

Seneca Elementary School

11615 Wordsworth Road • Moreno Valley, CA 92557 • (951) 571-4650 • Grades K-5

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2013-14 School Accountability Report Card Published During the 2014-15 School Year



Moreno Valley Unified School District

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School Description

Seneca Elementary School is located on the western border of the city of Moreno Valley. Located in a middle to upper-middle income area of the city, it serves students from families of both blue and white collar employment.

Historically, Seneca has been an "over flow" site for the district. As other schools fill, students are then bused to Seneca where classroom space is often available. Our teachers work hard to provide services to all our students in spite of a struggling economy. Many teachers give of their own time to tutor students before or after school. They also differentiate their instruction by providing a variety of intervention programs that enhance the core curriculum during the school day.

Seneca is also fortunate to have a city-sponsored after school program to provide tutoring and child care for working parents. Seneca has three Special Day Classes (SDC) that provide services to special needs students in grades K-5. We also have one full-time RSP teacher who provides services to students with Individualized Education Program goals. In addition, Seneca offers GATE cluster classes in order to meet the needs of our GATE identified students in 3rd, 4th, and 5th grades.

Our goals are outlined in our Mission and Vision Statement; however, for the 2009-2010 school year our primary goal is to surpass the State benchmarks in both ELA and Math. We envision all our students scoring at proficient or advanced in the annual STAR test given in April and May of each year. This goal will be achieved by continuing our Professional Learning Community collaborations at each grade level.

Last year our staff worked on defining our Mission and Vision Statements. We are committed to the following:

MISSION: To prepare children to become functionally literate, productive, and responsible citizens in our society.

VISION: To be a cohesive and collaborative learning community with integrity where all are focused on student learning of essential outcomes to ensure student success.

About the SARC

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. 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 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 <http://www.cde.ca.gov/ta/ac/sa/>.
- View this SARC online at the school and/or LEA Web sites.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents and community members should contact the school at (951) 571-4650.

2013-14 Student Enrollment by Grade Level	
Grade Level	Number of Students
Kinder.	79
Gr. 1	85
Gr. 2	87
Gr. 3	86
Gr. 4	90
Gr. 5	79
Total	506

2013-14 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	19.6
American Indian or Alaska Native	0.2
Asian	3.8
Filipino	1.8
Hispanic or Latino	56.5
Native Hawaiian/Pacific Islander	0.2
White	12.6
Two or More Races	5.3
Socioeconomically Disadvantaged	76.9
English Learners	24.9
Students with Disabilities	12.6

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (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			
Seneca Elementary School	12-13	13-14	14-15
Fully Credentialed	22	22	20
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0
Moreno Valley Unified School District	12-13	13-14	14-15
Fully Credentialed	♦	♦	
Without Full Credential	♦	♦	
Teaching Outside Subject Area of Competence	♦	♦	

Teacher Misassignments and Vacant Teacher Positions at this School			
Seneca Elementary School	12-13	13-14	14-15
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

* "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.

Core Academic Classes Taught by Highly Qualified Teachers

2013-14 Percent of Classes In Core Academic Subjects Core Academic Classes Taught by Highly Qualified Teachers		
Location of Classes	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	94.12	5.88
Districtwide		
All Schools	82.47	17.53
High-Poverty Schools	82.47	17.53
Low-Poverty Schools	0.00	0.00

* High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2014-15)

The District provides all students with high-quality textbooks and instructional resources. Instructional materials are reviewed and approved by State committees for local adoption in grades K-8; high school materials are reviewed and approved locally. All core instructional materials are reviewed by District level committees of teachers and administrators and approved by the Board of Education prior to use within MVUSD schools. This process is aligned with the State Department of Education’s seven-year review cycle. The State Board’s adoption cycle is: • 2004-05: Health • 2005-06: History-Social Science • 2006-07: Science and Visual & Performing Arts • 2007-08: Mathematics • 2008-09: Reading-Language Arts The District normally adopts new material within twenty-four months of adoption by the State Board of Education. As a result of state budget shortfalls, Assembly Bill X42 (Chapter 2, Statutes of 2009-10 Fourth Extraordinary Session) signed on July 28, 2009, suspended the process and procedures for adopting instructional materials, until the 2013-14 school year and allowed districts to postpone. Each school has a library to supplement and enrich the school’s instructional program. In accordance with Education Code Section 60422(a) and 60119, the Governing Board certified on 9/28/2010 that each pupil in the district, in kindergarten through grade twelve, has been provided with standards-aligned textbooks or basic instructional materials in each of the areas listed below (0% lack textbooks and/or instructional materials in any of the listed areas). The chart below outlines the textbooks adopted and used by Moreno Valley Unified School District.

Textbooks and Instructional Materials	
Year and month in which data were collected: 10/11/13	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
<p>Reading/Language Arts</p> <p>The textbooks listed are from most recent adoption: Yes</p> <p>Percent of students lacking their own assigned textbook: 0%</p>	<p>Read 180 Stage A, Scholastic (Adopted in 2005)</p> <p>Legacy of Literacy & Lectura, Houghton Mifflin (Adopted in 2003)</p>
<p>Mathematics</p> <p>The textbooks listed are from most recent adoption: No</p> <p>Percent of students lacking their own assigned textbook: 0%</p>	<p>GO MATH Mathematics & Matematicas, Houghton Mifflin (Adopted in 2014)</p> <p>Grades K-2 enVision Math (Spanish and English), Pearson Scott Foresman (Adopted in 2009)</p>
<p>Science</p> <p>The textbooks listed are from most recent adoption: Yes</p> <p>Percent of students lacking their own assigned textbook: 0%</p>	<p>California Science, MacMillan/McGraw-Hill (Adopted in 2008)</p>
<p>History-Social Science</p> <p>The textbooks listed are from most recent adoption: Yes</p> <p>Percent of students lacking their own assigned textbook: 0%</p>	<p>California History-Social Science, Scott Foresman (Adopted in 2007)</p>

School Facility Conditions and Planned Improvements (Most Recent Year)

General:

The District takes great efforts to ensure that all schools are clean, safe, and functional. To assist in this effort, the District uses a facility survey instrument developed by the State of California Office of Public School Construction. The results of this survey are available at the District office, or on the Internet at www.mvUSD.k12.ca.us. Listed below is more specific information on the condition of the school and the efforts made to ensure that students are provided with a clean, safe, and functional learning environment.

Age of School Building:

This school has 27 classrooms, 22 permanent classes, five portables, a multipurpose room, a library, and an administration building. The main campus was built in 1992. The school opened in 1992.

Maintenance and Repair:

District maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order process is used to ensure efficient service and all emergency repairs are given the highest priority.

Cleaning Process and Schedule:

The District governing board has adopted cleaning standards for all schools in the District. A summary of these standards is available at the District's M & O office. The District Custodial Supervisor works daily with the custodial staff to develop cleaning schedules to ensure a clean and safe school.

Improvement Projects:

Improvement projects recently completed at the school include a new concrete entry walkway to A building [Americans with Disabilities Act (ADA) compliant] was completed, and all site asphalt was sealed and restriped.

Deferred Maintenance Budget:

The District participates in the State School Deferred Maintenance Program, which provides State-matching funds on a dollar-for-dollar basis, to assist school districts with expenditures for major repair or replacement of existing school building components. Typically, this includes roofing, plumbing, heating, air conditioning, electrical systems, interior or exterior painting, and floor systems. For the 2008-09 school year, the District has budgeted \$1,280,000 for the Deferred Maintenance Program. This represents 0.44% of the District's general fund budget.

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: 10/20/14

System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Good	Fair	Poor		
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X				
Interior: Interior Surfaces	X				
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X				
Electrical: Electrical	X				
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X				
Safety: Fire Safety, Hazardous Materials	X				
Structural: Structural Damage, Roofs	X				
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X				
Overall Rating	Exemplary	Good	Fair	Poor	
	X				

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- Statewide assessments (i.e., California Assessment of Student Performance and Progress and its successor the Standardized Testing and Reporting Program);
- The Academic Performance Index; and
- The percentage of pupils 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 Results for All Students - Three-Year Comparison

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	11-12	12-13	13-14	11-12	12-13	13-14	11-12	12-13	13-14
Science	27	26	38	45	43	45	60	59	60

* Science (grades 5, 8, and 10) assessments include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA). 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.

STAR Results for All Students - Three-Year Comparison

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	10-11	11-12	12-13	10-11	11-12	12-13	10-11	11-12	12-13
ELA	44	45	43	42	46	45	54	56	55
Math	43	51	54	38	39	39	49	50	50
HSS				35	35	37	48	49	49

* STAR Program was last administered in 2012-13. 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.

Academic Performance Index Ranks - Three-Year Comparison

API Rank	2010-11	2011-12	2012-13
Statewide	2	3	3
Similar Schools	3	5	7

* For 2014 and subsequent years, the statewide and similar schools ranks will no longer be produced.

Grade Level

Grade Level	2013-14 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
5	28.0	15.9	32.9

* 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.

2013-14 CAASPP Results by Student Group

Group	Percent of Students Scoring at Proficient or Advanced
	Science (grades 5, 8, and 10)
All Students in the LEA	45
All Student at the School	38
Male	51
Female	21
Black or African American	54
American Indian or Alaska Native	
Asian	
Filipino	
Hispanic or Latino	29
Native Hawaiian/Pacific Islander	
White	42
Two or More Races	
Socioeconomically Disadvantaged	33
English Learners	
Students with Disabilities	
Students Receiving Migrant Education Services	

* CAASPP includes science assessments (CSTs, CMA, and CAPA) in grades 5, 8, and 10. 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.

API Growth by Student Group – Three-Year Comparison

Group	Actual API Change		
	10-11	11-12	12-13
All Students at the School	-3	19	-10
Black or African American	13	10	8
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino	7	21	-27
Native Hawaiian/Pacific Islander			
White	-5	-18	
Two or More Races			
Socioeconomically Disadvantaged	-1	27	-3
English Learners	-17	26	-24
Students with Disabilities	17		

* "N/D" means that no data were available to the CDE or LEA to report. "B" means the school did not have a valid API Base and there is no Growth or target information. "C" means the school had significant demographic changes and there is no Growth or target information

C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement

Our Special Education classes integrate with our regular classes by grade level for physical education, art, and music.

We believe that student achievement and success are based upon a strong parent and community partnership. Therefore, Seneca School not only encourages parental and community involvement, but also provides a wide variety of activities that allow for direct parental and community participation.

Parents, as members of the Parent Teacher Association (PTA), enrich the quality of our school climate. This year we are indeed fortunate to have one of the most organized, dedicated, and hardworking parent organizations ever in the history of Seneca School. Our PTA and parent volunteers support and promote the following: Fall Festival, Red Ribbon Week, Reflections Program, safety programs, library support, disaster preparedness, teacher and classroom support, Family Reading and Math Nights, school spirit days, special programs and assemblies, field trips, and rewards and incentives.

Community involvement includes support from area businesses and civic organizations in academic programs and student recognition activities. Shakey's Pizza has rewarded our Students of the Month with an all you can eat pizza party, while other restaurants contribute with food certificates to be given out to students showing effort and achievement.

The School Site Council (SSC) provides a forum for input on matters of curriculum, budget, support programs, and special services and needs. SSC members have been valuable in providing input for our School Plan.

The English Language Program Council (ELAC) provides a forum for parents of students who participate in our ELD programs. ELAC members have provided input regarding our Limited English Proficient programs, discipline guide, and money expenditures.

Seneca also offers a parenting course entitled, Parenting with Dignity in both English and Spanish.

For more information on how to become involved, contact Emilio Gallegos, Principal, at (951) 571-4650.

State Priority: School Climate

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

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

School Safety Plan

The comprehensive School Safety Plan includes, but is not necessarily limited to, assessing the current status of school crime committed on school campuses and at school-related functions, identifying appropriate strategies and programs that will provide or maintain a high level of school safety, and addressing procedures for complying with existing laws related to school safety.

Fire drills are held at least twice a year at the secondary schools and once a month at the elementary schools. Disaster and earthquake drills are conducted as needed. The School Safety Plan also includes the MVUSD discipline policy, which describes the consequences for student misconduct (such as detention, Saturday School, suspension, and expulsion).

The School Safety Plan was last reviewed, updated, and discussed with school staff on September 2, 2011.

Suspensions and Expulsions

School	11-12	12-13	13-14
Suspensions Rate	3.2	2.5	2.8
Expulsions Rate	0.0	0.1	0.0
District	11-12	12-13	13-14
Suspensions Rate	10.0	8.8	8.6
Expulsions Rate	0.0	0.1	0.1
State	11-12	12-13	13-14
Suspensions Rate	5.7	5.1	4.4
Expulsions Rate	0.1	0.1	0.1

* The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment x 100.

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.

2013-14 Adequate Yearly Progress Overall and by Criteria		
AYP Criteria	School	District
Made AYP Overall		
Met Participation Rate: English-Language Arts		
Met Participation Rate: Mathematics		
Met Percent Proficient: English-Language Arts		
Met Percent Proficient: Mathematics		
Met API Criteria		

2014-15 Federal Intervention Program		
Indicator	School	District
Program Improvement Status	Not in PI	In PI
First Year of Program Improvement		2004-2005
Year in Program Improvement		Year 3
Number of Schools Currently in Program Improvement		21
Percent of Schools Currently in Program Improvement		67.7

* DW (determination waiver) indicates that the PI status of the school was carried over from the prior year in accordance with the flexibility granted through the federal waiver process.

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	
Counselor (Social/Behavioral or Career Development)	0.2
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	1
Psychologist	0.4
Social Worker	
Nurse	0.3
Speech/Language/Hearing Specialist	1
Resource Specialist	
Other	
Average Number of Students per Staff Member	
Academic Counselor	

* 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												
Average Class Size				Number of Classrooms*								
				1-20			21-32			33+		
Grade	12	13	14	12	13	14	12	13	14	12	13	14
Kinder.	28	24	20	0	1	1	3	3	3	0		
Gr. 1	25	29	21	1		2	3	3	2	0		
Gr. 2	25.3	19	22	1	2	2	3	2	2	0		
Gr. 3	26.7	24	22	0	1	1	3	3	3	0		
Gr. 4	30.7	20	23	0	2	2	3	2	1	0		1
Gr. 5	24.3	21	20	1	2	2	2	2	2	0		

* 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.

FY 2012-13 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$43,508	\$41,761
Mid-Range Teacher Salary	\$66,825	\$66,895
Highest Teacher Salary	\$87,021	\$86,565
Average Principal Salary (ES)	\$110,144	\$108,011
Average Principal Salary (MS)	\$120,891	\$113,058
Average Principal Salary (HS)	\$123,999	\$123,217
Superintendent Salary	\$180,796	\$227,183
Percent of District Budget		
Teacher Salaries	43	38
Administrative Salaries	4	5

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

FY 2012-13 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	5,352.01	1,482.86	3,869.15	62,821.64
District	♦	♦	\$4,321	\$69,819
State	♦	♦	\$4,690	\$70,720
Percent Difference: School Site/District			-10.5	-10.0
Percent Difference: School Site/ State			-17.5	-11.2

Types of Services Funded at Seneca Elementary School

The average daily attendance (ADA) dollars provide services budgeted from the general fund including regular classroom instruction and support, special education, counseling, psychology, child welfare, and attendance and program assessment. Additional services funded as categorical programs include: Title I, and Title VI assistance to targeted populations, services for English Learners, Gifted and Talented Education (GATE), School Safety and Violence Prevention, and before- and after- school tutorial programs.

Professional Development provided for Teachers at Seneca Elementary School

Professional development is designed to support the implementation of the school's plan by promoting curriculum improvement training programs focusing primarily on grade level academic content standards instructional strategies, assessment (data analysis and content training), review processes, individual school needs, and needs of special students. Such programs focus on analysis of teaching and student learning, accountability strategies, and integration of technology into the District's curricula. The Professional Development Specialists have also been trained in the Professional Learning Community model and are available for assistance with implementation on our campuses. Our schools also benefits from the various professional programs available to staff through District support. Some of these opportunities are:

- Teachers with preliminary credentials new to Moreno Valley are provided the opportunity to clear their credentials through the Induction Program coordinated by Professional Development and RCOE.
- Multilingual and Special Education trainings are all coordinated through Professional Development. CPR and Instructional Assistant trainings are also coordinated through Professional Development
- Participants may register electronically for professional development offerings.
- Local colleges and universities offer a wide variety of professional development coursework.

Teachers are compensated for attending professional development during their non-contract time. Substitutes are provided through various funding sources for trainings taking place during the school day. Professional Development works collaboratively with teacher-teams to develop Scope and Sequence manuals for teaching the Common Core State Standards. The department also facilitates teams for the creation of the new Interim Assessments. The Professional Development department is moving away from the traditional 'workshop' method of providing teacher training and is moving towards a coaching model where our twelve specialists spend a day at each school site collaborating with the staff and administration to analyze data and develop plans for increasing student achievement. Each specialist has had in-depth training on implementing the Common Core State Standards and with school staffs to implement the changes using a transformational model. Professional Development also plans and hosts the Leadership Academy for developing teacher leaders.