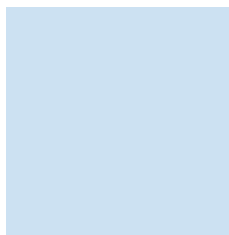# SARC School Accountability Report Card 2018-19
Published in 2019-20
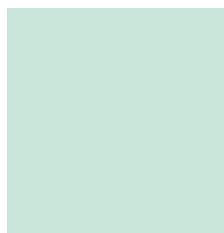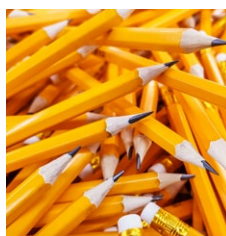
Willow Elementary School

Grades TK-6
CDS Code 37-68379-0123000

Manuel Bojorquez
Principal
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Para español, visita www.sysdschools.org

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 2018-19 academic year, Willow Elementary School served Transitional Kindergarten (TK) through sixth-grade students. Willow School will continue to serve TK through sixth-grade grade students for the academic 2019-20 year. Following our school's mission, staff members will empower learning through technology and utilize technological tools that 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, Girls Scouts program, YMCA Before & After School Program, and educational field trips. The success of all extra-curricular 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 (PTSA). 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 Willow School Positive Behavior Interventions and Supports (PBIS). 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 2019.

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.

#SYSDUnited

School Board

Humberto Gurmilan, President

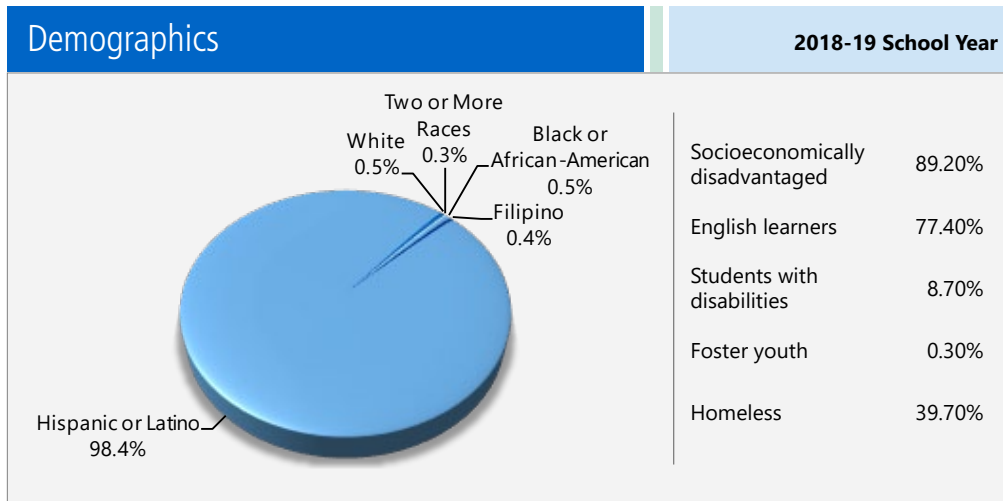Antonio Martinez, Vice President

Rudy Lopez, Clerk

Irene Lopez, Member
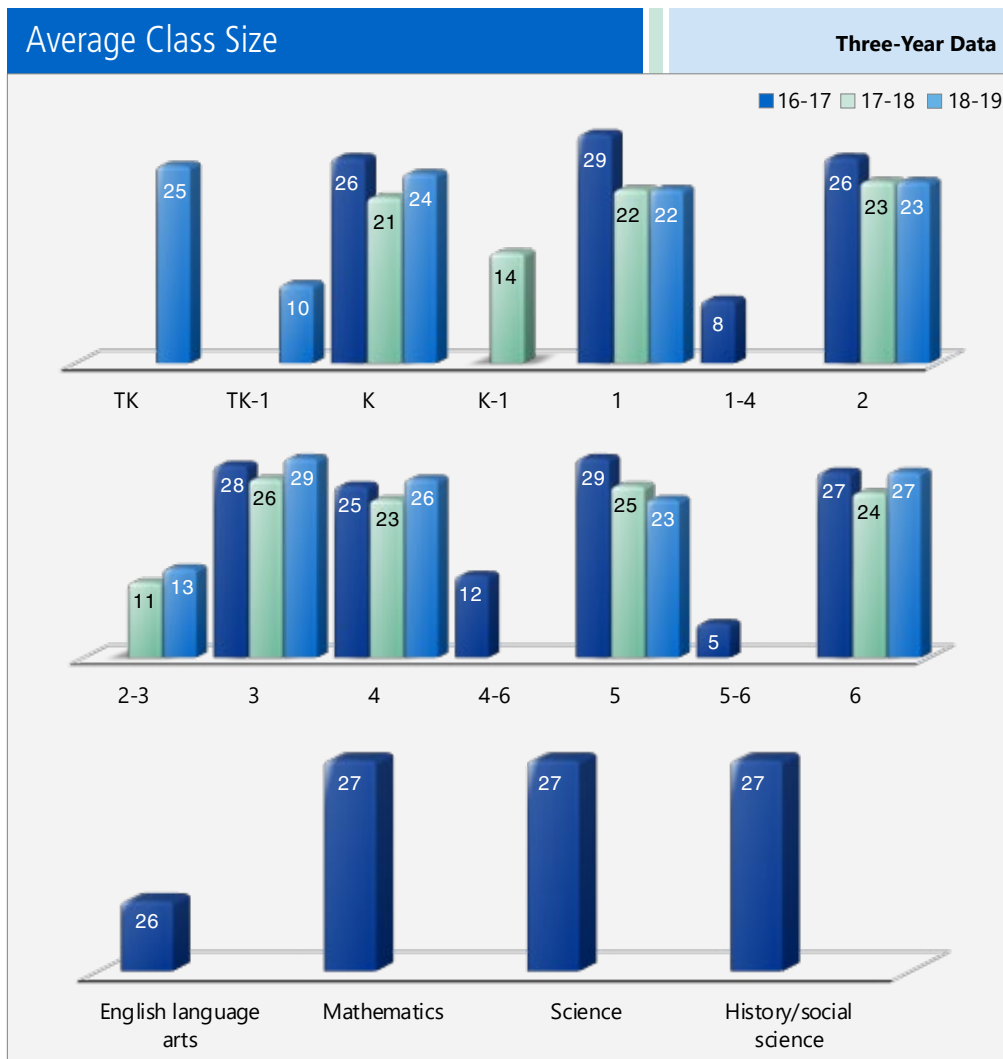
Rosaleah Pallasigue, Member

Enrollment by Student Group

The total enrollment at the school was 789 students for the 2018-19 school year. The pie chart displays the percentage of students enrolled in each group.

Demographics   2018-19 School Year

Two or More Races 0.3%
White 0.5%
Black or African-American 0.5%
Filipino 0.4%
Hispanic or Latino 98.4%

Socioeconomically disadvantaged	89.20%
English learners	77.40%
Students with disabilities	8.70%
Foster youth	0.30%
Homeless	39.70%

Enrollment by Grade

The bar graph displays the total number of students enrolled in each grade for the 2018-19 school year.

2018-19 Enrollment by Grade

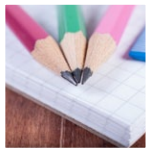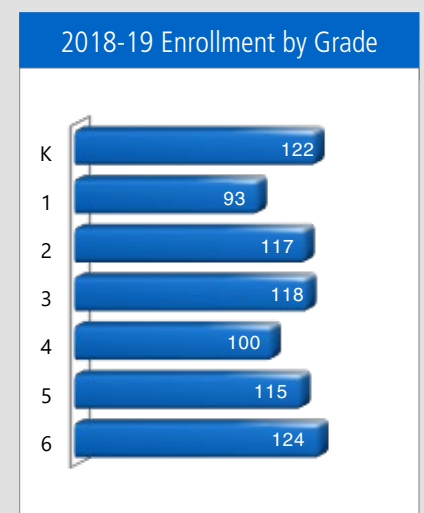| Grade	Students
K	122
1	93
2	117
3	118
4	100
5	115
6	124

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.

Average Class Size   Three-Year Data

■ 16-17 ■ 17-18 ■ 18-19

Grade	16-17	17-18	18-19
TK			25
TK-1		10	
K	26	21	24
K-1		14	
1	29	22	22
1-4			8
2	26	23	23
2-3		11	13
3	28	26	29
4	25	23	26
4-6			12
5	29	25	23
5-6	5		
6	27	24	27
English language arts	26		
Mathematics	27		
Science	27		
History/social science	27		

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	16-17	17-18	18-19
Suspension rates	4.3%	2.2%	2.1%
Expulsion rates	0.0%	0.0%	0.0%

San Ysidro SD	16-17	17-18	18-19
Suspension rates	4.1%	2.8%	3.6%
Expulsion rates	0.0%	0.0%	0.1%

California	16-17	17-18	18-19
Suspension rates	3.6%	3.5%	3.5%
Expulsion rates	0.1%	0.1%	0.1%

Number of Classrooms by Size — Three-Year Data

Grade	2016-17 1-20	21-32	33+	2017-18 1-20	21-32	33+	2018-19 1-20	21-32	33+
TK								1	
TK-1							1		
K		4		3	2			4	
K-1				1					
1		4		1	4		1	3	
1-4	1								
2		4			5			5	
2-3				1			1		
3		4			4			4	
4		5			5			4	
4-6	1								
5		4			5			5	
5-6	1								
6	1	3	1		5			5	

Subject	2016-17 1-22	23-32	33+	2017-18 1-22	23-32	33+	2018-19 1-22	23-32	33+
English language arts	1	7		★	★	★	★	★	★
Mathematics		8		★	★	★	★	★	★
Science		8		★	★	★	★	★	★
History/social science		8		★	★	★	★	★	★

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.

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
- Every Student Success Act (ESSA): 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
- ESSA: Title II, Part A, Teacher Quality
- ESSA: Title III, Immigrant Education Program
- ESSA: Title III, Limited English Proficiency (LEP) Student Program

State 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

★ For the 2017-18 and 2018-19 school year, Willow Elementary School served students in grades TK-6 only.

CAASPP Test Results in Science for All Students (grades 5, 8 and high school)

The California Science Test (CAST) was administered operationally during the 2018–19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

Percentage of Students Scoring at Proficient or Advanced						Two-Year Data	
	Willow ES		San Ysidro SD		California		
Subject	17-18	18-19	17-18	18-19	17-18	18-19	
Science	✧	✧	✧	✧	✧	✧	

CAASPP Test Results in ELA and Mathematics for All Students (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	17-18	18-19	17-18	18-19	17-18	18-19	
English language arts/literacy	30%	36%	40%	41%	50%	51%	
Mathematics	27%	31%	29%	31%	38%	40%	

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.

| California Physical Fitness Test	2018-19 School Year
Percentage of Students Meeting Fitness Standards	Willow ES
	Grade 5
Four of six standards	16.4%
Five of six standards	30.2%
Six of six standards	17.2%

✧ Not applicable.

California Assessment of Student Performance and Progress (CAASPP)

For the 2018-19 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.
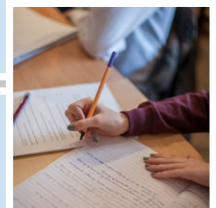
CAASPP by Student Group: English Language Arts and Mathematics

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 3-6.

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 (grades 3-6)

Percentage of Students Meeting or Exceeding State Standards					2018-19 School Year

English Language Arts

Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Not Tested	Percentage Met or Exceeded
All students	474	438	92.41%	7.59%	35.62%
Male	234	219	93.59%	6.41%	27.85%
Female	240	219	91.25%	8.75%	43.38%
Black or African-American	❖	❖	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖	❖	❖
Asian	❖	❖	❖	❖	❖
Filipino	❖	❖	❖	❖	❖
Hispanic or Latino	468	432	92.31%	7.69%	35.42%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖	❖
White	❖	❖	❖	❖	❖
Two or more races	❖	❖	❖	❖	❖
Socioeconomically disadvantaged	430	403	93.72%	6.28%	34.99%
EVER English learner	411	375	91.24%	8.76%	34.67%
English learners	316	280	88.61%	11.39%	18.57%
Students with disabilities	39	39	100.00%	0.00%	6.25%
Students receiving Migrant Education services	❖	❖	❖	❖	❖
Foster Youth	❖	❖	❖	❖	❖
Homeless	208	199	95.67%	4.33%	32.64%

❖ 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.
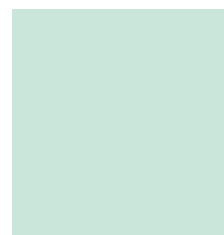
CAASPP Results by Student Group: Mathematics (grades 3-6)

Percentage of Students Meeting or Exceeding State Standards					2018-19 School Year

Mathematics

Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Not Tested	Percentage Met or Exceeded
All students	473	472	99.79%	0.21%	31.14%
Male	233	233	100.00%	0.00%	31.33%
Female	240	239	99.58%	0.42%	30.96%
Black or African-American	❖	❖	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖	❖	❖
Asian	❖	❖	❖	❖	❖
Filipino	❖	❖	❖	❖	❖
Hispanic or Latino	467	466	99.79%	0.21%	30.90%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖	❖
White	❖	❖	❖	❖	❖
Two or more races	❖	❖	❖	❖	❖
Socioeconomically disadvantaged	429	429	100.00%	0.00%	31.46%
EVER English learner	410	409	99.76%	0.24%	30.80%
English learners	315	314	99.68%%	0.32%	20.38%
Students with disabilities	38	38	100.00%	0.00%	12.91%
Students receiving Migrant Education services	❖	❖	❖	❖	❖
Foster Youth	❖	❖	❖	❖	❖
Homeless	208	208	100.00%	0.00%	25.96%

❖ 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.
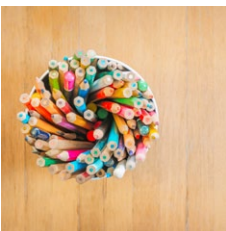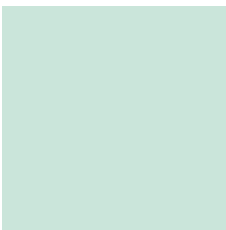
Textbooks and Instructional Materials

San Ysidro School District held a public hearing on September 12, 2019, 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. All teachers review materials approved for use by the state, and a recommendation is made to the board of trustees by a selection committee composed of teachers and administrators.

Textbooks and Instructional Materials List		2019-20 School Year
Subject	**Textbook**	**Adopted**
Reading/language arts	Benchmark Advance (English for K-6), Adelante (Spanish K-6 for Dual Language)	2018
Reading/language arts	Benchmark Steps to Advance (2-6 SDC)	2018
English Language Development	Benchmark Advance (K-6)	2018
Mathematics	*My Math*, McGraw-Hill (K-5)	2017
Mathematics	SpringBoard, College Board (6)	2017
Science/Health	*California Science*, Macmillan/McGraw-Hill (K-5)	2008
Science/Health	*California Focus on Earth Science*, Prentice Hall (6)	2008
History/Social Science	*California Vistas*, Macmillan/McGraw-Hill (K-6)	2007

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	2019-20 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	
2019-20 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	
2019-20 School Year	
Data collection date	9/12/2019

WILLOW SCHOOL'S

READ ACROSS AMERICA 2018

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	2019-20 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	Fair
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	8/8/2019
Date of the most recent completion of the inspection form	8/8/2019

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		2019-20 School Year
Items Inspected	**Deficiencies and Action Taken or Planned**	**Date of Action**
Systems	Data Room & Data Room(22A): A.C. not working. Repairs were completed.	08/09/2019
Interior	MPR: Hole in wall (hallway); Electrical Room & Room 11A: Stained ceiling tiles. Repairs were completed.	08/09/2019
Electrical	Library: Daisy chain plug strips; Girls & Boys Restrooms by room 3: Lights out; Room 6: Ext. cord in permanent use, daisy chain. Repairs were completed.	08/08/2019
Restrooms/fountains	Rooms 1, 3 & 8: Loose toilet; Boys Restroom (3) & 1st floor/ Staff Restroom: No soap; Room 5: Fountain high pressure/Water hammer in room; Girls Restroom (1st floor): Stall door latch broken. Most repairs were completed. Pending: Broken latch.	08/09/2019 11/22/2019
Safety	Room 64A: Paper cutter missing safety latch, paint chipping east wall; Storage 64A: No storage allowed above 18"; Library, Kitchen, Storage Rooms, East Storage: Boxes stacked too high, fall hazard; Room 18A: Egress blocked; Room 18: Disinfectant-Keep out of reach of children; Room 21: Wipes labeled keep out of reach of children & Spray bottle w/no label. Most repairs were completed. Pending: Paper cutter safety latch.	08/08/2019 11/22/2019
Structural	Room 4: Down Spout Rusted and Gutter Rusted. Repair was completed.	10/4/2019
External	MPR: Iron Fencing not secure. Repair was completed.	10/4/2019

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	**19-20**	**17-18**	**18-19**	**19-20**
With a full credential	205	37	36	34
Without a full credential	3	1	1	1
Teaching outside subject area of competence (with full credential)	1	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		**17-18**	**18-19**	**19-20**
Teacher misassignments of English learners		0	0	0
Total teacher misassignments		0	1	0
Vacant teacher positions		0	0	0

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: Professional Learning Community (PLC); Grade Level Collaboration; Data Reflection Sessions as well as various conferences and workshops, such as the Kagan Collaboratives, Project Lead The Way (PLTW), EdTechTeacher, NGSS Academies, CAASPP Institutes and AVID teacher training.

Professional Development Days			Three-Year Data
	2017-18	**2018-19**	**2019-20**
Number of school days dedicated to Staff Development and Continuous Improvement	45	40	40

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	
2018-19 School Year	
	Ratio
Academic counselors	✧
Support Staff	**FTE**
Counselor (academic, social/behavioral or career development)	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)	0.00

✧ Not applicable.

* 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 2017-18 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.

Salary Data		2017-18 Fiscal Year
	San Ysidro SD	Similar Sized District
Beginning teacher salary	$50,877	$49,378
Midrange teacher salary	$76,166	$77,190
Highest teacher salary	$100,619	$96,607
Average elementary school principal salary	$134,313	$122,074
Average middle school principal salary	$128,059	$126,560
Superintendent salary	$198,686	$189,346
Teacher salaries: percentage of budget	28%	36%
Administrative salaries: percentage of budget	5%	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		2017-18 Fiscal Year
	Expenditures Per Pupil From Unrestricted Sources	Annual Average Teacher Salary
Willow ES	$7,136	$85,218
San Ysidro SD	$10,649	$84,290
California	$7,507	$77,619
School and district: percentage difference	-33.0%	+1.1%
School and California: percentage difference	-4.9%	+9.8%

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	
2017-18 Fiscal Year	
Total expenditures per pupil	$7,293
Expenditures per pupil from restricted sources	$158
Expenditures per pupil from unrestricted sources	$7,136
Annual average teacher salary	$85,218

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.

School Accountability Report Card

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