

Dr. William L. Cobb Elementary School

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Marion Maginnis, Principal

1989-1990 School Accountability Report Card

San Francisco Unified School District

Spring, 1990

District Mission

The mission of the San Francisco Unified School District is to provide each student with an equal opportunity to succeed by promoting intellectual growth, creativity, self discipline, cultural and linguistic sensitivity, democratic responsibility, economic competence and physical and mental health so that each student can achieve to his or her maximum ability.

Goals In order to achieve this mission, the Board of Education has adopted the following goals: 1. To improve teaching and learning to enhance student achievement. 2. To improve staff, parent and community participation in the educational process. 3. To maintain school environments that are safe, secure and attractive. 4. To achieve a school district that is fully integrated in all its programs and activities and provides equal opportunity for all students.

Objectives and Site Plans For each goal there are a number of measurable objectives. Every school develops a school site plan to achieve each objective.

Philosophical Tenets In order to achieve these objectives, the Board has adopted the following set of philosophical tenets. Each staff member working in the District is expected to accept and act in accordance with these tenets:

- All individuals can learn.
- Each individual learns best in a particular way.
- Learning has both cognitive and affective dimensions.
- Parents want their children to attain their fullest potential as learners and to succeed academically.
- All individuals are both potential learners and potential teachers.
- All individuals should learn to live and work in a world that is characterized by interdependence and cultural diversity.
- All individuals want to learn and to be recognized for their achievements.
- Learning can be subdivided into a number of specific, concrete competencies that can be used as a focus for teaching.
- All individuals are entitled to be treated with respect and dignity.
- All individuals learn in many different ways and at varying rates.
- If individuals do not learn, then those assigned to be their teachers should accept responsibility for this failure and should take appropriate remedial action.

School Description

Dr. William L. Cobb Elementary School has a culturally diverse student population. Many of the students speak languages other than English: Spanish, Cantonese, Mandarin, Russian, Vietnamese, Korean, Japanese and a host of other languages. The school provides a comprehensive curriculum that stresses

academic success for all. We have a small computer lab in addition to our Reading Club which promotes the enjoyment of reading. The school boasts a volunteer staff of over 25 in the area of computers, office assistance, tutoring, library services and counseling.

Grade Span:	K-5	Student Enrollment:	279	LEP/NEP*:	25.4 %
Building (sq.ft.):	37,901	Average Daily Attendance:	99.6 %	Special Education:	14.7 %
Yr of Construction:	1923/74	Optional Enrollment Requests:	47.3 %	EDY**:	62.3 %

525-4/16/90 by ICC

*LEP/NEP: Limited English Proficient or Non English Proficient
**EDY: Educationally Disadvantaged Youth

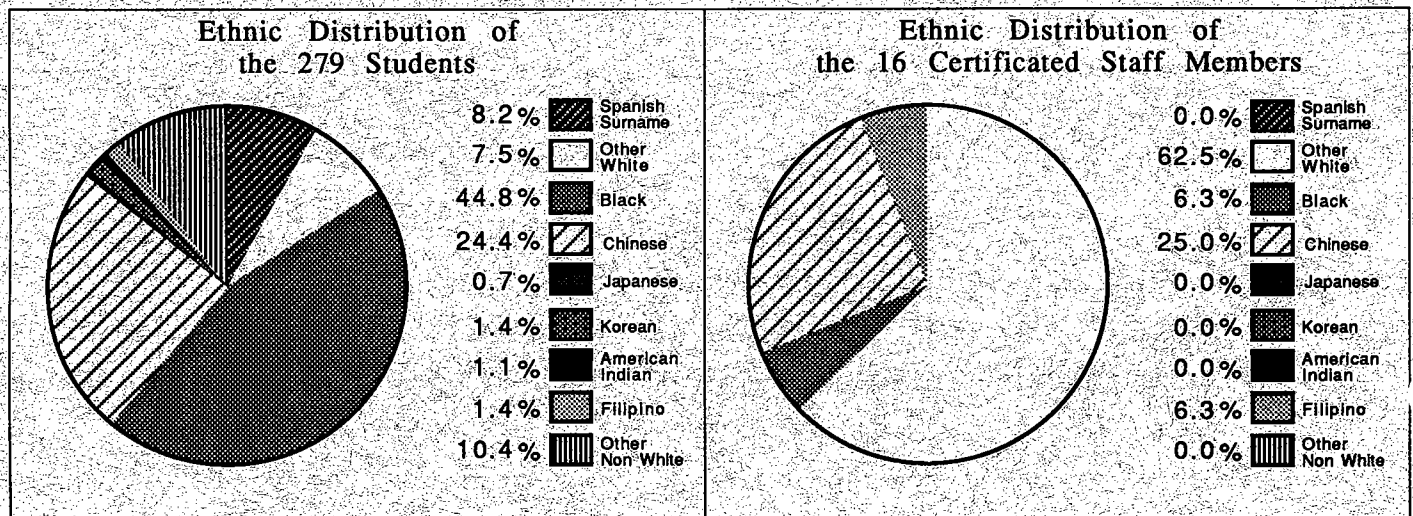
Counseling and Student Support Services

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. At Cobb School, we have one resource teacher, a speech therapist (three times a week), a student advisor, and volunteer counselors from U.C.'s Nursing Program.

Student Attendance and Dropout Rate

The District's K-5 average attendance for 1988-89 was 99.1% and the dropout rate was 3.6%. At Cobb, attendance for the year was 99.6%, excused absences were 5.8%, unexcused absences were 0.4% and the dropout rate was 0.0%. An important District objective is to further reduce dropout rates. Dropouts are defined as students who are absent without reason for 45 days or more. Parents/guardians are called regarding absences. The Saturday Club is a deterrent for students who are habitually absent for reasons other than illness; it is also aimed at students who need to be refocused continually as to the purpose of school.

School Data



Teacher Assignment

Out of 3,772 teachers in the District, only 51 are teaching out of their credentialed areas. At Cobb, all teachers are teaching in the areas in which they are credentialed. Many of the teachers have advanced degrees.

Class Size

Grade Level	Contract Ratios	Contract Goals	District Averages	School Averages
K	31.6	28	28.3	31.0
1	26.0	24	26.5	26.0
2	26.0	24	26.1	22.7
3	32.6	25	26.9	26.0
4	32.6	30	27.7	28.0
5	32.6	30	28.6	29.0

Teacher, Staff Training, and Curriculum Improvement Programs

As part of the District's Development Plan, the Department of Instructional Improvement and Staff Development provides professional development opportunities to enable new and experienced teachers to implement the District's core curriculum for all students, to update subject area expertise, and to acquire new instructional strategies.

Faculty meetings and staff development days focus on professional growth as it pertains to helping our students achieve academic success.

