

Dover Elementary School

School Accountability Report Card

Reported Using Data from the 2014-15 School Year

Published During 2015-16

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 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/fg/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 at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district, the county, and the state. 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 (Most Recent Year)

School Contact Information	
School Name	Dover Elementary School
Street	1870 - 19th Street
City, State, Zip	San Pablo, CA 94806-4400
Phone Number	(510) 231-1420
Principal	Ruby A. Gonzalez
E-mail Address	rgonzalez@wccusd.net
Web Site	http://www.wccusd.net/site/Default.aspx?PageID=805
Grades Served	K-6
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)

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 Everyday 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 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 MTSS
- 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 (736 students). Dover School was built in 1964 and feeds into Helms Junior High School. It was rebuilt four 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.

Student Enrollment by Grade Level (School Year 2014-15)

Grade Level	Number of Students
Kindergarten	119
Grade 1	120
Grade 2	126
Grade 3	94
Grade 4	99
Grade 5	120
Grade 6	89
Total Enrollment	767

Student Enrollment by Group (School Year 2014-15)

Student Group	Percent of Total Enrollment
Black or African American	4.3
American Indian or Alaska Native	0.1
Asian	4.3
Filipino	0.3
Hispanic or Latino	89
Native Hawaiian or Pacific Islander	0.4
White	1.4
Socioeconomically Disadvantaged	97.7
English Learners	71.1
Students with Disabilities	8.5
Foster Youth	0.1

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
	2013-14	2014-15	2015-16	2015-16
With Full Credential	26	29	31	31
Without Full Credential	2	2	2	2
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2013-14	2014-15	2015-16
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 2014-15)

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100.0	0.0
All Schools in District	96.9	3.2
High-Poverty Schools in District	96.8	3.2
Low-Poverty Schools in District	97.1	2.9

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 2015-16)

Year and month in which data were collected: August 2015

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)	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%

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
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 2015				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			Room 134/136 too hot
Interior: Interior Surfaces			X	Repair sheetrock by sink window; Paint wall by sink and window; Paint hand rails; Replace non-skid tape at stairs; Check wainscot and touch up as needed
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			Site having pigeon problems
Electrical: Electrical		X		Repair floor plates, broken floor plug cover
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			Repair stucco wall
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			Remove key latch holders from ball poles

Overall Facility Rating (Most Recent Year)

Year and month in which data were collected: July 2015				
Overall Rating	Exemplary	Good	Fair	Poor
		X		

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], Science California Standards Tests); 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 Results for All Students (School Year 2014-15)

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)		
	School	District	State
English Language Arts/Literacy	25	32	44
Mathematics	13	22	33

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.

CAASPP Assessment Results - English Language Arts (ELA)

Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014-15)

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	3	98	97	99.0	66	26	6	2
	4	99	99	100.0	68	16	13	3
	5	120	119	99.2	38	23	32	8
	6	90	84	93.3	40	27	26	6
Male	3		46	46.9	78	17	4	0
	4		58	58.6	67	19	9	5
	5		63	52.5	38	21	33	8
	6		38	42.2	45	26	26	3
Female	3		51	52.0	55	33	8	4
	4		41	41.4	68	12	20	0
	5		56	46.7	38	25	30	7
	6		46	51.1	37	28	26	9
Black or African American	3		5	5.1	--	--	--	--
	4		7	7.1	--	--	--	--
	5		6	5.0	--	--	--	--
	6		3	3.3	--	--	--	--
Asian	3		4	4.1	--	--	--	--
	4		4	4.0	--	--	--	--
	5		5	4.2	--	--	--	--
	6		5	5.6	--	--	--	--
Filipino	4		1	1.0	--	--	--	--
Hispanic or Latino	3		86	87.8	65	28	5	2

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
	4		86	86.9	69	17	12	2
	5		106	88.3	37	25	29	8
	6		74	82.2	38	27	30	5
Native Hawaiian or Pacific Islander	3		1	1.0	--	--	--	--
	5		1	0.8	--	--	--	--
White	3		1	1.0	--	--	--	--
	4		1	1.0	--	--	--	--
	5		1	0.8	--	--	--	--
	6		2	2.2	--	--	--	--
Two or More Races	6		0	0.0	--	--	--	--
Socioeconomically Disadvantaged	3		92	93.9	67	25	5	2
	4		98	99.0	67	16	13	3
	5		115	95.8	37	23	33	8
	6		82	91.1	41	28	26	5
English Learners	3		76	77.6	70	24	7	0
	4		73	73.7	79	12	7	1
	5		76	63.3	46	26	26	1
	6		42	46.7	62	29	10	0
Students with Disabilities	3		16	16.3	94	6	0	0
	4		9	9.1	--	--	--	--
	5		11	9.2	55	27	18	0
	6		9	10.0	--	--	--	--
Foster Youth	3		--	--	--	--	--	--
	4		--	--	--	--	--	--
	5		--	--	--	--	--	--
	6		--	--	--	--	--	--

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 students that did not receive a score; 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 students with scores.

CAASPP Assessment Results - Mathematics

Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014-15)

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	3	98	97	99.0	79	18	3	0
	4	99	99	100.0	67	27	4	2
	5	120	120	100.0	50	27	20	3
	6	90	89	98.9	48	35	16	1
Male	3		46	46.9	78	20	2	0
	4		58	58.6	69	22	7	2
	5		63	52.5	51	24	19	6
	6		39	43.3	41	38	18	3
Female	3		51	52.0	80	16	4	0
	4		41	41.4	63	34	0	2
	5		57	47.5	49	30	21	0
	6		50	55.6	54	32	14	0
Black or African American	3		5	5.1	--	--	--	--
	4		7	7.1	--	--	--	--
	5		6	5.0	--	--	--	--
	6		4	4.4	--	--	--	--
Asian	3		4	4.1	--	--	--	--
	4		4	4.0	--	--	--	--
	5		5	4.2	--	--	--	--
	6		5	5.6	--	--	--	--
Filipino	4		1	1.0	--	--	--	--
Hispanic or Latino	3		86	87.8	79	19	2	0
	4		86	86.9	65	28	5	2
	5		107	89.2	51	24	21	3
	6		78	86.7	47	35	17	1
Native Hawaiian or Pacific Islander	3		1	1.0	--	--	--	--
	5		1	0.8	--	--	--	--
White	3		1	1.0	--	--	--	--
	4		1	1.0	--	--	--	--
	5		1	0.8	--	--	--	--
	6		2	2.2	--	--	--	--
Two or More Races	6		0	0.0	--	--	--	--
Socioeconomically Disadvantaged	3		92	93.9	82	16	2	0
	4		98	99.0	66	28	4	2
	5		116	96.7	50	26	21	3
	6		87	96.7	49	34	15	1

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
English Learners	3		76	77.6	84	12	4	0
	4		73	73.7	74	23	1	1
	5		77	64.2	61	23	16	0
	6		46	51.1	70	26	4	0
Students with Disabilities	3		16	16.3	94	6	0	0
	4		9	9.1	--	--	--	--
	5		11	9.2	91	0	9	0
	6		9	10.0	--	--	--	--
Foster Youth	3		--	--	--	--	--	--
	4		--	--	--	--	--	--
	5		--	--	--	--	--	--
	6		--	--	--	--	--	--

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 students that did not receive a score; 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 students with scores.

California Standards Tests 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		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Science (grades 5, 8, and 10)	37	30	37	46	48	46	59	60	56

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.

California Standards Tests Results by Student Group in Science (School Year 2014-15)

Student Group	Percent of Students Scoring at Proficient or Advanced
All Students in the LEA	46
All Students at the School	37
Male	38
Female	33
Black or African American	--
Asian	--
Hispanic or Latino	36
Native Hawaiian or Pacific Islander	--
White	--
Socioeconomically Disadvantaged	--
English Learners	21
Students with Disabilities	36
Foster Youth	--

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.

California Physical Fitness Test Results (School Year 2014-15)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	20.30	11.90	4.20

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 English as a Second Language (ESL) Class: Dover School hosts an adult ESL class 4 days a week. 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 and we plan to do the same this school-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

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 every other Friday morning. Major activities include:

- Winter Festival
- African-American History Celebration

- Scholastic Book Fairs
- Multicultural Fair and Assemblies

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: 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		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Suspensions	2.74	0.49	0.24	10.15	6.59	6.16	5.07	4.36	3.80
Expulsions	0.00	0.00	0.00	0.04	0.03	0.02	0.13	0.10	0.09

School Safety Plan (Most Recent Year)

Dover prides itself on being a strong community and safe school. Our PlayWorks program and counseling program give 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 Restorative Justice Practices 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 coordinate 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

The District's Coordinator of Disaster Preparedness and Safety gave a presentation to our entire faculty on November 23rd, 2015 and we discussed with entire staff in August 2015.

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 2014-15)

AYP Criteria	School	District	State
Made AYP Overall	Yes	Yes	Yes
Met Participation Rate: English-Language Arts	Yes	Yes	Yes
Met Participation Rate: Mathematics	Yes	Yes	Yes
Met Percent Proficient: English-Language Arts	N/A	N/A	N/A
Met Percent Proficient: Mathematics	N/A	N/A	N/A
Met Attendance Rate	Yes	Yes	Yes
Met Graduation Rate	N/A	Yes	Yes

Federal Intervention Program (School Year 2015-16)

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	21
Percent of Schools Currently in Program Improvement	N/A	72.4

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

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2012-13				2013-14				2014-15			
	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	29		5		25		5		24		5	
1	26		4		26		5		20	3	3	
2	28		4		24		4		25		5	
3	28		4		26		4		24		4	
4	32		2	2	33		1	3	33			3
5	32		1	2	33		1	2	30		4	
6	27		3		29		3		30		3	

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 2014-15)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0	0
Counselor (Social/Behavioral or Career Development)	0	N/A
Library Media Teacher (Librarian)	0	N/A
Library Media Services Staff (Paraprofessional)	.40	N/A
Psychologist	.30	N/A
Social Worker	0	N/A
Nurse	0	N/A
Speech/Language/Hearing Specialist	1.00	N/A
Resource Specialist	1.00	N/A
Other	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.

Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2013-14)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/Restricted	Basic/Unrestricted	
School Site	\$8,324.05	\$4,883.7	\$3,440.36	\$50,431.81
District	N/A	N/A	\$9,628.1	\$56,383.71
Percent Difference: School Site and District	N/A	N/A	-64.3	-10.6
State	N/A	N/A	\$5,348	\$72,971
Percent Difference: School Site and State	N/A	N/A	-35.7	-30.9

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

Types of Services Funded (Fiscal Year 2014-15)

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 2013-14)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$37,572	\$43,165
Mid-Range Teacher Salary	\$57,903	\$68,574
Highest Teacher Salary	\$77,623	\$89,146
Average Principal Salary (Elementary)	\$88,724	\$111,129
Average Principal Salary (Middle)	\$94,047	\$116,569
Average Principal Salary (High)	\$105,032	\$127,448
Superintendent Salary	\$227,250	\$234,382
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 (Most Recent Three Years)

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 Technology Liaison, Academic Subcommittee Representative, and our 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 ELD, ELA and math planning. 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, Nurses' Department, 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.