

Walt Disney Elementary School

3619 Crow Canyon Rd • San Ramon • 925-479-3900 • Grades K-5

Kelly Walton, Principal

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2018-19 School Accountability Report Card Published During the 2019-20 School Year



San Ramon Valley Unified School District

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District Governing Board

Rachel Hurd, Board President
Greg Marvel, Board Vice President
Mark Jewett, Board Clerk
Susanna Ordway, Board Member
Ken Mintz, Board Member

District Administration

Rick Schmitt
Superintendent
Toni Taylor
Deputy Superintendent,
Educational Services
Keith Rogenski
Assistant Superintendent,
Human Resources
Gregory Medici
Chief Business Officer
Business Office
Gary Black
Assistant Superintendent,
Facilities & Operations
Greg Pitzer
Director of Technology
MaryAnn Frates
Executive Director SELPA/ Special
Education
Christine Huajardo
Director of Elementary

Principal's Message

Welcome to Walt Disney Elementary School! We are a Preschool through 5th Grade public elementary school in the San Ramon Valley Unified School District. We enjoy a true sense of a close knit community with our Disney families. On any given day you will find numerous parents on campus assisting teachers in classrooms, working with students, driving on field trips and facilitating various activities. The Disney staff appreciates the close bonds we have with our diverse school community. Our high academic expectations have enabled us to consistently perform at high levels. At the same time, we recognize our students as individuals with a wide-range of talents, interests and skills. Creating a school climate which supports every child in reaching his or her potential is a top priority in making Walt Disney Elementary School a great place to learn and grow. Our school is excited to announce the launch of our Magnet program, Walt Disney School of the Arts. Students participate in vocal music, instrumental music and performance arts classes as a way of learning through creativity.

If you have any questions, please do not hesitate to contact our principal, Kelly Walton, at kwalton2@srvusd.net.

Mission Statement

Walt Disney Elementary School promotes staff, parents, and students striving to work collaboratively toward the achievement of school goals, its vision, and expected learning results. Together, we endeavor to create a safe environment, which fosters the development of responsible, caring students who are critical thinkers and lifelong learners in pursuit of personal excellence, and who can adapt to the challenges of the future.

Our mission realizes our vision by:

- Promoting classroom curriculum with emphasis on reading, language arts and mathematics;
- Promoting science programs that are coordinated between classroom instruction and the hands-on science lab activities;
- Assessment programs that identify specific students needs and potentials throughout the grade levels and programs to meet their diverse learning needs;
- Fine arts instruction and enrichment throughout all grades;
- Building student confidence and self-esteem through positive citizenship expectations and classroom programs that address building cooperation and problem solving skills.

School Profile

Walt Disney Elementary School serves the southeast portion of the City of San Ramon. Residences include single family homes, apartments and condominiums. Students from Walt Disney attend middle school at either Pine Valley or Iron Horse Middle School. We are part of the California High School attendance area.

The name Walt Disney was selected by students at the time the school was being built. Students were asked to pick an American hero and the students selected Walt Disney for that honor.

Walt Disney Elementary is a community where everyone – students, parents, teachers, staff, surrounding community – supports and encourages each child in maximizing their abilities. We are an inclusive and encouraging community to everyone: students, parents, teachers, staff, and our surrounding community.

About the SARC

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

2018-19 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	112
Grade 1	77
Grade 2	81
Grade 3	93
Grade 4	80
Grade 5	82
Total Enrollment	525

2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	2.1
American Indian or Alaska Native	0.6
Asian	32.8
Filipino	1.9
Hispanic or Latino	8.8
Native Hawaiian or Pacific Islander	0.2
White	43.4
Two or More Races	10.3
Socioeconomically Disadvantaged	6.3
English Learners	13
Students with Disabilities	7.4

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Teacher Credentials for Walt Disney Elementary School	17-18	18-19	19-20
With Full Credential	33	32	35
Without Full Credential	0	1	0
Teaching Outside Subject Area of Competence	0	1	1

Teacher Credentials for San Ramon Valley Unified School District	17-18	18-19	19-20
With Full Credential	♦	♦	
Without Full Credential	♦	♦	
Teaching Outside Subject Area of Competence	♦	♦	

Teacher Misassignments and Vacant Teacher Positions at Walt Disney Elementary School

Indicator	17-18	18-19	19-20
Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0

* Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

*Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2019-20)

Textbooks are normally adopted on a state curriculum cycle by the district from a list of materials approved by the state of California. SRVUSD adopted English/Language Arts programs for grades K-5 in 2015; for History/Social Science, grades K-12, in 2007; and Mathematics for grades K-12 in 2016.

For grades K-5 science SRVUSD adopted TWIG Science in 2019. Currently SRVUSD is piloting science materials for grades 6-12 with a grades 6-8 adoption planned for 2020 and a grades 9-12 adoption in the subsequent years. Each time textbooks are adopted, professional development is offered on units of study and strategies in using the materials. All textbooks and materials that are adopted and approved are aligned with the state and district standards and benchmarks. Educational computer software and internet resources are utilized at every grade level to support student achievement toward meeting standards. Teachers have frequent professional development opportunities to support instruction throughout the year. The textbook and instructional materials lists can be found on our district website at www.srvusd.net. Go to District>Curriculum Standards>Textbooks and Instructional Materials. The following table displays the standards-aligned textbooks and other instructional materials used at the school.

Textbooks and Instructional Materials

Year and month in which data were collected: October 2019

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	N2Y.com – Adopted 2015 Heinemann, Reading and Writing Units of Study - Adopted 2015 Phonics Lessons, Wilson Foundations, Words Their Way, Word Study Lessons – Adopted 2015 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Mathematics	Great Minds, Eureka Math/EngageNY – Adopted 2016 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Science	TWIG Science - Adopted 2019 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
History-Social Science	Pearson Scott Foresman - Adopted 2007 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0

Note: Cells with N/A values do not require data.

School Facility Conditions and Planned Improvements (Most Recent Year)

To provide all of our students with a safe and up-to-date learning environment, voters of the San Ramon Valley in November 2012 approved Measure D, a \$260 million local school bond measure. Measure D will upgrade our school facilities by extending but not increasing our voter-approved tax rates beyond what we were already scheduled to pay starting next year in 2013-14.

School Facility Good Repair Status (Most Recent Year)

Year and month in which data were collected: 3/14/19

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Poor	

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
Overall Rating	Good	

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which 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); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

CAASPP Test Results in ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
ELA	66	73	82	81	50	50
Math	70	75	77	78	38	39

Note: Percentages are not calculated 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.

Note: ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent 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 (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

CAASPP Test Results in Science for All Students

Grades Five, Eight, and Ten

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
Science	N/A	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.

Note: This is a placeholder for the California Science Test (CAST) which 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.

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject area of physical education

2018-19 Percent of Students Meeting Fitness Standards

Grade Level	4 of 6	5 of 6	6 of 6
5	21.0	24.7	30.9

Note: Percentages are not calculated and double dashes (--) appear in the table 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.

School Year 2018-19 CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	256	252	98.44	72.62
Male	135	133	98.52	65.41
Female	121	119	98.35	80.67
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	83	83	100.00	83.13
Filipino	--	--	--	--
Hispanic or Latino	27	27	100.00	48.15
Native Hawaiian or Pacific Islander	--	--	--	--
White	110	106	96.36	71.70
Two or More Races	26	26	100.00	84.62
Socioeconomically Disadvantaged	19	19	100.00	57.89
English Learners	41	41	100.00	78.05
Students with Disabilities	28	25	89.29	36.00

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent 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 (i.e., achieved Level 3--Alternate) on the CAAs divided by the total number of students who participated in both assessments.

-Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

-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.

School Year 2018-19 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	256	252	98.44	75.40
Male	135	133	98.52	72.93
Female	121	119	98.35	78.15
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	83	83	100.00	86.75
Filipino	--	--	--	--
Hispanic or Latino	27	27	100.00	48.15
Native Hawaiian or Pacific Islander	--	--	--	--
White	110	106	96.36	75.47
Two or More Races	26	26	100.00	80.77
Socioeconomically Disadvantaged	19	19	100.00	63.16
English Learners	41	41	100.00	78.05
Students with Disabilities	28	25	89.29	72.00

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent 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 (i.e., achieved Level 3--Alternate) on the CAAs divided by the total number of students who participated in both assessments.

-Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

-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.

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site

Opportunities for Parental Involvement (School Year 2019-20)

Parents are highly supportive of the school's programs through active participation in the PTA, Disney Elementary School Education Foundation (DESEF), the School Site Council, G.A.T.E., and volunteer work to assist with classroom projects & interventions, field trips, and working with small groups of students in support of the instructional program.

Parents or community members who wish to participate in leadership teams, school committees, school activities, or become a volunteer may contact the Walt Disney Elementary School office at 925-479-3900.

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

School Safety Plan

Staff and students take pride in keeping our campus safe, clean, and well-maintained. Visitors are required to check in at the office and wear identifying badges. Fire, safety, and earthquake drills take place on a monthly basis. Adults supervise the playground at all recesses and at lunch time. In 2001, we established a Student Safety Patrol to assist with the safe loading and unloading of students from vehicles before and after school. Walt Disney has joined with our school district and community to participate in the Street Smarts Safety Program. Our staff also provides yard supervision for fifteen minutes before and after school. We communicate regularly with our closest middle schools to address common student safety concerns.

Our safety plan was reviewed by both our School Site Council and our staff in January of the 2019-20 school year. We utilize the four District wide protocols for emergency communication. Each staff member has a specific role in the case of an emergency as designated in our site emergency plan. We also use the data from the California Healthy Kids Survey (5th graders) and our District Climate Survey (4th/5th graders) to establish goals to increase connectedness and improve attendance.

Suspensions and Expulsions for the School	2016-17	2017-18	2018-19
Suspensions Rate	0.7	0.9	1.1
Expulsions Rate	0.0	0.0	0.0

Suspensions and Expulsions for the District	2016-17	2017-18	2018-19
Suspensions Rate	1.5	1.4	1.5
Expulsions Rate	0.0	0.0	0.0

Suspensions and Expulsions for the State	2016-17	2017-18	2018-19
Suspensions Rate	3.6	3.5	3.5
Expulsions Rate	0.1	0.1	0.1

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselor*	.0

* One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Student Support Services Staff (School Year 2018-19)

Title	Number of Full-Time Equivalent (FTE)
Counselor (Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	.6
Social Worker	
Nurse	.2
Speech/Language/Hearing Specialist	2.0
Resource Specialist (non-teaching)	
Other	

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2016-17 Average Class Size	2016-17 # of Classes* Size 1-20	2016-17 # of Classes* Size 21-32	2016-17 # of Classes* Size 33+	2017-18 Average Class Size	2017-18 # of Classes* Size 1-20	2017-18 # of Classes* Size 21-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-20	2018-19 # of Classes* Size 21-32	2018-19 # of Classes* Size 33+
K	23	2	3		23	2	3		22	2	3	
1	22	2	6		26		3		26		3	
2	25		6		22		3		23		3	
3	25		6		25		3		26		4	
4	29		6		28		3		27		3	
5	27		8		29		3		27		3	
Other**					23		1					

*Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Professional Development provided for Teachers

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	3	4.5	4.5

The San Ramon Valley Unified School District (SRVUSD) practices a comprehensive, inclusive model of professional development for all staff. Our high quality professional development program is focused on Common Core State Standards (CCSS) as well as balanced literacy and instructional strategies. In 2012-13, we established district-wide K-12 Task Forces in English language arts, mathematics, and other content areas along with targeted professional development offerings. We hold affiliation status with Columbia University Teachers College Reading and Writing Project and the Silicon Valley Math Initiative. Both organizations are highly respected and have strong ties to the development and implementation of the CCSS and professional learning offerings.

These learning experiences are supported with on-site coaching provided by a team of instructional coaches who work and train together. The coaches received certification as Common Core trainers through the Leadership and Learning Center. They provide one-to-one coaching, team and grade level coaching, whole school professional development, in addition to targeted cross-grade level, cross-discipline professional development sessions. These trainings connect to every aspect of school practice: relevant and rigorous curriculum, intentional instructional practices, formative assessment for learning, and lesson design.

In addition, every SRVUSD teacher is provided an opportunity to participate in a coach-led cohort to study instructional strategies in a small group setting. These cohorts are both semester-long and yearlong and are focused on topics that run the gamut from Interactive Lecture to Reading Workshop for Innovators to Problem Solving Strategies. There are dozens of cohorts running simultaneously.

We ensure that new teachers are provided support through the SRVUSD Teacher Induction Project (formerly known as BTSA). Our summer intensive trainings along with on-going staff development days and release day trainings deeply align with the needs of our individual schools and our Framework for Excellence: Supporting Students and their Learning; Supporting Staff and their Work.

Under the leadership and guidance of site administrators, such communities of practices afford our staff the opportunity to deepen their content knowledge, strengthen their instructional repertoire, improve their assessment strategies, and foster a shared sense of responsibility. As a result, every staff member helps to promote and nurture a community of learners in which the individual is enriched and the district as a whole is enhanced.

FY 2017-18 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$49,107	\$48,612
Mid-Range Teacher Salary	\$77,310	\$74,676
Highest Teacher Salary	\$96,311	\$99,791
Average Principal Salary (ES)	\$129,880	\$125,830
Average Principal Salary (MS)	\$138,066	\$131,167
Average Principal Salary (HS)	\$149,818	\$144,822
Superintendent Salary	\$318,954	\$275,796

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	37%	34%
Administrative Salaries	5%	5%

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

Types of Services Funded

- Gifted and Talented Education (GATE)
- Instructional Materials Realignment
- Teacher Credentialing Block Grant (SRVTip)
- Professional Development Block Grant
- School and Library Improvement Program Block Grant (SIP)
- Supplemental Hourly Program
- NCLB: Title II Teacher Quality & Principal Training
- Title III-Immigrant Education
- Title III-Limited English
- Lottery Instructional Materials
- Special Education IDEA Grants and Preschool Grants
- Special Education IDEA Pre K Staff Development
- VEA (Secondary Vocational Ed.)
- Personnel Staff Development
- Special Education and Special Education Infant
- Transportation Home/School
- Transportation Special Education (if required)

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

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 may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

FY 2017-18 Expenditures Per Pupil and School Site Teacher Salaries

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	6908.29	495.15	6413.13	80629.12
District	N/A	N/A	5,786	\$77,512.00
State	N/A	N/A	\$7,506.64	\$82,403.00

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	5.2	6.8
School Site/ State	-15.6	-0.9

Note: Cells with N/A values do not require data.

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.