

## Dover Elementary

# School Accountability Report Card Reported Using Data from the 2017—18 School Year California Department of Education

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

- For more information about SARC requirements, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/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 at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

### Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

## About This School

### Contact Information (School Year 2018—19)

District Contact Information (School Year 2018—19)	
<b>District Name</b>	West Contra Costa Unified
<b>Phone Number</b>	(510) 231-1101
<b>Superintendent</b>	Matthew Duffy
<b>E-mail Address</b>	<a href="mailto:matthew.duffy@wccusd.net">matthew.duffy@wccusd.net</a>
<b>Web Site</b>	<a href="http://www.wccusd.net">www.wccusd.net</a>

School Contact Information (School Year 2018—19)	
<b>School Name</b>	Dover Elementary
<b>Street</b>	1871 21st St.
<b>City, State, Zip</b>	San Pablo, Ca, 94806-4400
<b>Phone Number</b>	510-231-1420
<b>Principal</b>	Melynda Piezas
<b>E-mail Address</b>	<a href="mailto:mpiezas@wccusd.net">mpiezas@wccusd.net</a>
<b>County-District-School (CDS) Code</b>	07617966004691

*Last updated: 1/10/2019*

### School Description and Mission Statement (School Year 2018—19)

Dover Mission Statement: Dover Elementary empowers students to embrace and participate in 21st century life skills including innovation and problem solving allowing each student to achieve his or her highest potential.

Dover School is located in San Pablo, California. Our current enrollment is 660. We have a large Latino population (88%), African American (3%), White (2.5%) and other or no indicator (5.7%). We serve students in grades preschool through sixth grade. We are classified as a Title 1 school with 100% free and reduced lunch.

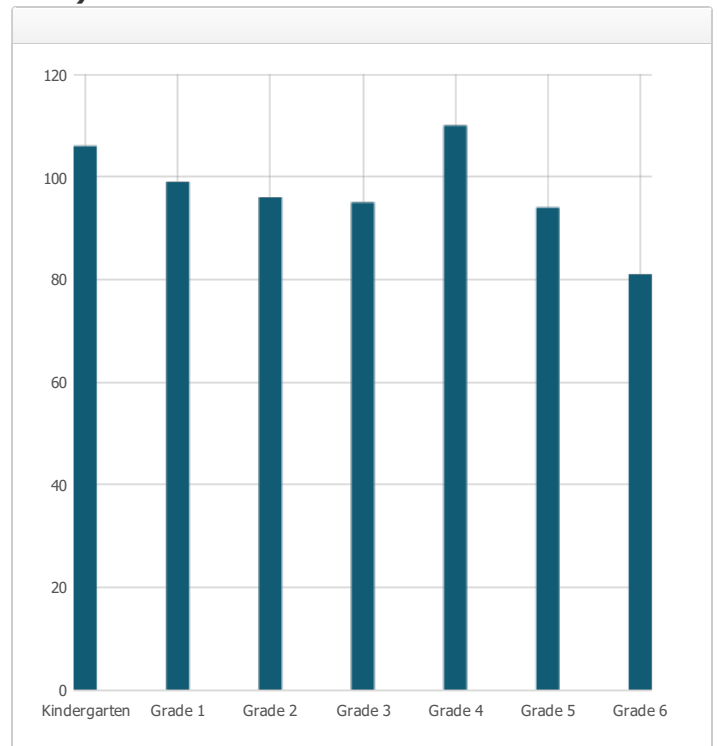
In addition to Title 1 and LCFF funds, Dover is support by grants from the City of San Pablo and the ASES After School Grant. Dover is a Full Service Community Beacon Community School serving our students and their families

Dover School was built in 1964 and feeds into Helms Middle School. It was rebuilt 8 years ago, and Dover students, parents, and staff continue to be grateful for our beautiful, modern new buildings that show a commitment to the students in the Dover community.

*Last updated: 11/28/2018*

**Student Enrollment by Grade Level (School Year 2017–18)**

Grade Level	Number of Students
Kindergarten	106
Grade 1	99
Grade 2	96
Grade 3	95
Grade 4	110
Grade 5	94
Grade 6	81
<b>Total Enrollment</b>	<b>681</b>



Last updated: 1/22/2019

**Student Enrollment by Student Group (School Year 2017–18)**

Student Group	Percent of Total Enrollment
Black or African American	4.7 %
American Indian or Alaska Native	0.1 %
Asian	2.6 %
Filipino	0.6 %
Hispanic or Latino	88.7 %
Native Hawaiian or Pacific Islander	0.3 %
White	2.6 %
Two or More Races	0.3 %
Other	0.1 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	94.3 %
English Learners	70.6 %
Students with Disabilities	11.2 %
Foster Youth	%

## A. Conditions of Learning

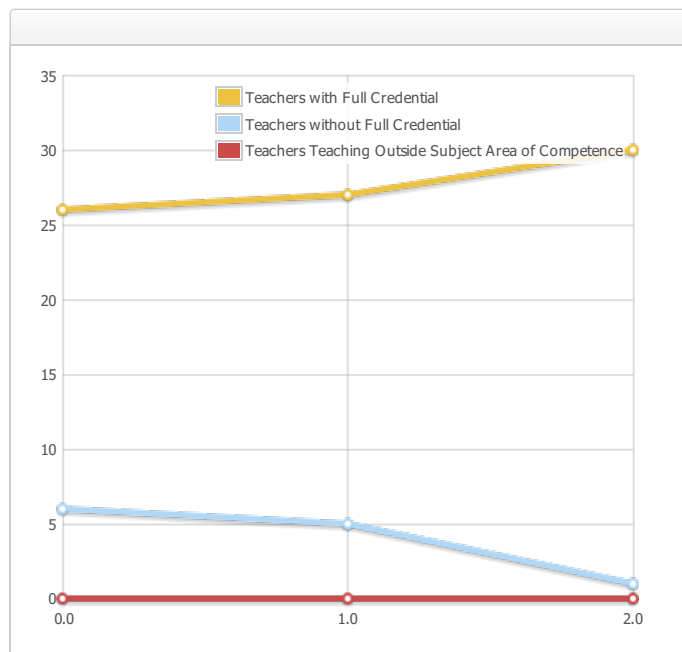
### State Priority: Basic

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

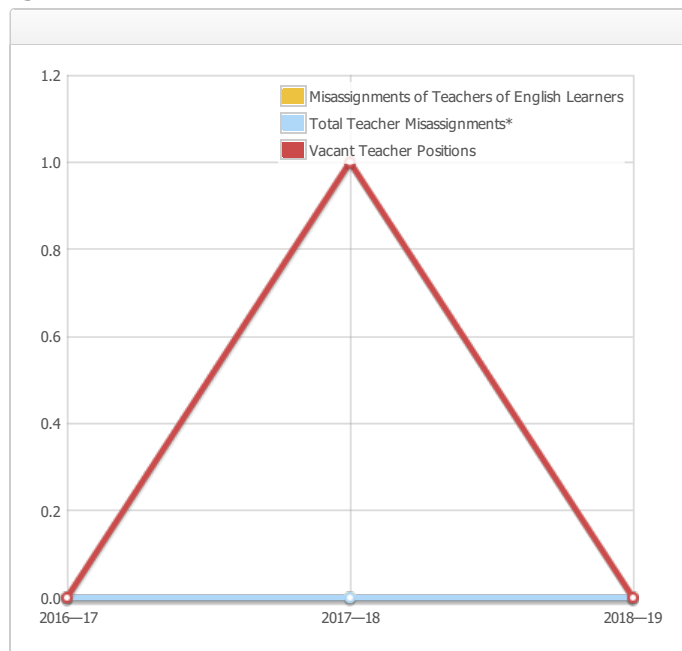
Teachers	School 2016—17	School 2017—18	School 2018—19	District 2018—19
With Full Credential	26	27	30	1211
Without Full Credential	6	5	1	140
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	10



Last updated: 1/18/2019

#### Teacher Misassignments and Vacant Teacher Positions

Indicator	2016—17	2017—18	2018—19
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	1	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.

Last updated: 1/18/2019

**Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2018—19)**

Year and month in which the data were collected: October 2018

<b>Subject</b>	<b>Textbooks and Instructional Materials/year of Adoption</b>	<b>From Most Recent Adoption?</b>	<b>Percent Students Lacking Own Assigned Copy</b>
Reading/Language Arts	McGraw Hill Treasures, Tesoros and Triumphs, c2010 - adopted 2012 *new adoption planned for 2019-20	Yes	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, c2008 - adopted 2008	Yes	0.0 %
History-Social Science	McGraw Hill California Vistas, 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: 6/1/2019

## School Facility Conditions and Planned Improvements

WCCUSD takes great effort 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: 1/15/2019*

## School Facility Good Repair Status

Year and month of the most recent FIT report: July 2018

System Inspected	Rating	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	
<b>Interior:</b> Interior Surfaces	Poor	Replace carpet at back door and front entrance (MPR) Put reflector tape at the front edge of the stage (MPR) Paint wall by room A-126, by elevator at 1st and 2nd floors, stairs, and elevator landing (Hallways) Remove graffiti (Boys restroom A226)
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	Good	Pigeon problem in back of the MPR (Exterior)
<b>Electrical:</b> Electrical	Fair	Replace plug outside in back of the MPR by drinking fountain (Play yard)
<b>Restrooms/Fountains:</b> Restrooms, Sinks/Fountains	Poor	Adjust stall door (Girls restroom A-132) Drinking fountain loose by girls restroom (MPR) Adjust drinking fountain pressure by 2nd floor elevator (Hallways) Missing push button in sink (Boys restroom A130) Adjust drinking fountain on kindergarten play yard and in back of the MPR (Play yard)
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	
<b>Structural:</b> Structural Damage, Roofs	Good	
<b>External:</b> Playground/School Grounds, Windows/Doors/Gates/Fences	Fair	Top hinge loose on door and door hits at the top jamb (Storage room C-104)

## Overall Facility Rate

Year and month of the most recent FIT report: July 2018

Overall Rating	Fair
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*Last updated: 6/24/2019*

## B. Pupil Outcomes

### State Priority: Pupil Achievement

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

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

#### CAASPP Test Results in ELA and Mathematics for All Students Grades Three through Eight and Grade Eleven Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2016—17	School 2017—18	District 2016—17	District 2017—18	State 2016—17	State 2017—18
English Language Arts / Literacy (grades 3-8 and 11)	19.0%	21.0%	35.0%	36.0%	48.0%	50.0%
Mathematics (grades 3-8 and 11)	9.0%	9.0%	25.0%	24.0%	37.0%	38.0%

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: ELA and Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

*Last updated: 1/22/2019*

## CAASPP Test Results in ELA by Student Group Grades Three through Eight and Grade Eleven (School Year 2017–18)

CAASPP Assessment Results – English Language Arts (ELA)

Disaggregated by Student Groups, Grades Three Through Eight and Grade Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	385	378	98.18%	20.63%
Male	205	199	97.07%	20.10%
Female	180	179	99.44%	21.23%
Black or African American	21	21	100.00%	14.29%
American Indian or Alaska Native	--	--	--	
Asian	11	11	100.00%	36.36%
Filipino				
Hispanic or Latino	341	336	98.53%	20.54%
Native Hawaiian or Pacific Islander	--	--	--	
White	--	--	--	
Two or More Races	--	--	--	
Socioeconomically Disadvantaged	367	362	98.64%	20.17%
English Learners	314	310	98.73%	21.29%
Students with Disabilities	45	45	100.00%	
Students Receiving Migrant Education Services				
Foster Youth				

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: 1/22/2019



## CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2017—18)

CAASPP Test Results in Mathematics

Disaggregated by Student Group, Grades Three Through Eight and Grade Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	385	379	98.44%	9.26%
Male	205	200	97.56%	--
Female	180	179	99.44%	7.82%
Black or African American	21	19	90.48%	--
American Indian or Alaska Native	--	--	--	
Asian	11	11	100.00%	27.27%
Filipino				
Hispanic or Latino	341	338	99.12%	8.31%
Native Hawaiian or Pacific Islander	--	--	--	
White	--	--	--	
Two or More Races	--	--	--	
Socioeconomically Disadvantaged	367	362	98.64%	9.42%
English Learners	314	313	99.68%	9.29%
Students with Disabilities	45	44	97.78%	2.33%
Students Receiving Migrant Education Services				
Foster Youth				

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: 1/22/2019

# 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 2017–18)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	12.8%	2.1%	--

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: 1/22/2019*

## C. Engagement

# State Priority: Parental Involvement

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

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

### Opportunities for Parental Involvement (School Year 2018—19)

Parent Involvement is key to student success. Dover offers a variety of options for parent involvement.

Parental Education through the Coffee Chats

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.

San Pablo Police Department Parent Project Workshops

Literacy Night

Common Core/Math Night

Back to School Night

Open House

Ongoing volunteer opportunities including decorating the school and class field trips

Hispanic Heritage Month Celebration

African American/Black History Month Celebration

**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 Monday mornings. Major activities include:

Winter Carnival

African-American History Celebration

Scholastic Book Fairs

Multicultural Fair and Assemblies

Cinco de Mayo Parade

Hispanic Heritage Celebration

**AFRICAN AMERICAN GROUP:** The African American Group meets as a whole with WCCUSD district personnel and other AA groups from around the district to discuss the challenges facing the AA students and communities. They then bring these ideas back to the school to help build a better education for the AA students.

**ENGLISH LANGUAGE ADVISORY COMMITTEE (ELAC):** ELAC meets monthly to discuss issues that relate directly to our English Language Learners. They make recommendations to our SSC on how site funds can better serve our English Language Learner students. ELAC members are also encouraged to attend district MDAC meetings to have a greater voice in the education of their students.

**SCHOOL SITE COUNCIL (SSC):** SSC meets the last Monday of the month from 2:45-3:45 to discuss school budget decisions.

# 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

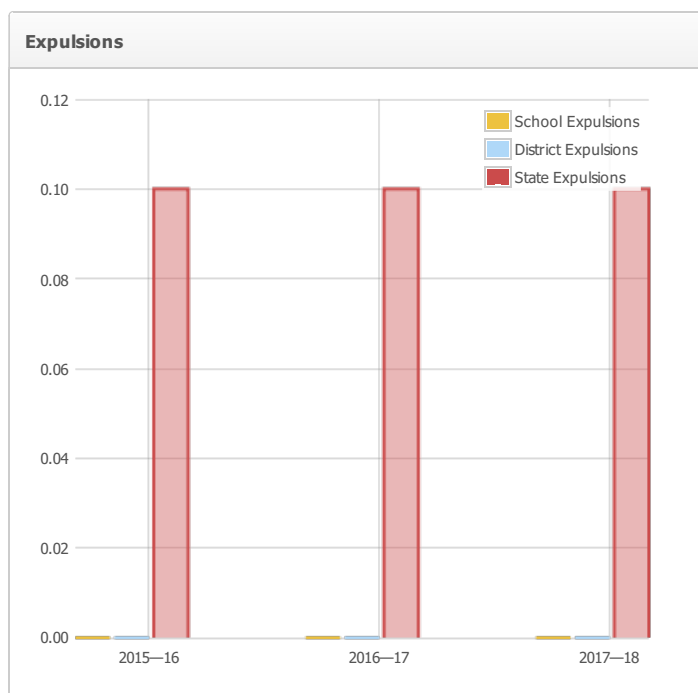
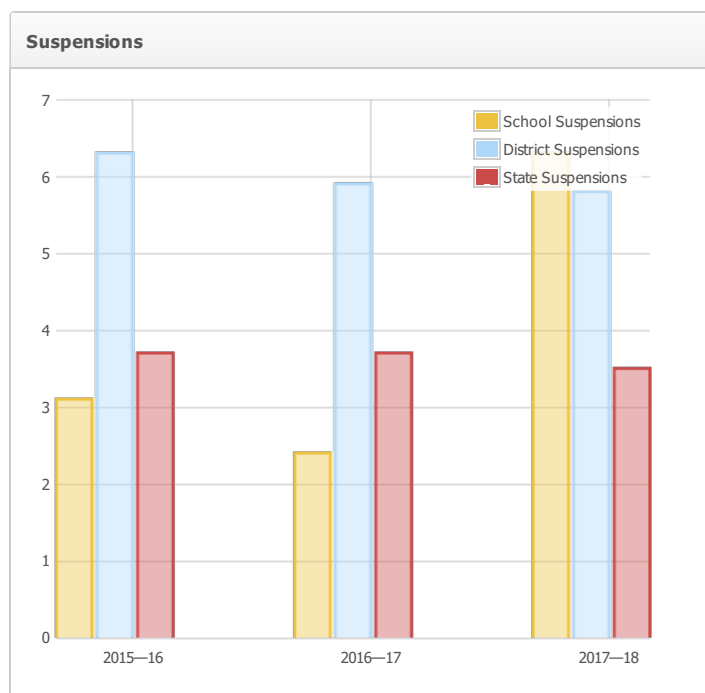
# State Priority: School Climate

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

	School	School	School	District	District	District	State	State	State
Rate	2015—16	2016—17	2017—18	2015—16	2016—17	2017—18	2015—16	2016—17	2017—18
Suspensions	3.1%	2.4%	6.3%	6.3%	5.9%	5.8%	3.7%	3.7%	3.5%
Expulsions	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.1%	0.1%	0.1%



Last updated: 1/22/2019

## School Safety Plan (School Year 2018—19)

Last revised: Sept. 30, 2018 by Safety & Emergency Preparedness Department staff and site administration.

WCCUSD'S Safety & Emergency Preparedness' mission is to develop school safety plans and a district-wide disaster preparedness plan focusing on mitigation, preparedness, response and recovery to minimize loss of life and property, which will be achieved through planning, training, exercising and establishing an emergency information system.

The District provides all staff with the basic training for emergency preparedness and safety for school campuses in collaboration with Contra Costa Community Awareness Emergency Response (CAER), Red Cross Bay Area, Ready.gov, and Contra Costa County Community Warning System Alerts.

Last updated: 1/24/2019

## 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.

### Average Class Size and Class Size Distribution (Elementary) School Year (2015—16)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K	23.0		5	
1	21.0	2	3	
2	23.0		5	
3	21.0	2	3	
4	32.0		2	1
5	28.0		3	
6	29.0		4	
Other**				

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

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

### Average Class Size and Class Size Distribution (Elementary) School Year (2016—17)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K	24.0		5	
1	25.0		4	
2	19.0	3	2	
3	22.0	2	3	
4	27.0		4	
5	31.0		3	
6	25.0		3	
Other**				

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

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

### Average Class Size and Class Size Distribution (Elementary) School Year (2017—18)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K	21.0	3	2	
1	25.0		4	
2	24.0		4	
3	24.0		4	
4	32.0		2	1
5	33.0		1	2
6	30.0		3	
Other**				

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

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

Last updated: 1/22/2019

**Academic Counselors and Other Support Staff (School Year 2017—18)**

<b>Title</b>	<b>Number of FTE* Assigned to School</b>	<b>Average Number of Students per Academic Counselor</b>
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	0.2	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: 1/18/2019*

**Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2016—17)**

<b>Level</b>	<b>Total Expenditures Per Pupil</b>	<b>Expenditures Per Pupil (Restricted)</b>	<b>Expenditures Per Pupil (Unrestricted)</b>	<b>Average Teacher Salary</b>
School Site	\$7743.1	\$2084.8	\$5658.3	\$59656.4
District	N/A	N/A	\$7722.4	\$67686.4
Percent Difference – School Site and District	N/A	N/A	-30.9%	-12.6%
State	N/A	N/A	\$7125.0	\$80764.0
Percent Difference – School Site and State	N/A	N/A	-15.0%	-30.1%

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

*Last updated: 1/25/2019*

## Types of Services Funded (Fiscal Year 2017—18)

The following are programs/services available at the school that support and assist students:

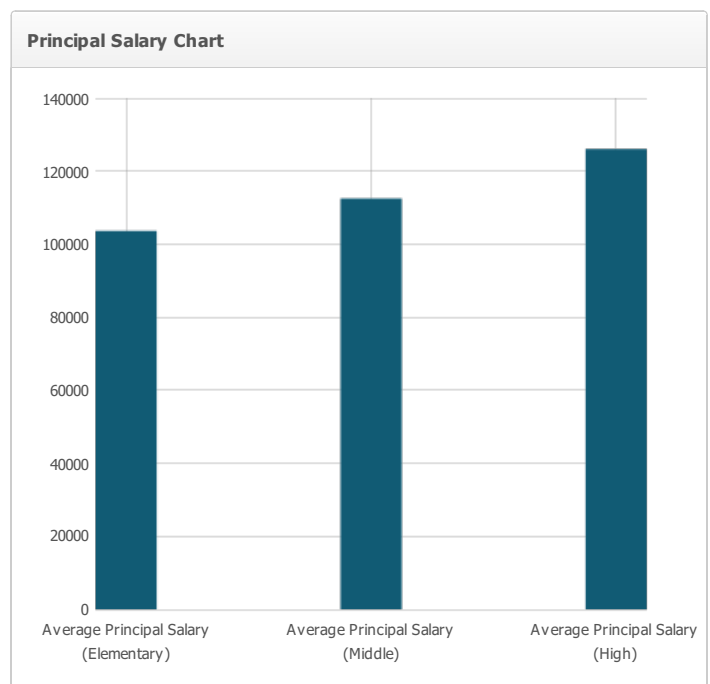
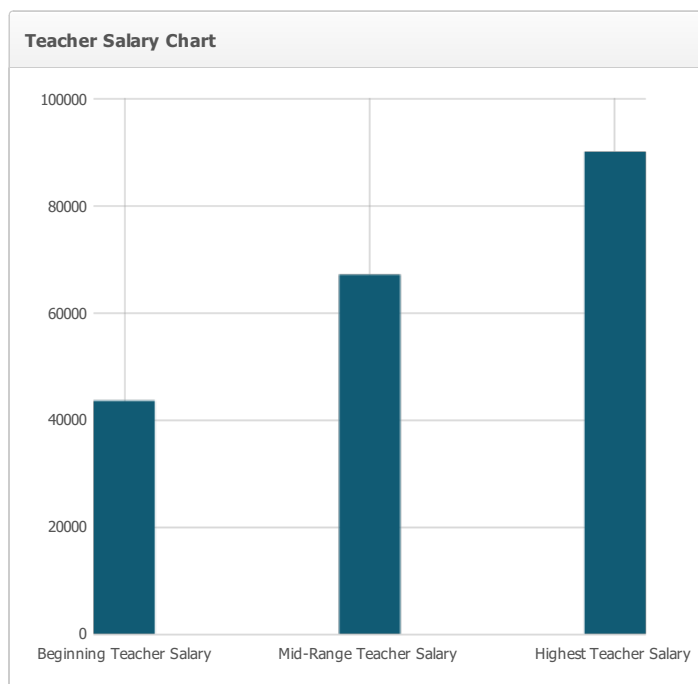
- LIBRARY SUPPLIES
- CA ASSOC FOR BILINGUAL EDUCATION
- STUDY TRIPS
- BAY AREA COMMUNITY RESOURCES
- RICHMOND ART CENTER
- WEST CONTRA COSTA PUBLIC EDUCATION ED FUND/YOUTH CODE NOW
- EARTH ISLAND INSTITUTE INC
- READ ALOUD
- SUPER ACHIEVEMENT INC
- TEACHERS COLLEGE, COLUMBIA UNIVERSITY WRITING INSTITUTE
- THE MINDFUL PROJECT

*Last updated: 1/9/2019*

## Teacher and Administrative Salaries (Fiscal Year 2016—17)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$43,519	\$47,903
Mid-Range Teacher Salary	\$67,069	\$74,481
Highest Teacher Salary	\$90,000	\$98,269
Average Principal Salary (Elementary)	\$103,642	\$123,495
Average Principal Salary (Middle)	\$112,513	\$129,482
Average Principal Salary (High)	\$126,076	\$142,414
Superintendent Salary	\$260,000	\$271,429
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 <https://www.cde.ca.gov/ds/fd/cs/> .



*Last updated: 1/22/2019*



## Professional Development

At Dover, teachers have many opportunities for professional development. An Instructional Leadership Team (ILT) comprised of a teacher from each grade level, our Curriculum Coach, the Academic Subcommittee Representative, our Vice Principal, and Principal. The ILT meets once a month for 1 hour. As the leadership team we discuss and determine the direction the school takes when focusing academics, school climate and other areas of need. Professional Development consists of academic focused areas such as Teachers College Writing Project for writing and English Language Development support for teachers. Teachers are encouraged to follow their passions with their professional development. Dover offers a nutrition course taught by a resident teacher that is open to teachers who want to teach nutrition in their classrooms. Other development opportunities include social emotional learning offered in restorative justice practices and mindfulness. Teachers are also encouraged to take professional time to observe other teachers who are successful in areas where they would like to grow.

Teachers are not the only staff members with access to professional development. Administration attends training in the same vein as teachers so that they are better equipped to be the instructional leaders of the school. Our other support staff including speech therapists, counselors, school psychologist, occupational therapists also receive a litany of training in areas that are appropriate to their expertise.

In all professional development is determined and offered based on the needs of our students. It can be given by a teacher, the principal, the district or and outside partner. However we receive it, it is always with the goal of a better education for our students in mind.

*Last updated: 11/28/2018*