWD populations.

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.

RED INDICATOR SWD ELA, SWD MATH

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)

2,500

Source(s)

Title I Part A: Disadvantaged Students
1000-1999: Certificated Personnel Salaries

Actual Expenditures	New Teacher meetings and support EWA
400 Actual Expenditures	Title I Part A: Disadvantaged Students 3000-3999: Employee Benefits New Teacher meetings and support EWA
1,000 Actual Expenditures	Title I Part A: Disadvantaged Students 1000-1999: Certificated Personnel Salaries Subs for learning walks, coaching cycles, PD, other sub help
100 Actual Expenditures	Title I Part A: Disadvantaged Students 3000-3999: Employee Benefits Subs for learning walks, coaching cycles, PD
20,000 Actual Expenditures	Title I Part A: Disadvantaged Students 5000-5999: Services And Other Operating Expenditures PD, Travel and Conference
10,000 Actual Expenditures	Title I Part A: Disadvantaged Students 5800: Professional/Consulting Services And Operating Expenditures PD on site
1,000 Actual Expenditures	LCFF Site 5000-5999: Services And Other Operating Expenditures Library Licenses and subscriptions: EBSCO and World Book online
20,000 Actual Expenditures	LCFF Site 5000-5999: Services And Other Operating Expenditures PD, Travel and Conference for non-core subjects. (CADA, 5Star, RJ, CASL)
1,200 Actual Expenditures	LCFF Site 1000-1999: Certificated Personnel Salaries Subs to cover coaching cycles, travel and conferences
200 Actual Expenditures	LCFF Site 3000-3999: Employee Benefits Subs to cover coaching cycles, travel and conferences

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 school has effectively implemented an instructional coaching model, with a team of part-time coaches, an EL Specialist, and a technology coach working alongside the administration to provide targeted support for teachers. The coaches mentor new teachers, provide supports to all teachers, and evaluate learning objectives, strategies, and grading practices. The school funds resources for the new teacher mentor to ensure adequate support. In collaboration with the administration, the Instructional Leadership Team (ILT) organizes learning walks, facilitates data-driven professional development during staff meetings, and provides feedback based on identified needs and staff input. New Teacher meetings offer a supportive forum for collaboration and growth, while staff members attend various conferences to learn innovative teaching methods and best practices. The combination of instructional coaching, support for new teachers, ILT-led initiatives guided by data and feedback, and professional development opportunities fosters a culture of growth and collaboration. It equips teachers with the skills and knowledge to improve student outcomes, close achievement gaps, and make progress toward the school's articulated goal.

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

Personnel shortages continued to significantly impact our ability to utilize our categorical funds as intended this school year. In particular, ongoing vacancies in paraeducator positions throughout the year hindered our capacity to provide the level of student support we had planned for. Our intention to implement culturally responsive teaching strategies within classrooms is to foster a more positive school climate. We anticipate these practices will increase student engagement and ultimately improve academic achievement while decreasing discipline incidents. The district initiative of Plan-Do-Study-Act (PDSA) cycles started last year, but the work needs to continue. Implementing PDSA cycles aims to provide a structured approach to continuous improvement, allowing us to systematically test and refine our strategies for enhancing ALL student outcomes.

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 our analysis, we will continue to focus on the continuous improvement cycle to refine and enhance our strategies for achieving our goals. This ongoing process will allow us to adapt to changing circumstances and ensure that our efforts remain aligned with the evolving needs of our students. Although the district's LCAP goals have been reduced from six to three, Goal 2 in our SPSA remains similar to the previous year's Goal 2. However, we will expand our efforts within this goal to better support our students. Despite the changes in the SPSA, our school will prioritize

supporting our students. One key area of focus will be staff development. We will allocate resources to recruit and prepare qualified candidates who understand and appreciate the diversity of our students and community. By investing in our staff's professional growth, we aim to create a more inclusive and equitable learning environment that meets the unique needs of our student population.

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 a teaching and learning environment that is safe, caring, and healthy.

Identified Need

Salinas High School is committed to providing an equitable, supportive, and inclusive environment where all students feel physically and emotionally safe, cared for, and connected to school. This includes being culturally responsive and creating a school climate that honors and reflects our students' and families' diverse backgrounds, experiences, and identities. Salinas High aims to create a school where every student is supported to attend consistently, learn in a caring environment that validates their cultural identity, develop positive relationships, and reach their full potential.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
California Dashboard Suspension Rate data	ALL / GREEN 3.4% ELLs / YELLOW 7.2% LTEL / YELLOW 9.2% Homeless/ GREEN 4.8% SED/ GREEN 3.9% SWD / GREE 5.2% African American/ 14.3% Hispanic/ GREEN 3.8% Two or More Races/ ORANGE 2.2% White/ GREEN 1.5%	ALL / GREEN 2.4% ELLs / YELLOW 5.2% LTEL / YELLOW 7.2% Homeless/ GREEN 4.8% SED/ GREEN 2.9% SWD / GREE 4.2% African American/ 9.3% Hispanic/ GREEN 2.8% Two or More Races/ ORANGE 2.0% White/ GREEN 1.0%
Wellness Data/Discipline referrals	Students entering our Wellness Data report an average emotional score of and leave with an average emotional score of resulting in a improvement of feeling. SHS teachers issued 1695 referrals or daily referrals.	Our goal is to have students' emotional score difference increase to or higher. Offer PBIS lessons to address the most common misbehaviors to decrease the number to less than 1000 overall referrals and daily referrals.
Parent Engagement	147 Families responded to the LCAP family survey.	Increase parent responses to the LCAP family survey to 300 responses.

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)

All Students

Strategy/Activity

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.

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)

3,500

Actual Expenditures

LCFF Site
4000-4999: Books And Supplies
PBIS Supplies

17,000

Actual Expenditures

LCFF Site
5800: Professional/Consulting Services And
Operating Expenditures
Printing for PBIS, DEI, Printshop, Cultural
Dance Instruction Print Shop - Envelope parent
communication ,MP Express) PBIS, Restorative
Justice

15,000

Actual Expenditures

LCFF Site
4000-4999: Books And Supplies
Girasol Healing Circle, Wellness center
materials and supplies, Cultural activities
supplies, Site DEI plan

Actual Expenditures

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

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.

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)

1,001

Actual Expenditures

Source(s)

Title I Part A: Parent Involvement
2000-2999: Classified Personnel Salaries
Community Liaison, home visits, EL support
EWAs, evening parent meetings including OT

370

Actual Expenditures

Title I Part A: Parent Involvement
3000-3999: Employee Benefits
Community Liaison, home visits, EL support
EWAs, evening parent meetings

450

Actual Expenditures

Title I Part A: Parent Involvement
5000-5999: Services And Other Operating
Expenditures
Mileage for Home Visits and other
meetings/interventions

1,000

Actual Expenditures

LCFF Site
1000-1999: Certificated Personnel Salaries
Extra hours EL Specialist for ELAC & parent
meetings

200

Actual Expenditures

LCFF Site
3000-3999: Employee Benefits
Benefits OT for EL Specialist for ELAC & parent
meetings

1,000 Actual Expenditures	LCFF Site 5900: Communications Postage for parent outreach
4,000 Actual Expenditures	Title I Part A: Parent Involvement 4000-4999: Books And Supplies Materials, supplies and snacks for parent meetings.
Actual Expenditures	
3,900 Actual Expenditures	LCFF Site 4000-4999: Books And Supplies ELAC Snacks
5,000 Actual Expenditures	Title I Part A: Disadvantaged Students 5800: Professional/Consulting Services And Operating Expenditures Language Line, Talking Points, professional language interpreting for staff/parent use, and other software to support (parent engagement)
1,200 Actual Expenditures	Title I Part A: Disadvantaged Students 1000-1999: Certificated Personnel Salaries EWAs Certificated Counselors and Teachers for specific parent meetings for college planning
300 Actual Expenditures	Title I Part A: Disadvantaged Students 3000-3999: Employee Benefits EWAs Certificated Counselors and Teachers for specific parent meetings for college planning
2,500 Actual Expenditures	LCFF Site 4000-4999: Books And Supplies Materials & Supplies -Safety drill materials and supplies, emergency cart
Actual Expenditures	

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

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.

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)
3,500 Actual Expenditures	LCFF Site 4000-4999: Books And Supplies LINK supplies, Supplies for site cultural activities DEI plan
Actual Expenditures	
5,000 Actual Expenditures	LCFF Site 1000-1999: Certificated Personnel Salaries EWA for summer Link prep, training and orientation, recruitment ant interviews
1,000 Actual Expenditures	LCFF Site 3000-3999: Employee Benefits EWA for summer Link prep, training and orientation, recruitment ant interviews
1,000 Actual Expenditures	LCFF Site 1000-1999: Certificated Personnel Salaries Link Crew Subs, trip and conference subs
500 Actual Expenditures	LCFF Site 5000-5999: Services And Other Operating Expenditures Link Crew Travel and Conference

200 Actual Expenditures	LCFF Site 3000-3999: Employee Benefits Link Crew Subs, trip and conference subs
5,000 Actual Expenditures	LCFF Site 5800: Professional/Consulting Services And Operating Expenditures Link Crew Curriculum, Orientation, and Guest Speaker

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

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.

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 5

Students to be Served by this Strategy/Activity

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

Strategy/Activity

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.

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 6

Students to be Served by this Strategy/Activity

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

Strategy/Activity

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.

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)

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.

Salinas High School has implemented various strategies and activities to support a safe, caring, and healthy learning environment. The Wellness Center staff, PBIS program, Restorative Justice, community resource agencies like MCBH and CHS, and other support systems are in place. Communication with families, staff, and students remains a significant area for improvement. The school recognizes the need to strengthen communication channels to ensure all stakeholders are well-informed and engaged. The Diversity, Equity, and Inclusion (DEI) Committee met during the year. The school acknowledges the importance of revisiting and expanding the DEI initiative with stronger student support. The Wellness Center has seen growth in student utilization, and the school now has two social workers to provide essential support services. However, the ongoing construction on campus has led to a shortage of office space, creating a challenging environment. Salinas High School recognizes the need to focus on culturally responsive aspects of the school to serve its diverse student population better. This includes fostering an inclusive environment,

integrating culturally relevant teaching practices, and ensuring all students feel valued and supported. The school strives to strengthen connections with students, families, and the broader school community by focusing on culturally responsive professional development for staff.

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

Due to ongoing construction, the school's layout is undergoing changes, necessitating adaptations and the relocation of resources to ensure the continued safety and well-being of our students.

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.

While this goal remains largely unchanged, there will be an added emphasis on being culturally responsive in our approach. SHS is going to focus on fostering positive, constructive relationships between staff, students, families, and the wider community.

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	197,575	0.00
Title I Part A: Disadvantaged	377,472	0.00
Title I Part A: Parent Involvement	5821	0.00
Title III Part A: Language Instruction	38896	0.00
Title III: Immigrant	5036	0.00

Total Expenditures by Funding Source	
Funding Source	Total Expenditures
LCFF Site	197,575.00
Title I Part A: Disadvantaged Students	377,472.00
Title I Part A: Parent Involvement	5,821.00
Title III Part A: Language Instruction for LEP Students	38,896.00
Title III: Immigrant	5,036.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type

Object Type	Total Expenditures
1000-1999: Certificated Personnel Salaries	90,769.00
2000-2999: Classified Personnel Salaries	136,433.00
3000-3999: Employee Benefits	108,901.00
4000-4999: Books And Supplies	136,113.00
5000-5999: Services And Other Operating Expenditures	82,450.00
5700-5799: Transfers Of Direct Costs	30,134.00
5800: Professional/Consulting Services And Operating	39,000.00
5900: Communications	1,000.00