

# School Accountability Report Card

## School Year 2004-05

*(Published during 2005-06)*

### Dr. William L. Cobb Elementary School

2725 California Street, San Francisco, CA 94115

Principal: Mr.Dwight Rhodes, Principal

Phone: 415-749-3505

Fax: 415-749-3436

SFUSD #: 525

CA ID #: 6040968

### SAN FRANCISCO UNIFIED SCHOOL DISTRICT

Superintendent: Gwen Chan

555 Franklin Street, San Francisco, CA 94102

Phone: 415-241-6000

Web Site: [www.sfusd.edu](http://www.sfusd.edu)

#### SARC Contact:

Research, Planning and Accountability

Ritu Khanna, Executive Director

Phone: 415-241-6454

Fax: 415-241-6035

Email: [Sarc@muse.sfusd.edu](mailto:Sarc@muse.sfusd.edu)

#### Notes regarding the source and currency of data:

Data included in this School Accountability Report Card (SARC) template are consistent with State Board of Education guidelines, which are available at the California Department of Education Web site at <http://www.cde.ca.gov/ta/ac/sa/definitions05.asp>

Most data presented in this report were collected from the 2004-05 school year or from the two preceding years (2002-03 and 2003-04). Due to the certification timelines for graduation, dropout, and fiscal information, the data for these sections of the report were collected in 2003-04. Single-year column headings refer to the school year ending in that particular year. When no year is specified, data are from the most recent school year for which data are available.

More information about SARC requirements is available at the CDE Web site at <http://www.cde.ca.gov/ta/ac/sa/>, including a SARC Preparation Guide at <http://www.cde.ca.gov/ta/ac/sa/guide.asp> and Frequently Asked Questions at <http://www.cde.ca.gov/ta/ac/sa/questions.asp>.

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**Dr. William L. Cobb Elementary School**

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## **Section I - General Information**

### **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 eMAC 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, 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.

### **School Vision**

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**

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.

## Section II - Demographic Information

### Student Enrollment By Grade Level

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

Grade Level	Enrollment
<b>K</b>	31
<b>1</b>	31
<b>2</b>	21
<b>3</b>	40
<b>4</b>	30
<b>5</b>	30
<b>6</b>	0
<b>7</b>	0
<b>8</b>	0
<b>Ungraded Elem</b>	0

Grade Level	Enrollment
<b>9</b>	0
<b>10</b>	0
<b>11</b>	0
<b>12</b>	0
<b>Ungraded Sec</b>	0
<b>Total Enrollment</b>	183

### Student Enrollment By Racial and Ethnic Subgroups

Data reported are the number and percent of students in each racial and ethnic subgroup as reported by the California Basic Educational Data System (CBEDS).

Racial and Ethnic Subgroup	Number of Students	Percent of Students
<b>African American</b>	118	64.5
<b>American Indian or Alaska Native</b>	4	2.2
<b>Asian</b>	18	9.8
<b>Filpino</b>	9	4.9
<b>Hispanic or Latino</b>	16	8.7
<b>Pacific Islander</b>	1	0.5
<b>White (Not Hispanic)</b>	6	3.3
<b>Multiple or No Response</b>	11	6.0

## Section III - School Safety and Climate for Learning

### School Safety Plan

Information about the currency and contents of the school's comprehensive safety plan.

<b>Date of Last Review/Update</b>	10/17/2005
<b>Date Last Reviewed with Staff</b>	10/17/2005

### 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

Data reported are the number of suspensions and expulsions (i.e., the total number of incidents that resulted in a suspension or expulsion). The rate of suspensions and expulsions is the total number of incidents divided by the school's total enrollment as reported by CBEDS for the given year.

	School			District		
	2002/03	2003/04	2004/05	2002/03	2003/04	2004/05
<b>Number of Suspensions</b>	0	5	5	2,428	2,645	2710
<b>Rate of Suspensions</b>	0%	2.56%	2.73%	4.17%	4.58%	4.74%
<b>Number of Expulsions</b>	0	0	0	47	39	19
<b>Rate of Expulsions</b>	0%	0%	0%	.08%	.07%	.03%

### Efforts to Reduce 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 onsite mental health services, including a one day per week social worker and social groups sponsored by Inclusion program and Family Resource personnel.

## Section IV - School Facilities

### School Facility Conditions - General Information

Interim Evaluation Instrument Part	Facility in Good Repair		Deficiency and Remedial Actions Taken or Planned
	Yes	No	
Gas Leaks	X		
Mechanical Systems	X		
Windows/Doors/Gates (interior & exterior)	X		
Interior Surfaces (walls,floors & ceilings)	X		
Hazardous Materials (interior & exterior)	X		
Structural Damage	X		
Fire Safety	X		
Electrical (interior & exterior)	X		
Pest/Vermin Infestation	X		
Drinking Fountains	X		
Restrooms	X		
Sewer	X		
Playground/School Grounds	X		
Other	X		

## Section V - Academic Data

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

Through the California Standardized Testing and Reporting (STAR) program, students in grades 2 through 11 are tested annually in various subject areas. Currently, the STAR program includes California Standards Tests (CST) and a norm-referenced test (NRT). The CST tests English-language arts and mathematics in grades 2 through 11, science in grades 5, 9, 10, and 11, and history-social science in grades 8, 10, and 11. Prior to 2005, the NRT tested reading/language arts and mathematics in grades 2 through 11, spelling in grades 2 through 8, and science in grades 9 through 11. Beginning in 2005, the NRT tests reading/language arts, spelling, and mathematics in grades 3 and 7 only, and no longer tests science in any grade.

### **California Standards Test (CST)**

The California Standards Tests (CST) 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 state standards), Basic (approaching state standards), Below Basic (below state standards), and Far Below Basic (well below state standards). Students scoring at the Proficient or Advanced level meet state standards in that content area. Students with significant cognitive disabilities who are unable to take the CST are tested using the California Alternate Performance Assessment (CAPA). Detailed information regarding CST and CAPA results for each grade and proficiency level can be found at the California Department of Education Web site 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 standards).

Subject	School			District			State		
	2003	2004	2005	2003	2004	2005	2003	2004	2005
English-Language Arts	21	30	26	38	40	45	35	36	40
Mathematics	20	37	31	39	40	46	35	34	38
Science		13	10	28	27	30	27	25	27
History-Social Science				32	35	40	28	29	32

### **CST - Racial and Ethnic Subgroups**

Data reported are the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most recent testing period.

Subject	African American	America Indian or Alaska Native	Asian	Filipino	Hispanic or Latino	Pacific Islander	White (not Hispanic)
English-Language Arts	25	*	*	*	31	*	*
Mathematics	28	*	*	*	31	*	*
Science	6		*	*	*	*	*
History-Social Science							

## CST - Subgroups

Data reported are the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most recent testing period.

Subject	Male	Female	English Learners	Economically Disadvantaged	Students with Disabilities	Migrant Education Services
English-Language Arts	26	27	15	25	8	
Mathematics	35	27	38	31	14	
Science	0	18	*	5	*	
History-Social Science						

## Norm-Referenced Test (NRT)

Reading and mathematics results from the California Achievement Test, Sixth Edition (CAT/6), the current norm-referenced test (NRT) adopted by the State Board of Education, are reported 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. Beginning in 2005, the NRT tests reading/language arts, spelling, and mathematics in grades 3 and 7 only and no longer tests science in any grade. Detailed information regarding results for each grade level can be found at the California Department of Education Web site 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.*

## NRT - All Students

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

Subject	School			District			State		
	2003	2004	2005	2003	2004	2005	2003	2004	2005
Reading	23	32	23	45	46	43	43	43	41
Mathematics	32	38	36	57	58	59	50	51	52

## NRT - Racial and Ethnic Subgroups

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

Subject	African American	America Indian or Alaska Native	Asian	Filipino	Hispanic or Latino	Pacific Islander	White (not Hispanic)
Reading	12	*	*		*		
Mathematics	27	*	*		*		

## NRT - Subgroups

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

	Male	Female	English Learners	Economically Disadvantaged	Students with Disabilities	Migrant Education Services
Subject						
English-Language Arts	32	12	*	24	0	
Mathematics	41	29	*	36	8	

## California Fitness Test

Data reported are the percent of students meeting fitness standards (scoring in the healthy fitness zone on all six fitness standards) for the most recent testing period. The California Physical Fitness Test is administered to students in grades 5, 7, and 9 only. Detailed information regarding the California Physical Fitness Test may be found at the CDE Web site at <http://www.cde.ca.gov/ta/tg/pf/>. *Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.*

Grade Level	School			District			State		
	Total	Female	Male	Total	Female	Male	Total	Female	Male
Grade 5	31.0	47.1	8.3	30.3	33.4	27.3	24.5	26.7	22.3
Grade 7				40.8	44.6	37.1	28.8	30.9	26.8
Grade 9				29.0	30.0	28.0	26.7	25.8	27.5

## Academic Performance Index

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 percent of the distance between its API Base 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.

**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 students). Growth targets, equal to 80 percent of the school's target, are also set for each of the subgroups. Each subgroup must also meet its target for the school to be eligible for awards.

**Percent Tested:** To be eligible for awards, elementary and middle schools must test at least 95 percent of their students in grades 2 through 8, and high schools must test at least 90 percent of their students in grades 9 through 11 on STAR assessments.

**Statewide Rank:** Schools receiving an API Base score are ranked in ten categories of equal size (deciles) from 1 (lowest) to 10 (highest), according to type of school (elementary, middle, or high school).

**Similar Schools Rank:** Schools also receive a ranking that compares that school to 100 other schools with similar demographic characteristics. Each set of 100 schools is ranked by API score from 1 (lowest) to 10 (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 CDE Web site at <http://www.cde.ca.gov/ta/ac/ap/> or by speaking with the school principal.

## API - Schoolwide

Data reported are API Base and Growth scores, growth targets, statewide and similar schools ranks, and percent tested

API Base Data				API Growth Data			
	2003	2004	2005		2002 to 2003	2003 to 2004	2004 to 2005
Percent Tested	97	99	100	Percent Tested	99	100	100
API Base Score	645	583	678	API Base Score	636	670	655
Growth Target	8	11	6	Growth Target	-9	87	-23
Statewide Rank	4	1	3				
Similar Schools Rank	5	1	5				

## API - Racial and Ethnic Subgroups

API Base Data				API Growth Data			
	2003	2004	2005		2002 to 2003	2003 to 2004	2004 to 2005
<b>African American</b>				<b>African American</b>			
Percent Tested	590	521	640	Percent Tested	571	635	630
API Base Score	6	9	5	API Base Score	-19	114	-10
<b>American Indian or Alaska Native</b>				<b>American Indian or Alaska Native</b>			
Percent Tested				Percent Tested			
API Base Score				API Base Score			
<b>Asian</b>				<b>Asian</b>			
Percent Tested				Percent Tested			
API Base Score				API Base Score			
<b>Filipino</b>				<b>Filipino</b>			
Percent Tested				Percent Tested			
API Base Score				API Base Score			
<b>Hispanic or Latino</b>				<b>Hispanic or Latino</b>			
Percent Tested				Percent Tested			
API Base Score				API Base Score			
<b>Pacific Islander</b>				<b>Pacific Islander</b>			
Percent Tested				Percent Tested			
API Base Score				API Base Score			
<b>White (not Hispanic)</b>				<b>White (not Hispanic)</b>			
Percent Tested				Percent Tested			
API Base Score				API Base Score			

## API - Socioeconomically Disadvantaged Subgroup

API Base Data				API Growth Data			
	2003	2004	2005		2002 to 2003	2003 to 2004	2004 to 2005
Percent Tested	642	562	660	Percent Tested	625	652	647
API Base Score	6	9	5	API Base Score	-17	90	-13

## State Award and Intervention 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.

## Adequate Yearly Progress (AYP)

The federal No Child Left Behind Act (NCLB) requires that all schools and districts meet Adequate Yearly Progress (AYP) requirements. To comply with NCLB, California adopted AYP criteria that were approved by the U.S. Department of Education in June 2003. To make AYP, schools and districts are required each year to meet or exceed specific criteria in each of the following:

- Requirement 1: Participation rate on the state's standards-based assessments
- Requirement 2: Percent proficient on the state's standards-based assessments
- Requirement 3: API as an additional indicator
- Requirement 4: Graduation rate (for secondary schools)

Requirements 1 and 2 apply at the school, district, and subgroup levels. Requirements 3 and 4 apply only at the school and district levels, unless exception or "safe harbor" criteria are used. Detailed information about AYP can be found at the CDE Web site at <http://www.cde.ca.gov/ta/ac/ay/> or by speaking with the school principal.

## AYP All Criteria - Schoolwide

Data reported indicate whether all AYP criteria were met for all students in a school or a district, or that exception (safe harbor) criteria were met, or that an appeal of the school's or district's AYP status was approved.

Schoolwide	School			District		
	2003	2004	2005	2003	2004	2005
All Students	No	Yes	Yes	Yes	Yes	No

## AYP Participation Rates and Proficiency Levels - Schoolwide and Subgroups

Data reported indicate whether AYP criteria for both the minimum participation rates and the percent proficient or above were met in a school or a district. *Note: "N/A" means that the student group is not numerically significant.*

Schoolwide and Subgroups	School			District		
	2003	2004	2005	2003	2004	2005
All Students	Yes	Yes	Yes	Yes	Yes	Yes
African American	No	Yes	Yes	No	Yes	No
American Indian or Alaska Native	N/A	N/A	N/A	Yes	Yes	Yes
Asian	N/A	N/A	N/A	Yes	Yes	Yes
Filipino	N/A	N/A	N/A	Yes	Yes	Yes
Hispanic or Latino	N/A	N/A	N/A	Yes	Yes	Yes
Pacific Islander	N/A	N/A	N/A	Yes	Yes	Yes
White (not Hispanic)	N/A	N/A	N/A	Yes	Yes	Yes
Socioeconomically Disadvantaged	Yes	Yes	Yes	Yes	Yes	Yes
English Learners	N/A	N/A	N/A	Yes	Yes	Yes
Students with Disabilities	N/A	N/A	N/A	No	Yes	No

## **Federal Intervention Program**

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make Adequate Yearly Progress (AYP) for two consecutive years. After entering PI, schools and districts 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 and districts, can be found at the CDE Web site at <http://www.cde.ca.gov/ta/ac/ay/> or by contacting the district office or speaking with the school principal.

	<b>School</b>	<b>District</b>
<b>First Year of Program Improvement Implementation</b>		
<b>Year in Program Improvement (Implementation Level)</b>		
<b>Year Exited Program Improvement</b>	2004-2005	
<b>Number of Schools Currently in Program Improvement</b>	----	30
<b>Percent of Schools Currently in Program Improvement</b>	----	26.79 %

## Section VII - Class Size

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

Grade Level	Avg Class Size	2003			Avg Class Size	2004			Avg Class Size	2005		
		Number of Classrooms				Number of Classrooms				Number of Classrooms		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
<b>K</b>	13.5	2			18.0	2			15.5	2		
<b>1</b>	18.5	2			15.5	2			16.0	2		
<b>2</b>	13.3	3			15.7	3			18.0	1		
<b>3</b>	16.0	3			17.5	2			20.0	1	1	
<b>4</b>	21.0		1		18.0	1	1		19.0	1		
<b>5</b>	26.0		1						24.0		1	
<b>6</b>												
<b>K-3</b>												
<b>3-4</b>												
<b>4-8</b>												
<b>Other</b>												

### Class Size Reduction Participation

Data reported are the percent of students in each grade level in the school that are in a class size reduction classroom. Shown is the overall district average for all schools with K-3 enrollment.

Grade Level	Percent of Students Participating		
	2003	2004	2005
<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

## Section VIII - Teacher and Staff Information

### Core Academic Courses Taught by NCLB Compliant Teachers

For a school, the data reported are the percent of a school's classes in core academic subjects taught by No Child Left Behind (NCLB) compliant teachers. For a district, the data reported are the percent of all classes in core academic subjects taught by NCLB compliant teachers in all schools in the district, in high-poverty schools in the district, and in low-poverty schools in the district. More information on teacher qualifications required under NCLB can be found at the CDE Web site at <http://www.cde.ca.gov/nclb/sr/tq/>.

	Percent of Classes In Core Academic Subjects Taught By NCLB Compliant Teachers
<b>This School</b>	11.1
<b>All Schools in District</b>	28.5
<b>High-Poverty Schools in District</b>	16.1
<b>Low-Poverty Schools in District</b>	14.4

### Teacher Credentials

Data reported are the number of teachers (full-time and part-time) as reported by CBEDS. Each teacher is counted as "1." If a teacher works at two schools, he/she is counted at one school only. Data for teachers with a full credential and teaching outside his/her subject area are provided by the LEA.

	2003	2004	2005
<b>Total Teachers</b>	15	14	16
<b>Teachers with Full Credential</b>	14	12	14
<b>Teachers Teaching Outside Subject Area</b> (Full credential teaching outside subject area)	1	1	1
<b>Teachers in Alternative Routes to Certification</b> (District and university internships)	0	0	1
<b>Pre-Internship</b>	0	0	0
<b>Teachers with Emergency Permits</b> (Not qualified for credential/internship but meets minimum reqs)	0	1	1
<b>Teachers with Waivers</b> (No credential and doesn't qualify for Emergency Permit)	1	1	0

### Teacher Misassignments

Data reported are the number of placements of a certificated employee in a teaching or services position, including positions that involve teaching English learners, 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. *Total Teacher Misassignments* includes the number of *Misassignments of Teachers of English Learners*. For the 2005-06 school year, the most currently available data are reported.

	2004	2005	2006
<b>Misassignments of Teachers of English Learners</b>	0	0	0
<b>Total Teacher Misassignments</b>	1	1	0

## **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. For the 2005-06 school year, the most currently available data are reported.

	2004	2005	2006
<b>Vacant Teacher Positions</b>	0	0	0

## **Teacher Education Level**

Data reported are the percent of teachers by education level, as reported by CBEDS.

	School	District
<b>Doctorate</b>	0.0	1.3
<b>Master's Degree plus 30 or more semester hours</b>	0.0	0.6
<b>Master's Degree</b>	31.3	23.1
<b>Bachelor's Degree plus 30 or more semester hours</b>	56.3	62.4
<b>Bachelor's Degree</b>	12.5	12.5
<b>Less than Bachelor's Degree</b>	0.0	0.2

## **Teacher Evaluations**

**Information about the procedures and criteria for teacher evaluations.**

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 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**

**Information about the availability of qualified substitute teachers and the impact of any difficulties in this area on the instructional program at the school.**

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**

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.

**Counselors and other Support Staff (con't)**

Data reported are in units of full-time equivalents (FTE). One FTE is defined as a staff person who is working 100 perce (i.e., full time). Two staff persons who each work 50 percent of full time also equal one FTE.

<b>Title</b>	<b>FTE</b>
<b>Counselor</b>	
<b>Librarian</b>	
<b>Psychologist</b>	
<b>Social Worker</b>	
<b>Nurse</b>	
<b>Speech/Language/Hearing Specialist</b>	
<b>Resource Specialist (non-teaching)</b>	
<b>Other</b>	

**Academic Counselors**

Data reported are in units of full-time equivalents (FTE). One FTE is defined as a staff person who is working 100 perce (i.e., full time). Two staff persons who each work 50 percent of full time also equal one FTE. The ratio of students per academic counselor is defined as enrollment as reported by CBEDS divided by the full-time-equivalent academic counselors.

<b>Number of Academic Counselors (FTE)</b>	<b>Ratio of Students Per Academic Counselor</b>

## **Section IX - 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.**

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.

#### **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.**

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.

**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**

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 2004/05 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 Instructional Materials**

Information about the standards-aligned (kindergarten through grade 12) and state-adopted (kindergarten and grades 1 through 8) or locally adopted (grades 9 through 12) textbooks and other instructional materials used in the school 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, and history-social science. For kindergarten and grades 1 through 8, the information also includes a description of any supplemental curriculum adopted by the local governing board. The information includes an explanation for the use of any non-adopted textbooks or instructional materials.

<b>Grade Level / Core Curriculum Areas</b>		<b>Currency and Quality of Textbooks and Instructional Materials</b>	
K	Reading/Language Arts	Textbook Not Specified	Good
K	Mathematics	Textbook Not Specified	Good
K	History/Social Studies	Textbook Not Specified	Good
K	Science	Textbook Not Specified	Good
1	Reading/Language Arts	Textbook Not Specified	Good
1	Mathematics	Textbook Not Specified	Good
1	History/Social Studies	Textbook Not Specified	Good

1	Science	Textbook Not Specified	Good
2	Reading/Language Arts	Textbook Not Specified	Good
2	Mathematics	Textbook Not Specified	Good
2	History/Social Studies	Textbook Not Specified	Good
2	Science	Textbook Not Specified	Good
3	Reading/Language Arts	Textbook Not Specified	Good
3	Mathematics	Textbook Not Specified	Good
3	History/Social Studies	Textbook Not Specified	Good
3	Science	Textbook Not Specified	Good
4	Reading/Language Arts	Textbook Not Specified	Good
4	Mathematics	Textbook Not Specified	Good
4	History/Social Studies	Textbook Not Specified	Good
4	Science	Textbook Not Specified	Good
5	Reading/Language Arts	Textbook Not Specified	Good
5	Mathematics	Textbook Not Specified	Good
5	History/Social Studies	Textbook Not Specified	Good
5	Science	Textbook Not Specified	Good

### **Availability of Sufficient Textbooks and Instructional Materials**

Information about the availability of sufficient standards-aligned (kindergarten through grade 12) and state-adopted (kindergarten and grades 1 through 8) or locally adopted (grades 9 through 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 (kindergarten through grade 12); and science laboratory equipment (grades 9 through 12), as appropriate. For kindergarten and grades 1 through 8, the information also includes a description of any supplemental curriculum adopted by the local governing board.

<b>Core Curriculum Areas</b>	<b>Availability of Textbooks and Instructional Materials</b>
<b>Reading/Language Arts</b>	Sufficient Materials Available
<b>Mathematics</b>	Sufficient Materials Available
<b>Science</b>	Sufficient Materials Available
<b>History-Social Science</b>	Sufficient Materials Available
<b>Foreign Language</b>	Sufficient Materials Available
<b>Health</b>	Sufficient Materials Available
<b>Science Laboratory Equipment (Gr 9-12)</b>	Sufficient Materials Available

### **Technology**

#### **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).

<b>Computers</b>	
<b>Number of Computers</b>	46
<b>Number of Classrooms with Internet</b>	13

**Instructional Minutes**

Data reported compare the number of instructional minutes offered at the school to the state requirement for each grade.

<b>Grade Level</b>	<b>Instructional Minutes</b>	
	<b>Offered</b>	<b>Requirement</b>
<b>K</b>	50850	36,000
<b>1</b>	50850	50,400
<b>2</b>	50850	50,400
<b>3</b>	53400	50,400
<b>4</b>	54300	54,000
<b>5</b>	54300	54,000
<b>6</b>		54,000
<b>7</b>		54,000
<b>8</b>		54,000
<b>9</b>		64,800
<b>10</b>		64,800
<b>11</b>		64,800
<b>12</b>		64,800

**Total Number of Minimum Days**

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.

High schools do not have minimum days because they do not have regularly scheduled parent/teacher conferences. Conferences are arranged by request of the parent/guardian or the school.

**Any additional minimum days at this school and reasons:**

None.

**Some schools "bank" additional minutes for professional development:**

n.a.

## Section XI - Fiscal and Expenditure Data

### **Teacher and Administrative Salaries (Fiscal Year 2003-04)**

Data reported are the district salaries for teachers, principals, and superintendents, compared to the state average salaries for districts of the same type and size, as defined by *Education Code* Section 41409. Data are also reported for teacher and administrative salaries as a percent of a district's budget. Detailed information regarding salaries may be found at the CDE Web site at <http://www.cde.ca.gov/ds/fd/cs/> and <http://www.cde.ca.gov/ta/ac/sa/salaries0304.asp>. *Note: County offices of education are not required to report average salaries and expenditures. The CDE's School Fiscal Services Division does not calculate statewide average salary and expenditure information for county offices of education.*

Category	District Amount	State Average For Districts In Same Category
<b>Beginning Teacher Salary</b>	\$40,310	\$37,061
<b>Mid-Range Teacher Salary</b>	\$55,213	\$58,294
<b>Highest Teacher Salary</b>	\$70,407	\$72,876
<b>Average Principal Salary (Elementary)</b>	\$89,885	\$94,471
<b>Average Principal Salary (Middle)</b>	\$94,152	\$98,940
<b>Average Principal Salary (High)</b>	\$98,209	\$107,418
<b>Superintendent Salary</b>	\$223,525	\$179,061
<b>Percent of Budget for Teacher Salaries</b>	34.8 %	41.4 %
<b>Percent of Budget for Administrative Salaries</b>	5.0 %	5.1 %

### **District Expenditures (Fiscal Year 2003-04)**

Data reported are the total dollars expended in the district and the dollars expended per student at the district compared to the state average for all districts and for districts of the same type and size. Detailed information regarding expenditures may be found at the CDE Web site at <http://www.cde.ca.gov/ds/fd/ec/>. *Note: County offices of education are not required to report average expenditures. The CDE's School Fiscal Services Division does not calculate statewide average expenditure information for county offices of education.*

District Total Dollars	District Dollars per Student (ADA)	State Average For Districts In Same Category - Dollars per Student (ADA)	State Average For All Districts - Dollars per Student (ADA)
\$392,286,240	\$7,560	\$6,987	\$6,919

### **Types of Services Funded**

Information about the programs and supplemental services that are provided at the school through either categorical funds or other sources.

After School Learning

America Reads

Arts Education Collaborative

Beginning Teacher Support & Assessment (BTSA)

Exploratorium

NSF–Urban Systemic Program (Priority 6)

Nutrition Education

Primary Prevention Program (PIP)

Reading is Fundamental

San Francisco Education Fund

Science and Health Education Partnership (UCSF SEP)