



Willow Elementary School

Manuel Bojorquez ▪ Principal
mbojorquez@sysd.k12.ca.us

226 Willow Road ▪ San Ysidro, CA 92173
(619) 428-2231 ▪ www.sysdschools.org/willow

Grades K-8
CDS Code 37-68379-0123000

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SARC

2016-17
School Accountability
Report Card

Published in 2017-18



San Ysidro
School District **EST - 1887**
QUALITY EDUCATION AND OPPORTUNITY FOR ALL STUDENTS TO SUCCEED

San Ysidro School District ▪ 4350 Otay Mesa Road San Ysidro, CA 92173 ▪ www.sysdschools.org

Mary L. Willis, Ed.D., Interim Superintendent ▪ mary.willis@sysd.k12.ca.us ▪ (619) 428-4476

Principal's Message

Willow Elementary School is one of seven elementary and middle schools within the San Ysidro School District bordering with Tijuana, Mexico. For the academic year 2016-17, Willow Elementary School served kindergarten through eighth-grade students. Willow School will be serving TK to 6th grade for the academic year 2017-18. Following our school's mission, staff members will empower learning through technology and utilize technological tools which provide equitable access and support and enhance integrated curricular objectives. At Willow Elementary School, we strive to enrich all students by providing extracurricular programs that support and enhance the learning experience. Some of the activities offered are: after-school sports, Learning in Play (LIP), Girls Scouts program, THINK Together, Inc. Before & After School Program, and educational field trips. The success of all extracurricular programs is supported by the commitment from teachers, staff, parent volunteers and community stakeholders.

School Mission Statement

The mission of Willow Elementary School is to empower learning through technology and utilize technological tools that provide equitable access and support and enhance integrated curricular objectives. The staff will provide enriched technological experiences that prepare students for a rapidly changing global technological society.

School Vision Statement

A vision of Learning Through Technology



Parental Involvement

Parents assist the school by volunteering in classrooms and participating in the Parent-Teacher-Student Association (PTA). Parents are also elected and participate in the School Site Council (SSC) on a regular basis. Parents of English language learners are invited to attend and participate at the regular English Learner Advisory Committee (ELAC).

Parents who wish to participate on Willow Elementary School's leadership teams, school committees and in-school activities, or become volunteers may contact the school administrative assistant, Mrs. Maria Gomez at (619) 428-2231, extension 3797.

School Safety

The district developed a Comprehensive School Safety Plan in order to comply with Senate Bill 187 of 1997. The plan provides students and staff means to ensure a safe and orderly learning environment. Key elements of the Comprehensive School Safety Plan include child-abuse reporting procedures, teacher notification of dangerous-pupils procedures, disaster-response procedures, procedures for safe entering to and exiting from school, sexual harassment policy, suspension and expulsion policies, dress code, and discipline policies.

Willow Elementary School is focused on providing a positive, safe and secure learning environment for students, staff, parents and the community. The site's comprehensive Safe School Plan addresses safety concerns. Annual drills for earthquakes, fires, lockdowns and bus evacuations are held to meet district requirements. The goals and objectives of our school are to support a learning environment that allows staff to effectively teach and students to actively learn. In addition, we focus on character building through Character Counts. Furthermore, we analyze our school's physical, social and cultural environments. The site Safe School Plan is updated annually.

The site Emergency Operations Plan (EOP) includes routine and emergency disaster information. The EOP aligns site emergency operations procedures with the District Emergency Operations Plan.

The school safety plan was last reviewed, updated and discussed with the school faculty in November 2017.

School Accountability Report Card

In accordance with state and federal requirements, the School Accountability Report Card (SARC) is put forth annually by all public schools as a tool for parents and interested parties to stay informed of the school's progress, test scores and achievements.



District Mission Statement

The San Ysidro School District, in partnership with our teachers and community, is committed to providing a high-quality, multicultural learning environment that promotes academic excellence, social responsibility, and physical and emotional well-being for all students.

The mission of the San Ysidro School District:

Quality education and opportunity for all students to succeed.



School Board

Rosaleah Pallasigue
President

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Member

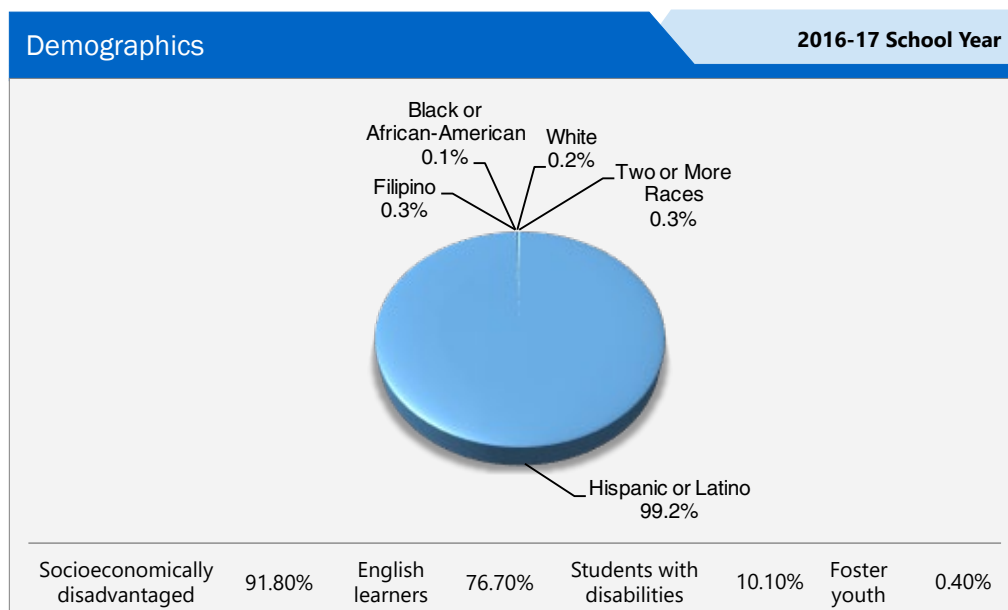
Antonio Martinez
Member



"Staff members will empower learning through technology and utilize technological tools which provide equitable access and support and enhance integrated curricular objectives."

Enrollment by Student Group

The total enrollment at the school was 1,074 students for the 2016-17 school year. The pie chart displays the percentage of students enrolled in each group.



Public Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the internet at libraries and public locations is generally provided on first-come, first-served basis. Other use restrictions include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available at a workstation, and the ability to print documents.

Professional Development

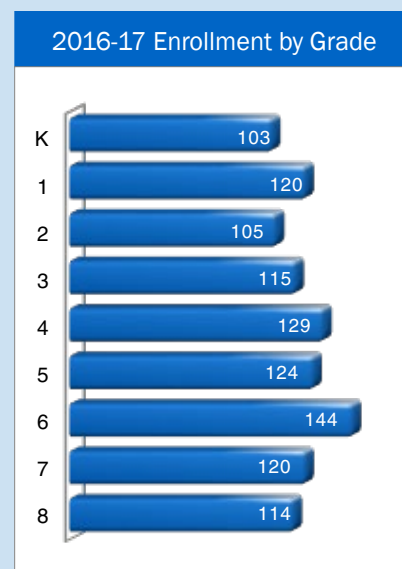
All curriculum and instructional improvement activities at San Ysidro School District are aligned to the California Common Core State Standards and frameworks. The district professional-development program provides opportunities for teachers and support staff to implement the district's core curriculum for all students, update subject-area expertise, use data to plan instructional improvement strategies and acquire new instructional strategies for use in the classroom. Additionally, teachers and support staff have the opportunity to participate in conferences, districtwide professional development throughout the year focusing on Common Core State Standards implementation and specific training to support English language learners and students with special needs.

At the site level each year, targeted professional improvement activities are provided for teachers and support staff that reflect the specific school goals and objectives reflected in the school site plan such as: Principals' Power Clinics; Professional Learning Community (PLC); Grade Level Collaboration; Data Reflection Sessions; teacher on special assignment (TOSA) coaching sessions as well as various conferences and workshops, such as the Math Conference, Lift Teacher Leader Training, Kagan Collaboratives, Project Lead The Way (PLTW), EdTechTeacher and AVID teacher training.

Professional Development Days		Three-Year Data		
	2015-16	2016-17	2017-18	
Willow ES	25 days	45 days	45 days	

Enrollment by Grade

The bar graph displays the total number of students enrolled in each grade for the 2016-17 school year.



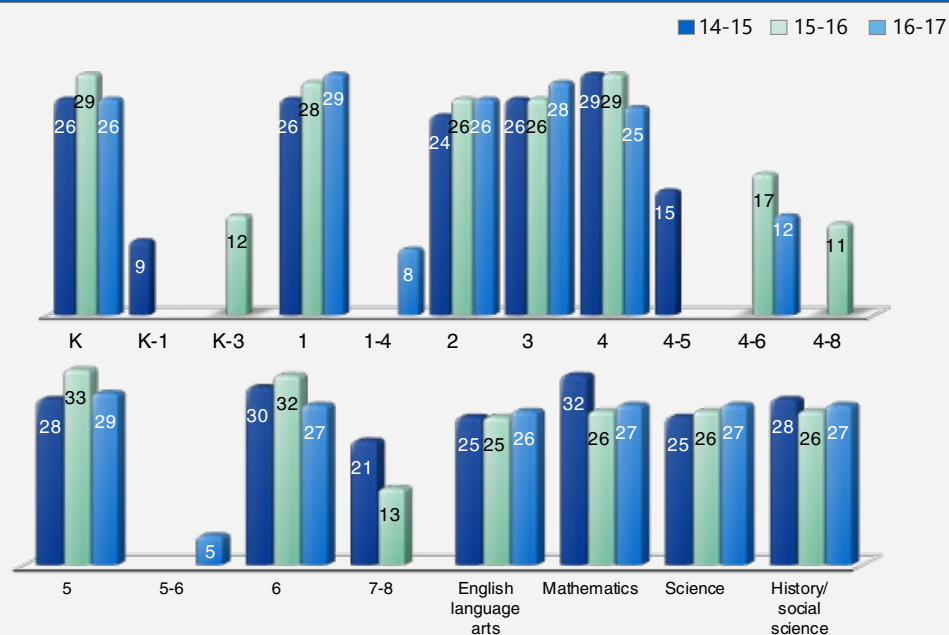
Suspensions and Expulsions

This table shows the school, district, and state suspension and expulsion rates for the most recent three-year period. Note: Students are only counted one time, regardless of the number of suspensions.

Suspension and Expulsion Rates			
Willow ES			
	14-15	15-16	16-17
Suspension rates	7.0%	5.7%	4.3%
Expulsion rates	0.0%	0.0%	0.0%
San Ysidro SD			
	14-15	15-16	16-17
Suspension rates	2.6%	3.9%	4.1%
Expulsion rates	0.0%	0.0%	0.0%
California			
	14-15	15-16	16-17
Suspension rates	3.8%	3.7%	3.6%
Expulsion rates	0.1%	0.1%	0.1%

Average Class Size

Three-Year Data



Number of Classrooms by Size

Three-Year Data

	2014-15			2015-16			2016-17		
Grade	Number of Students								
	1-20	21-32	33+	1-20	21-32	33+	1-20	21-32	33+
K		4			4			4	
K-1	1								
K-3				1					
1		4			4			4	
1-4							1		
2		5			4			4	
3		4			5			4	
4		4			4			5	
4-5	1								
4-6				2			1		
4-8				1					
5		4				4		4	
5-6							1		
6		4			3	1	1	3	1
7-8	1			1					
Subject	Number of Students								
	1-22	23-32	33+	1-22	23-32	33+	1-22	23-32	33+
English language arts	2	5	1	1	7		1	7	
Mathematics		6	2		8			8	
Science		6	2		8			8	
History/social science		6	2		8			8	

Class Size Distribution

The bar graphs display the three-year data for average class size, and the table displays the three-year data for the number of classrooms by size. The number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

California Physical Fitness Test

Each spring, all students in grades 5, 7 and 9 are required to participate in the California Physical Fitness Test (PFT). The Fitnessgram is the designated PFT for students in California public schools put forth by the State Board of Education. The PFT measures six key fitness areas:

1. Aerobic Capacity
2. Body Composition
3. Flexibility
4. Abdominal Strength and Endurance
5. Upper Body Strength and Endurance
6. Trunk Extensor Strength and Flexibility

Encouraging and assisting students in establishing lifelong habits of regular physical activity is the primary goal of the Fitnessgram. The table shows the percentage of students meeting the fitness standards of being in the "healthy fitness zone" for the most recent testing period. For more detailed information on the California PFT, please visit www.cde.ca.gov/ta/tg/pf.

Percentage of Students Meeting Fitness Standards

2016-17 School Year

Grade 5

Four of six standards	19.7%
Five of six standards	23.0%
Six of six standards	10.7%

Grade 7

Four of six standards	18.9%
Five of six standards	15.3%
Six of six standards	17.1%

CAASPP Test Results for All Students: Science (grades 5, 8 and 10)

Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA) and California Alternate Performance Assessment (CAPA) in grades 5, 8 and 10. The table shows the percentage of students scoring at proficient or advanced.

The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

Percentage of Students Scoring at Proficient or Advanced					Two-Year Data	
	Willow ES		San Ysidro SD		California	
Subject	14-15	15-16	14-15	15-16	14-15	15-16
Science	33%	34%	56%	45%	56%	54%

CAASPP Test Results for All Students: English Language Arts/Literacy and Mathematics (grades 3-8 and 11)

The table below shows the percentage of students meeting or exceeding the state standards in English language arts (ELA)/literacy and mathematics.

Percentage of Students Meeting or Exceeding State Standards					Two-Year Data	
	Willow ES		San Ysidro SD		California	
Subject	15-16	16-17	15-16	16-17	15-16	16-17
English language arts/literacy	27%	26%	37%	37%	48%	48%
Mathematics	17%	17%	27%	27%	36%	37%

Federal Intervention Program

Schools and districts will not be newly identified for Program Improvement (PI) in the 2017-18 school year under the Every Student Succeeds Act (ESSA) that became law in December 2015, which reauthorized the Elementary and Secondary Education Act (ESEA). Schools and districts receiving Title I, Part A funding for the 2016-17 school year and were "In PI" in 2016-17 will retain their same PI status and placement year for 2017-18. Schools and districts receiving Title I, Part A funding for the 2016-17 school year and either had a status of "Not in PI" for the 2016-17 school year or did not receive Title I, Part A funding in the 2015-16 school year will have a status of "Not in PI" for the 2017-18 school year. The percentage of schools identified for Program Improvement is calculated by taking the number of schools currently in PI within the district and dividing it by the total number of Title I schools within the district.

This table displays the 2017-18 Program Improvement status for the school and district. For detailed information about PI identification, please visit www.cde.ca.gov/ta/ac/ay/tidetermine.asp.

Federal Intervention Program		2017-18 School Year
	Willow ES	San Ysidro SD
Program Improvement status	In PI	In PI
First year of Program Improvement	2012-2013	2004-2005
Year in Program Improvement	Year 2	Year 3
Number of schools currently in Program Improvement		4
Percentage of schools currently in Program Improvement		57.10%

California Assessment of Student Performance and Progress (CAASPP)

For the 2016-17 school year, the CAASPP consists of several key components, including:

California Alternate Assessments (CAA) test includes both ELA/literacy and mathematics in grades 3-8 and 11. The CAA is given to those students with the most significant cognitive disabilities whose current individualized education program (IEP) designates an alternate assessment.

Smarter Balanced Assessments include ELA/literacy and mathematics in grades 3-8 and 11. Smarter Balanced Assessments are designed to measure student progress toward college and career readiness.

The assessments under CAASPP show how well students are doing in relation to the state-adopted content standards. On each of these assessments, student aggregate scores are reported as achievement standards. For more information on the CAASPP assessments, please visit www.cde.ca.gov/ta/tg/ca.



CAASPP by Student Group: English Language Arts/Literacy and Mathematics

The table on the following page displays the percentage of students that met or exceeded state standards in English language arts/literacy and mathematics for the school by student groups for grades 3-8.

The "percentage met or exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAA divided by the total number of students who participated in both assessments.

Note: The number of students tested includes all students who participated in the test whether they received a score or not. However, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Results by Student Group: English Language Arts and Mathematics (grades 3-8)

Percentage of Students Meeting or Exceeding State Standards				2016-17 School Year
English Language Arts				
Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Met or Exceeded
All students	733	707	96.45%	26.31%
Male	371	360	97.04%	19.44%
Female	362	347	95.86%	33.43%
Black or African-American	❖	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖	❖
Asian	❖	❖	❖	❖
Filipino	❖	❖	❖	❖
Hispanic or Latino	727	701	96.42%	26.11%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖
White	❖	❖	❖	❖
Two or more races	❖	❖	❖	❖
Socioeconomically disadvantaged	704	684	97.16%	26.32%
English learners	630	604	95.87%	23.68%
Students with disabilities	91	89	97.80%	3.37%
Students receiving Migrant Education services	❖	❖	❖	❖
Foster youth	❖	❖	❖	❖
Mathematics				
Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Met or Exceeded
All students	733	726	99.05%	16.94%
Male	371	368	99.19%	17.39%
Female	362	358	98.90%	16.48%
Black or African-American	❖	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖	❖
Asian	❖	❖	❖	❖
Filipino	❖	❖	❖	❖
Hispanic or Latino	727	720	99.04%	16.94%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖
White	❖	❖	❖	❖
Two or more races	❖	❖	❖	❖
Socioeconomically disadvantaged	704	697	99.01%	17.07%
English learners	630	624	99.05%	15.54%
Students with disabilities	91	89	97.80%	1.12%
Students receiving Migrant Education services	❖	❖	❖	❖
Foster youth	❖	❖	❖	❖

❖ Scores are not shown when the number of students tested is 10 or fewer, either because the number of students tested in this category is too small for statistical accuracy or to protect student privacy.

Textbooks and Instructional Materials

San Ysidro School District held a public hearing on September 14, 2017, determining sufficiency of instructional materials at all schools in the district. All schools were found to have sufficient and good-quality textbooks, instructional materials or science lab equipment pursuant to the settlement of Williams v. the State of California.

Students, including English learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and to take home. Textbooks and supplementary materials are adopted according to a cycle developed by the California Department of Education, making the textbooks used in the school the most current available. Materials approved for use by the state are reviewed by all teachers, and a recommendation is made to the board of trustees by a selection committee composed of teachers and administrators.

Textbooks and Instructional Materials List		2017-18 School Year
Subject	Textbook	Adopted
Reading/Language Arts	Houghton Mifflin Medallions (K-6)	2009-10
English Language Development	Rigby (K-1)	2004-05
English Language Development	Houghton Mifflin Medallions (4-5)	2009-10
English Language Development	Thomson Heinle (6)	2005
Mathematics	My Math, McGraw-Hill (K-5)	2016-17
Mathematics	SpringBoard, CollegeBoard (6)	2016-17
Science/Health	Prentice Hall (6)	2008-09
History/Social Science	Macmillan/McGraw-Hill (K-6)	2006-07



Availability of Textbooks and Instructional Materials

The following lists the percentage of pupils who lack their own assigned textbooks and instructional materials.

Percentage of Students Lacking Materials by Subject		2017-18 School Year
Willow ES	Percentage Lacking	
Reading/language arts	0%	
Mathematics	0%	
Science	0%	
History/social science	0%	
Visual and performing arts	✧	
Foreign language	✧	
Health	✧	

✧ Not applicable.

Quality of Textbooks

The following table outlines the criteria required for choosing textbooks and instructional materials.

Quality of Textbooks	
2017-18 School Year	
Criteria	Yes/No
Are the textbooks adopted from the most recent state-approved or local governing-board-approved list?	Yes
Are the textbooks consistent with the content and cycles of the curriculum frameworks adopted by the State Board of Education?	Yes
Do all students, including English learners, have access to their own textbooks and instructional materials to use in class and to take home?	Yes

Currency of Textbooks

This table displays the date when the most recent hearing was held to adopt a resolution on the sufficiency of instructional materials.

Currency of Textbooks	
2017-18 School Year	
Data collection date	9/14/2017



"At Willow Elementary School, we strive to enrich all students by providing extracurricular programs that support and enhance the learning experience."

School Facility Good Repair Status

The table shows the results of the school's most recent inspection using the Facility Inspection Tool (FIT) or equivalent school form. This inspection determines the school facility's good repair status using ratings of good condition, fair condition or poor condition. The overall summary of facility conditions uses ratings of exemplary, good, fair or poor.

School Facility Good Repair Status		2017-18 School Year
Items Inspected		Repair Status
Systems: Gas leaks, sewer, mechanical systems (heating, ventilation and HVAC)		Good
Interior: Interior surfaces (floors, ceilings, walls and window casings)		Good
Cleanliness: Pest/vermin control, overall cleanliness		Good
Electrical: Electrical systems		Good
Restrooms/fountains: Restrooms, sinks and drinking fountains		Good
Safety: Fire safety, emergency systems, hazardous materials		Good
Structural: Structural condition, roofs		Good
External: Windows/doors/gates/fences, playgrounds/school grounds		Good
Overall summary of facility conditions		Good
Date of the most recent school site inspection		8/31/2017
Date of the most recent completion of the inspection form		8/31/2017

Deficiencies and Repairs

The table lists the repairs required for all deficiencies found during the site inspection. Regardless of each item's repair status, all deficiencies are listed.

Deficiencies and Repairs		2017-18 School Year
Items Inspected	Deficiencies and Action Taken or Planned	Date of Action
Systems	Data room by Room 15: dirty return vent. Directed custodian to clean vent.	8/31/2017
Interior	Girls' restroom by Room 21: stained tile outside girls restroom. A work order was submitted to replace tile.	8/31/2017
Electrical	Front desk: daisy-chained plug strip. Disconnected the daisy chain. Kitchen office: The low voltage cover is missing. A work order was submitted to place a cover.	8/31/2017
Restrooms/fountains	Girls' restroom by room 41: The sink is inoperable. A work order was submitted (a part had to be ordered). Room 1: The toilet is loose from floor. A work order was submitted to fix the toilet. Room 30: The soap dispenser is empty. The soap dispenser was refilled the day of the inspection.	8/31/2017
Safety	The fire alarm shows trouble. A work order to fix the fire alarm was placed.	8/31/2017
External	By rooms 3,4 and 5: rain gutters leak. A work order was submitted for repair.	8/31/2017



School Facilities

Willow Elementary School provides a safe, clean environment for students, staff and volunteers. The present school building opened its doors in September 2009, and consists of 41 classrooms, a multipurpose room, library media center, computer lab and main office building.

The safety of the students and staff is Willow Elementary School's primary concern. All visitors must sign in at the front office and wear identification tags while on school grounds. All volunteers must submit a volunteer application and submit a tuberculosis clearance before they are approved.

Fire and disaster drills are conducted on a monthly basis throughout the school year.

Cleaning Process

The District Governing Board has adopted cleaning standards for all schools in the district. Basic cleaning operations are performed on a daily basis throughout the school year, with emphasis on classrooms and restrooms. A joint effort between students and staff helps keep the campus clean and litter-free. The principal works daily with the custodial staff to develop sanitation schedules that ensure a clean, safe and functional learning environment.

Maintenance and Repair

A scheduled maintenance program is administered by Willow's custodial staff on a regular basis, with heavy maintenance functions occurring during vacation periods. Additionally, a scheduled maintenance program is administered by San Ysidro School District to ensure that school grounds and facilities remain in excellent repair. A work-order process is used when issues arise that require immediate attention. Emergency repairs are given the highest priority; repair requests are completed efficiently and in the order in which they are received.

Teacher Qualifications

This table shows information about teacher credentials and teacher qualifications. Teachers without a full credential include teachers with district and university internships, pre-internships, emergency or other permits, and waivers. For more information on teacher credentials, visit www.ctc.ca.gov.

Teacher Credential Information	Three-Year Data			
	San Ysidro SD	Willow ES		
Teachers	17-18	15-16	16-17	17-18
With a full credential	226	45	42	37
Without a full credential	4	1	2	1
Teaching outside subject area of competence (with full credential)	2	0	0	0

Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments (positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.) and the number of vacant teacher positions (not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester). Please note that total teacher misassignments includes the number of teacher misassignments of English learners.

Teacher Misassignments and Vacant Teacher Positions	Three-Year Data		
	Willow ES		
Teachers	15-16	16-17	17-18
Teacher misassignments of English learners	1	0	0
Total teacher misassignments	1	0	0
Vacant teacher positions	2	2	0

Types of Services Funded

San Ysidro School District received state and federal funding for the following categorical, special education and support programs:

Federal funds

- Lottery: Unrestricted
- Education Protection Account
- No Child Left Behind (NCLB): Title I, Part A
- Special Ed: IDEA Basic Local Assistance Entitlement
- Special Ed: IDEA Preschool Grants, Part B, Sec 619
- Special Ed: IDEA Preschool Local Entitlement, Part B, Sec 611
- Special Ed: IDEA Mental Health Allocation Plan, Part B, Sec 611
- Special Ed: IDEA Preschool Staff Development, Part B, Sec 619
- NCLB: Title II, Part A, Teacher Quality
- NCLB: Title III, Immigrant Education Program
- NCLB: Title III, Limited English Proficiency (LEP) Student Program

State funds

- Educator Effectiveness funds
- Lottery: Instructional Materials
- Special Education: Assembly Bill (AB) 602
- Special Ed: State Mental Health Services
- 21st Century Community Learning Centers (CCLC) and After School Education and Safety (ASES) programs



Academic Counselors and School Support Staff

This table displays information about academic counselors and support staff at the school and their full-time equivalent (FTE).

Academic Counselors and School Support Staff Data	
2016-17 School Year	
Academic Counselors	
FTE of academic counselors	1.00
Average number of students per academic counselor	1,074
Support Staff	FTE
Social/behavioral counselor	0.00
Career development counselor	0.00
Library media teacher (librarian)	0.00
Library media services staff (paraprofessional)	1.00
Psychologist	1.00
Social worker	0.00
Nurse	0.14 *
Speech/language/hearing specialist	1.00
Resource specialist (nonteaching)	2.00
Other	FTE
Outreach consultant	1.00
Assistant principal	1.00
Health clerk	1.00
License vocational nurse (LVN)	1.00
Campus security	1.00
Lead teacher	2.00

* 1 District Nurse to oversee all schools and is available for all students.

Financial Data

The financial data displayed in this SARC is from the 2015-16 fiscal year. The most current fiscal information available provided by the state is always two years behind the current school year and one year behind most other data included in this report. For detailed information on school expenditures for all districts in California, see the California Department of Education (CDE) Current Expense of Education & Per-pupil Spending web page at www.cde.ca.gov/ds/fd/ec. For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits web page at www.cde.ca.gov/ds/fd/cs. To look up expenditures and salaries for a specific school district, see the Ed-Data website at www.ed-data.org.

District Financial Data

This table displays district teacher and administrative salary information and compares the figures to the state averages for districts of the same type and size based on the salary schedule. Note: The district salary data does not include benefits.

District Salary Data			2015-16 Fiscal Year
	San Ysidro SD	Similar Sized District	
Beginning teacher salary	\$46,599	\$47,034	
Midrange teacher salary	\$69,762	\$73,126	
Highest teacher salary	\$92,159	\$91,838	
Average elementary school principal salary	\$116,374	\$116,119	
Average middle school principal salary	\$116,374	\$119,610	
Superintendent salary	\$212,102	\$178,388	
Teacher salaries: percentage of budget	34%	37%	
Administrative salaries: percentage of budget	6%	6%	

Financial Data Comparison

This table displays the school's per-pupil expenditures from unrestricted sources and the school's average teacher salary and compares it to the district and state data.

Financial Data Comparison			2015-16 Fiscal Year
	Expenditures Per Pupil From Unrestricted Sources	Annual Average Teacher Salary	
Willow ES	\$3,479	\$76,052	
San Ysidro SD	\$4,022	\$77,304	
California	\$6,574	\$74,194	
School and district: percentage difference	-13.5%	-1.6%	
School and California: percentage difference	-47.1%	+2.5%	

School Financial Data

The following table displays the school's average teacher salary and a breakdown of the school's expenditures per pupil from unrestricted and restricted sources.

School Financial Data	
2015-16 Fiscal Year	
Total expenditures per pupil	\$6,363
Expenditures per pupil from restricted sources	\$2,884
Expenditures per pupil from unrestricted sources	\$3,479
Annual average teacher salary	\$76,052



Expenditures Per Pupil

Supplemental/restricted expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted. Basic/unrestricted expenditures are from money whose use, except for general guidelines, is not controlled by law or by a donor.

Data for this year's SARC was provided by the California Department of Education and school and district offices. For additional information on California schools and districts and comparisons of the school to the district, the county and the state, please visit DataQuest at <http://dq.cde.ca.gov/dataquest>. DataQuest is an online resource that provides reports for accountability, test data, enrollment, graduates, dropouts, course enrollments, staffing and data regarding English learners. Per Education Code Section 35256, each school district shall make hard copies of its annually updated report card available, upon request, on or before February 1.

All data accurate as of November 2017.

School Accountability Report Card

PUBLISHED BY:

SIA School
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