



FRAMEWORK FOR THE FUTURE





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Introduction Letter

Dear Salinas Union High School
District Family,

It is with immense pride and purpose that I introduce the Salinas Union High School District Framework for the Future—a bold, community-driven vision that will shape the path forward for every student in our district. This Framework is not just a document—it is our collective declaration of commitment to ensuring that every learner is empowered to thrive academically, socially, and emotionally.

The Framework for the Future is our North Star. It defines the learner outcomes we seek, the learning experiences we design, and the enabling conditions we must create to ensure equity, access, and excellence for all. At the center of this work is our Portrait of a Graduate, a community-created vision that elevates what we want every SUHSD student to become: a Skilled Communicator, Emotionally Intelligent Learner, Culturally Competent Learner, Critical Thinker, Empowered Learner, and Collaborative Problem Solver.

As we developed the Framework for the Future, we remained grounded in what our students and families told us they need: stronger access to dual enrollment, more pathways to college and career, culturally responsive curriculum, increased wellness and mental health support, and a sense of belonging in every classroom and campus. These priorities shaped our strategic commitments and the five Pillars of this plan: Future-Ready Learning, Equitable Access to High-Quality Teaching and Learning, Safe, Inclusive, and Supportive Environments, Thriving, Supported Educators, and Strong Family and Community Partnerships.

The Framework embraces the full potential of our learners—recognizing that success extends beyond academic metrics.



We will bring our Framework to life through high-quality professional learning, authentic student engagement, site-based innovation, and a districtwide culture of collaboration. Our next chapter will be marked by coherence, alignment, and action—ensuring that every initiative, every classroom practice, and every decision reflects the values and aspirations embedded in this plan.

I want to extend my heartfelt gratitude to every student, teacher, staff member, family, and partner who helped shape this vision. Your voice is reflected in every page. Thank you for believing in our students, in each other, and in the transformative potential of public education. Together, we are not just preparing for the future—we are designing it.

With deep gratitude and optimism,

Dr. Zandra Jo Galván

Superintendent

Salinas Union High School District

Letter from Board President:

Dear Salinas Union High School
District Community,

As a parent, Salinas resident, and proud Board President of the Salinas Union High School District, I am deeply honored to introduce to you our Framework for the Future—a shared vision for the students, families, and educators who make our district exceptional. This Framework represents the hopes, dreams, and dedication of an entire community united by one purpose: to ensure every student in SUHSD is fully prepared to thrive in school, in life, and in the world beyond.

The Framework for the Future paints a clear and powerful picture of what we want every learner in our district to become. The outcomes in our Portrait of a Graduate reflect the voices of students, teachers, parents, labor leaders, and community partners—people just like you and me—who care deeply about the success of our youth.

Over the past year, and especially during Superintendent Dr. Zandra Jo Galván's first 100 days, our district committed to listening. Hundreds of conversations took place across campuses, in living rooms, at town halls, and with labor partners and students. We asked, "What's working?" and "What can we do better?" The result is this community-driven Framework—a blueprint rooted in equity, academic excellence, safety, and opportunity.

As a father, I know how much we all want our children to feel safe, supported, and inspired every day they walk onto campus. The pillars of our strategic plan reflect our commitment to building learning environments where students are seen, known, challenged, and celebrated. It is also a call to action—a commitment to build a system where success isn't the exception but the expectation for every student, no matter



their background or circumstance.

We know that transforming a system doesn't happen overnight, and we don't expect one person to carry the load alone. This Framework is built on the belief that when students, educators, families, and community members work together, anything is possible. Our role as the Board of Trustees is to ensure that this vision is realized with integrity, urgency, and love.

On behalf of the SUHSD Board of Trustees, I want to express our deepest gratitude to every single person who helped shape this plan. Thank you for showing up, for sharing your truth, and for believing in what's possible for our students.

Together, we are not just planning for the future—we are building it.

In partnership,

Mr. Jorge Rojas

President, Board of Trustees

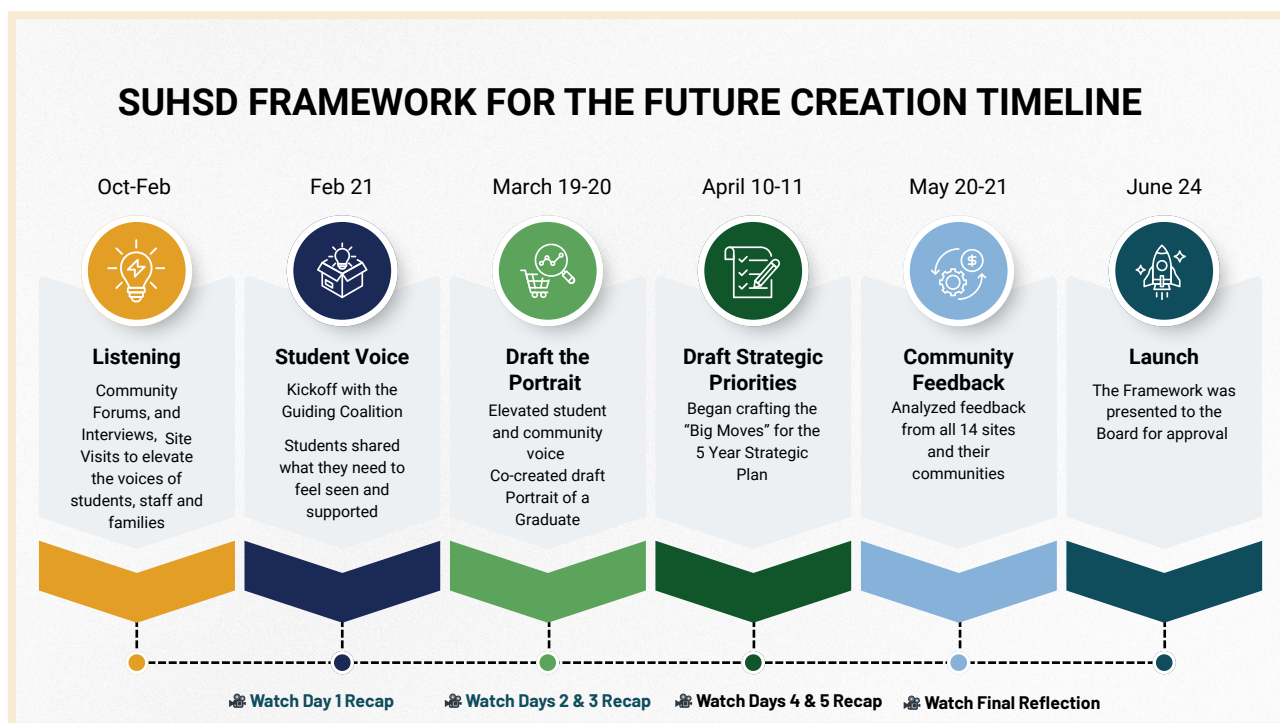
Salinas Union High School District

Creation Process

The Creation of the Framework for the Future: A Community Story

Over the 2024–25 school year, the Salinas Union High School District embarked on a transformative journey to co-create its Portrait of a Graduate and 5-Year Strategic Plan. This initiative, known as the Framework for the Future, was a collaborative effort involving over 75 students, educators, staff, families, board members, labor leaders, and community partners.

What makes the SUHSD Framework for the Future truly special is not just the content—but how it came to be. Rooted in over 1,000 individual touchpoints—from student forums and town halls to cabinet meetings and classroom visits—this vision was shaped by the people who know our district best.



Guiding Principles

Vision:

Ignite passion and purpose in every learner to thrive personally, contribute meaningfully, and create a just and equitable world.



Mission:

Empower all students to be lifelong learners and flourishing leaders within their communities and the world through equitable, inclusive, student-centered, and learner-driven environments.

Core Values:

1. Belonging & Community

Cultivate inclusive, empathetic, and collaborative spaces where everyone feels seen, heard, and valued

2. Growth & Learning

Embrace curiosity, resilience, and a learner mindset to support continuous personal and collective development

3. Integrity & Respect

Demonstrate consideration of others and act with accountability and a commitment to fairness and equity in all interactions

4. Kindness & Patience

Infuse work and relationships with compassion, joy, humor, and care for human well-being



Portrait of a Graduate



Portrait of a Graduate



Collaborative Problem Solver

I work with others to solve complex problems.

Collaborate Effectively: I work with others toward a common goal by actively listening and sharing ideas.

Solve Problems: I think creatively to solve problems and develop possible solutions.

Include and Grow: I consider all voices to shape my perspective.



Skilled Communicator

I share my ideas clearly, listen with empathy, and adjust how I communicate based on the situation.

Listen to Understand: I listen with curiosity, ask thoughtful questions, and pay attention to verbal and nonverbal cues to deepen understanding.

Clarify My Ideas: I share my thinking in clear, concise ways and support my ideas with evidence.

Communicate with Purpose: I use a variety of tools responsibly and effectively to create, collaborate, and make meaning of information in order to contribute positively to my community and world.



Critical Thinker

I think carefully before making decisions by asking questions, analyzing facts, and considering different perspectives.

Think Deeply: I can thoughtfully comprehend, interpret, and evaluate multiple sources and perspectives to gain a deep understanding of complex ideas.

Reflect and Improve: I use feedback and self-reflection to grow and guide my analytical thinking.

Stay Curious: I ask thoughtful questions, have an open mind to others' perspectives, and challenge my own assumptions.

Think Critically About Media: I analyze sources to identify bias and determine the accuracy of information in order to make informed choices and consider opposing views.



Portrait of a Graduate



Culturally Competent Learner

I know who I am, honor all cultures, and commit to anti-racism to make sure everyone feels safe, seen, and respected.

Know and Value Myself: I celebrate my own culture, identity, and community.

Respect and Celebrate Others: I commit to learning about different cultures, beliefs, and experiences and apply my knowledge to build strong relationships.

Global Citizen: I serve my community and take responsibility to create a more equitable and inclusive world.



Emotionally Intelligent Learner

I notice and consider my own and others' feelings, and show empathy, kindness, and respect for different perspectives.

Understand Myself and Others: I recognize emotions in myself and others and use strategies to manage my emotions in healthy ways.

Show Kindness and Care: I treat myself and others with empathy, compassion, and respect. When harm is done, I take caring steps to repair, restore trust and heal.

Take Responsibility: I reflect on my words and actions with courage, humility and honesty. I make choices that support my well-being and foster growth for myself and others.



Empowered Learner

I take responsibility for my learning by showing up, staying curious, motivated, and committed to my growth.

Set Goals and Reflect: I set goals, make a plan, take action, and reflect on my progress.

Take Ownership: I understand how I learn best, ask questions, and advocate for my needs.

Stay Focused and Keep Going: I manage my time, stay organized, engaged, and work through challenges with resilience and resourcefulness.

Plan for My Future: I explore post-secondary opportunities (including careers) aligned to my passions and strengths, and develop a plan to achieve my goals.



Pillars & Big Moves



Pillar 1: Future-Ready Learners

Goal: Every student graduates college, career, and community-ready, demonstrating the skills, mindsets, and competencies in the Portrait of a Graduate.



Pillar 2: Safe, Inclusive, and Supportive Environments

Goal: Every student learns in a physically and emotionally safe, inclusive, joyful environment that reflects their identity and cultivates their unique genius.



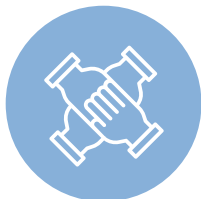
Pillar 3: Equitable Access to High-Quality Teaching and Learning

Goal: Every student experiences engaging, culturally relevant instruction that meets their unique needs.



Pillar 4: Thriving, Supported Educators

Goal: SUHSD attracts, retains, and supports a diverse, high-performing staff committed to learner-centered practices.



Pillar 5: Strong Family and Community Partnerships

Goal: Families and partners are engaged collaborators in student success and well-being.



Pillar 1: Future-Ready Learners

Goal: Every student graduates college, career, and community-ready, demonstrating the skills, mindsets, and competencies in the Portrait of a Graduate.

Success Indicators:

- 100% of students complete and present a performance-based capstone or portfolio aligned to PoG competencies. (LCAP Goal 1)
- Graduation rate increases from 85.5% to 100%, including all recognized pathways (HiSet, GED, IEP). (LCAP Goal 1)
- College and Career Readiness Indicator improves from 42.8% to 63%. (LCAP Goal 1)
- Dual enrollment, CTE pathway, and A-G completion rates each increase by 10%. (LCAP Goal 1)
- 100% of instructional staff trained to integrate PoG into curriculum and assessment by 2027. (LCAP Goal 2)

Big Moves:

- Align curriculum, instruction, and assessment with the Portrait of a Graduate and district Learning Model. (LCAP Goal 1)
- Redesign schedules to expand access to interdisciplinary learning, dual enrollment, and educator collaboration time. (LCAP Goal 1)
- Expand access to innovation-rich environments (e.g., makerspaces, digital tools) that cultivate digital fluency, creativity, and college and career readiness at every site. (LCAP Goal 1)
- Strengthen career exploration and pathway access through programs like AVID, Puente, and CTE starting in middle school. (LCAP Goal 1)
- Expand biliteracy and newcomer supports (LCAP Goal 3)



Pillar 2: Safe, Inclusive, and Supportive Environments

Goal: Every student learns in a physically and emotionally safe, inclusive, joyful environment that reflects their identity and cultivates their unique genius.

Success Indicators:

- Suspension rate reduced from 4.1% to below 3%, with a 1% annual decrease. (LCAP Goal 3)
- 10% improvement in student sense of safety and belonging (Student Survey, CHKS). (LCAP Goal 3)
- Wellness Center usage increases by 10% annually. (LCAP Goal 3)
- 100% of schools implement tiered systems of social-emotional and behavioral support. (LCAP Goal 3)
- Increase in alternatives to suspension, tracked annually by the MTSS team. (LCAP Goal 3)

Big Moves:

- Implement culturally and linguistically sustaining practices and healing-centered learning environments.
- Expand access to Wellness supports before and after school.
- Establish clear protocols for SEL training, reporting, and monitoring.
- Upgrade facilities to promote physical safety and inclusive, welcoming spaces.
- Elevate student voice and agency through inclusive councils and classroom-based leadership opportunities.



Pillar 3: Equitable Access to High-Quality Teaching and Learning

Goal: Every student experiences engaging, culturally relevant instruction that meets their unique needs.

Success Indicators:

- Close achievement gaps by 50% across key student groups (EL, SWD, SED, AA). (LCAP Goal 1)
- Reclassification rate of English Learners improves from 21.3% to 36%. (LCAP Goal 1)
- 100% of schools participate in PLC-driven continuous improvement cycles using student data. (LCAP Goal 1)
- Increase student and teacher perceptions of classroom of Learning Experiences aligned to the learning model. (LCAP Goal 1)

Big Moves:

- Establish and implement a research-based Learning Model with look-fors and educator competencies.
- Implementation of PoG-aligned portfolios and standards-based grading at pilot sites with annual reporting.
- Develop and provide personalized professional learning aligned to student needs and district priorities.
- Launch a digital repository of best practices and exemplary learning experiences.
- Strengthen MTSS for academic support and integrate ELD strategies across all classrooms.



Pillar 4: Thriving, Supported Educators

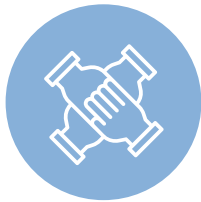
Goal: SUHSD attracts, retains, and supports a diverse, high-performing staff committed to learner-centered practices.

Success Indicators:

- Increase satisfaction in professional learning experiences. (LCAP Goal 2)
- Increased staff retention and satisfaction, measured annually. (LCAP Goal 2)
- 100% of educators demonstrate growth in PoG-aligned educator competencies. (LCAP Goal 2)
- Improved onboarding experience for new staff based on feedback and completion metrics. (LCAP Goal 2)
- Increased participation in mentorship, peer coaching, and instructional coaching. (LCAP Goal 2)

Big Moves:

- Streamline hiring and onboarding with a clear, user-friendly process (LCAP Goal 2).
- Prioritize recruitment and retention of BIPOC and LGBTQIA+ educators.
- Define and adopt a Portrait of an Educator that reflects the district's learner-centered vision.
- Create tiered systems of induction, mentoring and peer coaching for all staff roles.



Pillar 5: Strong Family and Community Partnerships

Goal: Families and partners are engaged collaborators in student success and well-being.

Success Indicators:

- 10% annual increase in family participation in events and decision-making bodies. (LCAP Goal 3)
- 15% increase in satisfaction with school communication (Parent Survey). (LCAP Goal 3)
- LCAP family survey participation increases by 10% annually toward 80%. (LCAP Goal 3)
- Expanded alumni and community engagement in mentoring and career programs. (LCAP Goal 3)
- 100% of schools maintain active Community School Site Committees. (LCAP Goal 3)

Big Moves:

- Launch alumni mentoring and industry speaker programs that reflect student interests.
- Offer multilingual, accessible communication and family workshops on college, wellness, and academics.
- Create consistent, inclusive pathways for family leadership and input.
- Build partnerships with local industry to co-create internships and experiential learning aligned to student aspirations.

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