

Dover Elementary School

School Accountability Report Card

Reported Using Data from the 2013-14 School Year

Published During 2014-15

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 principal or the district office.

About This School

Contact Information (Most Recent Year)

School Contact Information	
School Name	Dover Elementary School
Street	1870 19th Street
City, State, Zip	San Pablo, CA 94806
Phone Number	(510) 231-1420
Principal	Ruby A. Gonzalez
E-mail Address	rgonzalez@wccusd.net
Web Site	http://www.wccusd.net/site/default.aspx?domainid=128
CDS Code	07-61796-6004691

District Contact Information	
District Name	West Contra Costa Unified School District
Phone Number	(510) 231-1100
Superintendent	Dr. Bruce Harter
E-mail Address	bharter@wccusd.net
Web Site	www.wccusd.net

School Description and Mission Statement (Most Recent Year)

The Dover Vision

Dover School is a place where every student:

- is a leader in service to their school and community.
- works together with teachers and families to achieve their highest academic potential.
- is engaged in rigorous, exciting instruction.
- is preparing for university and career.
- is a critical thinker and problem solver.
- feels safe to learn and take risks.
- is self-motivated, developing into a lifelong learner.
- is an advocate for themselves and others.

Dover is a vibrant, collaborative community working continuously towards the achievement of our Vision of academic success for every student. Our primary focus is to maintain and extend our culture of high expectations and to promote our students' problem-solving and critical thinking skills. As a district Response to Intervention (RtI) pilot school, Dover utilizes a tiered approach to interventions which offers differentiated instruction for each student based on their individual needs.

Literacy: Dover focuses on reading and writing with an additional emphasis on Academic Language. During data analysis and team meetings our teachers, the English Language Development Specialist and Principal pay particular attention to student results in these areas. In reading we are providing struggling students with 45 minutes of daily small group reading intervention instruction. All grades require students to read independently as part of their daily homework. In writing we are focusing on teaching students the writing process, tailoring instruction in each step to meet their needs. Our faculty is committed to implementing Guided Language Acquisition Design (GLAD) strategies to support our English learners in achieving and exceeding grade level standards. In Academic Language we are using instructional resources from Treasures, focusing on vocabulary development and reading in ELD, and providing more guidance to students on developing academic discourse structures in speaking and in writing.

Math: Dover is focused on continuing the strong results in math that we have had in previous years. Dover will maintain our emphasis on guided practice and small group work using the EveryDay Math program. We will continue to focus on implementation of math games to support the students' acquisition of math skills. Based on data, our 4th grade students continue to use our computer-based math support programs Math. School-wide Dover is focusing on development of number sense, academic discourse, and using multiple methods to learn, understand, and prove reasoning.

ELD: Dover has a large population of English Language Learners and our academic program is structured to meet their needs. Grades K - 6 block students to teach a class at their level. ELD is the main professional development focus of our ELD/ELA Coach. Our Learning Center staff work with ELL students in small groups to develop their English language skills in listening, speaking, reading and writing. Targeted students have a graduate tutor working with them in small groups to help them improve their English language skills in order to make annual growth on the California English Language Development Test (CELDT). Newcomer students have additional time to work in small groups to further support their instruction.

The Initiative adopted under our Program Improvement Year 5 restructuring plan is the I-CAN Restructuring Plan. Key features of the plan include:

1. Revising the 1st - 3rd grade daily schedule to allow for 45 minutes of differentiated instruction/intervention in Math and RLA four days a week.
2. Regrouping for daily ELD/ALD five days a week (45 minute block).

Important program elements include:

- A new, exciting, and different learning structure
- Bell-to-bell instruction - more time on critical tasks
- Builds collegial support for 1st - 3rd grade teams
- Fluid regrouping of students with ongoing monitoring
- Full implementation of EveryDay Math, the Learning Center Model, ELD/ALD, and RtI
- A structured, standards-based day
- A positive school climate and improved student behavior

Dover School is located in San Pablo, California, a city that has a large population (766 students). Dover School was built in 1964 and feeds into Helms Junior High School. It was rebuilt three years ago, and Dover students, parents, and staff are grateful to the community for our beautiful, modern new buildings. In addition to our program for students in grades kindergarten through grade 6, we have one transitional kindergarten classroom and two preschool classes (am/pm). Dover relies heavily on categorical funds to serve its student population. Funding currently at Dover School includes: T-1, LCFF, and the ASES Before and After School Grant.

Student Enrollment by Grade Level (School Year 2013-14)

Grade Level	Number of Students
Kindergarten	127
Grade 1	132
Grade 2	94
Grade 3	104
Grade 4	131
Grade 5	98
Grade 6	86
Total Enrollment	772

Student Enrollment by Group (School Year 2013-14)

Group	Percent of Total Enrollment
Black or African American	5.3
American Indian or Alaska Native	0.0
Asian	4.4
Filipino	0.5
Hispanic or Latino	88.0
Native Hawaiian or Pacific Islander	0.4
White	1.4
Two or More Races	0.0
Socioeconomically Disadvantaged	95.6
English Learners	70.1
Students with Disabilities	7.9

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

Teachers	School			District
	2012-13	2013-14	2014-15	2014-15
With Full Credential	22	26	29	29
Without Full Credential	5	2	2	2
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2012-13	2013-14	2014-15
Misassignments of 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.

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2013-14)

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100.00	0.00
All Schools in District	95.82	4.18
High-Poverty Schools in District	95.70	4.30
Low-Poverty Schools in District	99.07	0.93

Note: 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)

Year and month in which data were collected:

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	Macmillan/McGraw-Hill, California Treasures (K-6) Macmillan/McGraw-Hill, Tesoros de lectura (K-6) Prentice Hall Copper 6th Grade	Yes	0%
Mathematics	EveryDay Mathematics (Grades K-5), Wright Group/Macmillan-McGraw Hill	Yes	0%
Science	Scott Foresman Science (Grades K-5) Pearson/Prentice Hall, Focus on Earth Science (6th grade)	Yes	0%
History-Social Science	Elementary Social Science: Macmillan/McGraw Hill California Vistas (Grades K-5)	Yes	0%

School Facility Conditions and Planned Improvements (Most Recent Year)

Dover was built in 1958. Portable classrooms were added in 1965, the late 1980s, and in 1997.

We have several new murals on campus, and two wonderful gardens which are used by students and staff regularly. The gardens are integrated into the curriculum, and nutritional education is part of our after-school program. To prevent graffiti, students have designed imitation stained glass windows. School facilities are cleaned daily. For repairs, safety concerns are given the highest priority, followed by work that impacts the educational program.

Dover School was rebuilt with a new facility which opened in 2010 and was fully completed in 2011.

School Facility Good Repair Status (Most Recent Year)

School Facility Good Repair Status (Most Recent Year)				
Year and month in which data were collected: July 2014				
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]	[]	Repair classroom linoleum (work order submitted)
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	[X]	[]	[]	
Electrical: Electrical	[]	[X]	[]	Repair exterior plug and check intrusion alarm head (work completed)
Restrooms/Fountains: Restrooms, Sinks/ Fountains	[]	[X]	[]	Repair drinking fountains and replace soap dispensers (work completed)
Safety: Fire Safety, Hazardous Materials	[X]	[]	[]	
Structural: Structural Damage, Roofs	[X]	[]	[]	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	[]	[]	[X]	Repair drinking fountains (work completed) and replace door stops (work order submitted)

Overall Facility Rating (Most Recent Year)

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.

California Assessment of Student Performance and Progress / Standardized Testing and Reporting Results for All Students in Science (Three-Year Comparison)

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
Science (grades 5, 8, and 10)	38	38	30	45	47	49	60	59	60

Note: Science 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.

California Assessment of Student Performance and Progress Results by Student Group in Science (School Year 2013-14)

Group	Percent of Students Scoring at Proficient or Advanced
All Students in the LEA	49
All Student at the School	30
Male	28
Female	32
Black or African American	
American Indian or Alaska Native	
Asian	
Filipino	
Hispanic or Latino	30
Native Hawaiian or Pacific Islander	
White	
Two or More Races	
Socioeconomically Disadvantaged	31
English Learners	5
Students with Disabilities	
Students Receiving Migrant Education Services	

Note: 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.

Standardized Testing and Reporting 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		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
English-Language Arts	31	36	33	41	43	42	54	56	55
Mathematics	46	40	45	37	38	38	49	50	50
History-Social Science				28	30	32	48	49	49

Note: 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	1	1	2
Similar Schools	2	2	2

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

Academic Performance Index Growth by Student Group (Three-Year Comparison)

Group	Actual API Change		
	2010-11	2011-12	2012-13
All Students at the School		4	9
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino	-9	-1	4
Native Hawaiian/Pacific Islander			
White			
Two or More Races			
Socioeconomically Disadvantaged	-25	11	2
English Learners	-18	2	14
Students with Disabilities			

Note: "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.

State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject areas of English, mathematics, and physical education.

California Physical Fitness Test Results (School Year 2013-14)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	19.6	15.5	12.4

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.

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 (Most Recent Year)

Parental Education through the Dover Parent Academy

- Adult ESL Class: Dover School hosts an adult ESL class 4 days a week. Babysitting is provided.
- Parent Learning Meetings: The Academic Excellence Parent Workshops, Parent University & Financial Workshops through Sparkpoint provide parents with strategies to support their children's academic success.
- Parent Nutrition and Cooking Classes: Dover offers nutrition classes for parents on how to prepare healthy and nutritious meals for their families.
- Parent Physical Education Classes: Dover offers daily exercise/Zumba classes for parents and a training through Playworks on how to lead games for student physical exercise at home.

PARENT CLUB: The Dover Parent's Club main role is to plan school events, increase parent participation in the classroom, and provide fundraising activities. They meet each Friday morning. Major activities include:

- Winter Festival;
- African-American History Celebration;
- Scholastic Book Fairs
- Multicultural Fair and Assemblies.

ENGLISH LANGUAGE ADVISORY COUNCIL: Every elementary school must have an English Language Advisory Council composed of parents and school staff that reviews and advises on the instructional program for students who are English Language Learners.

SCHOOL SITE COUNCIL: Every elementary school must have a School Site Council composed of five parents or community members, the principal, three classroom teachers, and one other staff member (Education Code Section 52852).

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.

Suspensions and Expulsions

Rate	School			District			State		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
Suspensions	0.0	2.7	0.5	10.8	10.2	6.6	5.7	5.1	4.4
Expulsions	0.0	0.0	0.0	0.2	0.0	0.0	0.1	0.1	0.1

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

School Safety Plan (Most Recent Year)

Dover prides itself on being a strong community and safe school. Our PlayWorks program and counseling program gives students tools and strategies for playing together and solving problems. Students learn about responsibility, self-control, and teamwork in small group counseling.

In addition, Dover provides support to students through the services of a Restorative Justice Counselor who works closely with teachers and administrator to have deeper conversations with teams of students and small groups to address conflict mediation and problem solving strategies.

Dover's Climate Committee meets monthly to discuss and address situations that arise as a team.

Beyond the school day, Dover actively works to maintain a safe campus. An on-going focus is on traffic safety and ensuring that parents drop-off and pick-up their children in designated areas. In order to address traffic safety, an additional Drop-Off Zone has been built on Dover Street. This has helped alleviate the number of children being dropped off and picked-up in designated areas by grade level.

The School Safety and Emergency Preparedness Team coordinates all emergency and safety plans. All students, teachers, and staff participate in monthly fire drills, California Shake-Out, and surprise lock down procedures. The School Safety and Emergency Preparedness Team updates the following as needed:

- Facility review
- Earthquake plan
- Fire plan
- Toxic spill plan, intruder
- Green folder updated with emergency procedures

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.

Adequate Yearly Progress Overall and by Criteria (School Year 2013-14)

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		

Federal Intervention Program (School Year 2014-15)

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2003-2004	2004-2005
Year in Program Improvement*	Year 5	Year 3
Number of Schools Currently in Program Improvement	---	23
Percent of Schools Currently in Program Improvement	---	82.1

Note: Cells with "---" do not require data.

* 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.

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2011-12				2012-13				2013-14			
	Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	23.8	0	4	0	29		5		25		5	
1	21.6	5	0	0	22	1	4		26		5	
2	21.3	6	0	0	26	1	3		24		4	
3	25.8	0	4	0	27		5		26		4	
4	32.3	0	1	2	19	3	1	2	33		1	3
5	31	0	3	0	28	1	1	1	33		1	2
6	27.3	0	3	0	27		3		29		3	
Other												

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

Academic Counselors and Other Support Staff (School Year 2013-14)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0	N/A
Counselor (Social/Behavioral or Career Development)	0	---
Library Media Teacher (Librarian)	0	---
Library Media Services Staff (Paraprofessional)	.40	---
Psychologist	.15	---
Social Worker		---
Nurse		---
Speech/Language/Hearing Specialist	0	---
Resource Specialist	2.50	---
Other		---

Note: Cells with "----" do not require data. 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.

Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2012-13)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/Restricted	Basic/Unrestricted	
School Site	\$7,849.04	\$3,649.69	\$4,199.35	\$55,460.63
District	---	---	\$5,547.14	\$57,253
Percent Difference: School Site and District	---	---	-24.3	-3.1
State	---	---	\$4,690	\$70,720
Percent Difference: School Site and State	---	---	-10.5	-21.6

Note: Cells with "----" do not require data.

Types of Services Funded (Fiscal Year 2013-14)

Programs and services available at Dover School include:

- ESEA-Title I
- Healthy Start-ASLSNPP
- Special Education
- City of San Pablo After School

Teacher and Administrative Salaries (Fiscal Year 2012-13)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$36,777	\$41,761
Mid-Range Teacher Salary	\$56,678	\$66,895
Highest Teacher Salary	\$75,980	\$86,565
Average Principal Salary (Elementary)	\$87,412	\$108,011
Average Principal Salary (Middle)	\$92,657	\$113,058
Average Principal Salary (High)	\$103,480	\$123,217
Superintendent Salary	\$227,250	\$227,183
Percent of Budget for Teacher Salaries	31	38
Percent of Budget for Administrative Salaries	5	5

For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Professional Development

Quality instruction and instructional leadership are at the heart of the district's achievement efforts. To ensure this, the Academic Support Division engages teachers, administrators and other personnel in ongoing professional development focused on improving teaching and learning. Training is provided to principals and other administrators to improve their ability to provide strong instructional leadership and guide teaching and learning at school sites. The principals, in turn, provide support to teachers through staff Professional Development days in which teachers have opportunities for collaborative study and planning, and individual coaching based on ongoing classroom observations. Teachers and other staff are provided with both on and off-site professional development in all standards based curriculum content areas. Beyond the content areas, professional development is provided in English Language Development, Gifted and Talented Education (GATE), differentiated instruction and educational technology. In addition, training is made available in classroom management and the effective use of assessment data and teacher data teams in meeting the needs of all students. A primary goal of the professional development program is ensuring that all students are served by skilled, highly qualified teachers and that teachers are supported by strong, knowledgeable instructional leaders.

At Dover, teachers have many opportunities for professional development. There is an Instructional Leadership Team (ILT) comprised of a teacher from each grade level, our ELD Coach, the Technology Liaison, Academic Subcommittee Representative, and our principal. The ILT meets once a month, plans professional development, and supports team planning. Teachers are also given release time for ELD, ELA and math planning. An RtI Lead Team helps coordinate RtI professional development and a district math coach works with our teachers in grades 5-6.