

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

Phone: 415-749-3505

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Table of Contents

Mission & Vision

I. Demographic Information

II. School Safety & Climate for Learning

III. Academic Data

IV. School Completion (secondary schools only)

V. Class Size

VI. Teacher & Staff Information

VII. Curriculum & Instruction

VIII. Post-Secondary Preparation (secondary schools only)

IX. Fiscal & Expenditure Data

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

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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

Enrollment: 214
Grades Served: K-5
email:
sch525@muse.sfusd.edu

**School web site can be accessed
through the SFUSD home page.**

SAN FRANCISCO UNIFIED SCHOOL DISTRICT

Superintendent: Dr. Arlene Ackerman
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All narrative was collected from schools in the fall of 2002 and represents the current program.

School Description

Named for a beloved San Francisco educator, Dr. William L. Cobb School provides a strong academic program for its students. Cobb was the first African-American principal in the San Francisco Unified School District, and the school that he led continues to celebrate his accomplishments as a courageous educator. We feel a special obligation to carry on his mission to care for and educate all children to the highest standard.

Cobb School has culturally diverse student and staff populations; many languages are spoken, including English, Spanish, Filipino, Amharic, Hindi, and Chinese. There are 10 ELD, and two Special Day classes (K-5 Slingerland approach to learning disabilities) and a full inclusion program.

The school has an iMAC computer lab that is used to reinforce the core curriculum; computers are located in all classrooms and all are hooked up to the Internet. Student activities include strong gardening and nutrition programs; an active Student Council; a strong arts program including instrumental music (all grade 3, 4, and 5 students learn recorder), AIM Symphony, San Francisco Ballet School, Poets and Artists in Residence, and movement classes; weekly Students of the Week and monthly Academic Achievement Assemblies; Sports 4 Kids Junior Coaches and after school sports; monthly student-written newspaper and a Literacy Festival including a spelling bee; community service learning, including SF Food Bank and visits to neighboring convalescent homes; community readathons and Spring Carnival, Book Fairs, and activities to celebrate important events.

There are high expectations for all students at the school. The staff, families and students work as a team to assure that all students are responsible, successful, have high self esteem. A Family Liaison and the Family Resource Center provide 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 assure that all children reach maximum potential academically, socially and physically. We celebrate our diversity, building strong ties with families. We believe a child's early years are crucial in molding the child's future. Our instructional and support strategies allow children equal access to a first-rate education. We believe that our small school enables us to recognize and meet the needs of all students.

Opportunities for Parental Involvement

Contact Person Name: Susan M. Audap, Principal

Contact Person Phone Number: 415-749-3505

Organized opportunities for parental involvement:

In addition to the School Site Council, made up of elected parent, community 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. Our Family Liaison works with family members to ensure their involvement in their children's education, including Family Picnics, Grandparents' Day, workshops and study groups.

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.

Student Enrollment by Grade Level

Grade Level	Enrollment	Grade Level	Enrollment
K	40	9	0
1	33	10	0
2	28	11	0
3	38	12	0
4	28	Ungraded Secondary	0
5	47		
6	0		
7	0		
8	0	Total Enrollment	214
Ungraded Elementary	0	Adult	0

Student Enrollment by Ethnic Group

Racial/Ethnic Category	Number of Students	Percentage of Students
African-American	116	54.2
American Indian or Alaska Native	2	0.9
Asian-American	50	23.4
Filipino-American	11	5.1
Hispanic or Latino	23	10.7
Pacific Islander	1	0.5
White (Not Hispanic)	5	2.3
Other	6	2.8
Total	214	

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 Systems (CBEDS) total enrollment.

II. School Safety and Climate for Learning

School Safety Plan

Date of Last Review/Update: 10/20/2002

Date Last Reviewed with Staff: 10/31/2002

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, we have a caring, personal learning environment that 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. We publish a monthly newspaper distributed to all families, and we have 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, from USF, America Reads, from local high schools, and from our school community, work with children throughout the day. Extended hours for library and computer lab provide added opportunities for children. For children needing reintegration time back into school from the weekend, we have a Transition Program in the library for 30 minutes on Monday mornings. Our Sports 4 Kids coordinator organizes playtime games and co-teaches PE with teachers.

Suspensions and Expulsions

	School			District		
	1999/2000	2000/01	2001/02	2000	2001	2002
Suspensions (number)	9	4		1,935	1,791	1,722
Suspensions (rate)	3.6%	1.7%	0.0%	3.2%	3.0%	2.9%
Expulsions (number)						
Expulsions (rate)						

In order to provide a healthy climate, we have regulations consistent with the Student Behavior handbook. Students are suspended for violations of those regulations. The following programs 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 and various agencies, conflict resolution, behavior programs, and on-site mental health services, including a one day per week therapist through Circle of Care.

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 for our student population.

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 more green space would relieve the urban feel of the school. Classrooms and halls are spacious. There is inadequate space for the various specialists who serve our children. There is now a faculty room. There is no water in the classrooms which impacts the science and art programs which are sometimes taught in the cafeteria. 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 no noise abatement system. No cooling system is needed -- this is San Francisco! 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 institution.

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). *Note: To protect student privacy, asterisks appear in any cell whenever 10 or fewer students had valid test scores.*

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. *Note: To protect student privacy, asterisks appear in any cell whenever 10 or fewer students had valid test scores.*

The tables in this section report the percentage of students achieving at the proficient or advanced level (meeting or exceeding the state standard.)

CST - Schoolwide - English Language Arts

Grade Level	School			District			State		
	2000	2001	2002	2000	2001	2002	2000	2001	2002
2	n/a	42	16	n/a	37	33	n/a	32	32
3	n/a	30	34	n/a	31	37	n/a	30	34
4	n/a	24	22	n/a	34	39	n/a	33	36
5	n/a	6	11	n/a	28	32	n/a	28	31
6	n/a			n/a	28	30	n/a	31	30
7	n/a			n/a	33	33	n/a	32	33
8	n/a			n/a	30	32	n/a	32	32
9	n/a			n/a	33	37	n/a	28	33
10	n/a			n/a	35	39	n/a	31	33
11	n/a			n/a	35	38	n/a	29	31

CST - Schoolwide - Mathematics

Grade Level	School			District			State		
	2000	2001	2002	2000	2001	2002	2000	2001	2002
2	n/a	n/a	13	n/a	n/a	43	n/a	n/a	43
3	n/a	n/a	22	n/a	n/a	41	n/a	n/a	38
4	n/a	n/a	35	n/a	n/a	36	n/a	n/a	37
5	n/a	n/a	17	n/a	n/a	32	n/a	n/a	29
6	n/a	n/a		n/a	n/a	35	n/a	n/a	32
7	n/a	n/a		n/a	n/a	32	n/a	n/a	29
8	n/a	n/a		n/a	n/a	36	n/a	n/a	26
9	n/a	n/a		n/a	n/a	29	n/a	n/a	22
10	n/a	n/a		n/a	n/a	32	n/a	n/a	21
11	n/a	n/a		n/a	n/a	27	n/a	n/a	18

CST - Schoolwide - Science

Grade Level	School			District			State		
	2000	2001	2002	2000	2001	2002	2000	2001	2002
9	n/a	n/a		n/a	n/a	42	n/a	n/a	33
10	n/a	n/a		n/a	n/a	32	n/a	n/a	31
11	n/a	n/a		n/a	n/a	27	n/a	n/a	28

CST - Schoolwide - Social Science

Grade Level	School			District			State		
	2000	2001	2002	2000	2001	2002	2000	2001	2002
9	n/a	n/a		n/a	n/a	28	n/a	n/a	24
10	n/a	n/a		n/a	n/a	27	n/a	n/a	24
11	n/a	n/a		n/a	n/a	36	n/a	n/a	32

California Standards Test - Subgroups

CST - Subgroups - English Language Arts

Grade Level	Male	Female	English Learners	Not-English Learners	Socio-economically Disadvantaged	Not Socio-economically Disadvantaged	Migrant Education Services
2	17	15	50	11	12	21	
3	29	39	63	25	33	36	
4	25	14	0	26	19	29	
5	8	14	0	13	14	8	
6							
7							
8							
9							
10							
11							

CST - Subgroups - Mathematics

Grade Level	Male	Female	English Learners	Not-English Learners	Socio-economically Disadvantaged	Not Socio-economically Disadvantaged	Migrant Education Services
2	11	15	50	7	12	13	
3	21	22	38	17	22	21	
4	39	25	25	36	41	22	
5	17	17	0	20	9	25	
6							
7							
8							
9							
10							
11							

CST - Racial/Ethnic groups - Science

Grade Level	African American	American Indian or Alaska Native	Asian American	Filipino American	Hispanic or Latino	Pacific Islander	White (not Hispanic)	Other
9								
10								
11								

CST - Racial/Ethnic groups - Social Science

Grade Level	African American	American Indian or Alaska Native	Asian American	Filipino American	Hispanic or Latino	Pacific Islander	White (not Hispanic)	Other
9								
10								
11								

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.

Stanford 9 - Reading

Grade Level	School			District			State		
	2000	2001	2002	2000	2001	2002	2000	2001	2002
2	45	58	48	58	54	55	49	51	53
3	41	32	65	45	46	50	44	46	47
4	32	41	27	50	51	53	45	47	49
5	56	31	32	46	47	51	44	45	46
6				46	45	49	46	47	48
7				50	48	49	46	48	48
8				51	48	49	49	50	49
9				42	40	40	35	35	34
10				39	37	40	34	34	34
11				43	40	41	36	37	37

Stanford 9 - Mathematics

Grade Level	School			District			State		
	2000	2001	2002	2000	2001	2002	2000	2001	2002
2	47	58	35	64	60	64	57	58	62
3	39	52	77	61	61	61	56	59	62
4	35	46	48	56	58	61	51	54	58
5	78	40	66	58	60	63	50	54	57
6				58	59	62	55	57	60
7				57	57	58	48	50	52
8				59	57	59	48	49	50
9				67	65	66	51	51	52
10				60	59	65	46	45	46
11				64	60	63	47	46	47

Stanford 9 - Subgroups

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.

Stanford 9 - Subgroups - Reading

Grade Level	Male	Female	English Learners	Not-English Learners	Socio-economically Disadvantaged	Not Socio-economically Disadvantaged	Migrant Education Services
2	38	58		48	55	43	
3	45	80		61	53	82	
4	25			28	33		
5	31	33		37	13	50	
6							
7							
8							
9							
10							
11							

Stanford 9 - Racial/Ethnic groups - Mathematics

Grade Level	African American	American Indian or Alaska Native	Asian American	Filipino American	Hispanic or Latino	Pacific Islander	White (not Hispanic)	Other
2	25							
3	75							
4	33							
5	47							
6								
7								
8								
9								
10								
11								

Local Assessment

(Percentage of Students Meeting or Exceeding the District Standard)

Grade Level	Reading			Writing			Mathematics		
	2000	2001	2002	2000	2001	2002	2000	2001	2002
K									
2									
3							88.1%	46.7%	86.7%
4				31.7%	40.5%	58.3%			
5									
6									
7									
8									
9									
10									
11									

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. *Note: To protect student privacy, asterisks appear in any cell whenever 10 or fewer students had valid test scores.*

Grade Level	School			District			State		
	Total	Male	Female	Total	Male	Female	Total	Male	Female
5	0.0	0.0	0.0	14.4	17.1	11.9	22.2	23.4	21.5
7				24.0	25.8	22.3	25.9	27.3	25.0
9				21.1	20.5	21.6	22.7	21.0	24.6

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
Percentage Tested	98	97	98	Percentage Tested	97	97	684
Base API Score	663	655	663	Growth API Score	662	659	6
Growth Target	7	7	-21	Actual Growth	-1	4	7
Statewide Rank	5	5	No	Eligible for Awards	No		10
Similar Schools Rank	7	4		Eligible for II/USP			598

API Subgroups - Racial/Ethnic Groups 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
African American				African American			
Base API Score	598	593	594	Growth API Score	593	598	594
Growth Target	5	6	6	Actual Growth	-5	5	0
American Indian or Alaska Native				American Indian or Alaska Native			
Base API Score				Growth API Score			
Growth Target				Actual Growth			
Asian-American				Asian-American			
Base API Score	805	762	747	Growth API Score	762	760	
Growth Target		6	6	Actual Growth	-43	-2	
Filipino-American				Filipino-American			
Base API Score				Growth API Score			
Growth Target				Actual Growth			
Hispanic or Latino				Hispanic or Latino			
Base API Score				Growth API Score			
Growth Target				Actual Growth			
Pacific Islander				Pacific Islander			
Base API Score				Growth API Score			
Growth Target				Actual Growth			
White (Not Hispanic)				White (Not Hispanic)			
Base API Score				Growth API Score			
Growth Target				Actual Growth			

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
Base API Score	692	642	630	Growth API Score	642	640	662
Growth Target	5	6	6	Actual Growth	-50	-2	32

API Based Awards and Interventions Programs

California Programs				Federal Programs			
	2000	2001	2002		2000	2001	2002
Eligible for Governor's performance award	NO	NO	NO	Recognition for Achievement (Title I)			
Eligible for II/USP	NO	YES	***	Identified for Program Improvement (Title 1)			
Applied for II/USP \$	NO	YES	***	Exited Title 1 Program Improvement			
Received II/USP \$	NO	YES	***				

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	2000				2001				2002			
	Avg	1-20	21-32	33+	Avg	1-20	21-32	33+	Avg	1-20	21-32	33+
K	20.00	2			14.50	2			20.00	2		
1	16.50	2			17.50	2			16.00	2		
2	17.50	2			19.00	1			7.50	2		
3	18.00	1			16.00	1			17.00	1		
4	23.00		1		31.00		1		32.00		1	
5	28.00		1						21.00	1	1	
6												
K-3	20.00	2			14.50	2			20.00	2		
3-4	16.50	2			17.50	2			16.00	2		
4-8	17.50	2			19.00	1			7.50	2		
Other	18.00	1			16.00	1			17.00	1		

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 Subject	2000				2001				2002			
	Avg	1-20	21-32	33+	Avg	1-20	21-32	33+	Avg	1-20	21-32	33+
English												
Mathematics												
Science												
Social Science												

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		
	2000	2001	2002
K	99.3	99.3	99.3
1	99.3	99.3	99.3
2	99.3	99.3	99.3
3	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.

At Dr. 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.

	2000	2001	2002
Total Number of Teachers	14	14	13
Full Credential (fully credentialed and teaching in subject area)	14	14	12
Teaching Outside Subject Area (fully credentialed but teaching outside subject area)			
Emergency Credential (includes District Internship, University Internship, Pre-Interns and Emergency Permits)			1
Teachers with Waivers (does not have credential and does not qualify for an Emergency Permit)			

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 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:

Under the district STAR program, we have a permanent substitute who relieves teachers for professional development as well as taking classes of teachers who are ill. 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. In the 2001-02 school year, this never was necessary.

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.

Elementary: 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.

Middle/High: The District staffing ratio for counselors in middle and high schools is based on enrollment and is computed as follows:

<i>Middle</i>	Students : Counselors	<i>High</i>	Students : Counselors
	0-650 : 1		0-501 : 1
	650-901 : 1.5		501-751 : 1.5
	over 901 : 2		751-1001 : 2
			1001-1251 : 2.5
			1251-1501 : 3
			1501-1751 : 3.5
			1751-2001 : 4
			2001-2251 : 4.5
			over 2251 : 5

The Student Advisor provides counseling, conflict resolution, tutoring, and self-esteem activities. Staff members, including the Sports 4 Kids coordinator, participate in conflict resolution with students. Through the SST process, faculty and families problem solve and coordinate resources to improve student learning and behavior. There are several Special Education programs on site: speech therapy, RSP, full inclusion, and two SDC's for students with learning disabilities. Drug awareness activities are coordinated by the health advocate and are provided to all students. Referrals to community services are made for students and families. Community Mental Health, the PIP program, 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	

(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. Our Resource teachers assist teachers as they identify areas where more work is needed. There is continuing conversation about how we can improve achievement through adjusting of resources and materials as well as acquiring of new skills and knowledge.

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 to focus on. There is articulation between teachers at various grade levels, as well. Professional development sessions include inquiry-based examination of language arts achievement, with regular focus on looking at student work. Our performance assessments are in line with state standards.

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. Faculty professional development centers around teacher efficacy, looking at student work, and improving student achievement. 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 two times during the year for a Classroom SST to talk about each individual child. Monthly writing samples are analyzed for growth. In 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.

The 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. District support for working with English language learners has helped focus attention on their particular needs.

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

Performance assessments, classroom SST's, report cards, faculty discussions, review and analysis 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.

Special needs students receive a variety of support, 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 includes attendance at the After School Learning Program, work with volunteers, and referrals to community agencies that are widely available.

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 all subgroups are making excellent progress in mathematics, while reading scores have stayed constant.

Professional Development

Number of Staff Development Days: 1999-2000 = 3 2000-2001 = 3 2001-2002 = 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 full days for professional development during the academic year.

Additionally, in 2001/2002 there were five weeks of centrally coordinated Professional Development Institutes. these week-long, afterschool/Saturday institutes offered professional development in standards, best practices, assessment and diversity.

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 student academic engagement. Training is 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 district STAR professional development. Two teachers are site math leaders; two resource teachers coordinate an inquiry based professional development program.

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. Some classroom libraries are excellent and funds have been devoted to them.

School educational technology program.

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

Additional technology resources.

CD Library, binders with Internet Address for students and teachers, television monitor connected to Internet for instructional purposes (lab and/or classrooms).

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 1 through 8	State Requirement	Instructional Minutes Offered by Cobb ES	
K	36,000	49,815	State Requirement for High School: 64,800
1	50,400	50,595	Instructional Minutes offered:
2	50,400	50,595	9
3	50,400	50,595	10
4	54,000	54,000	11
5	54,000	54,000	12
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

Any additional minimum days at this school and reasons:

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

Banked minutes at this school:

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.

Our students' 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 the students' 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 Dr. 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 2000-2001)

	SFUSD	State Average for Districts in Same Category
Beginning Teacher Salary	\$38,000	\$35,490
Mid-Range Teacher Salary	\$52,048	\$56,244
Highest Teacher Salary	\$64,326	\$69,568
Average Principal Salary (Elementary)	\$81,972	\$93,094
Average Principal Salary (Middle)	\$87,235	
Average Principal Salary (Secondary)	92134	
Superintendent Salary	197000	160607
Percentage of Budget for Teachers' Salaries	37.93	42.73
Percentage of Budget for Administrative Payrolls	10.26	5.00

Expenditures (Fiscal Year 2000-2001)

District		State Average for Districts in Same Category	State Average for all Districts
Total Dollars	Dollars per Student (ADA)	Dollars per Student (ADA)	Dollars per Student (ADA)
\$369,469,996	\$6,457	\$6,412	\$6,360

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