

Dover Elementary School

School Accountability Report Card

Reported Using Data from the 2018-19 School Year

Published During 2019-20

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/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 <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

School Contact Information (School Year 2019-20)

Entity	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	Melynda Piezas
Email Address	mpiezas@wccusd.net
Website	www.wccusd.net/dover
County-District-School (CDS) Code	07617966004691

Entity	Contact Information
District Name	West Contra Costa Unified School District
Phone Number	(510) 231-1100
Superintendent	Matthew Duffy
Email Address	matthew.duffy@wccusd.net
Website	www.wccusd.net

School Description and Mission Statement (School Year 2019-20)

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 supported 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.

Student Enrollment by Grade Level (School Year 2018-19)

Grade Level	Number of Students
Kindergarten	107
Grade 1	82
Grade 2	101
Grade 3	92
Grade 4	96
Grade 5	96
Grade 6	83
Total Enrollment	657

Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	3
American Indian or Alaska Native	0.2
Asian	2.7
Filipino	1.2
Hispanic or Latino	89
Native Hawaiian or Pacific Islander	0.6
White	2.6
Two or More Races	0.6
Socioeconomically Disadvantaged	96.5
English Learners	65.4
Students with Disabilities	10.4
Homeless	1.5

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 2017-18	School 2018-19	School 2019-20	District 2019-20
With Full Credential	27	30	28	1241
Without Full Credential	5	1	1	111
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	21

Teacher Misassignments and Vacant Teacher Positions

Indicator	2017-18	2018-19	2019-20
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.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2019-20)

Year and month in which data were collected: October 2019

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	McGraw Hill Treasures, Tesoros & Triumphs, c2010 - adopted 2012 McGraw Hill Treasures ELD Wonders, c 2010 - adopted 2012 Teachers College Reading, Writing & Phonics, c2015 - adopted 2019	Yes	0%
Mathematics	McGraw Hill My Math, grades TK-5, c2013 - adopted 2016 Larsen Big Ideas Math, grade 6, c2015 adopted 2017	Yes	0%
Science	Scott Foresman Science, c2008 - adopted 2008	Yes	0%
History-Social Science	McGraw Hill California Vistas, c2007 - adopted 2007	Yes	0%

School Facility Conditions and Planned Improvements (Most Recent Year)

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.

School Facility Good Repair Status (Most Recent Year)

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The overall rating

Year and month of the most recent FIT report: January 2019

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	

System Inspected	Rating	Repair Needed and Action Taken or Planned
Interior: Interior Surfaces	Fair	<p>Install a bulletin board by the 2nd-floor hallway elevator for student art and news.</p> <p>Install a chair rail at the walls on the 2nd floor.</p> <p>Install Formica to eliminate the problem of students peeling off the wall paint by the custodial room in the A-wing.</p> <p>Replace the permanent mats in the front entrance with carpet.</p> <p>Replace the reflector tape at the front of the stage.</p>
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Poor	<p>Check the lights in the front lobby and in the hall by the library.</p> <p>Repair the electric operated curtain in room B-121 and B-016.</p> <p>Repair the broken plug at the exterior MPR wall in the back by the boys' restroom.</p> <p>The chair lift is not working in the MPR.</p>
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	Replace the fire extinguisher in the elevator room.
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Fair	<p>The door hits at the top in room C-104.</p> <p>Repair the door closer at the boys' 2nd-floor restroom.</p> <p>The door cannot be opened at custodian room B-122.</p> <p>Repair the blinds in room A-204.</p> <p>Repair the mats at the big play structure.</p>
Overall Rating	Fair	

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 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
English Language Arts/Literacy (grades 3-8 and 11)	21	26	36	36	50	50
Mathematics (grades 3-8 and 11)	9	11	24	25	38	39

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.

CAASPP Test Results in ELA by Student Group

Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	372	361	97.04	2.96	26.32
Male	201	196	97.51	2.49	24.49
Female	171	165	96.49	3.51	28.48
Black or African American	14	13	92.86	7.14	23.08
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	335	325	97.01	2.99	24.62
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	--	--	--	--	--

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	357	348	97.48	2.52	25.57
English Learners	305	295	96.72	3.28	27.46
Students with Disabilities	51	50	98.04	1.96	2.00
Students Receiving Migrant Education Services					
Foster Youth					
Homeless	--	--	--	--	--

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.

CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	372	370	99.46	0.54	10.54
Male	201	200	99.50	0.50	11.00
Female	171	170	99.42	0.58	10.00
Black or African American	14	13	92.86	7.14	7.69
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	335	334	99.70	0.30	8.98
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	--	--	--	--	--
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	357	355	99.44	0.56	10.14
English Learners	305	304	99.67	0.33	9.87
Students with Disabilities	51	50	98.04	1.96	0.00
Students Receiving Migrant Education Services					

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Foster Youth					
Homeless	--	--	--	--	--

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.

CAASPP Test Results in Science for All Students

Grades Five, Eight, and Ten

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Science (grades 5, 8 and high school)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

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 areas of physical education.

California Physical Fitness Test Results (School Year 2018-19)

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	27.0	4.8	0

Note: Percentages are not calculated and double dashes (--) appear in the table 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 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 2019-20)

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 Friday 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: 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 2016-17	School 2017-18	School 2018-19	District 2016-17	District 2017-18	District 2018-19	State 2016-17	State 2017-18	State 2018-19
Suspensions	2.4	6.3	3.9	5.9	5.8	5.6	3.6	3.5	3.5
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2019-20)

The purpose of the School Site Safety Plan is to provide a unified template for school sites to respond and recover from an emergency, disaster, or event resulting in the disruption of normal school operations.

The School Site Safety Plan guides a coordinated school staff response to an emergency, disaster, or event and aids in directing emergency response activities toward reaching an agreed-upon goal. School Site Safety Plan procedures are scalable in order to address incidents that may develop over time and those that may occur without warning.

The objectives of the School Site Safety Plan are as follows:

1. Protect the safety and welfare of students, school staff, and visitors.
2. Provide for a safe and coordinated response to emergencies.
3. Protect the District's facilities and properties.
4. Enable the District to restore normal conditions with minimal confusion in the shortest time possible.
5. Provide for the interface and coordination between sites and the District Emergency Operations Center (DEOC).
6. Provide for the interface and coordination between the District EOC and the Cities of Richmond, El Cerrito, San Pablo, Pinole, Hercules, and Contra Costa County Emergency Operations Center (EOC).
7. Provide for the orderly conversion of pre-designated District sites to mass care sites, when necessary.

The Comprehensive School Safety Plan is updated annually. Our school safety plan was last annually reviewed, updated, and discussed with school faculty and a student representative in January 2020. A copy of the Comprehensive School Safety plan will be available for review on the district's website in February 2020.

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)

Grade Level	2016-17 Average Class Size	2016-17 # of Classes* Size 1-20	2016-17 # of Classes* Size 21-32	2016-17 # of Classes* Size 33+	2017-18 Average Class Size	2017-18 # of Classes* Size 1-20	2017-18 # of Classes* Size 21-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-20	2018-19 # of Classes* Size 21-32	2018-19 # of Classes* Size 33+
K	24		5		21	3	2		21	1	4	
1	25		4		25		4		21	2	2	
2	19	3	2		24		4		20	3	2	
3	22	2	3		24		4		23		4	
4	27		4		32		2	1	32		1	2
5	31		3		33		1	2	32		2	1
6	25		3		30		3		28		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.

Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselors*	.0

*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.

Student Support Services Staff (School Year 2018-19)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	

Title	Number of FTE* Assigned to School
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	2.0
Other	

*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 2017-18)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$5,801.53	\$946.50	\$4,855.03	\$67,516.28
District	N/A	N/A	\$7,641.88	\$70,833.00
Percent Difference - School Site and District	N/A	N/A	-44.6	-4.8
State	N/A	N/A	\$7,506.64	\$82,403.00
Percent Difference - School Site and State	N/A	N/A	-42.9	-19.9

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

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

Types of Services Funded (Fiscal Year 2018-19)

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

- ALOFT HARLEM
- AMAZON.COM
- BAY AREA COMMUNITY R
- CATHOLIC CHARITIES
- CHARTER BROS INC
- CI SOLUTIONS
- D & D SECURITY ENTER
- EDGEWOOD PRESS INC
- EDMENTUM, INC
- EMERGENCYKITS.COM
- EPOCH EDUCATION INC
- FOLLETT SCHOOL SOLUT
- FUN EXPRESS
- JONES SCHOOL SUPPLY
- JUST IMAGINE BOOKS
- LAKESHORE LEARNING
- LECTORUM PUBLICATION
- LENOVO INC
- LUCKY
- MICHAELS TRANSPORTAT
- MINDFUL PROJECT
- OAKLAND ATHLETICS
- OJO TECHNOLOGY
- PARKS EXPRESS
- PROPRINT
- QUEEN MARY HOTEL
- READ ALOUD
- SAVE MART SUPERMARK
- SCHOOL SPECIALTY INC
- SOUTHERN COMPUTER WA
- SOUTHWEST SCHOOL & O
- SUPER ACHIEVEMENT IN
- TOLEDO PHYSICAL ECUC

Teacher and Administrative Salaries (Fiscal Year 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$46,360	\$48,612
Mid-Range Teacher Salary	\$72,730	\$74,676
Highest Teacher Salary	\$94,500	\$99,791
Average Principal Salary (Elementary)	\$106,868	\$125,830
Average Principal Salary (Middle)	\$116,689	\$131,167
Average Principal Salary (High)	\$129,673	\$144,822
Superintendent Salary	\$260,000	\$275,796
Percent of Budget for Teacher Salaries	27%	34%
Percent of Budget for Administrative Salaries	5%	5%

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

Professional Development (Most Recent Three Years)

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	8	11	12

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 on 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 psychologists, 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.