



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

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SARC

2023-24

School Accountability
Report Card
Published in 2024-25



Willow Elementary School

Grades TK-6
CDS Code 37-68379-0123000

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(619) 428-2231

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*We are Roadrunners—swift and quick,
with ambition to grow and thrive!*



Principal's Message

Willow Elementary School is one of seven schools within the San Ysidro School District bordering Tijuana, Mexico. Willow Elementary School serves Transitional Kindergarten (TK) through sixth-grade students.

Our mascot, Roadrunners, symbolizes strength, courage, and ambition. My goal as your principal is to create a school environment where all students are valued like our namesake and can uniquely express themselves like our mascot; courage and strength, with ambition to grow and thrive.

The elementary school years are some of the most memorable and exciting times for our families and students. It is a time of great growth and self-discovery. Willow's teachers and staff will do everything possible to cultivate a safe, caring, and supportive environment for your child. We have a high caliber staff who bring a wealth of experience and knowledge to each classroom. We collaborate consistently on ways to meet each child's unique needs. Our support staff are dedicated members of this community who are committed to our students' overall well-being.

I am committed to your child's success; Willow is a place where students are given a platform to demonstrate strong character, explore their creativity, become enthusiastic learners, and develop confidence and self-awareness. At Willow we aim to foster a culture of unity, creativity, collaboration, and innovation, where every student feels included and motivated to learn.

We look forward to welcoming each of you as active members of our school community. Together, we will work to build a safe, nurturing, and engaging environment where parents, staff, and all stakeholders collaborate to provide exceptional educational experiences for all children. In joining our forces, we can best prepare our students to be well-rounded, diligent, and compassionate individuals ready to face the challenges of the 21st century.

As we build on the legacy of our great school, I invite you to stay involved and informed. You will find our website to be a great source of information as well. On our website and district's homepage, you will find information for joining committees that are focused on supporting our students' social, emotional, and academic growth.

At Willow, our teachers, psychologist, and classified staff are here to help you and your students during this journey. In order for us to become stronger partners and advocates for each other, I do ask parents and guardians to please consider some of the professional norms that I expect of all Roadrunners:

- *Assume Positive Intentions.* We are here to do our best and at times there can be miscommunication or misunderstandings about expectations. Engage in a positive and professional dialogue with your concerns. It is always best to start with the teachers.
- *Seek Solutions Together.* We are committed to a constructive and positive partnership. Often, there is information that we are not privy of concerning your student. Let us use our resources at school to assist you and make accommodations to the best of our ability. We are a team.
- *Stay Involved.* We hope you will join us regularly at school events. Continue to ask your students what they were learning, how they learned it/demonstrated mastery and why they were learning it. Check in about social and emotional needs – We have tremendous resources to assist as needed.
- *Volunteering in various school activities and events.*
 - Joining our School Site Council (SSC) to contribute to decisions about school policies and budgets that affect student learning.
 - Participating in our English Learner Advisory Council (ELAC) to help shape our support for English Language learners and gain strategies to assist your child's success.

School Mission Statement

Willow School's mission is to provide a quality education and opportunity for ALL students to succeed. At Willow Elementary School, our mission is to inspire a lifelong love of learning in our students by providing a nurturing safe environment that promotes academic excellence, social growth, and character development. We are committed to fostering curiosity, creativity, and critical thinking skills through engaging standards-based curriculum and meaningful experiences. Our dedicated teachers strive to empower every child to reach their full potential as responsible, respectful, and safe citizens to be contributing members of our diverse community.

School Vision Statement

Willow School's vision is to cultivate an equitable learning community where every child feels valued, empowered, and inspired to reach their full potential. We are a community where curiosity is nurtured, creativity is celebrated, and diversity is embraced. Through the innovative teaching methods and wrap-around services of our support staff, Willow will provide a safe learning environment striving to ignite a lifelong love for learning in our students. At Willow, we aspire to create a place where each student is prepared to thrive academically, socially, and emotionally all while making meaningful contributions to our macro community.

TRANSCEND



TRASCENDER

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 mission of the San Ysidro School District:

Quality education and opportunity for all students to succeed.

District Vision 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.

School Board

Zenaida Rosario, President

Antonio Martinez, Vice President

Irene Lopez, Clerk

Martin Arias, Member

Kenia Peraza, Member

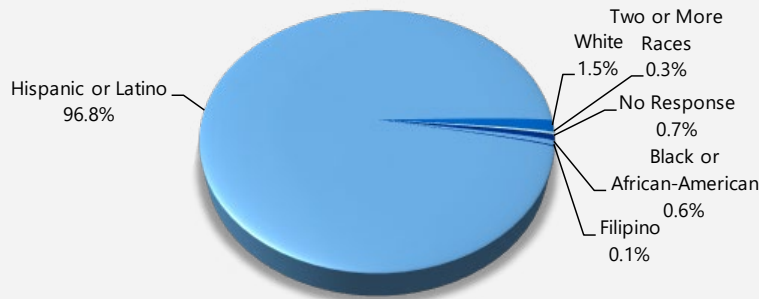


Enrollment by Student Group

The total enrollment at the school was 686 students for the 2023-24 school year. The pie chart displays the percentage of students enrolled in each group.

Demographics

2023-24 School Year

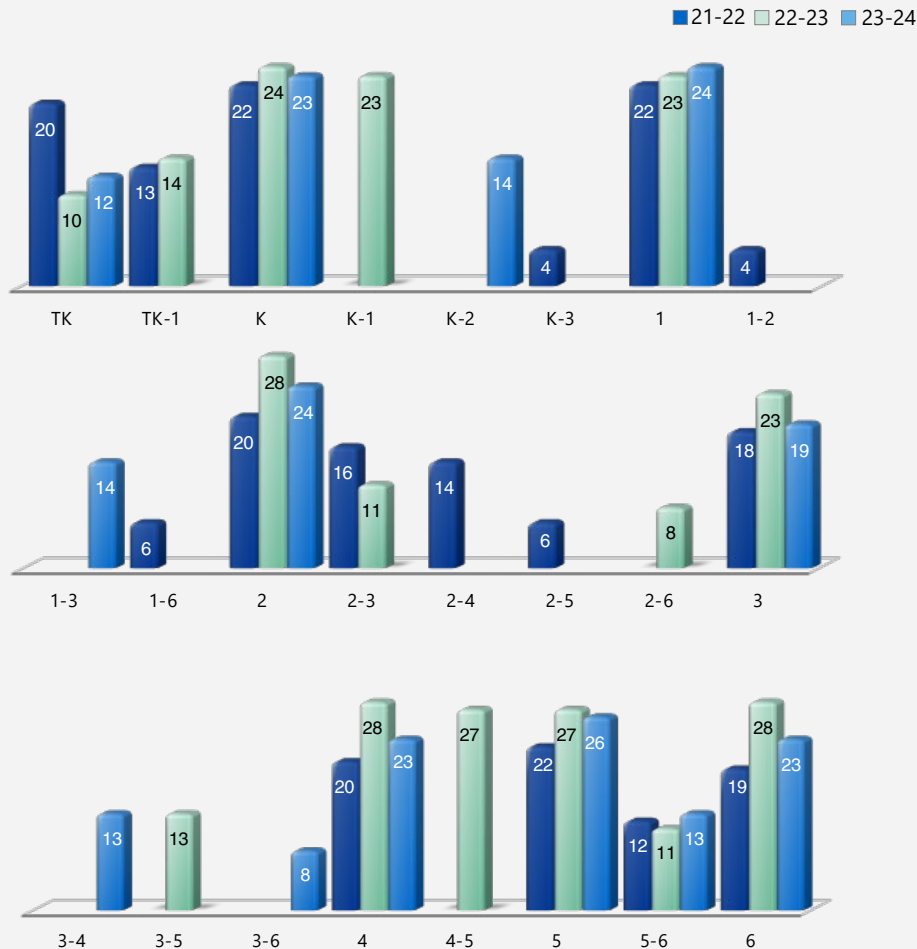


Class Size Distribution

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



Enrollment by Student Group

Demographics

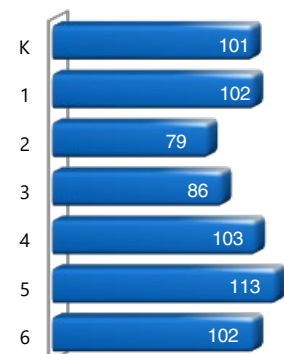
2023-24 School Year

Female	48.00%
Male	51.70%
Non-Binary	0.30%
English learners	68.50%
Foster youth	0.90%
Homeless	37.90%
Migrant	0.00%
Socioeconomically Disadvantaged	74.90%
Students with Disabilities	16.00%

Enrollment by Grade

The bar graph displays the total number of students enrolled in each grade for the 2023-24 school year.

2023-24 Enrollment by Grade

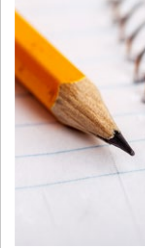




Number of Classrooms by Size

Three-Year Data

	2021-22			2022-23			2023-24		
Grade	Number of Students								
	1-20	21-32	33+	1-20	21-32	33+	1-20	21-32	33+
TK	1			2			2		
TK-1	1			1					
K		3			3			3	
K-1					1				
K-2							1		
K-3	1								
1		3			3			4	
1-2	1								
1-3							1		
1-6	1								
2	2	1			3			3	
2-3	2			1					
2-4	1								
2-5	1								
2-6				1					
3	3	2			4		4		
3-4							1		
3-5				1					
3-6							1		
4	1	4			3			4	
4-5					1				
4-6									
5	1	4			3			4	
5-6	1			1			1		
6	2	4			3			4	



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 2024.



"Try to be a rainbow in someone's cloud" - Maya Angelou



Suspensions and Expulsions

This table shows the school, district, and state suspension and expulsion rates collected between July through June, each full school year respectively. Note: Students are only counted one time, regardless of the number of suspensions.

Suspensions and Expulsions							Three-Year Data		
	Willow ES			San Ysidro SD			California		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Suspension rates	1.40%	2.10%	1.90%	2.50%	3.00%	3.10%	3.20%	3.60%	3.30%
Expulsion rates	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.10%	0.10%	0.10%



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 Collaborations as well as various conferences and workshops, such as Association of California School Administrators (ACSA) Leadership Summit, Project GLAD training, AVID Institutes, CAFE Summer Institute, CAFE Dual Language Teacher Academy, Universal Design for Learning Sessions, WRITE Foundations Trainings, Middle School Math Trainings from San Diego County Office of Education, TK-2 Math Training Sessions from Emily Stewart, as well as training sessions for the newly adopted instructional materials (Twig Science, and Savvas, CA History Social Science myWorld Interactive).

Suspensions and Expulsions by Student Group

Suspensions and Expulsions by Student Group		2023-24 School Year
Student Group	Suspensions Rate	Expulsions Rate
All Students	1.90%	0.00%
Female	0.50%	0.00%
Male	3.20%	0.00%
Non-Binary	0.00%	0.00%
American Indian or Alaska Native	0.00%	0.00%
Asian	0.00%	0.00%
Black or African American	0.00%	0.00%
Filipino	0.00%	0.00%
Hispanic or Latino	1.60%	0.00%
Native Hawaiian or Pacific Islander	0.00%	0.00%
Two or More Races	0.00%	0.00%
White	5.90%	0.00%
English Learners	1.60%	0.00%
Foster Youth	0.00%	0.00%
Homeless	1.60%	0.00%
Socioeconomically Disadvantaged	2.10%	0.00%
Students Receiving Migrant Education Services	0.00%	0.00%
Students with Disabilities	7.30%	0.00%

Professional Development Days

Number of school days dedicated to staff development and continuous improvement

2022-23	125
2023-24	130
2024-25	130



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. 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 participating in each of the five fitness components 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					2023-24 School Year
Percentage of Students Participating In Each Of The Five Fitness Components					
Grade	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
5	95.7%	96.5%	96.5%	96.5%	96.5%

Chronic Absenteeism by Student Group

Chronic Absenteeism by Student Group					2023-24 School Year
Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate	
All Students	783	761	287	37.70%	
Female	378	364	124	34.10%	
Male	404	396	163	41.20%	
Non-Binary	0	0	0	0.00%	
American Indian or Alaska Native	0	0	0	0.00%	
Asian	0	0	0	0.00%	
Black or African American	0	0	0	0.00%	
Filipino	0	0	0	0.00%	
Hispanic or Latino	744	726	278	38.30%	
Native Hawaiian or Pacific Islander	0	0	0	0.00%	
Two or More Races	0	0	0	0.00%	
White	17	16	3	18.80%	
English Learners	552	536	219	40.90%	
Foster Youth	0	0	0	0.00%	
Homeless	319	306	144	47.10%	
Socioeconomically Disadvantaged	678	663	260	39.20%	
Students Receiving Migrant Education Services	0	0	0	0.00%	
Students with Disabilities	150	148	64	43.20%	



Types of Services Funded

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

Federal funds

- Every Student Success Act (ESSA): Title I, Part A
- Special Ed: IDEA Basic Local Assistance Entitlement, Part B, Section 611
- Special Ed: IDEA Preschool Grants, Part B, Sec 619
- 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, Supporting Effective Instruction
- ESSA: Title III, Limited English Proficiency (LEP) Student Program
- ESSA: Title IV, Part A, Student Support and Academic Enrichment Grants
- ESSA: Education for Homeless Children and Youth, Subtitle VII-B McKinney-Vento Act
- Elementary and Secondary School Emergency Relief (ESSER) Fund

State funds

- Lottery Unrestricted
- Lottery Instructional Materials
- Local Control Funding Formula
- Education Protection Account
- Expanded Learning Opportunities Program (ELOP)
- Expanded Learning Opportunities Grant
- Educator Effectiveness Block Grant
- Special Education: Assembly Bill (AB) 602
- Special Education: Learning Recovery Support
- Special Education: State Mental Health Services
- Special Education: Early Intervention Preschool Grant
- After School Education and Safety (ASES) programs



Statewide Assessments

Statewide assessments (i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade 10, 11 or 12).



CAASPP Test Results in Science for All Students

The table below shows the percent of students meeting or exceeding the State standard on the CAASPP—California Science Test (CAST) and the California Alternate Assessment for Science (CAA for Science) for grades 5, 8 and once in high school (i.e., grade 10, 11 or 12).

Percentage of Students Meeting or Exceeding State Standard					Two-Year Data	
	Willow ES		San Ysidro SD		California	
Subject	22-23	23-24	22-23	23-24	22-23	23-24
Science	11.76%	9.73%	18.22%	18.53%	30.29%	30.73%

CAASPP Test Results in ELA and Mathematics for All Students

The table below shows the percent of students meeting or exceeding the State standards on the California Assessment of Student Performance and Progress (CAASPP) Smarter Balanced Summative Assessments and California Alternate Assessments (CAAs) for English language arts/literacy (ELA) and mathematics for grades 3-8 and 11.

Percentage of Students Meeting or Exceeding State Standard					Two-Year Data	
	Willow ES		San Ysidro SD		California	
Subject	22-23	23-24	22-23	23-24	22-23	23-24
English language arts/literacy	23%	25%	35%	35%	46%	47%
Mathematics	19%	24%	24%	26%	34%	35%

CAASPP by Student Group: Science, English Language Arts and Mathematics

The tables on the following pages display the percentage of students that met or exceeded state standards in science, English language arts/literacy and mathematics for the school by student groups.

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 Test Results by Student Group: Science (grade 5)

Percentage of Students Meeting or Exceeding State Standard					2023-24 School Year
Science					
Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Not Tested	Percentage Met or Exceeded
All students	115	113	98.26%	1.74%	9.73%
Female	56	55	98.21%	1.79%	10.91%
Male	59	58	98.31%	1.69%	8.62%
American Indian or Alaska Native	❖	❖	❖	❖	❖
Asian	❖	❖	❖	❖	❖
Black or African American	❖	❖	❖	❖	❖
Filipino	❖	❖	❖	❖	❖
Hispanic or Latino	111	110	99.10%	0.90%	10.00%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖	❖
Two or more races	❖	❖	❖	❖	❖
White	❖	❖	❖	❖	❖
English Learners	78	77	98.72%	1.28%	3.90%
Foster Youth	❖	❖	❖	❖	❖
Homeless	56	56	100.00%	0.00%	10.71%
Military	❖	❖	❖	❖	❖
Socioeconomically disadvantaged	100	98	98.00%	2.00%	9.18%
Students receiving Migrant Education services	❖	❖	❖	❖	❖
Students with Disabilities	21	20	95.24%	4.76%	0.00%

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





CAASPP Test Results by Student Group: English Language Arts (grades 3-6)

Percentage of Students Meeting or Exceeding State Standard					2023-24 School Year
English Language Arts					
Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Not Tested	Percentage Met or Exceeded
All students	415	389	93.73%	6.27%	24.68%
Female	200	190	95.00%	5.00%	28.42%
Male	214	198	92.52%	7.48%	21.21%
American Indian or Alaska Native	❖	❖	❖	❖	❖
Asian	❖	❖	❖	❖	❖
Black or African American	❖	❖	❖	❖	❖
Filipino	❖	❖	❖	❖	❖
Hispanic or Latino	399	373	93.48%	6.52%	25.47%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖	❖
Two or more races	❖	❖	❖	❖	❖
White	❖	❖	❖	❖	❖
English Learners	283	260	91.87%	8.13%	13.08%
Foster Youth	❖	❖	❖	❖	❖
Homeless	178	166	93.26%	6.74%	22.89%
Military	❖	❖	❖	❖	❖
Socioeconomically disadvantaged	361	340	94.18%	5.82%	23.24%
Students receiving Migrant Education services	❖	❖	❖	❖	❖
Students with Disabilities	75	72	96.00%	4.00%	5.56%

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

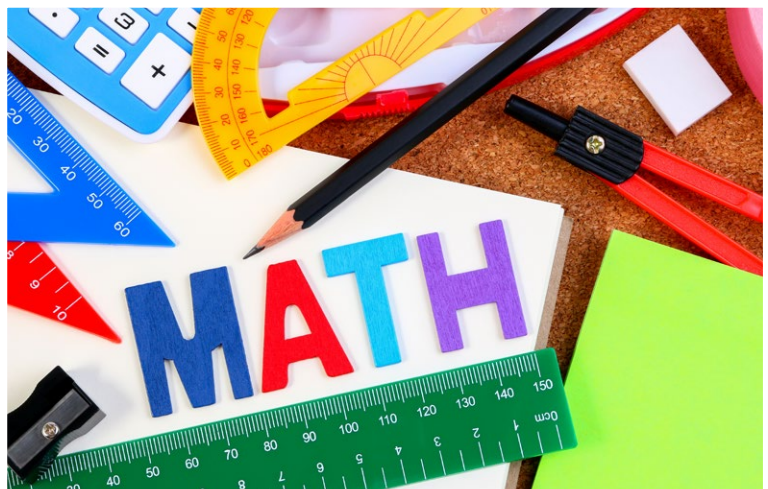
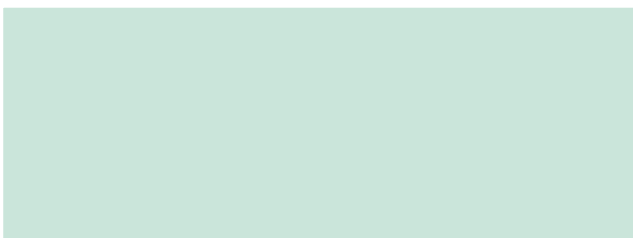


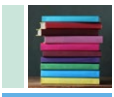


CAASPP Test Results by Student Group: Mathematics (grades 3-6)

Percentage of Students Meeting or Exceeding State Standard					2023-24 School Year
Mathematics					
Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Not Tested	Percentage Met or Exceeded
All students	415	407	98.07%	1.93%	23.89%
Female	200	198	99.00%	1.00%	24.87%
Male	214	208	97.20%	2.80%	23.08%
American Indian or Alaska Native	❖	❖	❖	❖	❖
Asian	❖	❖	❖	❖	❖
Black or African American	❖	❖	❖	❖	❖
Filipino	❖	❖	❖	❖	❖
Hispanic or Latino	399	391	97.99%	2.01%	24.62%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖	❖
Two or more races	❖	❖	❖	❖	❖
White	❖	❖	❖	❖	❖
English Learners	283	278	98.23%	1.77%	16.61%
Foster Youth	❖	❖	❖	❖	❖
Homeless	178	175	98.31%	1.69%	19.54%
Military	❖	❖	❖	❖	❖
Socioeconomically disadvantaged	361	354	98.06%	1.94%	23.51%
Students receiving Migrant Education services	❖	❖	❖	❖	❖
Students with Disabilities	75	72	96.00%	4.00%	5.63%

❖ Scores are not shown when the number of students tested is ten or less, either because the number of students 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, 2024, determining sufficiency of instructional materials at all schools within 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

2024-25 School Year

Subject	Textbook	Adopted
Reading/language arts	Benchmark Ready to Advance (TK), Listos y Adelante (Spanish for Dual Language)	2018
Reading/language arts	Benchmark Advance (English for K-6)	2023
Reading/language arts	Benchmark Adelante (K-3) Spanish for Dual Language	2023
Reading/language arts	Benchmark Steps to Advance (2-6 SDC)	2018
English Language Development	Benchmark Advance: Asset-Based Access to English-Express (K-6)	2023
English Language Development	Ready to Advance (TK)	2018
Mathematics	My Math, McGraw-Hill (K-5)	2017
Mathematics	SpringBoard, College Board (6)	2017
Science/Health	TWIG Science (TK-5) and Spanish for Dual Language	2023
Science/Health	California Inspire Science—Earth and Space, McGraw Hill (6) and Spanish for Dual Language	2023
History/Social Science	History Social Science CA myWorld Interactive, Savvas (K-5) and Spanish for Dual Language	2024
History/Social Science	CA History Social Science myWorld Interactive Secondary, Savvas/Pearson (6) and Spanish for Dual Language	2024

Quality of Textbooks

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

Quality of Textbooks

2024-25 School Year

Criteria	Yes/No
Are the textbooks adopted from the most recent state-approved or local governing-board-approved list?	Yes

Parental Involvement

Parents assist the school by volunteering. The capacity of which parents can participate are via: elected and participate in the SSC, Parents of English language learners are invited to attend and participate at the regular ELAC, parents of a student in the Dual Language Spanish program participate as a school representative for the Dual Language Acquisition Committee (DLAC). Parents also have the opportunity to participate in Willow Elementary School's leadership teams, school committees and in-school activities, or become volunteers may contact the School Administrative Assistant Mrs. Erika Aviles at (619) 428-2231, extension 3797 for further information on the process and criteria.

✧ Not applicable.

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

2024-25 School Year

Reading/language arts	0%
Mathematics	0%
Science	0%
History/social science	0%
Visual and performing arts	✧
Foreign language	✧
Health	✧

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

2024-25 School Year

Data collection date	9/12/2024
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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 a 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.



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		2024-25 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		Fair
Restrooms/fountains: Restrooms, sinks and drinking fountains		Fair
Safety: Fire safety, emergency systems, hazardous materials		Fair
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 FIT report		10/23/2024

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. For all items inspected that were found to not be in "good repair," a work-order has been created and maintenance will be done before the end of the 2024-25 school year. Maintenance items will be prioritized so that student safety is not compromised.

Deficiencies and Repairs		2024-25 School Year
Items Inspected	Deficiencies and Action Taken or Planned	
Systems	MCC Cust: Water heater has rust at the base and corrosion at pipe connections, air vent grille on ceiling is rusty; Kitchen: Air conditioning condensation line leaking onto floor - slip hazard.	
Interior	MCC Lunch Area: Wall tiles broken near girls RR/Kitchen; MCC Cust: Wall Damage.	
Cleanliness	Mini Stage Storage: Door blocked.	
Electrical	Room 16, Boys RR (top & bottom): Lights Burned out; Room 24: Multiple lights out; Room 30: Light diffusers missing; Room 37, Mini Stage Storage, Mini Stage Lift Area: Light out; Girls RR (top & bottom): Deficiency not listed; MCC Boys RR: Low voltage wire hanging loose at door entry, smoke sensor missing; MCC Girls RR: Light out, light diffuser cracked.	
Restrooms/fountains	Room 36: Sink not working; MCC Boys RR: Far left urinal is clogged; MCC Girls RR: Soap dispenser broken and second stall from right has toilet leak.	
Safety	MCC lunch area: Peeling paint on ceiling beams.	
Structural	MCC Boys RR: Cracks on the ceiling; MCC Girls RR: Multiple cracks on the ceiling and at the entry.	
External	MCC Lunch Area: Skylight beams have rust (moisture damage) and skylight panels build-up of debris at multiple places.	

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 the 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.

California School Dashboard

The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.



Teacher Preparation and Placement

These tables display the number and percent of teacher authorization/assignment as well as the total number and percent of teaching positions at the school, district and state levels. For questions concerning the assignment of teachers outside their subject area of competence or the credential status of teachers, visit the California Commission on Teacher Credentialing website at <https://www.ctc.ca.gov/>.

Teacher Preparation and Placement					2020-21 School Year	
Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	30.0	96.8%	171.8	93.1%	228,366.1	83.1%
Intern Credential Holders Properly Assigned	0.0	0.0%	0.0	0.0%	4,205.9	1.5%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	1.0	3.2%	1.1	0.6%	11,216.7	4.1%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.0	0.0%	0.8	0.4%	12,115.8	4.4%
Unknown	0.0	0.0%	10.7	5.8%	18,854.3	6.9%
Total Teaching Positions	31.0	100.0%	184.5	100.0%	274,759.1	100.0%

Teacher Preparation and Placement					2021-22 School Year	
Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	30.6	93.9%	181.6	92.2%	234,405.2	84.0%
Intern Credential Holders Properly Assigned	1.0	3.1%	1.0	0.5%	4,853.0	1.7%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	1.0	3.1%	11.1	5.6%	12,001.5	4.3%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.0	0.0%	0.2	0.1%	11,953.1	4.3%
Unknown	0.0	0.0%	3.0	1.6%	15,831.9	5.7%
Total Teaching Positions	32.6	100.0%	197.0	100.0%	279,044.8	100.0%

Teacher Preparation and Placement					2022-23 School Year	
Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	27.0	93.1%	179.9	90.8%	231,142.4	83.2%
Intern Credential Holders Properly Assigned	1.0	3.5%	2.0	1.0%	5,566.4	2.0%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	1.0	3.5%	9.3	4.7%	14,938.3	5.4%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.0	0.0%	0.2	0.1%	11,746.9	4.2%
Unknown	0.0	0.0%	6.5	3.3%	14,303.8	5.2%
Total Teaching Positions	29.0	100.0%	198.1	100.0%	277,697.8	100.0%

Note: The data in these tables is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned to based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

The data source is the California State Assignment Accountability System (CalSAAS) provided by the Commission on Teacher Credentialing. For information on the CalSAAS, visit the CALPADS web page at <https://www.cde.ca.gov/ds/sp/cl/calpadsupdf/flash201.asp>.

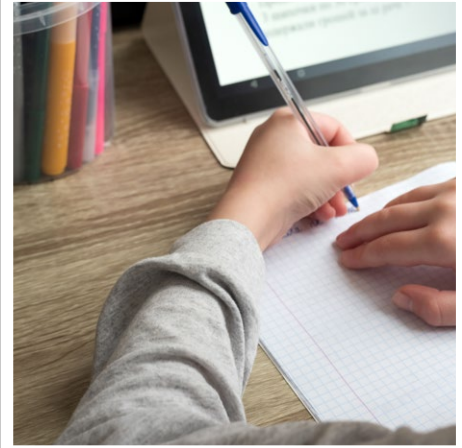
For more information on the definitions listed above, refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.



Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

This table displays the number of authorization/assignments of teachers with permits and waivers; misassignments; and vacant positions. For questions concerning the permits, waivers, and misassignment of teachers, visit the California Commission on Teacher Credentialing website at <https://www.ctc.ca.gov/>.

Teachers Without Credentials and Misassignments		Three-Year Data	
Authorization/Assignment	2020-21	2021-22	2022-23
Permits and Waiver	0.0	0.0	0.0
Misassignments	1.0	1.0	1.0
Vacant Positions	0.0	0.0	0.0
Total Teachers Without Credentials and Misassignments	1.0	1.0	1.0



Credentialed Teachers Assigned Out-of-Field (considered "out-of-field" under ESSA)

This table displays the number of credentialed teachers authorized on a permit or waiver and local assignment options. For more information on the definitions listed above, refer to the California Commission on Teacher Credentialing's Administrator's Assignment Manual at <https://www.ctc.ca.gov/credentials/manuals>.

Credentialed Teachers Assigned Out-of-Field		Three-Year Data	
Indicator	2020-21	2021-22	2022-23
Credentialed Teachers Authorized on a Permit or Waiver	0.0	0.0	0.0
Local Assignment Options	0.0	0.0	0.0
Total Out-of-Field Teachers	0.0	0.0	0.0

Class Assignments

This table displays the percentage of misassignments of English learners and teachers with no credential, permit or authorization to teach. Misassignment and vacant teacher position data should be available in the district's personnel office.

Class Assignments		Three-Year Data	
Indicator	2020-21	2021-22	2022-23
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	3.2%	7.3%	12.5%
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.0%	4.8%	9.3%

The data source is the California State Assignment Accountability System (CalSAAS) provided by the Commission on Teacher Credentialing. For information on the CalSAAS, visit the CALPADS web page at <https://www.cde.ca.gov/ds/sp/cl/calpadsup-dflash201.asp>.

For more information on the definitions listed above, refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

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).

Ratio of Pupils to Academic Counselors and School Support Staff Data	
2023-24 School Year	
	Ratio
Pupils to 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	0.71*
Nurse	0.14**
Speech/language/hearing specialist	2.00
Resource specialist (nonteaching)	0.00

✧ Not applicable.

* 5 Social Workers for the District to support students with mental health programs and provide Educationally Related Mental Health Services.

** 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 2022-23 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		2022-23 Fiscal Year
	San Ysidro SD	Similar Sized District
Beginning teacher salary	\$56,942	\$57,838
Midrange teacher salary	\$85,245	\$90,040
Highest teacher salary	\$112,613	\$118,647
Average elementary school principal salary	\$141,711	\$144,638
Average middle school principal salary	\$140,176	\$148,269
Superintendent salary	\$213,958	\$229,985
Teacher salaries: percentage of budget	33.00%	30.79%
Administrative salaries: percentage of budget	4.00%	5.71%

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		2022-23 Fiscal Year
	Expenditures Per Pupil From Unrestricted Sources	Annual Average Teacher Salary
Willow ES	\$8,418	\$109,922
San Ysidro SD	\$12,683	\$105,887
California	\$10,771	\$94,129
School and district: percentage difference	-33.6%	+3.8%
School and California: percentage difference	-21.8%	+16.8%

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	
2022-23 Fiscal Year	
Total expenditures per pupil	\$8,669
Expenditures per pupil from restricted sources	\$251
Expenditures per pupil from unrestricted sources	\$8,418
Annual average teacher salary	\$109,922



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 December 2024.

School Accountability Report Card

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