

Dover Elementary

California Department of Education School Accountability Report Card Reported Using Data from the 2016-17 School Year

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 <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fq/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the [CDE DataQuest Web page](#) 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.

About This School

Contact Information (School Year 2017-18)

District Contact Information (School Year 2017-18)	
District Name	West Contra Costa Unified
Phone Number	(510) 231-1101
Superintendent	Matthew Duffy
E-mail Address	matthew.duffy@wccusd.net
Web Site	www.wccusd.net

School Contact Information (School Year 2017-18)	
School Name	Dover Elementary
Street	1871 19th Street
City, State, Zip	San Pablo, Ca, 94806-4400
Phone Number	510-231-1420
Principal	Ruby Gonzalez, Principal
E-mail Address	rgonzalez@wccusd.net
Web Site	https://www.wccusd.net/site/Default.aspx?PageID=80
County-District-School (CDS) Code	07617966004691

Last updated: 11/21/2017

School Description and Mission Statement (School Year 2017-18)

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. Dover is a Full Service Community School Phase 1. Dover utilizes a Multi-Tiered Support Systems approach to intervention (MTSS), formerly known as Response to Intervention (RTI) 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 Coach 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 will maintain our emphasis on guided practice and small group work using the My Math program, supplemental materials, and teacher created materials. 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 program called ST Math and Study Island. School-wide Dover is focusing on development of number sense, academic discourse, and using multiple methods to learn, understand, and prove reasoning in order to support the California Common Core State Standards.

ELD: ILT created a SMART Goal for ELD, and decided that this subject will be the main focus at Dover this year. 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 based on their CELDT 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.

Science/Social Studies/Physical Education: 5th grade blocks four days a week for Science, Social Studies & Physical Education

Important elements to the academic success of Dover:

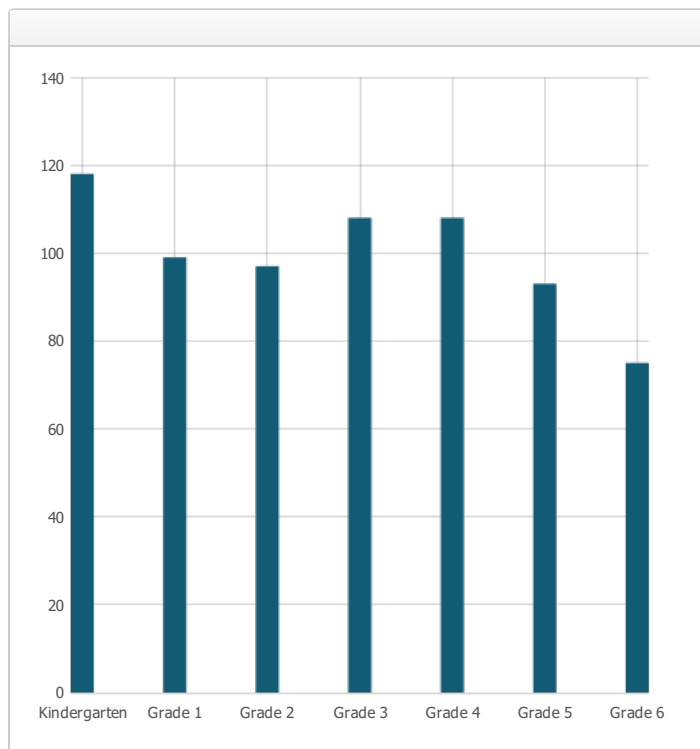
- 1st grade blocks daily to allow for 50 minutes of differentiated instruction/intervention in ELA
- Regrouping for daily ELD/ALD five days a week (45 minute block).
- Bell-to-bell instruction - more time on critical tasks
- Builds collegiate support for 1st - 3rd grade teams
- Fluid regrouping of students with ongoing monitoring
- Full implementation of My Math, the Learning Center Model, ELD/ALD, and MTSS
- A structured, standards-based day
- A positive school climate and improved student behavior based on Restorative Justice Practices
- Teachers collaborate during Release Days as grade levels to plan differentiated instruction based on data

Dover School is located in San Pablo, California, a city that has a large population (681 students). Dover School was built in 1964 and feeds into Helms Junior High School. It was rebuilt six years ago, and Dover students, parents, and staff is 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 After School Grant.

Last updated: 1/17/2018

Student Enrollment by Grade Level (School Year 2016-17)

Grade Level	Number of Students
Kindergarten	118
Grade 1	99
Grade 2	97
Grade 3	108
Grade 4	108
Grade 5	93
Grade 6	75
Total Enrollment	698



Last updated: 1/25/2018

Student Enrollment by Student Group (School Year 2016-17)

Student Group	Percent of Total Enrollment
Black or African American	4.0 %
American Indian or Alaska Native	0.1 %
Asian	3.3 %
Filipino	0.7 %
Hispanic or Latino	89.7 %
Native Hawaiian or Pacific Islander	0.3 %
White	1.1 %
Two or More Races	0.0 %
Other	0.8 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	93.7 %
English Learners	72.2 %
Students with Disabilities	9.7 %
Foster Youth	0.0 %

Last updated: 1/25/2018

A. Conditions of Learning

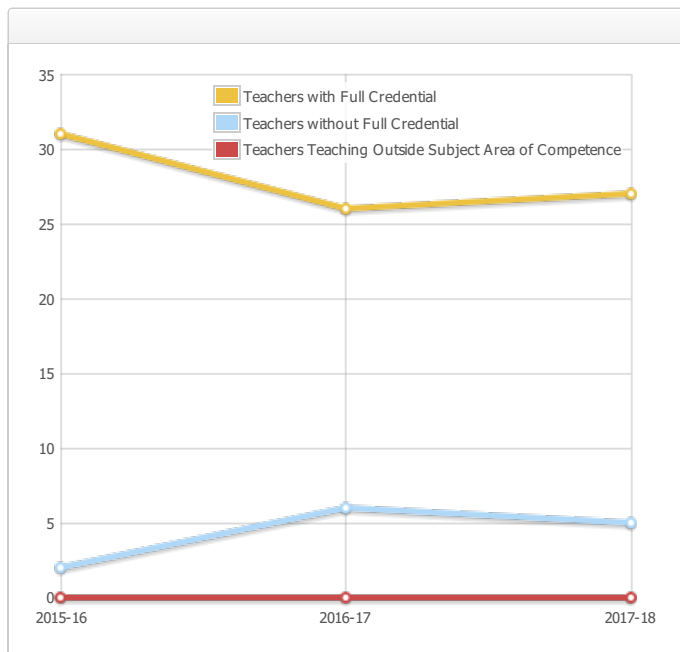
State Priority: Basic

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

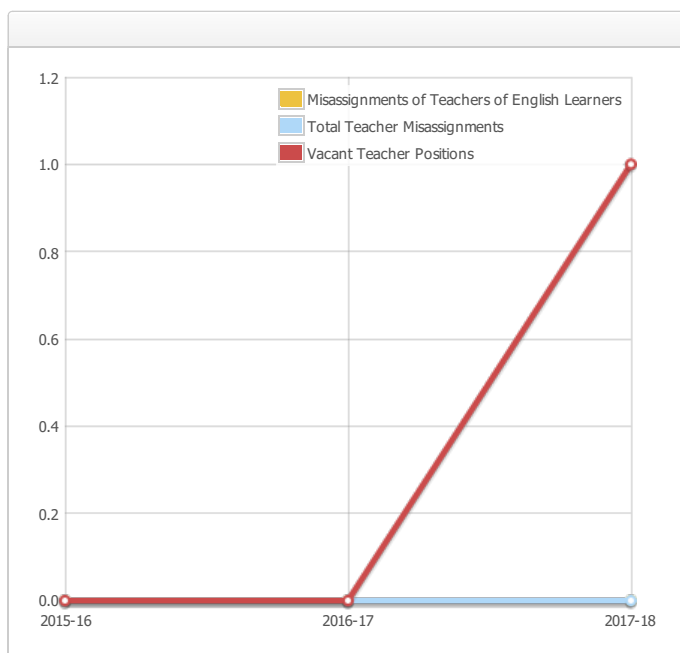
Teachers	School			District
	2015-16	2016-17	2017-18	2017-18
With Full Credential	31	26	27	1192
Without Full Credential	2	6	5	155
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	14



Last updated: 1/25/2018

Teacher Misassignments and Vacant Teacher Positions

Indicator	2015-16	2016-17	2017-18
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	1



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.

Last updated: 1/18/2018

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2017-18)

Year and month in which the data were collected: October 2017

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	McGraw Hill Treasures, Tesoros and Triumphs, c2010 - adopted 2012	No	0.0 %
Mathematics	McGraw Hill My Math, grades TK-5, c2013 - adopted 2016 Houghton Mifflin Harcourt Big Ideas Math, grade 6, c2015 - adopted 2017	Yes	0.0 %
Science	Scott Foresman Science K-6, c2008 - adopted 2008	Yes	0.0 %
History-Social Science	McGraw Hill California Vistas grades K-6, c2007 - adopted 2007	Yes	0.0 %
Foreign Language	N/A		0.0 %
Health	N/A		0.0 %
Visual and Performing Arts	N/A		0.0 %
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0.0 %

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

Last updated: 1/17/2018

School Facility Conditions and Planned Improvements

WCCUSD takes great efforts to ensure that all schools are clean, safe, and functional. To assist in this effort, the school uses the Facility Inspection Tool (FIT) developed by the State of California OPSC. 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 that emergency repairs are given the highest priority. The school personnel also works daily with the custodial staff to develop cleaning schedules to ensure a clean and safe school.

Last updated: 1/23/2018

School Facility Good Repair Status

Year and month of the most recent FIT report: July 2017

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	<p>The following action/s was/will be taken to ensure:</p> <p>There is no odor that would indicate a gas leak.</p> <p>Gas pipes are not broken and appear to be in good working order.</p> <p>The HVAC system is operable.</p> <p>There are no obvious signs of flooding caused by sewer line back-up in the facilities or on the school grounds.</p>
Interior: Interior Surfaces	Poor	<p>Interior surfaces appear to be clean, safe, and functional.</p>
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	<p>School grounds, buildings, common areas, and individual rooms appear to have been cleaned regularly. The following action/s was/will be taken to ensure:</p> <p>There is no evidence of a major pest or vermin infestation.</p>
Electrical: Electrical	Good	<p>The following action/s was/will be taken to ensure:</p> <p>There is no evidence that any portion of the school has a power failure.</p> <p>There are no exposed electrical wires. Electrical equipment is properly covered and secured from pupil access.</p>
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	<p>Restrooms in the vicinity of the area being evaluated appear to be accessible during school hours, clean, functional and in compliance with SB 892 (EC Section 35292.5). Drinking fountains appear to be accessible and functioning as intended.</p>
Safety: Fire Safety, Hazardous Materials	Good	<p>The following action/s was/will be taken to ensure:</p> <p>The fire sprinklers appear to be in</p>

		<p>working order (e.g., there are no missing or damaged sprinkler heads).</p> <p>Emergency alarms appear to be functional.</p> <p>Emergency exit signs function as designed, exits are unobstructed.</p> <p>Hazardous chemicals, chemical waste, and flammable materials are stored properly (e.g. locked and labeled properly).</p>
Structural: Structural Damage, Roofs	Good	<p>The following action/s was/will be taken to ensure:</p> <p>Severe cracks are not evident. Ceilings & floors are not sloping or sagging beyond their intended design.</p> <p>Posts, beams, supports for portable classrooms, ramps, and other structural building members appear to be intact, secure and functional as designed.</p> <p>There is no visible evidence of severe cracks, dry rot, mold, or damage that undermines the structural components.</p>
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Fair	<p>The playground equipment and school grounds in the vicinity of the area being evaluated appear to be clean, safe, and functional. The following action/s was/will be taken to ensure:</p> <p>There is no exposed broken glass accessible to pupils and staff. Exterior doors and gates are functioning and do not pose a security risk.</p>

Overall Facility Rate

Year and month of the most recent FIT report: July 2017

Overall Rating	Fair
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Last updated: 10/16/2018

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 (School Year 2016-17)

Subject	Percentage of Students Meeting or Exceeding the State Standards					
	School		District		State	
	2015-16	2016-17	2015-16	2016-17	2015-16	2016-17
English Language Arts / Literacy (grades 3-8 and 11)	24%	19%	35%	35%	48%	48%
Mathematics (grades 3-8 and 11)	14%	9%	25%	25%	36%	37%

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.

Last updated: 1/25/2018

CAASPP Test Results in ELA by Student Group**Grades Three through Eight and Grade Eleven (School Year 2016-17)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	402	393	97.76%	19.34%
Male	219	214	97.72%	18.22%
Female	183	179	97.81%	20.67%
Black or African American	20	20	100.00%	0.00%
American Indian or Alaska Native	0	0		
Asian	14	14	100.00%	42.86%
Filipino	--	--	--	
Hispanic or Latino	355	347	97.75%	18.73%
Native Hawaiian or Pacific Islander	--	--	--	
White	--	--	--	
Two or More Races	0	0		
Socioeconomically Disadvantaged	393	386	98.22%	19.43%
English Learners	324	318	98.15%	18.55%
Students with Disabilities	46	46	100.00%	0.00%
Students Receiving Migrant Education Services	0	0		
Foster Youth	0	0		

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.

Last updated: 1/25/2018

CAASPP Test Results in Mathematics by Student Group**Grades Three through Eight and Grade Eleven (School Year 2016-17)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	404	401	99.26%	9.23%
Male	220	219	99.55%	10.96%
Female	184	182	98.91%	7.14%
Black or African American	20	20	100.00%	0.00%
American Indian or Alaska Native	0	0		
Asian	14	14	100.00%	14.29%
Filipino	--	--	--	
Hispanic or Latino	357	354	99.16%	9.32%
Native Hawaiian or Pacific Islander	--	--	--	
White	--	--	--	
Two or More Races	0	0		
Socioeconomically Disadvantaged	393	392	99.75%	9.44%
English Learners	326	323	99.08%	9.91%
Students with Disabilities	45	45	100.00%	0.00%
Students Receiving Migrant Education Services	0	0		
Foster Youth	0	0		

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.

Last updated: 1/25/2018

CAASPP Test Results in Science for All Students**Grades Five, Eight and Ten**

Subject	Percentage of Students Scoring at Proficient or Advanced					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Science (grades 5, 8, and 10)	37.0%	30.0%	46.0%	40.0%	56%	54%

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

Note: 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.

Note: The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

Last updated: 1/25/2018

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

California Physical Fitness Test Results (School Year 2016-17)

Grade Level	Percentage of Students Meeting Fitness Standards		
	Four of Six Fitness Standards	Five of Six Fitness Standards	Six of Six Fitness Standards
5	7.4%	3.2%	--

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.

Last updated: 1/25/2018

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 schoolsite

Opportunities for Parental Involvement (School Year 2017-18)

- Parental Education through the Dover Parent Group
- Adult English as a Second Language (ESL) Class: Dover School hosts an adult ESL class 4 days a week (Monday - Thursday). Babysitting is provided.
- Parent Learning Meetings: The Parent University & Financial Workshops through Sparkpoint provides parents with strategies to support their children's academic success. We're the only school in WCCUSD that has held three cohorts in one year in the past. We're holding two cohorts this year.
- San Pablo Police Department Parent Project Workshops
- Kid Power Workshops for parents
- 1st and 2nd grades offer workshops for parents on how to help their children with reading at home
- Literacy Night
- Play Day for parents, students, teachers, and staff
- Clean-up Day
- Common Core/Math Night
- Back to School Night
- Open House
- Mother's Day and Volunteer Day held each May
- * Mother and Son winter dance

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

- Winter Carnival
- African-American History Celebration/Hopes and Dreams night
- Scholastic Book Fairs
- Multicultural Fair and Assemblies
- Cinco de Mayo Parade

AFRICAN AMERICAN GROUP: The African American Group meets on Thursdays at 8:30 a.M.

- Career Day Assembly in which professionals were invited to encourage students to go to college and they spoke in a panel about the struggles to get there and how they attained their goals.
- African-American History Assembly/Hopes and Dreams Family night
- In order to celebrate African American History Month, there will be a "Read In" in each classroom in which African American professionals will read books from A.A. Authors. The City of San Pablo is sponsoring this event by purchasing books for the event.

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

SCHOOL SITE COUNCIL (SSC): 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).

Contact Information for Parental Involvement: Staff Community Engagement Office - 510-307-4526

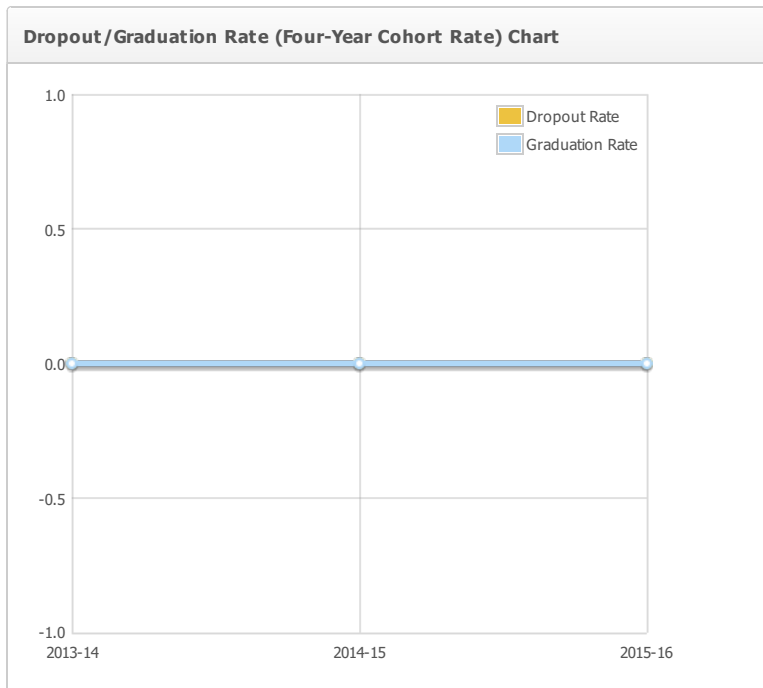
State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates; and
- High school graduation rates

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Dropout Rate	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	11.5%	10.7%	9.7%
Graduation Rate	0.0%	0.0%	0.0%	77.7%	84.7%	83.1%	81.0%	82.3%	83.8%



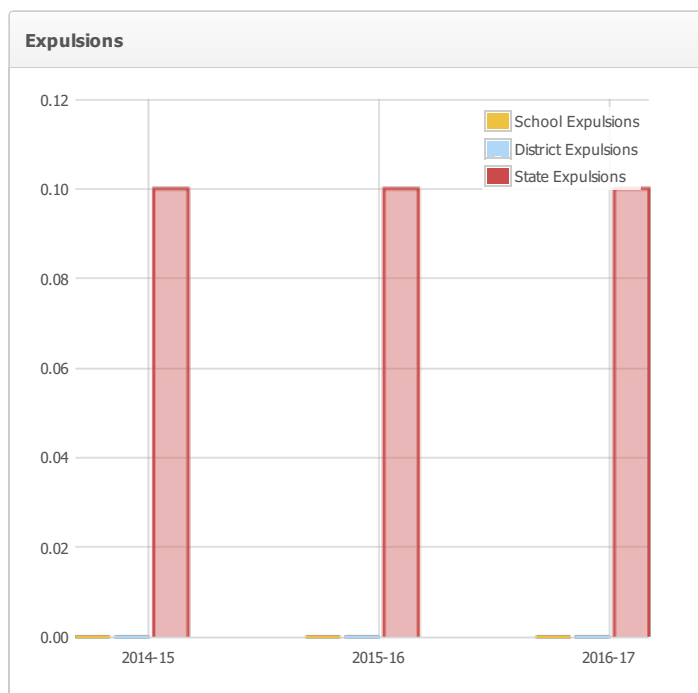
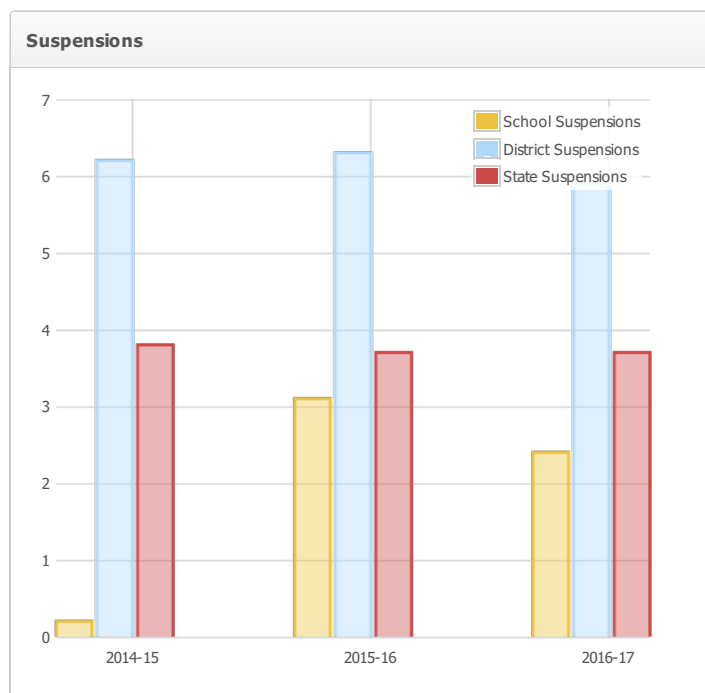
State Priority: School Climate

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

Suspensions and Expulsions

Rate	School			District			State		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
Suspensions	0.2%	3.1%	2.4%	6.2%	6.3%	5.9%	3.8%	3.7%	3.7%
Expulsions	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.1%	0.1%	0.1%



Last updated: 1/25/2018

School Safety Plan (School Year 2017-18)

Last revised 11/9/2017 by Elizabeth Montes-Nation

Safety Plan Overview: The emergency organizational structure identified in the school site's plan is consistent with the federally mandated National Incident Management System (SIMS), and the State of California's Standardized Emergency Management System (SEMS), and it effectively structures emergency response at all levels in compliance with the Incident Command System. Preparedness efforts include the assignment of Disaster Service Workers and their responsibilities, routine earthquake and fire drills, review of Emergency Response roles/actions, evacuation procedures, as well as bomb threat procedures, reunification procedures, provision of emergency supplies, exercise drills such as lockdowns and shelter-in-place, and WCCUSD's Guidelines for Threat Assessment and Management Process.

Last updated: 1/3/2018

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.

Federal Intervention Program (School Year 2017-18)

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	N/A	20
Percent of Schools Currently in Program Improvement	N/A	60.6%

Last updated: 1/25/2018

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2014-15				2015-16				2016-17			
	Average Class Size	Number of Classes *			Average Class Size	Number of Classes *			Average Class Size	Number of Classes *		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	24.0	0	5	0	23.0	0	5	0	24.0	0	5	0
1	20.0	3	3	0	21.0	2	3	0	25.0	0	4	0
2	25.0	0	5	0	23.0	0	5	0	19.0	3	2	0
3	24.0	0	4	0	21.0	2	3	0	22.0	2	3	0
4	33.0	0	0	3	32.0	0	2	1	27.0	0	4	0
5	30.0	0	4	0	28.0	0	3	0	31.0	0	3	0
6	30.0	0	3	0	29.0	0	4	0	25.0	0	3	0
Other	0.0	0	0	0	0.0	0	0	0	0.0	0	0	0

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

Last updated: 1/25/2018

Academic Counselors and Other Support Staff (School Year 2016-17)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0.0	0.0
Counselor (Social/Behavioral or Career Development)	0.0	N/A
Library Media Teacher (Librarian)	0.0	N/A
Library Media Services Staff (Paraprofessional)	0.4	N/A
Psychologist	0.3	N/A
Social Worker	0.0	N/A
Nurse	0.0	N/A
Speech/Language/Hearing Specialist	1.0	N/A
Resource Specialist (non-teaching)	2.0	N/A
Other	0.0	N/A

Note: Cells with N/A values 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.

Last updated: 1/18/2018

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2015-16)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$14689.5	\$4874.2	\$9815.4	\$55224.2
District	N/A	N/A	\$10107.3	\$61169.5
Percent Difference – School Site and District	N/A	N/A	-2.9%	-10.2%
State	N/A	N/A	\$6574.0	\$79228.0
Percent Difference – School Site and State	N/A	N/A	39.6%	-35.7%

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

Last updated: 1/17/2018

Types of Services Funded (Fiscal Year 2016-17)

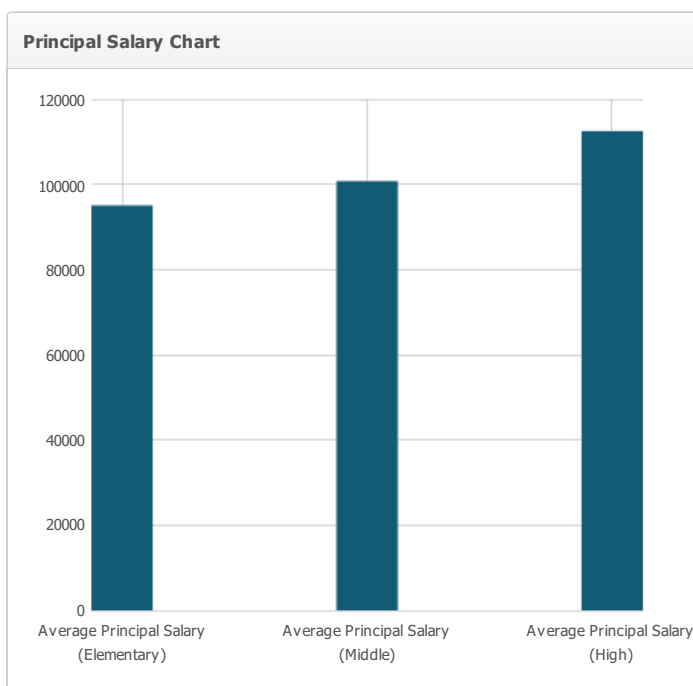
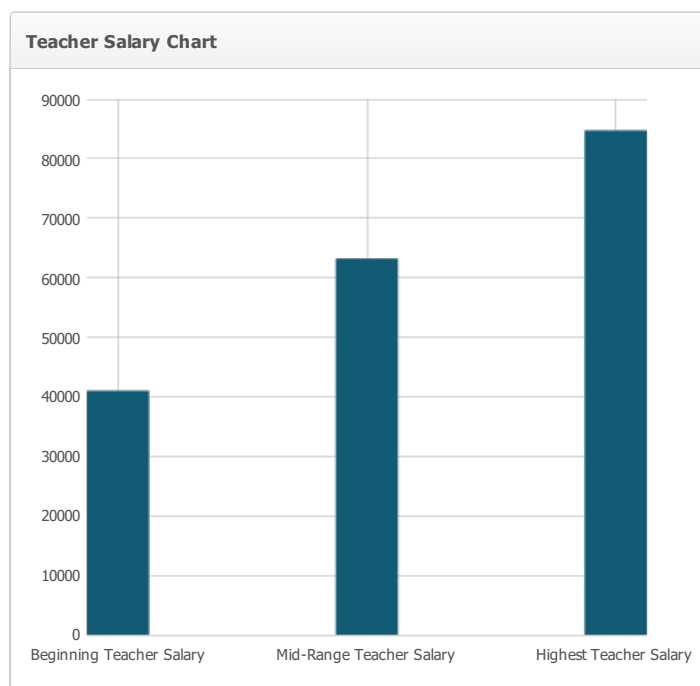
- ENGLISH LANGUAGE LEARNERS - WHOLE CHILD
- LEARNING CENTERS - RESPONSE TO INTERVENTION
- PARENT ENGAGEMENT
- SCHOOL SUPPORT-DATA & ACCOUNTABILTY
- TITLE I PARENT INVOLVEMENT
- TITLE I PROFESSIONAL DEVELOPMENT
- VISUAL & PERFORMING ARTS - WHOLE CHILD

Last updated: 1/18/2018

Teacher and Administrative Salaries (Fiscal Year 2015-16)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$41,021	\$47,808
Mid-Range Teacher Salary	\$63,219	\$73,555
Highest Teacher Salary	\$84,748	\$95,850
Average Principal Salary (Elementary)	\$95,040	\$120,448
Average Principal Salary (Middle)	\$100,743	\$125,592
Average Principal Salary (High)	\$112,510	\$138,175
Superintendent Salary	\$231,795	\$264,457
Percent of Budget for Teacher Salaries	30.0%	35.0%
Percent of Budget for Administrative Salaries	5.0%	5.0%

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



Last updated: 1/25/2018

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/ELA Coach, the Academic Subcommittee Representative, our Vice Principal, and Principal. The ILT meets once a month for 1.5 hrs. We have set a SMART Goal to discuss data for a minimum of 30% of the designated meeting time, plans professional development, and supports team planning. During our Staff Meetings, an ILT member reports to the whole staff a brief summary of our monthly meetings. Teachers are also given release time for GLAD Training & Restorative Justice Trainings. A Multi-Tiered Support System (MTSS) Lead Team helps coordinate professional development and a district math coach works with our teachers in grades 5-6. We bring in district experts as special guests to provide professional development to our teachers: Some of them include: Math Department, ELD Department, Growth Mindset, Special Ed Department, High Expectations, Math, and Coordinator of Disaster Preparedness and Safety. We also provide professional development from our own teachers who attend training, who in turn bring in the information to share with the rest of our faculty.

Last updated: 1/17/2018