

School Accountability Report Card

School Year 2003-2004

Published during 2004/2005

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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Dr. William L. Cobb Elementary School
2725 California Street, San Francisco, CA 94115
Mrs. Susan Audap, Principal

Phone: 415-749-3505

FAX: 415-749-3436

Enrollment: 195
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
Address: 555 Franklin St., San Francisco, CA 94102
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Notes regarding the source and currency of data: Data included in this SARC are consistent with State Board of Education guidelines which are available at the California Department of Education website, <http://www.cde.ca.gov/ta/ac/sa/definitions04.asp>. Most data presented in this report were collected from the 2003-04 school year or from the two preceding years. The narrative was collected from schools in the Fall of 2004. Due to the certification timelines for graduation, dropout, and fiscal information, the data for these sections of the report were collected in 2002-03.

Principal's Introduction

My vision for Dr. Cobb children comes from many years as an educator here in California and in Asia, and my experiences as a mother, sister and daughter. I want for Dr. Cobb children what I want for my own: happiness and achievement at the highest levels—academically, socially, physically. Our children will carry with them for all time the messages and lessons we teach them—intellectual curiosity and love of learning, kindness and care for others, confidence that they can be good and happy citizens and parents, the importance of a healthy body and an active mind. It is my privilege to work with a wonderful, caring community of children, families, faculty and staff. We take our work seriously, but remember always to laugh along with the children.

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 9 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; 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, Yerba Buena Dance Troupe and movement classes; weekly Students of the Week and monthly Academic Achievement Assemblies; Sports 4 Kids Junior Coaches and after school sports; bi-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, and have high self-esteem. A Family Liaison and the 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 provides 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 they serve and to provide them with excellent educational opportunities.

Opportunities for Parental Involvement

Contact Person Name: Melissa Collier, Family Liaison

Contact Person Phone Number: 415-749-3505 or

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. Each family is expected to contribute at least 20 hours per year to the school. Our Family Liaison works to expand family involvement in the children's education, including Family Picnics, Grandparents' Day, workshops on Math, Science, Literacy and more. Our Family Resource Center offers workshops and discussion groups on parenting and provides assistance on request. We have a Healthy Children Food Bank for Dr. Cobb families, sponsored by Temple Emanu-El, our literacy partner.

I. Demographic Information

Student Enrollment Data reported are the number of students in each grade level as reported by the California Basic Educational Data System (CBEDS).

Student Enrollment by Grade Level

Grade Level	Enrollment	Grade Level	Enrollment
K	36	9	0
1	21	10	0
2	37	11	0
3	36	12	0
4	35	Ungraded Secondary	0
5	30		
6	0		
7	0		
8	0		
Ungraded Elementary	0	Total Enrollment	195

Student Enrollment by Ethnic Group Data reported are the number and percent of students in each racial/ethnic category as reported by CBEDS.

Racial/Ethnic Category	Number of Students	Percent of Students
African-American	120	61.5
American Indian or Alaska Native	1	0.5
Asian-American	29	14.9
Filipino-American	12	6.2
Hispanic or Latino	19	9.7
Pacific Islander	2	1.0
White (Not Hispanic)	3	1.5
Other	9	4.6
Total	195	

II. School Safety and Climate for Learning

School Safety Plan

Date of Last Review/Update: 10/12/2004

Date Last Reviewed with Staff: 10/12/2004

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 200 students, we have a caring 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. Our student-written monthly newspaper is distributed to all families, and we have nutrition and garden programs. Our newly revitalized library is a treasure of the best books and magazines. We capitalize on the City in which we live with many curricular-related field trips and visiting artists. Volunteers from ages 15 to 80, from USF America Reads, high schools and Temple Emanu-El, and our school community work with children throughout the extended day. Extended hours for library and computer lab provide added opportunities for children. Our Sports 4 Kids coordinator organizes playtime games and co-teaches PE with teachers.

Suspensions and Expulsions

	School			District		
	2001/02	2002/03	2003/04	2002	2003	2004
Suspensions (number)		0	5	1,722	2,428	2,645
Suspensions (rate)	0.00%	0.00%	2.56%	2.94%	4.17%	4.58%
Expulsions (number)	0	0	0	60	47	39
Expulsions (rate)	0.00%	0.00%	0.00%	.10%	.08%	.07%

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:

Our Caring Community grant from EdFund is introducing class meetings to encourage a more positive school climate and sense of safety for all. 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 social worker and social groups sponsored by Inclusion program and Family Resource personnel.

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 was painted inside and out in summer, 2003. 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 but dreary. Adult restrooms (four) are freshly painted but lack proper ventilation. A new boiler is being installed in fall, 2004. The electrical system is not entirely reliable, especially for technology needs. Floors, walls, roof and plumbing are adequate but show their age.

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. There is no noise abatement system which is a problem with all classrooms facing the playground and especially those facing busy Pine St. There is a need for window coverings which are uniform and suitable. 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, science and history/social science in grades 9-11, and a norm-referenced test which tests reading, language and mathematics in Grades 2-11, spelling in Grades 2-8, and science in Grades 9-11.

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. Detailed information regarding results for each grade and proficiency level can be found at the California Department of Education website at <http://star.cde.ca.gov> or by speaking with the school principal. *Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.*

CST - All Students

Data reported are the percent of students achieving at the proficient or advanced level (meeting or exceeding the state standard).

Performance Level	School			District			State		
	2002	2003	2004	2002	2003	2004	2002	2003	2004
English/ Language Arts	20	21	30	35	38	40	32	35	36
Mathematics	20	20	37	34	39	40	31	35	34
Science			13	32	28	27	30	27	25
History/ Social Science				32	32	35	28	28	29

CST - Racial/Ethnic Groups

Data reported are the percent of students achieving at the proficient or advanced level (meeting or exceeding the state standard).

Performance Level	African American	American Indian or Alaska Native	Asian American	Filipino American	Hispanic or Latino	Pacific Islander	White (not Hispanic)
English/ Language Arts	19		64		40		
Mathematics	29		64		40		
Science							
History/ Social Science							

CST - Subgroups

Data reported are the percent of students achieving at the proficient or advanced level (meeting or exceeding the state standard).

Performance Level	Male	Female	English Learners	Socioeconomically Disadvantaged		Students with Disabilities		Migrant Education Services
				Yes	No	Yes	No	
English/ Language Arts	28	31	29	28	33	8	39	
Mathematics	39	36	43	34	44	11	48	
Science		15		5			14	
History/ Social Science								

Norm Referenced Test (NRT)

Reading and mathematics results from the California Achievement Test, 6th Edition (CAT-6), the current NRT adopted by the State Board of Education, are reported for each grade level as the percent 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. The CAT-6 was adopted in 2003; therefore, no data are reported for 2002. Detailed information regarding results for each grade level can be found at the California Department of Education website at <http://star.cde.ca.gov/> or by speaking with the school principal. *Note: To protect student privacy, asterisks appear in any cell when the number of students tested is 10 or less.*

NRT - All Students

Data reported are the percent of students scoring at or above the 50th percentile.

Subject	School			District			State		
	2002	2003	2004	2002	2003	2004	2002	2003	2004
Reading	43	23	32	48	45	46	45	43	43
Mathematics	57	32	38	63	57	58	55	50	51

NRT - Racial/Ethnic Groups

Data reported are the percent of students scoring at or above the 50th percentile.

Subject	African American	American Indian or Alaska Native	Asian American	Filipino American	Hispanic or Latino	Pacific Islander	White (not Hispanic)
Reading	24		64		27		
Mathematics	30		71		33		

NRT - Subgroups

Data reported are the percent of students scoring at or above the 50th percentile.

Subject	Male	Female	English Learners	Socioeconomically Disadvantaged		Students with Disabilities		Migrant Education Services
				Yes	No	Yes	No	
Reading	30	34	29	25	43	15	39	
Mathematics	39	38	36	35	43	13	48	

California Fitness Test

Data reported are the percent of students meeting fitness standards (scoring in the healthy fitness zone on all six fitness standards). Detailed information regarding the California Physical Fitness Test may be found at the California Department of Education website at <http://www.cde.ca.gov/ta/tg/pf/> *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	16.7	25.0		26.3	30.0	22.7	24.8	26.7	22.9
7				38.1	42.6	33.8	29.1	31.3	27.0
9				22.9	24.2	21.7	26.3	25.3	27.2

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. The growth target for a school at or above 800 is to remain at or above 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 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. There was no money allocated to the II/USP Program in 2002 or 2003.

Subgroup APIs and Targets: In addition to a schoolwide API, schools also receive API scores for each numerically significant subgroup in the school (i.e., racial/ethnic subgroups and socioeconomically disadvantaged subgroups.) Growth targets, equal to 80% of the school's target, are also set for each of the subgroups. Each subgroup must meet its target for the school to be eligible for awards.

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

Statewide Rank: Schools receiving a base 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: Schools also receive a ranking that compares that 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.

API criteria are subject to change as new legislation is enacted into law. Detailed information about the API and the Public Schools Accountability Act (PSAA) can be found at the California Department of Education website at <http://www.cde.ca.gov/ta/ac/ap/> or by speaking with the school principal.

"A" means the school scored at or above the statewide performance target of 800.

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

	API Base Data				API Growth Data		
	2001	2002	2003		From 2001 to 2002	Fr. 2002 to 2003	Fr. 2003 to 2004
Percentage Tested	97	97	99	Percentage Tested	97	99	100
Base API Score	655	645	583	Growth API Score	659	636	670
Growth Target	7	8	11	Actual Growth	4	-9	87
Statewide Rank	5	4	1				
Similar Schools Rank	4	5	1				

API Subgroups - Racial/Ethnic Groups Note: # indicates that no growth target was assigned in that year.

	API Base Data				API Growth Data		
	2001	2002	2003		From 2001 to 2002	Fr. 2002 to 2003	Fr. 2003 to 2004
African American				African American			
Base API Score	594	590	521	Growth API Score	594	571	635
Growth Target	6	6	9	Actual Growth	0	-19	114
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	747			Growth API Score			
Growth Target	6			Actual Growth			
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		
	2001	2002	2003		From 2001 to 2002	Fr. 2002 to 2003	Fr. 2003 to 2004
Base API Score	630	642	562	Growth API Score	662	625	652
Growth Target	6	6	9	Actual Growth	32	-17	90

Awards and Interventions Programs

Although state intervention and awards programs are currently in the California Education Code, the programs were not funded for the period addressed by this report. Therefore, there are currently no data available to report.

Federal Intervention Program

Schools receiving Title I funding enter federal Program Improvement (PI) if they do not make Adequate Yearly Progress (AYP) for two consecutive years. After entering PI, schools advance to the next level of intervention with each additional year that they do not make AYP. Information about PI, including a list of all PI schools, can be found at the California Department of Education website at <http://www.cde.ca.gov/ta/ac/ay/> or by speaking with the school principal.

	School	District
Year Identified for Program Improvement	2001-2002	
Year in Program Improvement	Year 2	
Year Exited Program Improvement		
Number of Schools Currently in Program Improvement		33
Percent of Schools Identified for Program Improvement		29.7%

Adequate Yearly Progress (AYP)

The federal No Child Left Behind Act requires that all students perform at or above the proficient level on the State's standards based assessment by 2014. In order to achieve this goal and meet annual performance objectives, districts and schools must improve each year according to set requirements. A "yes" in the following table displaying Overall AYP Status indicates that AYP was met for all students and all subgroups, or that exception criteria were met, or that an appeal of the school's or district's AYP status was approved. Additional data by subgroup show whether all groups of students in the school and district made the annual measurable objectives for the percent proficient or above and the participation rate required under AYP. Detailed information about AYP can be found at the California Department of Education website at <http://www.cde.ca.gov/ta/ac/ay/> or by speaking to the school principal.

Overall	School			District		
	2002	2003	2004	2002	2003	2004
All Students		No	Yes		Yes	Yes
Subgroups						
All Students		Yes	Yes		Yes	Yes
African American (not of Hispanic origin)		No	Yes		No	Yes
American Indian or Alaska Native		N/A	N/A		Yes	Yes
Asian		N/A	N/A		Yes	Yes
Filipino		N/A	N/A		Yes	Yes
Hispanic or Latino		N/A	N/A		Yes	Yes
Pacific Islander		N/A	N/A		Yes	Yes
White (not of Hispanic origin)		N/A	N/A		Yes	Yes
Socioeconomically Disadvantaged		Yes	Yes		Yes	Yes
English Language Learners		N/A	N/A		Yes	Yes
Students with Disabilities		N/A	N/A		No	Yes

IV. School Completion (Secondary Schools only)

California High School Exit Exam (CAHSEE)

Beginning with the graduating class of 2006, 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 CAHSEE.

These data are not required to be reported until 2006 when they can be reported for the entire potential graduating class. When implemented, the data will be disaggregated by special education status, English language learners, socioeconomic status, gender, and ethnic group.

Dropout Rate and Graduation Rate

Data reported regarding progress toward reducing dropout rates over the most recent three-year period include:

- grade 9-12 enrollment
- the number of dropouts, and
- the one-year dropout rate as reported by CBEDS

The formula for the one-year dropout rate is (Grades 9-12 dropouts divided by Grades 9-12 Enrollment) multiplied by 100. The graduation rate, required by the federal No Child Left Behind Act (NCLB), is calculated by dividing the number of high school graduates by the sum of dropouts for grades 9 through 12, in consecutive years, plus the number of graduates.

V. Class Size

Average Class Size and Class Size Distribution

Data reported are the average class size and the number of classrooms that fall into each category (i.e., number of students), by grade level, as reported by CBEDS.

Grade	2002				2003				2004			
	Avg	1-20	21-32	33+	Avg	1-20	21-32	33+	Avg	1-20	21-32	33+
K	20.0	2			13.5	2			18.0	2		
1	16.0	2			18.5	2			15.5	2		
2	7.5	2			13.3	3			15.7	3		
3	17.0	1			16.0	3			17.5	2		
4	32.0		1		21.0		1		18.0	1	1	
5	21.0	1	1		26.0		1					
6												
K-3												
3-4												
4-8												
Other												

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	2002				2003				2004			
	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. Data reported are the number of students in each grade level that are in a class size reduction classroom.

Grade Level	Percentage of Pupils Participating		
	2002	2003	2004
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

Academic Courses Not Taught by NCLB Compliant Teachers

The No Child Left Behind Act (NCLB) requires that all teachers teaching in core academic subjects are to be “highly qualified” not later than the end of the 2005-06 school year. In general, NCLB requires that each teacher must have:

1. a bachelor’s degree,
2. a state credential or an Intern Certificate/Credential for no more than three years, and
3. demonstrated subject matter competence for each core subject to be taught by the teacher.

More information on teacher qualifications required under NCLB can be found at the California Department of Education’s website at <http://www.cde.ca.gov/nclb/sr/tq/> .

Percent of classes in core content areas not taught by NCLB compliant teachers as above:

This school:

SFUSD: All schools High-poverty schools Low-poverty schools

Teacher Credentials

Data reported are the number of teachers (full- and part-time) as reported by CBEDS. Each teacher is counted as “1”. If a teacher works at two schools, he/she is only counted at one school. Data are not available for teachers with a full credential and teaching outside his/her subject area.

	2002	2003	2004
Total Number of Teachers	13	15	14
Teachers with Full Credential (fully credentialed and teaching in subject area)	12	14	12
Teaching Outside Subject Area (fully credentialed but teaching outside subject area)			
Teachers in Alternative Routes to Certification (district and university internship)			
Pre-Internship	1		
Emergency Permits (not qualified for a credential or internship but meeting minimum requirements)			1
Teachers with Waivers (do not have credential and do not qualify for Emergency Permit)		1	1

Professional Qualifications of Teachers

It is the goal of the district that every teacher hold either a California credential or an Intern credential and be highly qualified as defined by the No Child Left Behind legislation. The district has reduced the number of teachers working without a credential by over 70% since 2001.

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.

Three teachers are applying for National Board Certification this school year.

Teacher Misassignments

Data reported are the number of placements of a certificated employee in a teaching or services position for which the employee does not hold a legally recognized certificate or credential, or the placement of a certificated employee in a teaching or services position that the employee is not otherwise authorized by statute to hold.

	2002	2003	2004
Misassignments of Teachers of English Learners			
Total Misassignments of Any Teachers			

Teacher Education Level

Data reported are the percent of teachers by education level.

	School	District
Doctorate		1.3
Master's Degree plus 30 or more semester hours		0.1
Master's Degree	35.7	23.5
Bachelor's Degree plus 30 or more semester hours	57.1	61.3
Bachelor's Degree	7.1	13.4
Less than Bachelor's Degree		0.2

Vacant Teacher Positions

Data reported are the number of positions to which a single designated certificated employee has not been assigned at the beginning of the year for an entire year or, if the position is for a one-semester course, a position to which a single designated certificated employee has not been assigned at the beginning of a semester for an entire semester.

	2002	2003	2004
Vacant Teacher Positions			

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 has conducted 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 site support 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 2003-04 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 equal 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. A nurse, social worker, the PIP program, and The Family Resource Center are located on site and provide direct services to students and families. The processes are coordinated with monthly Coordinated Services Team meetings.

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. A large variety of curriculum material and strategies is 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 or through a Book Buddy or

Temple Emanu-El tutor, to work with the Resource Specialist Teacher on an informal basis, to formal SST proceedings. Additional support outside school hours happens at the After School Learning Program, work with volunteers, and referrals to community agencies.

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 and the language arts, although the former is stronger.

Professional Development

Number of Staff Development Days: 2001-2002 = 3 2002-2003 = 3 2003-2004 = 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.

For 2003/2004 there are three weeks of centrally coordinated Professional Development Institutes. These week-long, afterschool/Saturday institutes offer professional development in standards, best practices, assessment and diversity. A week-long institute in August offered professional development to all new teachers.

Additional opportunities on special topics designed to ensure standards based instruction are offered by various district departments. All teachers are expected to maintain an individual professional growth plan that is approved by their professional advisor and is aligned with identified professional and school areas of need.

Teachers received training in BTSA, UCSF Science Partnership, Dyslexia, TERC/Investigations Math, AIMS, Health Education, Universal Precautions/First Aid, Houghton-Mifflin Reading, 6 Traits Writing, Putting Race on the Table with Enid Lee, writing with Adra Klein, physical education, 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 regular meetings and staff development activities. Professional resources are purchased for all classrooms. Two resource teachers coordinate an inquiry based professional development program in Character Development.

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. 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. Our library has been revitalized and now has an outstanding collection.

School educational technology program.

Students are 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, scanner and other machines as appropriate. Two classes have access to 16 laptop computers for 14 weeks during the year as a result of teachers' attendance at a CTAP course. All students have internal e-mail addresses through think.com.

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 listed above 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

Availability of Sufficient Standards-Aligned Textbooks and Other Instructional Materials

The availability of sufficient state-adopted (grades K-8) and standards-aligned (grades K-12) textbooks and other instructional materials for each pupil, including English learners, that are consistent with the content and cycles of the curriculum frameworks adopted by the State Board of Education in the core curriculum areas of reading/language arts, mathematics, science, history-social science, foreign language, and health (for grades K-12, inclusive); and science laboratory equipment (for grades 9-12, inclusive), as appropriate.

Core Curriculum Areas	Availability of Textbooks/Materials	
	1:1	Fewer books than students
Reading/Language Arts		
Mathematics		
Science		
History/Social Science		
Foreign Language		
Health		
Science Laboratory Equipment (Grades 9-12)		

Instructional Minutes (School Year 2003-2004)

Grade Level 1 through 8	State Requirement	Instructional Minutes Offered by Cobb ES	
K	36,000	49,950	State Requirement for High School: 64,800
1	50,400	50,800	
2	50,400	50,850	Instructional Minutes offered: 9
3	50,400	50,850	10
4	54,000	54,300	11
5	54,000	54,300	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 in grades K through 8:

- 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:

None.

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.

We have an active Friends of Our Future group, consisting of parents and community volunteers. They arrange for speakers from various walks of life to come to school and share with the students. They began their work in 2003-04 SY and continue. They work to provide speakers who reflect the cultural groups of our children, who have been very receptive. Children in grade 5 have an escorted tour of USF with their teacher each year.

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. Data reported are the number of courses and classes offered, and the enrollment in various AP and IB classes. The data for Fine and Performing Arts include AP Art and AP Music, and the data for Social Science include IB

Students Enrolled in Courses Required for University of California (UC) and California State University (CSU) Admission

Data reported are the number and percent of students enrolled in courses required for UC and/or CSU admission. The percent of students is calculated by dividing the total number of students enrolled in courses required for UC and/or CSU admission (a duplicated count) by the total number of students enrolled in all courses (also a duplicated count).

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 2002-2003)

	SFUSD	State Average for Districts in Same Category
Beginning Teacher Salary	\$40,310	\$36,856
Mid-Range Teacher Salary	\$55,213	\$58,263
Highest Teacher Salary	\$70,407	\$72,665
Average Principal Salary (Elementary)	\$89,885	\$94,774
Average Principal Salary (Middle)	\$94,152	\$98,934
Average Principal Salary (Secondary)	\$98,209	\$106,858
Superintendent Salary	\$219,143	\$177,295
Percentage of Budget for Teachers' Salaries	36.9 %	41.6 %
Percentage of Budget for Administrative Payrolls	5.2 %	5.1 %

Expenditures (Fiscal Year 2002-2003)

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)
\$413,093,628	\$7,485	\$6,882	\$6,822

Types of Services Funded

Cobb ES

After School Learning
America Reads
Arts Education Collaborative
Beginning Teacher Support and Assessment
Exploratorium
NSF-Urban Systemic Program (Priority 6)
Nutrition Education Project
Primary Prevention Program (PIP)
Reading is Fundamental
San Francisco Education Fund
Science & Health Education Partnership