Willow Glen High School	**School Plan for Student Achievement (SPSA)**	Ryan Jahrman
2026-27 School Year		

San José Unified School District

Willow Glen High School

2026-27 School Year

Title 1 Status	Not a Title I School
State Dashboard Status	No Status

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort to increase student achievement. This plan and its contents align directly with San José Unified's Strategic Plan and Local Control and Accountability Plan (LCAP).

The Schoolsite Council (SSC) annually develops and reviews the SPSA, identifies resources to support school goals, and modifies the plan to reflect changing needs and priorities, as applicable. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students.

Local Control Funding Formula (LCFF) provides schools and Local Education Agencies (LEA) or districts flexibility to design programs and provide services that meet the needs of students to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement.

About this School:		
Grades Served:	9th-12th	
Total Students:	1,526	
Ethnic Breakdown:	White	32%
	Hispanic	54%
	Black	3%
	Other	12%
Free lunch	31%	470
Reduced lunch	6%	99
Total FRPL	37%	569
EL	16%	241
EO	2%	26
Foster Youth	0%	2
Special Education	14%	210

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Educational Partners Involvement: Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process.

The engagement process is an ongoing, annual process involving staff, parents, and students when appropriate. The data, or needs assessment, is reviewed and discussed during staff and School Site Council (SSC) meetings. After reviewing the data and discussing the strengths of the educational program, educational partners provide input on school goals and actions to address opportunities for improvement. The data, goals, and actions are shared in other parent meetings, such as PTA or Principal Coffee. The SPSA is reviewed at each SSC meeting during the year to discuss interim data, progress toward goals, and the effectiveness of the actions in the plan. The principal also reflects on the use of resources in the previous year and how the strategies may have impacted student data.

School Plan: Description of the school's plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

The SPSA is aligned with the Local Control and Accountability Plan (LCAP) and the SJUSD Strategic Plan, and all actions align with the district's objectives to recruit, support, and retain a diverse workforce that is collaborative, relentless, inquisitive, surprising, and pioneering who will provide a safe, respectful, supportive, and rigorous learning experience for every student. We create a sense of belonging for our students, parents, and staff, and we celebrate and learn from the rich diversity of our community using enhanced resources and efficient systems to support these objectives.

Our teachers utilize a curriculum aligned with state standards and receive professional development and coaching to support the school's goals. Data is regularly reviewed and disaggregated by student subgroups so that we can adjust instruction and provide additional intervention to better support student needs.

School Goals
LANGUAGE ARTS:
This year's overall ELA SBAC scores for students in grade 11 who meet or exceed state expectations will increase by 5 percentage points from the previous year's score.
MATHEMATICS:
This year's overall Math SBAC scores for students in grade 11 who meet or exceed state expectations will increase by 5 percentage points from the previous year's score.
ENGLISH LANGUAGE LEARNERS:
30% of English learners will achieve one level of growth as measured on the ELPAC compared to the previous year.
SCHOOL CLIMATE:
This year's suspension rate will decrease by 1 percentage point compared to the previous school year by using restorative practices for minor offenses, including but not limited to tobacco use.
GRADUATION:
The overall graduation will increase to 95%. The graduation rates for English Learners and students in special education will increase by 3 percentage points each.

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Site Based Resource Inequities
San José Unified provides resources based on overall enrollment and the number of students the state identifies (English Learners, Socioeconomically Disadvantaged, Foster Youth). Each school determines how they will allocate those resources (funds and staffing) to achieve school goals. Any inequities identified by the needs assessment are described on the Rigorous Curriculum and Unified Community data tabs. The analysis and plans to address the inequities are described on the Goals tab. Our school uses Supplemental FTE to support identified students as described below.
Our supplemental FTE will be used to support lower class size for Hispanic students, English Learners, socioeconomically disadvantaged students and students with disabilities, with a particular focus on reducing class sizes in our ALD, ELD and Algebra I courses.

Identified Need
Identify and describe any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators and any steps taken to address those areas.
Based on our 2025 school dashboard, the highest need subgroups for English Language Arts were English Learners and socioeconomically disadvantaged students. ELs scored 130.4 points below standard for English Language Arts (maintaining .3 points), and socioeconomically disadvantaged students scored 50.9 points below standard (declining 5.4 points). The highest need subgroup for Mathematics was Hispanic students (who scored 118.5 points below standard, which signifies students in this subgroup maintaining 1.8 points). To meet these needs, we will continue to provide professional development focused on literacy across content areas, aligning mathematics instruction to SBAC assessments, supporting ELs and Guided Practice; we will additionally focus on highlighting best practices in staff meetings and peer observations, as well as providing direct support to students through additional instructional opportunities and peer tutoring.

Prop 28 School Site Plan	
On November 8, 2022, California voters approved Proposition 28: The Arts and Music in Schools (AMS) Funding Guarantee and Accountability Act. The measure required the state to establish a new, ongoing program supporting arts education programs in schools beginning in 2023–24. "Arts education program" includes (but is not limited to) instruction and training, supplies, materials, and arts educational partnership programs for instruction in dance, media arts, music, theatre, and visual arts including folk art, painting, sculpture, photography, craft arts, creative expression including graphic arts and design, computer coding, animation, music composition, ensembles, script writing, costume design, film, and video. LEAs with more than 500 pupils must expend at least 80 percent of the funds to employ certificated or classified employees to provide arts education instruction and the remaining funds for training supplies, curriculum, professional learning, materials, and arts educational partnership programs. Summarize your school's plan for the Proposition 28 funds in the below box. Include use of certificated staff (FTE) and funds.	
The school has been allocated 20% of Prop 28 funds and will utilize these funds to pay for: (This will be a partnership program or training, supplies, and materials to support the priority identified.)	Prop 28 funds will be used for materials to support instruction and expansion of our VPA program such as painting/sculpture supplies, technology for photography and multimedia courses, sheet music, instruments, etc.
The school will access FTE, which equals 80% of the site Prop 28 funds for a certificated or classified staff member to provide instruction. Our school has identified a priority on:	We will use allocated FTE to provide additional sections of VPA courses to maximize opportunites for students to take VPA courses aligned to their interests: additional .2 Multimedia: .2 Sculpture: .2 Digital Photo: .2 Beginning Band: ..2 Jazz Band, 2 Choir: .2 Drama: .1 Photography

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Directions

Goal: The goal should be based on verifiable state data, including local and state indicator data from the California School Dashboard (Dashboard) and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement. Indicate the progress from the **previous year's** Dashboard.

Goal Analysis: Describe the overall implementation and effectiveness of the strategies/activities in the previous school year. Respond to the prompts below to document the site analysis of strategies to meet the articulated goal.

A RIGOROUS CURRICULUM THAT INSPIRES ALL STUDENTS TO DISCOVER THEIR OWN GREATNESS

LANGUAGE ARTS: Strategic Plan Alignment & Content Goals

SMART Goal	This year's overall ELA SBAC scores for students in grade 11 who meet or exceed state expectations will increase by 5 percentage points from the previous year's score.
	Declined from Prior Year (by 3.0-15.0 points)

Goal Analysis Previous Year SPSA
An analysis of how this goal was carried out in the previous school year.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal. *Based on interim assessments and updated in the fall when the state dashboard is released. (WPA, Grades, etc.)*

From 2023-24 to 2024-25, the overall percentage of Grade 11 students meeting/exceeding standard decreased from 56% to 52%, a 4-point drop. The number of Hispanic students meeting/exceeding standard declined from 41% to 37%, and socioeconomically disadvantaged students meeting/exceeding standard decreased from 43% to 33%. In contrast, Special Education students showed improvement, increasing from 6% to 21%.

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.

Students need additional opportunities to engage with grade-level texts and tasks, and independently demonstrate standards-aligned reading and writing skills. Teachers will use the district curriculum daily at grade-level complexity, model reading and writing strategies, include structured academic discussion, and provide at least one independent grade-level reading or writing task each lesson. Teachers will additionally collaborate on SBAC-aligned common assessments, and conduct peer observations focusing on literacy. To accomplish this, we are including funding for teacher collaboration and peer observations in our SPSA activities/expenditures. The plan is successful when at least 80% of students reach grade-level mastery on common assessments and district progress monitoring.

	Action Steps for the Current School Year	**Owner**	**Timeline**
#1	Teachers will collaborate in PDs and release days to create common assessments with questions and performance tasks aligned to the ELA SBAC assessment, with a focus on using SBAC-aligned reading and writing assessment items across content areas.	API & Coach	Weekly meetings, release days
#2	Teachers will participate in peer observations focused on reading and writing across content areas, as well as Guided Practice.	API & Coach	Fall/spring semester

MATHEMATICS: Strategic Plan Alignment & Content Goals

SMART Goal	This year's overall Math SBAC scores for students in grade 11 who meet or exceed state expectations will increase by 5 percentage points from the previous year's score.
	Increased from Prior Year (by 3.0-14.9 points)

Goal Analysis Previous Year SPSA
An analysis of how this goal was carried out in the previous school year.

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

From 2023-24 to 2024-25, the overall percentage of Grade 11 students meeting/exceeding standard in Mathematics increased from 32% to 35%, a 3-point gain. Hispanic students improved from 12% to 17%, and socioeconomically disadvantaged students increased significantly from 9% to 17%. We are on track to implement the 2025-2026 SPSA as planned.

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.

Teachers will continue to offer individualized support during tutorial, as well as in our after-school Homework Center. Math teachers will build upon the work begun in the 2025-26 school year to develop assessments with questions and performance tasks aligned to the Math SBAC assessment, and review data from both the NWEA and department-created assessments in their department/coursealike meetings. Finally, teachers will expand our peer tutoring program, and administrators will create systems to encourage student participation in peer tutoring. We are including funding for after-school tutoring as well as teacher collaboration in our SPSA activities/expenditures.

	Action Steps for the Current School Year	**Owner**	**Timeline**
#1	Math teachers will collaborate in department/coursealike meetings and release days to create common assessments with questions and performance tasks aligned to the Math SBAC assessment.	API & Math Dept. Chair	Each semester
#2	Peer Tutoring Advisors will expand our peer tutoring program to reach additional students. Teachers will use NWEA data and grades to refer students to peer tutoring. The administrative team will create systems to communicate with families and promote student participation in peer tutoring.	API & Peer Tutoring Coordinators	Peer tutoring Aug-May; NWEA protocol 3x/year

ENGLISH LANGUAGE LEARNERS: Strategic Plan Alignment & Content Goals

SMART Goal	30% of English learners will achieve one level of growth as measured on the ELPAC compared to the previous year.
	Increased Significantly from Prior Year (by 10.0 percentage points or more)

Goal Analysis Previous Year SPSA
An analysis of how this goal was carried out in the previous school year.

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

51.6% of English Learners making progress according to the California School Dashboard, an increase of 25.3%.

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.

Our site has seen significant success working with ELs, and we want to ensure that this continues. Teachers will collaborate during professional development and release days to design lessons that include structured reading, writing, and speaking supports aligned to academic language functions. Additionally, administrators and the instructional coach will place increased emphasis on observing and highlighting effective EL support strategies during classroom observations and staff meetings. We are including funding for teacher collaboration and hands-on materials in our SPSA activities/expenditures.

	Action Steps for the Current School Year	Owner	Timeline
#1	Teachers will collaborate in PDs and release days to develop lessons with structured reading, writing and speaking supports that correspond to the various academic language functions.	API & Coach	Fall/spring
#2	Administrators and instructional coach will focus on strategies to support ELs when observing lessons. In staff meetings, administrators and instructional coach will highlight specific strategies observed.	Admin Team & Coach	Monthly

A UNIFIED COMMUNITY THAT ELEVATES OPPORTUNITIES FOR ALL	
CLIMATE: Strategic Plan Alignment & Content Goals	
SMART Goal	This year's suspension rate will decrease by 1 percentage point compared to the previous school year by using restorative practices for minor offenses, including but not limited to tobacco use.
	Declined Significantly from Prior Year (by 2.0 percentage points or more)
Goal Analysis Previous Year SPSA An analysis of how this goal was carried out in the previous school year.	
Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.	
On the 2025 dashboard, 3.2% of students were suspended at least one day. This represents a decrease of 5%.	
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.	
Based on our success in decreasing our suspension rate, we will continue to promote positive behavior and present school expectations and the PRIDE matrix at the beginning of the school year. We will also continue to implement our cell phone policy and our consequence system for tardies. We will aim to reintroduce Rambucks, and implement new student recognition ceremonies (such as student of the month) aligned to our PRIDE matrix.	

	Action Steps for the Current School Year	Owner	Timeline
#1	Admin Team will present school expectations and our PRIDE matrix to all students at the beginning of the year, and ensure that location-specific PRIDE posters are displayed throughout our campus.	APSS	August
#2	Staff will recognize positive behavior (as presented on the PRIDE matrix) through Rambucks and student recognition ceremonies.	APSS	Monthly

GRADUATION: Strategic Plan Alignment & Content Goals	
SMART Goal	The overall graduation will increase to 95%. The graduation rates for English Learners and students in special education will increase by 3 percentage points each.
	Maintained from Prior Year (declined or increased by 0.9 percentage points or fewer)
Goal Analysis Previous Year SPSA An analysis of how this goal was carried out in the previous school year.	
Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.	
Graduation rate increased from 93% to 94%.	
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 site will continue identifying at-risk seniors through transcript review and credit summary reports. We will continue to have admin/counselor meetings to review the graduation status of seniors, with a goal of more consistent individual check-ins with students. Our strategies/expenditures will include extra-duty pay for Edgenuity support and expanded ESY course offerings.	

	Action Steps for the Current School Year	Owner	Timeline
#1	Administrators and counselors will determine which 12th grade students are at-risk of not graduating, and schedule individual counselor meetings at least once per grading period.	API & Counselors	Each grading period
#2	Administrators and counselors will ensure that students are appropriately placed in 1-8 courses, Edgenuity and credit recovery. Administrators will prioritize FTE on the master schedule, as well as extra-duty pay, to ensure that students receive individualized support and feedback in 1-8, Edgenuity and credit recovery courses during the regular school year and ESY.	API & Counselors	Each grading period

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D/F Rate (Percent of students with at least one D. Percent of students with at least one F. Students with a D and with an F will be counted in both columns.)								
	Grade 9		Grade 10		Grade 11		Grade 12	
	D	F	D	F	D	F	D	F
2024-25 School year % Students (Semester 1)	33%	27%	24%	22%	32%	21%	23%	11%
2024-25 School year % Students (Semester 2)	36%	30%	24%	22%	33%	21%	25%	9%
2025-26 School year % Students (Semester 1)	27%	20%	35%	22%	28%	20%	23%	7%
2025-26 School year % Students (Semester 2)								
2026-27 School year % Students (Semester 1)								

LANGUAGE ARTS DATA

This overall performance data provides the most recent, summary information about the school's student outcomes in this subject. This should be supplemented by further disaggregated data from the school district data warehouse.

2025-26 Language Arts: SBAC (Data to be added Fall 2025)							2024-25 % Standard Met & Exceeded	2023-24 % Standard Met & Exceeded
	% Standard Not Met	% Standard Nearly Met	% Standard Met	% Standard Exceeded	n =	% Standard Met & Exceeded		
Grade 11							52%	56%
Hispanic							37%	41%
English Learners							2%	4%
Special Education							21%	6%
Socio economically Disadvantaged							33%	43%
Foster								67%
Homeless							20%	0%

MATHEMATICS DATA

This overall performance data provides the most recent, summary information about the school's student outcomes in this subject. This should be supplemented by further disaggregated data from the school district data warehouse.

2025-26 Mathematics: SBAC (Data to be added Fall 2025)							2024-25 % Standard Met & Exceeded	2023-24 % Standard Met & Exceeded
	% Standard Not Met	% Standard Nearly Met	% Standard Met	% Standard Exceeded	n =	% Standard Met & Exceeded		
Grade 11							35%	32%
Hispanic							17%	12%
English Learners							0%	0%
Special Education							6%	2%
Socioeconomically Disadvantaged							17%	9%
Foster								33%
Homeless							0%	0%

Math NWEA				
	Grade 9	Grade 10	Grade 11	Grade 12
2025-26 % Students Predicted to Score 3 or 4 on SBAC (Winter)	N/A	N/A	N/A	N/A
2026-27 % Students Predicted to Score 3 or 4 on SBAC (Fall)				

ENGLISH LEARNER DATA

This data provides the most recent information about this school's student performance based on the English Learner Proficiency Assessment California (ELPAC).

English Learner (August Enrollment)				
	Grade 9	Grade 10	Grade 11	Grade 12
2025-26 Number of Students (Designated as English Learners based on a score of 1-3 on the initial ELPAC)	93	79	73	58
2026-27 Number of Students (Designated as English Learners based on a score of 1-3 on the initial ELPAC)				

ELPAC Performance Level by Grade				
2024-25 School Year	**Grade 9**	**Grade 10**	**Grade 11**	**Grade 12**
Level 1: Minimally Developed	39%	26%	29%	24%

Level 2: Somewhat Developed	30%	26%	21%	27%
Level 3: Moderately Developed	17%	35%	40%	30%
Level 4: Well Developed	14%	12%	10%	19%
2025-26 School Year	**Grade 9**	**Grade 10**	**Grade 11**	**Grade 12**
Level 1: Minimally Developed				
Level 2: Somewhat Developed				
Level 3: Moderately Developed				
Level 4: Well Developed				

Reclassification Rates				
% Students	**Grade 9**	**Grade 10**	**Grade 11**	**Grade 12**
2024-25				
2025-26				

ELPAC 3 Year No Performance Level Growth				
	Grade 9	**Grade 10**	**Grade 11**	**Grade 12**
2024-25 School Year Number of Students	13	4	5	6
2024-25 School Year % of Students	16%	6%	7%	12%
2025-26 School Year Number of Students				
2025-26 School Year % of Students				

Advanced Placement (AP) or International Bacceloreat (IB)					
Students	**2024-25 School Year Participation**	**2024-2025 School Year Participation**	**2026-27 School Year Target**	**2026-27 School Year Participation**	**2026-27 School Year Performance (AP 3 or better or IB HL 4 or better)**
All	562				
White	267				
Black	7				
Hispanic	190				

** Participation is calculated using all enrolled AP/IB students against all students enrolled schoolwide. Performance is calculated using all students with a passing result against all AP/IB enrolled students.*

11th Grade SAT				
2024-25 School Year		**EBRW 480 or above**	**Math 530 or above**	**EBRW 480 or above & Math 530 or above**
Students	**Participation**	**Performance**	**Performance**	**Performance**
All	88%	57%	32%	31%
White	92%	83%	49%	47%
Black	88%	14%	0%	0%
Hispanic	84%	38%	16%	15%
2025-26 School Year		**EBRW 480 or above**	**Math 530 or above**	**EBRW 480 or above & Math 530 or above**
Students	**Participation**	**Performance**	**Performance**	**Performance**
All				
White				
Black				
Hispanic				

4-Year Adjusted Cohort Graduation Rate								
	2026-27		**2025-26**		**2024-25**		**2023-24**	
	Graduation Rate	**UC/CSU Grad Rate**	**Graduation Rate**	**UC/CSU Grad Rate**	**Graduation Rate**	**UC/CSU Grad Rate**	**Graduation Rate**	**UC/CSU Grad Rate**
All					94%	52%	93%	54%
Hispanic					91%	35%	90%	36%
English Learners					88%	4%	82%	13%
Special Education					85%	16%	84%	17%
Socio economically Disadvantaged					90%	27%	89%	34%
Foster					100%	0%	100%	0%
Homeless					67%	0%	69%	0%

Algebra I and Algebra II Course Completion		
	% of all students Completed Algebra I (Grade 10-12)	**% of all students Completed Algebra I and II (Grade 12)**
2024-25 School Year	82%	92%
2025-26 School Year		
2026-27 School Year		

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CLIMATE GOAL

This data provides the most recent information about climate, discipline, and attendance.

Student Climate Survey Results

	2024-25 School Year	2025-26 School Year	2026-27 School Year
I feel safe at school. (Always and Most of the Time)	56%	70%	
How connected do you feel to the adults at your school? (Extremely and Quite Connected)	17%	13%	

Parent Climate Survey Results

	2024-25 School Year	2025-26 School Year	2026-27 School Year
How often do you meet in person with teachers at your child's school? (Weekly, Monthly and Every Few Month)	7%	11%	
How often do you visit the school? (Weekly, Monthly and Every Few Month)	52%	61%	

**Parents take this survey for the youngest SJUSD student in the family.*

Suspensions and Expulsions

	Grade 9		Grade 10		Grade 11		Grade 12	
	Suspensions	**Expulsions**	**Suspensions**	**Expulsions**	**Suspensions**	**Expulsions**	**Suspensions**	**Expulsions**
2024-25 # Students with One or More Days	20	0	14	0	13	0	6	0
2024-25 # Hispanic Students with One or More Days	12	0	11	0	10	0	4	0
2025-26 # Students with One or More Days								
2025-26 # Hispanic Students with One or More Days								

Chronic Absenteeism

2024-25 School Year	**Grade 9**	**Grade 10**	**Grade 11**	**Grade 12**
School Total	29%	26%	29%	43%
Hispanic	37%	35%	39%	47%
English Learners	46%	54%	68%	54%
Special Education	38%	42%	39%	46%
Socioeconmically Disadvantaged	40%	41%	42%	50%
Foster	N/A	N/A	N/A	0%
Homeless	0%	100%	33%	N/A
2025-26 School Year	**Grade 9**	**Grade 10**	**Grade 11**	**Grade 12**
School Total				
Hispanic				
English Learners				
Special Education				
Socioeconmically Disadvantaged				
Foster				
Homeless				

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Actions to Support & Achieve Goals

The rationale for the use of resources described below can be found on the GOALS tab. Each area addressed in the SPSA is described on that tab along with an analysis of the actions from the previous year and the plan to improve outcomes for the current school year.

Strategy #	Activity	Description	Goal	Additional Goal (If more than One)	Fiscal Source	Object	Amount
1	**Purchase materials and supplies to support the running of the school. May include other activities and field trip expenses.**	Purchase materials to support instruction, to support the running of the school, and that support student events, testing and other school wide activites.	All	School Climate	Site Flex	Books and Supplies	$ 40,004.21
2	**Provide release days or time outside the work calendar/schedule for staff to participate in collaboration and professional learning.**	Teacher collaboration (extra-duty and release days) to develop SBAC-aligned assessments and lessons, and to ensure vertical alignment between courses.	English Language De	Mathematics	Supplemental	Certificated Extra Dut	$ 6,000.00
		Teacher collaboration (extra-duty and release days) to develop lessons that support ELL students through Constructing Meaning, Guided Practice, and other instructional strategies.	English Language De	Language Arts	Supplemental	Certificated Extra Dut	$ 6,000.00
		Extra-duty pay and/or substitute coverage for teachers to participate in peer observations, which will focus on reading and writing across content areas, strategies to support English Learners, Guided Practice, and other instructional strategies.	Language Arts	English Language Deve	Supplemental	Certificated Extra Dut	$ 10,000.00
		Professional development for staff including but not limited to TWBI, AP, College Board, special education and Project Lead the Way.	All	Graduation	Supplemental	Travel and Confs	$ 10,000.00
3	**Purchase supplemental instructional resources**	Purchase supplemental texts to support reading instruction in ELA and throughout other content areas.	Language Arts	English Language Deve	Supplemental	Books and Supplies	$ 5,000.00
		Hands-on materials to support access to content (including but not limited to science, math, ALD, ELD and special education).	All	Graduation	Supplemental	Books and Supplies	$ 25,000.00
		FlexTime app to support student learning during Tutorial period.	All	Graduation	Site Flex	Software Licenses	$ 3,500.00
4	**Provide extended day or year intervention and support for students**	Credit recovery, Edgenuity, Saturday school and ESY to provide interventions and support to students.	All	Graduation	Supplemental	Certificated Extra Dut	$ 18,000.00
5	**Additional learning experiences for students**	Additional student learning experiences outside of the regular school day, including but not limited to Homework Center, small-group instruction, and test prep sessions.	Mathematics	Language Arts	Supplemental	Certificated Extra Dut	$ 18,000.00
		Field trips to support college/career readiness and academic enrichment for targeted student groups (including transportation, substitute coverage for chaperones, and other field trip expenses).	Graduation	School Climate	Supplemental	Transportation	$ 2,021.64
		PLTW Biomedical Science program participation fee.	All	Graduation	Site Flex	Service Agreements	$ 2,200.00
6	**Parent and community engagement**	Classified extra-duty for parent/community events to build culture/climate and understanding.	School Climate	Graduation	Site Flex	Classified Extra Duty	$ 700.00
		Materials for parent presentations and events.	All	School Climate	Site Flex	Books and Supplies	$ 500.00
7	**Positive School Climate**	Materials for student recognition ceremonies.	School Climate		Site Flex	Books and Supplies	$ 1,250.00
8	**Prop 28 Arts and Music in Schools**	Certificated FTE To provide arts and music education	All		Arts and Music	Certificated Personne	$ 186,379.00
		Supplies to support digital photography, yearbook, drama, film studies, and multimedia.	School Climate		Arts and Music	Equipment	$ 18,000.00
		Instruments, instrument repair, sheet music, music stands and other materials necessary for music courses	All		Arts and Music	Rentals, Leases, & Re	$ 8,300.00
		Hands on art materials (to include but not limited to clay, paper, stands)	All		Arts and Music	Books and Supplies	$ 22,089.40

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2026-27 School Year		

SCHOOL SITE COUNCIL (SSC) MEMBERS

EdCode 65000 The SSC shall be constituted to ensure parity between the principal, classroom teachers, other school personnel, parents, and other community members. The presence of 51% of the SSC membership attending the meeting will constitute a quorum. No decisions of the SSC shall be valid unless a quorum is present. A high school must have at least 10 members on their SSC. Parents or guardians can not be employed at the school site. **In San José Unified, the Chair of the SSC must be a parent.**

Term		Category	Name	Office (Chair, Vice Chair, Secretary)
Ex Oficio		Principal	Ryan Jahrman	
2026-27	2027-28	Other School Personnel	Joyce Cisper	
2026-27	2027-28	Classroom Teacher	Suman Kaur	
2026-27	2027-28	Classroom Teacher	Arthur Milgram	
2026-27	2027-28	Classroom Teacher	Melissa Foster	
2026-27	2027-28	Classroom Teacher	Mary Ann Dougherty	
2026-27	2027-28	Parent	Erika Laguna	Vice Chair
2026-27	2027-28	Parent	Helen Lin	Chair
2026-27	2027-28	Parent	Eden Maisel	
2026-27	2027-28	Parent	Julie Lemieux	
2026-27	2027-28	Student	David Huynh	Secretary
2026-27	2027-28	Student	Evangeline D'Souza	

SCHOOL ENGLISH LEARNER ADVISORY COMMITTEE (SELAC)

A school with more than 20 English Language Learner (ELL) students shall establish a school-level advisory committee. Parents or guardians of English learners shall constitute at least the same percentage of the ELAC membership as their children represent the student body. Parents or guardians of ELL students not employed by the school district shall constitute a majority of the committee. The SELAC must select the officers before voting to turn over governance to the SSC. One of the parent officers of SELAC will then attend the SSC meetings but will not be a voting member of the SSC unless they are selected through the SSC election process.

The SELAC advises the principal and staff on developing a site plan for English learners and submits the plan to the School Site Council for consideration in the School Plan for Student Achievement.

Term		Category	Name	Office (Chair, Vice Chair, Secretary)
Ex Oficio		Principal	Ryan Jahrman	
2026-27	2027-28	Parent/Community Member	Adriana Rodriguez	Chair
2026-27	2027-28	Parent/Community Member	Lililiam Truijillo	Vice Chair
2026-27	2027-28	Parent/Community Member	Carolina Bautista	Secretary
2026-27	2027-28	Parent/Community Member	Noemi Galindo Cordova	
2026-27	2027-28	Parent/Community Member		
2026-27	2027-28	Parent/Community Member		
2026-27	2027-28	Other School Personnel	Sarah Paiva	
2026-27	2027-28	Other School Personnel		
2026-27	2027-28	Classroom Teacher		
2026-27	2027-28	Classroom Teacher		
2026-27	2027-28	Classroom Teacher		
2026-27	2027-28	Classroom Teacher		
2026-27	2027-28	Classroom Teacher		

If the members of a properly constituted SELAC voted to give over their governance to the SSC, please list the names of those people who voted. SELACs must be constituted in school years starting in an odd year and the decision to give governance to the SSC lasts for 2 years.

The SELAC has voted to give governance to the SSC on this date:	5/20/25

The name of the parent SELAC representative to the SSC is:	

School Site Council recommends this plan and proposed expenditures to the Board for approval and assures the Board of the following:
• The SPSA aligns with the needs identified through the school's comprehensive needs assessment and adheres to all applicable state and federal laws and regulations. • The School Site Council will provide ongoing review throughout the year of strategy implementation to ensure the plan is being carried out to address the needs of the school and its students. • The School Site Council will modify the SPSA if necessary and submit it to the SJUSD board for approval whenever a material change is made to planned Title I or CSI expenditures. Material changes are defined as changes that support new needs not included in your SPSA needs assessment at the time of initial Board adoption.

This plan was adopted by the School Site Council at a public meeting on:	May 5, 2026

Must be signed using BoxSign.

School Principal Name	Signature of School Principal	Date
Ryan Jahrman	Ryan Jahrman Signing Time: May 06, 2026, 02:55:53:774 p.m. (PDT) box SIGN 13QK2Q2V-4QLXRK2X	May 6, 2026

SSC Chairperson Name	Signature of SSC Chairperson	Date
Helen Lin	Signing Time: May 07, 2026, 09:25:26:677 a.m. (PDT) box SIGN 4KJLRZK3-4QLXRK2X	May 7, 2026

** The signature of the SSC Chairperson indicates that the SPSA was discussed at the SSC meeting and the committee voted to approve the goals and use of resources. This discussion and vote are documented in the committee agenda and minutes.*

Willow Glen High School | **Single Plan for Student Achievement (SPSA)** | Ryan Jahrman

2026-27 School Year

AVAILABLE BUDGET

FISCAL USE ONLY

The dollar amounts below are the resources available to be allocated at your school site.

Willow Glen High School

Resource Name	Resource #	Program #	Budget	Planned For	Available
Site Flex	0002	100	$ 48,154.21	$ 48,154.21	$ -
Supplemental	9110	100	$ 100,021.64	$ 100,021.64	$ -
Title I Instruction	3010	100		$ -	$ -
Title I Parent Education	3010	025		$ -	$ -
Arts and Music	6770	100	$ 234,768.40	$ 234,768.40	$ -
Title 1 CSI	3182	100		$ -	$ -

Resource + Object Calculations

Site Flex + Certificated Personnel (FTE)	$ -	Supplemental + Certificated Personnel (FTE)	$ -	Title 1 Instruction + Certificated Personnel (FTE)	$ -		
Site Flex + Certificated Extra Duty	$ -	Supplemental + Certificated Extra Duty	$ 58,000.00	Title 1 Instruction + Certificated Extra Duty	$ -		
Site Flex + Certificated Subs	$ -	Supplemental + Certificated Subs	$ -	Title 1 Instruction + Certificated Subs	$ -		
Site Flex + Certificated NR Contract	$ -	Supplemental + Certificated NR Contract	$ -	Title 1 Instruction + Certificated NR Contract	$ -		
Site Flex + Classified Personnel (FTE)	$ -	Supplemental + Classified Personnel (FTE)	$ -	Title 1 Instruction + Classified Personnel (FTE)	$ -		
Site Flex + Classified Extra Duty	$ 700.00	Supplemental + Classified Extra Duty	$ -	Title 1 Instruction + Classified Extra Duty	$ -		
Site Flex + Classified Subs	$ -	Supplemental + Classified Subs	$ -	Title 1 Instruction + Classified Subs	$ -		
Site Flex + Classified NR Contract	$ -	Supplemental + Classified NR Contract	$ -	Title 1 Instruction + Classified NR Contract	$ -		
Site Flex + Books and Supplies	$ 41,754.21	Supplemental + Books and Supplies	$ 30,000.00	Title 1 Instruction + Books and Supplies	$ -		
Site Flex + Equipment	$ -	Supplemental + Equipment	$ -	Title 1 Instruction + Equipment	$ -		
Site Flex + Ind. Contracted Services	$ -	Supplemental + Ind. Contracted Services	$ -	Title 1 Instruction + Ind. Contracted Services	$ -		
Site Flex + Software Licenses	$ 3,500.00	Supplemental + Software Licenses	$ -	Title 1 Instruction + Software Licenses	$ -		
Site Flex + Travel and Confs	$ -	Supplemental + Travel and Confs	$ 10,000.00	Title 1 Instruction + Travel and Confs	$ -		
Site Flex + Postage	$ -	Supplemental + Postage	$ -	Title 1 Instruction + Postage	$ -		
Site Flex + Bulk Mailing	$ -	Supplemental + Bulk Mailing	$ -	Title 1 Instruction + Bulk Mailing	$ -		
Site Flex + Rentals, Leases, & Repair	$ -	Supplemental + Rentals, Leases, & Repair	$ -	Title 1 Instruction + Rentals, Leases, & Repair	$ -		
Site Flex + Transportation	$ -	Supplemental + Transportation	$ 2,021.64	Title 1 Instruction + Transportation	$ -		
Site Flex + Custodial Expense	$ -	Supplemental + Custodial Expense	$ -	Title 1 Instruction + Custodial Expense	$ -		
Site Flex + Transfer of Direct Costs	$ -	Supplemental + Transfer of Direct Costs	$ -	Title 1 Instruction + Transfer of Direct Costs	$ -		
Site Flex + Other	$ -	Supplemental + Other	$ -	Title 1 Instruction + Other		$ -	
Site Flex Total	$ 45,954.21	Supplemental Total	$ 100,021.64		Title I Instruction Total	$ -	

Title I Parent Education + Certificated Personnel (FTE)	$ -	Arts and Music + Certificated Personnel (FTE)	$ 186,379.00	Title 1 CSI + Certificated Personnel (FTE)	$ -		
Title I Parent Education + Certificated Extra Duty	$ -	Arts and Music + Certificated Extra Duty	$ -	Title 1 CSI + Certificated Extra Duty	$ -		
Title I Parent Education + Certificated Subs	$ -	Arts and Music + Certificated Subs	$ -	Title 1 CSI + Certificated Subs	$ -		
Title I Parent Education + Certificated NR Contract	$ -	Arts and Music + Certificated NR Contract	$ -	Title 1 CSI + Certificated NR Contract	$ -		
Title I Parent Education + Classified Personnel (FTE)	$ -	Arts and Music + Classified Personnel (FTE)	$ -	Title 1 CSI + Classified Personnel (FTE)	$ -		
Title I Parent Education + Classified Extra Duty	$ -	Arts and Music + Classified Extra Duty	$ -	Title 1 CSI + Classified Extra Duty	$ -		
Title I Parent Education + Classified Subs	$ -	Arts and Music + Classified Subs	$ -	Title 1 CSI + Classified Subs	$ -		
Title I Parent Education + Classified NR Contract	$ -	Arts and Music + Classified NR Contract	$ -	Title 1 CSI + Classified NR Contract	$ -		
Title I Parent Education + Books and Supplies	$ -	Arts and Music + Books and Supplies	$ 22,089.40	Title 1 CSI + Books and Supplies	$ -		
Title I Parent Education + Equipment	$ -	Arts and Music + Equipment	$ 18,000.00	Title 1 CSI + Equipment	$ -		
Title I Parent Education + Ind. Contracted Services	$ -	Arts and Music + Ind. Contracted Services	$ -	Title 1 CSI + Ind. Contracted Services	$ -		
Title I Parent Education + Software Licenses	$ -	Arts and Music + Software Licenses	$ -	Title 1 CSI + Software Licenses	$ -		
Title I Parent Education + Travel and Confs	$ -	Arts and Music + Travel and Confs	$ -	Title 1 CSI + Travel and Confs	$ -		
Title I Parent Education + Postage	$ -	Arts and Music + Postage	$ -	Title 1 CSI + Postage	$ -		
Title I Parent Education + Bulk Mailing	$ -	Arts and Music + Bulk Mailing	$ -	Title 1 CSI + Bulk Mailing	$ -		
Title I Parent Education + Rentals, Leases, & Repair	$ -	Arts and Music + Rentals, Leases, & Repair	$ 8,300.00	Title 1 CSI + Rentals, Leases, & Repair	$ -		
Title I Parent Education + Transportation	$ -	Arts and Music + Transportation	$ -	Title 1 CSI + Transportation	$ -		
Title I Parent Education + Custodial Expense	$ -	Arts and Music + Custodial Expense	$ -	Title 1 CSI + Custodial Expense	$ -		
Title I Parent Education + Transfer of Direct Costs	$ -	Arts and Music + Transfer of Direct Costs	$ -	Title 1 CSI + Transfer of Direct Costs	$ -		
Title I Parent Education + Other	$ -	Arts and Music + Other	$ -	Title 1 CSI + Other	$ -		
Title I Parent Education Total	$ -	Arts and Music Total	$ 234,768.40		Title I CSI Total	$ -	

Equity Multiplier + Certificated Personnel (FTE)	$ -	Literacy Coach + Certificated Personnel (FTE)	$ -
Equity Multiplier + Certificated Extra Duty	$ -	Literacy Coach + Certificated Extra Duty	$ -
Equity Multiplier + Certificated Subs	$ -	Literacy Coach + Certificated Subs	$ -
Equity Multiplier + Certificated NR Contract	$ -	Literacy Coach + Certificated NR Contract	$ -
Equity Multiplier + Classified Personnel (FTE)	$ -	Literacy Coach + Classified Personnel (FTE)	$ -
Equity Multiplier + Classified Extra Duty	$ -	Literacy Coach + Classified Extra Duty	$ -
Equity Multiplier + Classified Subs	$ -	Literacy Coach + Classified Subs	$ -
Equity Multiplier + Classified NR Contract	$ -	Literacy Coach + Classified NR Contract	$ -
Equity Multiplier + Books and Supplies	$ -	Literacy Coach + Books and Supplies	$ -
Equity Multiplier + Equipment	$ -	Literacy Coach + Equipment	$ -
Equity Multiplier + Ind. Contracted Services	$ -	Literacy Coach + Ind. Contracted Services	$ -
Equity Multiplier + Software Licenses	$ -	Literacy Coach + Software Licenses	$ -
Equity Multiplier + Travel and Confs	$ -	Literacy Coach + Travel and Confs	$ -
Equity Multiplier + Postage	$ -	Literacy Coach + Postage	$ -
Equity Multiplier + Bulk Mailing	$ -	Literacy Coach + Bulk Mailing	$ -
Equity Multiplier + Rentals, Leases, & Repair	$ -	Literacy Coach + Rentals, Leases, & Repair	$ -
Equity Multiplier + Transportation	$ -	Literacy Coach + Transportation	$ -
Equity Multiplier + Custodial Expense	$ -	Literacy Coach + Custodial Expense	$ -
Equity Multiplier + Transfer of Direct Costs	$ -	Literacy Coach + Transfer of Direct Costs	$ -
Equity Multiplier + Other	$ -	Literacy Coach + Other	$ -
Equity Multiplier Total	$ -	Literacy Coach Total	$ -