

## **School Accountability Report Card**

### **School Year 2001-2002**

SFUSD #525

CA ID # 6040968

**Dr. William L. Cobb Elementary School**  
**2725 California Street, San Francisco, CA 94115**  
**Ms Susan Audap, Principal**  
**Phone: 415-749-3505**                      **FAX: 415-749-3436**

### **Table of Contents**

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|  |
|--|
| <b>Mission &amp; Vision</b>                                      |
| <b>I. Demographic Information</b>                                |
| <b>II. School Safety &amp; Climate for Learning</b>              |
| <b>III. Academic Data</b>  |
| <b>IV. School Completion (secondary schools only)</b>            |
| <b>V. Class Size</b>   |
| <b>VI. Teacher &amp; Staff Information</b>                       |
| <b>VII. Curriculum &amp; Instruction</b>                         |
| <b>VIII. Post-Secondary Preparation (secondary schools only)</b> |
| <b>IX. Fiscal &amp; Expenditure Data</b>                         |

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Click on section titles above to go directly to a section  
or scroll through entire document.

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**2725 California Street, San Francisco, CA 94115**  
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**Phone: 415-749-3505**

**FAX: 415-749-3436**

**Enrollment: 233**  
**Grades Served: K-5**

**email: [sch525@muse.sfusd.edu](mailto:sch525@muse.sfusd.edu)**

**Web Site:**

### **SAN FRANCISCO UNIFIED SCHOOL DISTRICT**

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### **School Description**

Dr. William L. Cobb Elementary School is located between the Western Addition and Lower Pacific Heights areas of San Francisco. The building was built in 1923 and remodeled in 1974. The school is named to honor a former principal of the school, who was the first African-American principal in the SFUSD.

Cobb School has culturally diverse student and staff populations; many languages are spoken, including English, Spanish, Filipino, Vietnamese, and Chinese. There are 11 ELD, and one SPED class. The school has a small computer lab that is used to reinforce the core curriculum; computers are located in all classrooms and are all hooked up to the Internet. Student activities include: San Francisco Ballet School, Students of the Week, Examiner Spelling Bee, Food Bank, President's Physical Fitness, AIMS Program, Red Ribbon Week, Honor Roll, Annual Carnival, visits to Convalescent Hospitals, Book Fairs, and activities to celebrate important events. Funding for the school is less than during the last school year. There are high expectations for all students at the school. The staff, parents/guardians and students work as a team to assure that all students are responsible, successful, have high self-esteem. A Family Resource Center provides support to families and students, with direct services, activities, and referrals to other agencies. The school is working collaboratively with many agencies to provide many services for all students.

## Vision Statement

Our mission is to empower student learning through achieving academic excellence, celebrating our diversity, building a strong home base connection and enabling staff to work with all students in raising academic achievement. We are committed to implementing a standards-based education system. We must ensure that all students meet these standards. We believe that the early years of a child's life are crucial in molding that child's future. We will train our staff and parents in the instructional strategies and support techniques that will allow children equal access to, and success in, that curriculum and environment. We will give everyone the tools to become participants in a global community. We will use technology as a tool to bring the information of the world into the classroom. We will educate students about nutrition and environmental responsibility as well as healthy eating through integrated literacy, hands on math and science projects in the school's garden, classrooms and cafeteria. The Cobb Family Resource Center will provide social services, counseling, garden education and enrichment activities for the children, family and staff of Dr. William L. Cobb School. We believe that small, supportive schools have the potential to reach the needs of all students that we serve and provide them with excellent educational opportunities.

## Opportunities for Parental Involvement

**Contact Person Name:** Susan M. Audap, Principal

**Contact Person Phone Number:** 415-749-3505

Organized opportunities for parental involvement:

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In addition to the School Site Council, made up of elected parent and faculty representatives, the Parent Teacher Club (PTC) actively supports the school and its programs through organizing community events, promoting parent involvement and fund raising for school needs.

## I. Demographic Information

**Student Enrollment** The percentage of students is the number of students in a racial/ethnic category divided by the school's most recent California Basic Educational Data System (CBEDS) total enrollment.

| <b>Racial/Ethnic Category</b>    | <b>Number of Students</b> | <b>Percentage of Students</b> |
|----------------------------------|---------------------------|-------------------------------|
| African-American                 | 121                       | 51.9                          |
| American Indian or Alaska Native | 2                         | 0.9                           |
| Asian-American                   | 63                        | 27.0                          |
| Filipino-American                | 7                         | 3.0                           |
| Hispanic or Latino               | 29                        | 12.4                          |
| Pacific Islander                 | 0                         |                               |
| White (Not Hispanic)             | 9                         | 3.9                           |
| Other                            | 2                         | 0.9                           |

## II. School Safety and Climate for Learning

### School Safety Plan

**Date of Last Review/Update:** 10/1/2001  
**Date Last Reviewed with Staff:** 10/16/2001

Key elements of School Safety Plan:

As an urban school, we have several plans for School Safety, depending on the event. Evacuation plans are in place and are practiced for fire, earthquake, and other emergencies. Faculty and staff have designated roles, and they practice these during drills. Classified staff and out-of-classroom teachers have key roles. We have emergency provisions and family information on hand, and keep these up to date.

### School Programs and Practices that Promote a Positive Learning Environment

As a small school of about 220 students, our learning environment is caring, personal and depends on faculty and staff knowing children and their families well. We begin each day with an all school assembly that includes families. There is excellent cooperation between and among classes and teachers, a monthly newspaper distributed to all families, and an active garden program. We capitalize on the city in which we live with many curricular-related field trips. Volunteers from ages 15 to 80 are seen working with children all day. For children needing transition time back into school from the weekend, we have a Transition Program in the library for 30 minutes on Monday mornings.

## Suspensions and Expulsions

|                             | School |      |      | District |       |       |
|-----------------------------|--------|------|------|----------|-------|-------|
|                             | 1999   | 2000 | 2001 | 1999     | 2000  | 2001  |
| <b>Suspensions (number)</b> | 8      | 9    | 4    | 1,712    | 1,935 | 1,791 |
| <b>Suspensions (rate)</b>   | 3.1%   | 3.6% | 1.7% | 2.8%     | 3.2%  | 3.0%  |
| <b>Expulsions (number)</b>  |        |      |      | 66       | 57    | 90    |
| <b>Expulsions (rate)</b>    |        |      |      | 0.1%     | 0.1%  | 0.2%  |

In order to provide a healthy climate, we have regulations consistent with the Student Behavior Handbook. Last year at Cobb ES, 4 students were suspended for violations of those regulations. The following program(s) have been included in the School Site Plan to achieve the District's objective to reduce the number of suspensions: The School Discipline Policy includes the following: Student Compacts, Students of the Week, parent contacts, self-esteem activities, student awards, support groups, referrals to SST / agencies, conflict resolution, behavior programs, on site mental health.

## School Facilities

Safety, cleanliness and adequacy of school facilities.

The school grounds and plant are generally safe and clean due to the dedication of the custodian, who maintains not only the school grounds but the parking lot and city sidewalks that border the school. The school facilities are adequate.

Degree to which school buildings and grounds provide adequate space for teaching and learning (classroom space, playground space, staff space).

The playground and garden areas are good sized for the student body although some more green space would relieve the city feel of the school. Classrooms and halls are spacious. There is inadequate space for the various specialists who serve our children and we need a dedicated space for staff to work and meet. There is no water in the classrooms which impacts the science and art programs. We need children's restrooms nearer the primary classrooms.

Condition of restrooms, floors, walls, roof, plumbing and electrical systems.

Children's bathrooms are adequate as are roof, plumbing and electrical systems. Walls have been painted recently; however, lead abatement efforts led to splotches of white paint being applied all over the school.

Suitability of the facility as a learning environment including, but not limited to, lighting, heating, cooling and noise negation; the condition of the school's fire alarm system; and the condition of the school's technology infrastructure.

Lighting has been upgraded, and the fire alarm system works well. The technology infrastructure has recently been updated. Heaters in classrooms are probably as old as the building (1923), and there are neither noise negation nor cooling systems. The facility in general is spacious and well designed as a school plant.

Efforts to keep the buildings and grounds clean, free of litter and graffiti, etc.

The buildings are kept clean and every effort is made to keep the grounds clean, even as litter blows in from outside the school. Children assist in some litter cleanup. We have not had any instance of graffiti.

Efforts to ensure the school facilities are in good repair and safe for students and staff.

The custodian and the principal regularly inspect the facilities, and rely on parents, faculty and staff to report problems. District personnel respond to requests in a timely manner.

Success of these efforts.

The school building is a handsome one, in a neighborhood of wonderful Victorian houses. It presents as a well-kept, well-loved place.

### III. Academic Data

#### California Standardized Testing and Reporting (STAR)

Through the California Standardized Testing and Reporting (STAR) Program, students in grades 2-11 are tested annually in various subject areas. Currently, the STAR program includes California Standards Tests (CST) in English Language Arts and Mathematics in grades 2-11 and Science and History/Social Science in grades 9-11, and the Stanford Achievement Test, Ninth Edition (Stanford 9), which tests Reading, Language, Mathematics (Grades 2-11), Spelling (Grades 2-8), and Science and History/Social Science (Grades 9-11 only).

#### California Standards Tests (CST)

The California Standards Tests show how well students are doing in relation to the state content standards. Student scores are reported as performance levels. The five performance levels are Advanced (exceeds state standards), Proficient (meets standards), Basic (approaching standards), Below Basic (below standards), and Far Below Basic (well below standards). Students scoring at the Proficient or Advanced level have met state standards in that content area.

#### English Language Arts

Percentage of students achieving at the proficient or advanced level (meeting or exceeding the state standard.)

##### Schoolwide

| Grade Level | School |      |      | District |      |      | State |      |      |
|-------------|--------|------|------|----------|------|------|-------|------|------|
|             | 1999   | 2000 | 2001 | 1999     | 2000 | 2001 | 1999  | 2000 | 2001 |
| 2           |        |      | 42   |          |      | 37   |       |      | 32   |
| 3           |        |      | 30   |          |      | 31   |       |      | 30   |
| 4           |        |      | 24   |          |      | 34   |       |      | 33   |
| 5           |        |      | 6    |          |      | 28   |       |      | 28   |
| 6           |        |      |      |          |      | 28   |       |      | 31   |
| 7           |        |      |      |          |      | 33   |       |      | 32   |
| 8           |        |      |      |          |      | 30   |       |      | 32   |

#### ELA Subgroups (More than 10 Students Per Grade Level with Test Results)

Percentage of students achieving at the proficient or advanced level (meeting or exceeding the state standard.)

| Grade Level | Male | Female | English Learners | Not-English Learners | Socio-economically Disadvantaged | Not Socio-economically Disadvantaged | Migrant Education Services |
|-------------|------|--------|------------------|----------------------|----------------------------------|--------------------------------------|----------------------------|
| 2           | 52   | 32     |                  | 38                   | 25                               | 62                                   |                            |
| 3           | 45   | 8      |                  | 28                   | 22                               | 41                                   |                            |
| 4           | 29   | 20     |                  | 23                   | 24                               | 24                                   |                            |
| 5           | 7    | 6      |                  | 8                    | 6                                | 7                                    |                            |
| 6           |      |        |                  |                      |                                  |                                      |                            |
| 7           |      |        |                  |                      |                                  |                                      |                            |
| 8           |      |        |                  |                      |                                  |                                      |                            |

### ELA Racial/Ethnic groups

(More than 10 Students Per Grade Level with Test Results)

| Grade Level | African American | American Indian or Alaska Native | Asian American | Filipino American | Hispanic or Latino | Pacific Islander | White (not Hispanic) | Other |
|-------------|------------------|----------------------------------|----------------|-------------------|--------------------|------------------|----------------------|-------|
| 2           |                  |                                  |                |                   |                    |                  |                      |       |
| 3           |                  |                                  |                |                   |                    |                  |                      |       |
| 4           |                  |                                  |                |                   |                    |                  |                      |       |
| 5           |                  |                                  |                |                   |                    |                  |                      |       |
| 6           |                  |                                  |                |                   |                    |                  |                      |       |
| 7           |                  |                                  |                |                   |                    |                  |                      |       |
| 8           |                  |                                  |                |                   |                    |                  |                      |       |

### Stanford 9

Reading and mathematics results from the Stanford 9 test are reported for each grade level as the percentage of tested students scoring at or above the 50th percentile (the national average). School results are compared to results at the district and state levels.

#### Reading

(Percentage of Students Scoring at or Above the 50th percentile)

| Grade Level | School |      |      | District |      |      | State |      |      |
|-------------|--------|------|------|----------|------|------|-------|------|------|
|             | 1999   | 2000 | 2001 | 1999     | 2000 | 2001 | 1999  | 2000 | 2001 |
| 2           | 60     | 45   | 58   | 55       | 58   | 54   | 44    | 49   | 51   |
| 3           | 47     | 41   | 32   | 42       | 45   | 46   | 41    | 44   | 46   |
| 4           | 38     | 32   | 41   | 43       | 50   | 51   | 41    | 45   | 47   |
| 5           | 46     | 56   | 31   | 44       | 46   | 47   | 42    | 44   | 45   |
| 6           | 0      |      |      | 45       | 46   | 45   | 44    | 46   | 47   |
| 7           | 0      |      |      | 50       | 50   | 48   | 44    | 46   | 48   |
| 8           | 0      |      |      | 49       | 51   | 48   | 47    | 49   | 50   |

#### Mathematics

(Percentage of Students Scoring at or Above the 50th percentile)

| Grade Level | School |      |      | District |      |      | State |      |      |
|-------------|--------|------|------|----------|------|------|-------|------|------|
|             | 1999   | 2000 | 2001 | 1999     | 2000 | 2001 | 1999  | 2000 | 2001 |
| 2           | 42     | 47   | 58   | 60       | 64   | 60   | 49    | 57   | 58   |
| 3           | 44     | 39   | 52   | 55       | 61   | 61   | 48    | 56   | 59   |
| 4           | 57     | 35   | 46   | 51       | 56   | 58   | 44    | 51   | 54   |
| 5           | 56     | 78   | 40   | 54       | 58   | 60   | 45    | 50   | 54   |
| 6           |        |      |      | 56       | 58   | 59   | 50    | 55   | 57   |
| 7           |        |      |      | 54       | 57   | 57   | 45    | 48   | 50   |
| 8           |        |      |      | 54       | 59   | 57   | 45    | 48   | 49   |

**Subgroups** (More than 10 Students Per Grade Level with Test Results)

Data are provided for current year only (if there are more than 10 students in the subgroup per grade level at the school site with test results). These subgroups include: gender, race/ethnicity, English Learners/Non-English Learners, Socioeconomically Disadvantaged /Non-Socioeconomically Disadvantaged, and Migrant Education.

**Reading**

(Percentage of Students Scoring at or Above the 50th percentile)

| <b>Grade Level</b> | <b>Male</b> | <b>Female</b> | <b>English Learners</b> | <b>Not-English Learners</b> | <b>Socio-economically Disadvantaged</b> | <b>Not Socio-economically Disadvantaged</b> | <b>Migrant Education Services</b> |
|--------------------|-------------|---------------|-------------------------|-----------------------------|---|---|-----------------------------------|
| <b>2</b>           | 67          | 50            |                         | 52                          | 40                                      | 81  |                                   |
| <b>3</b>           | 38          |               |                         | 30                          | 36                                      | 27  |                                   |
| <b>4</b>           | 53          | 33            |                         | 41                          | 43                                      | 39  |                                   |
| <b>5</b>           | 27          | 38            |                         | 38                          | 33                                      | 27  |                                   |
| <b>6</b>           |             |               |                         |                             |   |   |                                   |
| <b>7</b>           |             |               |                         |                             |   |   |                                   |
| <b>8</b>           |             |               |                         |                             |   |   |                                   |

**Mathematics**

(Percentage of Students Scoring at or Above the 50th percentile)

| <b>Grade Level</b> | <b>Male</b> | <b>Female</b> | <b>English Learners</b> | <b>Not-English Learners</b> | <b>Socio-economically Disadvantaged</b> | <b>Not Socio-economically Disadvantaged</b> | <b>Migrant Education Services</b> |
|--------------------|-------------|---------------|-------------------------|-----------------------------|---|---|-----------------------------------|
| <b>2</b>           | 67          | 50            |                         | 56                          | 45                                      | 75  |                                   |
| <b>3</b>           | 56          |               |                         | 50                          | 57                                      | 45  |                                   |
| <b>4</b>           | 53          | 42            |                         | 47                          | 52                                      | 39  |                                   |
| <b>5</b>           | 41          | 38            |                         | 38                          | 42                                      | 36  |                                   |
| <b>6</b>           |             |               |                         |                             |   |   |                                   |
| <b>7</b>           |             |               |                         |                             |   |   |                                   |
| <b>8</b>           |             |               |                         |                             |   |   |                                   |



### California Fitness Test (Percentage of Students Meeting Fitness Standards)

The percentage of students in grades 5, 7, and 9, as appropriate, who scored in the healthy fitness zone on all six fitness standards on the California Fitness Test.

| Grade Level | School |        |      | District |        |      | State |        |      |
|-------------|--------|--------|------|----------|--------|------|-------|--------|------|
|             | Total  | Female | Male | Total    | Female | Male | Total | Female | Male |
| 5           | 0.0    | 0.0    | 0.0  | 23.4     | 24.8   | 22.0 | 21.4  | 22.0   | 21.0 |
| 7           |        |        |      | 30.1     | 33.7   | 26.7 | 25.2  | 26.0   | 24.5 |

### SAT I (Secondary schools only)

The SAT I Reasoning Test, formally known as the Scholastic Assessment Test, is one of the tests available from The College Board that students voluntarily take for college entrance. The SAT I is designed to assess many of the skills that are important to a student's success in college. The test may or may not be available to students at a given school. Students may take the test more than once, but only the highest score is reported at the year of graduation.

### Academic Performance Index (API)

The Academic Performance Index (API) is a score on a scale of 200 to 1000 that annually measures the academic performance and progress of individual schools in California. On an interim basis, the state has set 800 as the API score that schools should strive to meet.

**Growth Targets:** The annual growth target for a school is 5% of the distance between its base API and 800. Actual growth is the number of API points a school gained between its base and growth years. Schools that reach their annual targets are eligible for monetary awards. Schools that do not meet their targets and have a statewide API rank of one to five are eligible to participate in the Immediate Intervention/Underperforming Schools Program (II/USP), which provides resources to schools to improve their academic achievement.

**Subgroup APIs and Targets:** In addition to a whole-school API, schools also receive API scores for each numerically significant racial/ethnic and socioeconomically disadvantaged subgroup in the school. Growth targets are also set for each of the subgroups. Each subgroup must also meet its target for the school to be identified as having met its target.

**Percentage Tested:** In order to be eligible for awards, elementary and middle schools must have at least 95% of their students in grades 2-8 tested in STAR. High schools must have at least 90% of their students in grades 9-11 tested.

**Statewide Rank:** Schools receiving an API score are ranked in ten categories of equal size (deciles) from one (lowest) to ten (highest), according to type of school (elementary, middle, or high school).

**Similar Schools Rank:** This is a comparison of each school with 100 other schools with similar demographic characteristics. Each set of 100 schools is ranked by API score from one (lowest) to ten (highest) to indicate how well the school performed compared to schools most like it.

APE criteria are subject to change as new legislation is enacted into law. More detailed and current information about the API and public school accountability in California can be found at the California Department of Education website at <http://api.cde.ca.gov/> or by speaking with the school principal.

**Schoolwide API** Note: # indicates that no growth target was assigned in that year.

|                             | API Base Data |      |      |                            | API Growth Data   |                  |                  |
|-----------------------------|---------------|------|------|----------------------------|-------------------|------------------|------------------|
|                             | 1999          | 2000 | 2001 |                            | From 1999 to 2000 | Fr. 2000 to 2001 | Fr. 2001 to 2002 |
| <b>Percentage Tested</b>    | 93            | 98   |      | <b>Percentage Tested</b>   | 98                | 97               |                  |
| <b>Base API Score</b>       | 684           | 663  |      | <b>Growth API Score</b>    | 663               | 662              |                  |
| <b>Growth Target</b>        | 6             | 7    |      | <b>Actual Growth</b>       | -21               | -1               |                  |
| <b>Statewide Rank</b>       | 7             | 5    |      | <b>Eligible for Awards</b> | No                | No               |                  |
| <b>Similar Schools Rank</b> | 10            | 7    |      | <b>Eligible for II/USP</b> |                   | Yes              |                  |

**API Subgroups - Racial/Ethnic Groups**

|   | API Base Data |      |      |   | API Growth Data   |                  |                  |
|---|---------------|------|------|---|-------------------|------------------|------------------|
|   | 1999          | 2000 | 2001 |   | From 1999 to 2000 | Fr. 2000 to 2001 | Fr. 2001 to 2002 |
| <b>African American</b>                 |               |      |      | <b>African American</b>                 |                   |                  |                  |
| <b>Base API Score</b>                   | 598           |      |      | <b>Growth API Score</b>                 | 593               | 598              |                  |
| <b>Growth Target</b>                    | 5             | 6    |      | <b>Actual Growth</b>                    | -5                | 5                |                  |
| <b>American Indian or Alaska Native</b> |               |      |      | <b>American Indian or Alaska Native</b> |                   |                  |                  |
| <b>Base API Score</b>                   |               |      |      | <b>Growth API Score</b>                 |                   |                  |                  |
| <b>Growth Target</b>                    |               |      |      | <b>Actual Growth</b>                    |                   |                  |                  |
| <b>Asian-American</b>                   |               |      |      | <b>Asian-American</b>                   |                   |                  |                  |
| <b>Base API Score</b>                   | 805           | 762  |      | <b>Growth API Score</b>                 | 762               | 760              |                  |
| <b>Growth Target</b>                    |               | 6    |      | <b>Actual Growth</b>                    | -43               | -2               |                  |
| <b>Filipino-American</b>                |               |      |      | <b>Filipino-American</b>                |                   |                  |                  |
| <b>Base API Score</b>                   |               |      |      | <b>Growth API Score</b>                 |                   |                  |                  |
| <b>Growth Target</b>                    |               |      |      | <b>Actual Growth</b>                    |                   |                  |                  |
| <b>Hispanic or Latino</b>               |               |      |      | <b>Hispanic or Latino</b>               |                   |                  |                  |
| <b>Base API Score</b>                   |               |      |      | <b>Growth API Score</b>                 |                   |                  |                  |
| <b>Growth Target</b>                    |               |      |      | <b>Actual Growth</b>                    |                   |                  |                  |
| <b>Pacific Islander</b>                 |               |      |      | <b>Pacific Islander</b>                 |                   |                  |                  |
| <b>Base API Score</b>                   |               |      |      | <b>Growth API Score</b>                 |                   |                  |                  |
| <b>Growth Target</b>                    |               |      |      | <b>Actual Growth</b>                    |                   |                  |                  |
| <b>White (Not Hispanic)</b>             |               |      |      | <b>White (Not Hispanic)</b>             |                   |                  |                  |
| <b>Base API Score</b>                   |               |      |      | <b>Growth API Score</b>                 |                   |                  |                  |
| <b>Growth Target</b>                    |               |      |      | <b>Actual Growth</b>                    |                   |                  |                  |

**API Subgroups - Socioeconomically Disadvantaged**

|                       | API Base Data |      |      |                         | API Growth Data   |                  |                  |
|-----------------------|---------------|------|------|-------------------------|-------------------|------------------|------------------|
|                       | 1999          | 2000 | 2001 |                         | From 1999 to 2000 | Fr. 2000 to 2001 | Fr. 2001 to 2002 |
| <b>Base API Score</b> | 692           | 642  |      | <b>Growth API Score</b> | 642               | 640              |                  |
| <b>Growth Target</b>  | 5             | 6    |      | <b>Actual Growth</b>    | -50               | -2               |                  |

## IV. School Completion (Secondary Schools only)

### California High School Exit Exam (CAHSEE)

Beginning with the graduating class of 2004, students in California public schools will have to pass the California High School Exit Exam to receive a high school diploma. The School Accountability Report Card for that year will report the percentage of students completing grade 12 who successfully complete the California High School Exit Exam.

*To be implemented upon approval of the High School Exit Exam process by the California State Board of Education.*

### Dropout Rate and Graduation

Data reported regarding progress over the most recent three-year period toward reducing dropout rates includes: grade 9-12 enrollment, the number of dropouts, and the one-year dropout rate listed in the California Basic Educational Data System (CBEDS). The formula for the one-year dropout rate is: (Grades 9-12 Dropouts/Grades 9-12 Enrollment) multiplied by 100. Graduation rate data will be reported after the California State Board of Education approves a graduation rate formula.

## V. Class Size

### Average Class Size and Class Size Distribution

Data reported are the average class size and the number of classrooms for each range of students by grade level as reported by CBEDS.

| Grade        | 1999 |      |       |     | 2000 |      |       |     | 2001 |      |       |     |
|--------------|------|------|-------|-----|------|------|-------|-----|------|------|-------|-----|
|              | Avg  | 1-20 | 21-32 | 33+ | Avg  | 1-20 | 21-32 | 33+ | Avg  | 1-20 | 21-32 | 33+ |
| <b>K</b>     |      |      |       |     | 20.0 | 2    |       |     | 14.5 | 2    |       |     |
| <b>1</b>     | 19.0 | 1    |       |     | 16.5 | 2    |       |     | 17.5 | 2    |       |     |
| <b>2</b>     |      |      |       |     | 17.5 | 2    |       |     | 19.0 | 1    |       |     |
| <b>3</b>     | 16.0 | 1    |       |     | 18.0 | 1    |       |     | 16.0 | 1    |       |     |
| <b>4</b>     |      |      |       |     | 23.0 |      | 1     |     | 31.0 |      | 1     |     |
| <b>5</b>     |      |      |       |     | 28.0 |      | 1     |     |      |      |       |     |
| <b>6</b>     |      |      |       |     |      |      |       |     |      |      |       |     |
| <b>K-3</b>   |      |      |       |     |      |      |       |     |      |      |       |     |
| <b>3-4</b>   |      |      |       |     | 15.0 | 3    |       |     |      |      |       |     |
| <b>4-8</b>   |      |      |       |     | 27.0 |      | 1     |     |      |      |       |     |
| <b>Other</b> |      |      |       |     |      |      |       |     |      |      |       |     |

### Average Teaching Load and Teaching Load Distribution

Data reported are the average class size and the number of classrooms for each range of students by grade level as reported by CBEDS.

| Grades 6 - 12<br>Subject | 1999 |      |       |     | 2000 |      |       |     | 2001 |      |       |     |
|--------------------------|------|------|-------|-----|------|------|-------|-----|------|------|-------|-----|
|                          | Avg  | 1-20 | 21-32 | 33+ | Avg  | 1-20 | 21-32 | 33+ | Avg  | 1-20 | 21-32 | 33+ |
| <b>English</b>           |      |      |       |     |      |      |       |     |      |      |       |     |
| <b>Mathematics</b>       |      |      |       |     |      |      |       |     |      |      |       |     |
| <b>Science</b>           |      |      |       |     |      |      |       |     |      |      |       |     |
| <b>Social Science</b>    |      |      |       |     |      |      |       |     |      |      |       |     |

### Class Size Reduction

California's K-3 Class Size Reduction program began in 1996 for children in kindergarten and grades 1 through 3. Funding is provided to participating school districts to decrease the size of K-3 classes to 20 or fewer students per certificated teacher.

| Grade Level | Percentage of Pupils Participating |      |      |
|-------------|------------------------------------|------|------|
|             | 1999                               | 2000 | 2001 |
| <b>K</b>    | 99.3                               | 99.3 | 99.3 |
| <b>1</b>    | 99.3                               | 99.3 | 99.3 |
| <b>2</b>    | 99.3                               | 99.3 | 99.3 |
| <b>3</b>    | 99.3                               | 99.3 | 99.3 |

## VI. Teacher and Staff Information

### Teacher Credential Information

Data reported are in units of full-time equivalents (FTE). One FTE is defined as a staff person working 100% of full time. Two staff persons working 50% of full time also equals one FTE.

Out of 3,279 teachers in the District, 162 are teaching with emergency credentials and 55 with program waivers.

At Cobb School, all teachers are fully credentialed. Many staff members have advanced training, degrees and credentials and others are seeking the same: English Language Development Specialists, reading specialist, special education credentials, training in the use of Slingerland, training in Reading Recovery.

|   | 1999 | 2000 | 2001 |
|---|------|------|------|
| <b>Total Number of Teachers</b>   | 14   | 14   | 14   |
| <b>Full Credential</b><br>(fully credentialed and teaching in subject area)   | 13   | 14   | 14   |
| <b>Teaching Outside Subject Area</b><br>(fully credentialed but teaching outside subject area)                          | 0    | 0    | 0    |
| <b>Emergency Credential</b><br>(includes District Internship, University Internship, Pre-Interns and Emergency Permits) | 0    | 0    | 0    |
| <b>Teachers with Waivers</b><br>(does not have credential and does not qualify for an Emergency Permit)                 | 0    | 0    | 0    |

### Teacher Evaluations

Teacher evaluation procedures and the criteria on which they are based:

San Francisco Unified School District's teacher evaluation system is currently under revision. The District is conducting a pilot in 30 schools of a new evaluation system, based upon the *San Francisco Teaching Standards*, which are a modification of the *California Standards for the Teaching Profession*. This pilot includes teacher self-assessment, professional growth plans and objectives, and guided reflection. There are protocols for pre-observation and post-observation conferences. Administrators are trained in evidence-based observation, focusing on specific areas of teacher practice, as well as in reflective questioning and coaching strategies. All of this is an effort to make teacher evaluation a professional growth-oriented process in the SFUSD. For teachers who are not performing at a satisfactory level, the District has a Peer Assistance & Review (PAR) program whereby those teachers receive up to a year of intensive coaching support to significantly improve practice and remain employed in the SFUSD.

### Substitute Teachers

Impact upon program of quality or availability of substitute teachers:

During the 2000-2001 school year, the Cobb ES teacher attendance rate was 98%. Dr. Cobb School has many highly qualified substitutes on its list of preferred substitutes. If a day-to-day substitute is not available, the students are divided among the classrooms and the teachers who provide the extra coverage receive a portion of the substitute pay.

## Counselors and Other Support Staff

Data reported are in units of full-time equivalents (FTE). One FTE is defined as a staff person working 100% of full time. Two staff persons working 50% of full time also equals one FTE.

District general funds are not available for counseling services at the elementary school level. However, some schools have added support staff funded through special programs, projects, or grant awards. The Student Advisor provides counseling, conflict resolution, tutoring, and self-esteem activities. Staff members participate in conflict resolution with students. SST identifies and coordinates resources to improve student learning and behavior. There are three SPED programs on site: speech therapy, RSP, and an SDC for students with learning disabilities. Drug awareness activities are provided to all students. Referrals to community services are made for students and families. CMH, PIP, and The Family Resource Center are located on site and provide direct services to students and families.

| Staff Category                     | FTE |
|------------------------------------|-----|
| Counselor                          |     |
| Librarian                          |     |
| Psychologist                       |     |
| Social Worker                      |     |
| Nurse                              |     |
| Speech/Language/Hearing Specialist |     |
| Resource Specialist (Non-Teaching) |     |
| Other (specify)                    |     |
| Other (specify)                    |     |

K-8 school counselors  
for grades 6-8 only.

## Academic Counselors

Data reported are in units of full-time equivalents (FTE). One FTE is defined as a staff person working 100% of full time. Two staff persons working 50% of full time also equals one FTE. The ratio of pupils per academic counselor is enrollment as reported in the most recent California Basic Educational Data System (CBEDS) data collection divided by the number of academic counselors.

| Number of Academic Counselors (FTE) | Ratio of Pupils per Academic Counselor |
|-------------------------------------|--|
|                                     |  |

## VII. Curriculum and Instruction

### School Instruction and Leadership

Curriculum improvement programs and opportunities for improvement.

Our professional development focus is connecting curriculum to standards and children's interests. Through grade level and whole faculty sessions, conferences, peer coaching, discussions of reading and research, we continue to communicate, assess and improve.

School and district efforts to align the instructional program with the state frameworks and content standards.

The faculty uses district and state standards materials in long and short term planning. We have identified several broad conceptual areas for each grade level on which to focus. There is articulation between teachers at various grade levels, as well. Professional development sessions include regular focus on looking at student work. We are in the process of clarifying assessment of student work using rubrics.

School leadership team at the school site, its role in ensuring the quality of the instructional program and support of teachers in improving instruction .

As a small school, the entire certificated faculty acts as the leadership team. There is a good deal of grade-level cooperation, articulation between grade levels, and attention to individual children and their academic needs. The 'team' gives and receives support in a variety of ways. During the school year, teachers will visit each other formally and informally, review student work in various subject areas, and go through the interactive evaluation process with the principal which focuses on their individual professional goals and challenges.

How the school staff monitors the progress of underperforming students/student groups.

We have an active SST process. In addition, the principal meets with each teacher three times during the year for a Classroom SST to talk about each individual child. From these talks, conversations with each other, and observations of the children, as well as analysis of test data, we are able to monitor the progress of underperforming children and groups.

Supports and interventions that are available to assist special needs students.

Special needs students have a variety of supports, from attention from the Student Advisor and/or the Family Resource Center director to academic tutoring on an informal basis, to work with the Resource Specialist Teacher on an informal basis, to formal SST proceedings. Tutoring outside school, work with volunteers, and referrals to community agencies also are widely available.

Procedures for assessment of the progress of subgroups such as English Learners, Title I students, and numerically significant API subgroups.

Classroom SST's, report cards, review of student work, and regular standardized testing all are used as assessments of student work.

Efforts to ensure equal access to the core curriculum for all students, including students with lower skills, English Learners, and the placement of individuals with exceptional needs in the least restrictive environment.

Core curriculum is continually modified for a variety of needs. There is a large variety of curriculum material and strategies in use in classrooms. Teachers are skilled at differentiating instruction and know the children and their strengths and areas of concern well.

Summary of overall achievement by subgroups.

Engagement in the academic life of school is a major focus of professional development and classroom programming. This focus is particularly pertinent to several subgroups. There is a conscious effort made by faculty and staff to motivate and interest students in academic life. Children in subgroups are making excellent progress in mathematics, while reading scores have stayed constant.

## Professional Development

*Number of Staff Development Days: 1998-99 = 8 1999-2000 = 3 2000-2001 = 3*

Professional development is a part of every school site plan and a major component of instructional support departments. The district's professional development program provides opportunities for teachers to implement the district's core curriculum for all students, update subject area expertise, use data to plan instructional improvement strategies, and acquire new instructional strategies. Leadership development across content areas is facilitated centrally, and for educators and parents each school has three days for site-determined professional development.

Teachers received training in BITSA, Science, Math, New Teacher Program, AIMS, Health Education, Universal Precautions/First Aid, Early Literacy, Scholastic Language Arts program, cultural diversity, garden science, and technology. The schoolwide emphasis this year is Literacy and Mathematics. Trainings are provided at staff meetings, after school, weekends, and conferences. The paraprofessionals receive training at meetings and staff development activities. Professional resources are purchased for all classrooms. The Principal is participating in The Leadership Connection. Two teachers are site science leaders; three are Scholastic teacher presenters. There are two mentor teachers on-site.

## Quality and Currency of Textbooks and Other Instructional Materials

Condition of textbooks and other instructional materials. Include information on supply, quality, and currency.

There is an adequate supply of textbooks in reading and math which are in their last year of adoption. The social studies texts and supplemental materials are new this year; FOSS science kits are in use. Other instructional materials, including math manipulatives and supplemental reading materials, are in reasonably good supply.

School educational technology program.

Students will be taught basic technology (keyboarding, word processing, HyperStudio, Internet Research). In addition, reading, writing, and mathematics are taught to supplement the classroom core curriculum.

Additional technology resources.

CD Library in the Computer Lab, binders with Internet Address for students and teachers

|  |    |
|--|----|
| 1. Number of Computers Used for Instructionally Related Purposes     | 46 |
| 2. Number of Computers with CD-ROM (must be less than or equal to 1) | 35 |
| 3. Number of Classrooms with Internet Access                         | 13 |
| 4. Number of Classrooms with Wide Area Network (WAN) Access          | 0  |

Indicate whether or not textbooks meet state standards and have been adopted by the State Board of Education (SBE).

They meet state standards and have been adopted.

Report the ratio of textbooks to pupils.

**Instructional Minutes (School Year 2000-2001)**

| Grade Level | State Requirement | Instructional Minutes Offered by this School |
|-------------|-------------------|--|
| K           | 36,000            | 50,700                                       |
| 1           | 50,400            | 51,600                                       |
| 2           | 50,400            | 51,600                                       |
| 3           | 50,400            | 53,400                                       |
| 4           | 54,000            | 54,056                                       |
| 5           | 54,000            | 54,056                                       |
| 6           | 54,000            |  |
| 7           | 54,000            |  |
| 8           | 54,000            |  |

**Total Number of Minimum Days**

Number of days and reasons

In all San Francisco Unified District schools:

- 10 minimum days make time for parent/teacher conferences during Fall and Spring Parent Conference Weeks
- 3 minimum days per year make time for teachers to take part in professional development during Professional Development Institutes

Some schools “bank” additional instructional time to be used for professional development:

## Degree to Which Students Are Prepared to Enter Workforce

How the school's instructional programs foster the acquisition and growth of work readiness skills on the part of the school's students.

Focus on student interests, study and work skills, and personal responsibility are all major parts of our instructional program. These all contribute to work readiness.

How the school measures the success of its efforts to prepare students for the work force.

The school measures the success of its efforts in informal ways. Parent feedback and student attention to tasks are taken into account.

How the school makes special efforts to help special student populations in their preparation to enter the work force.

The area of preparation for entry into the workforce has not been a major focus at Cobb School. We are conducting interest inventories of all children which will help guide our efforts in this area.

## **VIII. Post Secondary Preparation (Secondary Schools only)**

### **Advanced Placement/International Baccalaureate Courses Offered**

The Advanced Placement (AP) and International Baccalaureate (IB) programs give students an opportunity to take college-level courses and exams while still in high school. The table below shows the number of classes offered and the enrollment in various AP and IB classes. The data for fine and performing arts includes AP Art and AP Music, and the data for social Science includes IB Humanities.

### **Percentage of Pupils Enrolled in Courses Required for University of California (UC) and California State University (CSU) Admission (Grades 9-12)**

The percentage of pupils enrolled in courses required for UC and/or CSU admission is calculated by dividing the total number of pupils in courses required for UC and/or UC admission (duplicated count) by the total number of pupils in all courses (also a duplicated count) for the most recent year.

### **Percentage of Graduates Who Have Passed Courses Required for University of California (UC) and California State University (CSU) Admission**

The percentage of graduates is the number of graduates who have passed course requirements for UC and/or CSU admission divided by the school's California Basic Educational Data System (CBEDS) total graduates for the most recent year.

## IX. Fiscal and Expenditure Data

### Average Salaries (Fiscal Year 1999-2000)

|                                    | SFUSD     | State Average for Districts in Same Category |
|------------------------------------|-----------|--|
| Beginning Teacher's Salary         | \$31,172  | \$32,678                                     |
| Mid-Range Teacher's Salary         | \$45,769  | \$50,891                                     |
| Highest Teacher's Salary           | \$56,246  | \$62,446                                     |
| Principal's Average Salary         | \$74,662  | \$82,126                                     |
| Superintendent's Salary            | \$170,000 | \$144,995                                    |
| % of Budget for Teacher's Salaries | 38.80     | 42.90  |
| % of Budget for Administrators     | 10.10     | 4.90   |

### Expenditures

| SFUSD<br>Total Dollars | SFUSD<br>Dollars per Student (ADA) | State Average for Districts<br>in Same Category<br>Dollars per Student (ADA) | State Average<br>for all Districts<br>Dollars per Student (ADA) |
|------------------------|------------------------------------|--|---|
| \$346,938,419          | \$5,943                            | \$5,758  | \$5,705   |

## **Types of Services Funded**

After School Learning  
Beginning Teacher Support & Assessment (BTSA)  
MathLand & Beyond  
Primary Prevention Program (PIP)  
AIM I Symphony Performance  
San Francisco Ballet  
Edgewood Program-Family Literacy/Gardening  
San Francisco School Volunteers  
University High School Students