

Dr. William L. Cobb Elementary School

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Ms. Gloria Robinson, Site Manager

1990-1991 School Accountability Report Card

San Francisco Unified School District

Fall, 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. In order to achieve each goal, schools will develop, implement, and evaluate plans:

- to insure that every counselor will meet with his or her counselees at least once every school year. (Secondary schools only)
- to insure that its 1990-91 CAP scores will be higher than its 1989-90 CAP scores in the three areas tested.
- to reduce the percentage of its students which score two years below the Grade Equivalency on the Total Battery Score compared to the percentage of students in the same category on the 1990-91 CTBS.
- to insure that the 1990-91 average growth in grade equivalency for each ethnic group will be the same or higher than the 1989-90 average growth.
- to increase 1990-91 in-class attendance over the 1989-90 level. (Secondary schools only)
- to reduce its 1990-91 dropout rate from its 1989-90 level.
- together with parent leaders from established site committees and organizations to increase parent participation during the 1990-91 school year.
- which provide interventions which result in the reduction of the number of suspensions and expulsions.
- to improve the appearance of the school site.
- to insure that when filling staff vacancies, each school and department shall give attention to the goal of making the ethnic diversity of staff reflective of the ethnic makeup of the student population.

Philosophical Tenets In order to achieve these objectives, the Board has adopted a set of philosophical tenets. For a copy of the philosophical school tenets see the 1989-90 School Accountability Report Card or the Student Handbook.

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:	282	LEP/NEP**:	31.9%
Building (sq.ft.):	37,901	Average Daily Attendance:	99.1%	Special Education:	11.0%
Yr of Construction:	1923/74	Optional Enrollment Requests:	45.0%	EDY**:	37.2%

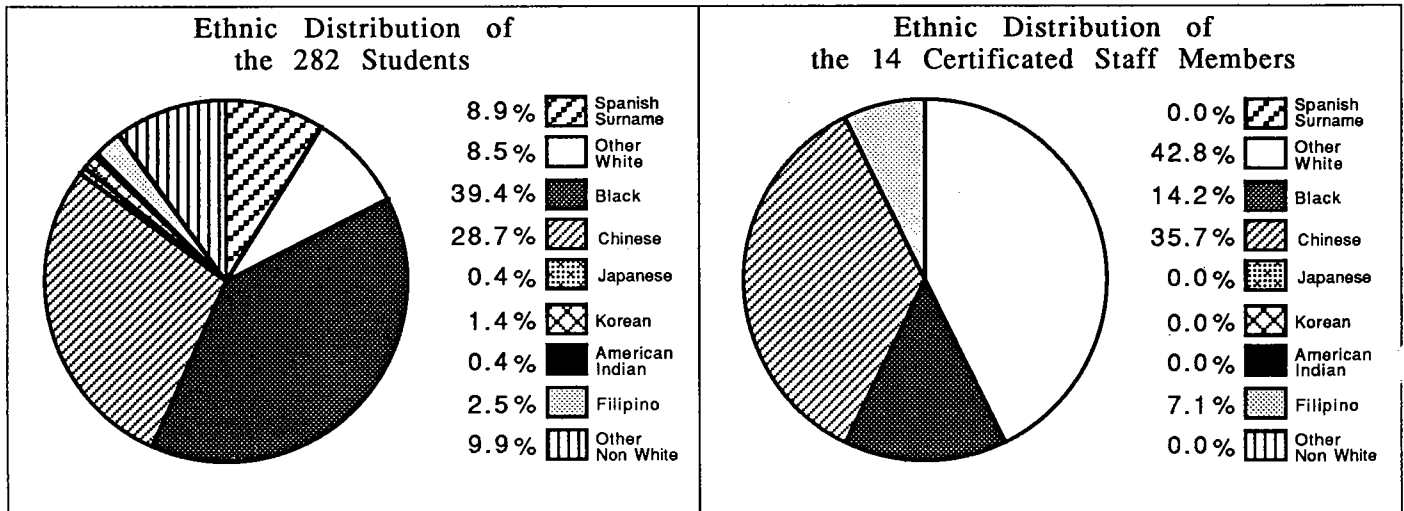
Counseling and Student Support Services

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 1989-90 was 98.9% and the dropout rate was 1.6%. At Cobb, attendance for the year was 99.1%, excused absences were 5.4%, unexcused absences were 0.9% 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 3,739 teachers in the District, only 13 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	31.4	28	26.7	26.5
1	26.0	24	26.4	24.3
2	26.0	24	26.0	25.0
3	30.0	25	27.3	28.0
4	32.4	30	28.8	30.5
5	32.4	30	28.5	20.0

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.

Teacher Evaluation

Administrators, probationary teachers, and all classified personnel are evaluated every year. Tenured teachers are evaluated every other year.

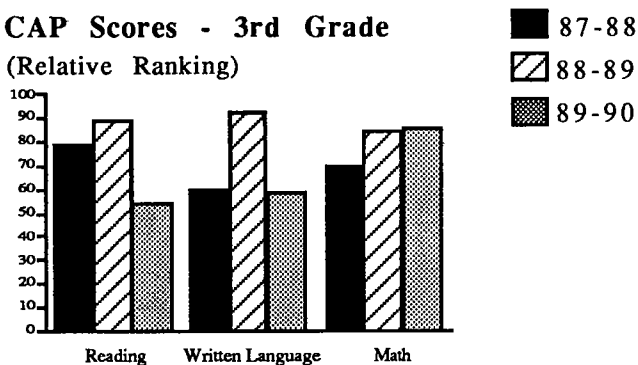
The evaluation processes are consistent with contractual agreements with the United Administrators of San Francisco, the United Educators of San Francisco, and the Civil Service Commission of the City and County of San Francisco.

Student Behavior

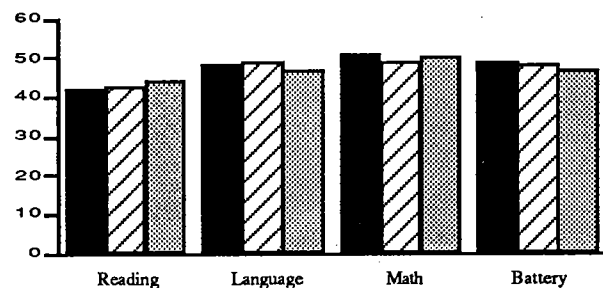
In order to provide a healthy climate, we have regulations consistent with the Student Behavior Handbook. Last year, at Cobb, 2 students were suspended for violations of those regulations. The following program(s) have been included in the School Site Plan to achieve the District's objective to reduce the number of suspensions: The administration and student advisor prioritize their time according to the needs of their students for that day.

Student Achievement

CAP Scores - 3rd Grade
(Relative Ranking)



CTBS (Combined [K-5] Normal Curve Equivalents)



LEP/NEP = 31.9%

Special Education = 11.0%

EDY = 37.2%

GATE & High Potential = 5.7%

The California Assessment Program (CAP) is a state mandated annual test which measures how well students as a group are mastering the State Curriculum at different grade levels. The Comprehensive Tests of Basic Skills (CTBS) is used by this District to measure individual student progress and proficiency standards. In addition to the standardized tests, children's interest in school is evident in their participation in non-assigned classroom activities such as the Reading Club & the Black History Program which promote pride, self-esteem and the love of learning.

Quality of School Instruction and Leadership

So as to be certain that those who have the most direct contact with students can collaborate in identifying areas in need of improvement and develop solutions best suited to enhancing the learning opportunities for all students, teachers work in conjunction with the principal to develop site instructional plans, operational procedures, and agreement on working conditions.

Expenditures and Services Offered

In 1990-91, the District has allocated \$633,709 at Cobb from the general fund. Additionally, the District is supervising the expenditure of \$256,654 in special grant funds for a total of \$890,363 to operate the school for a year. This works out to \$3,157 per student per year.

In the District, the starting salary for teachers is \$31,767, the mid-range is \$50,821 and the highest is \$57,320. At the elementary school level, the average salary for principals is \$72,162. The superintendent's salary is \$132,130 (all salaries include benefits). Districtwide, 61.6% of the general fund goes to teachers' salaries/benefits and 6.2% goes to administrative salaries/benefits.

Substitute Teachers

During the Spring of the 1989-90 school year, the Cobb teacher attendance rate was 98.4%. Substitute teachers covered 100.0% of the absences.

Textbooks and Instructional Materials

Each subject area of the core curriculum is revised on a seven year cycle with the development of a district curriculum guide and the adoption of a textbook program. The curriculum cycle also includes staff training, program implementation, and program monitoring activities.

School Site Textbook/Material Allocations

For the past school year (1989-90), the amount of State and District funds allocated for each student was \$11 for Elementary Schools, \$8 for Middle Schools, and \$21 for High Schools. The allocated amount is determined in November of each year. Special funded programs provide an additional \$138,350 for supplementary instructional materials. In addition, the Parent Teacher Club provides funds for supplemental materials, field trips, and special project.

School Facilities and Safety

Recent Improvements:

The school yard was resurfaced and a new play structure was installed. The lower windows in the principal's and main office were replaced for the purpose of improved supervision. A new phone system had recently been installed.

Planned Improvements:

We plan to replace the leaky roof, improve the lighting system, paint the exterior, replace windows, and improve ventilation in the restrooms.

Needed Improvements:

The school needs to be repainted throughout its interior. Rooms damaged by leaky roofs need to be repaired. Shades need to be replaced. The boiler is noisy and must be corrected so that children will not be distracted by its "clanging, clanking music".

Parent Involvement

Cobb parents volunteer their time and energy in a variety of ways: 1. Participation in the Reading Club 2. Participation in all fundraising activities to include the Book Fair, Carnival Night and bake sales. 3. Assistance with field trips. 4. Helping their children with homework. 5. Supporting the classroom teacher with the discipline of effective learning. 6. Providing volunteer assistance throughout the school when needed.

Si Ud. necesita información en español acerca de este documento, llame a la escuela para obtener las fechas en las cuales habrán reuniones en español.

Pakisuyong tumawag sa paaralan para sa mga petsa ng mga pulong tungkol sa pagpapaliwanag ng mga dukumentong ito sa Pilipino.

Xin gọi điện thoại cho nhà trường để biết ngày hướng dẫn và các nghĩa vụ tài liệu này bằng tiếng Việt.

請打電話向學校詢問有關訓練程序日期之中文說明文件。

If you need any further information about our school or if you wish to ask anything about this report card, please feel free to call us. We will be happy to help you in any way we can.

San Francisco Unified School District

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San Francisco, CA 94102

Attn: Dr. William L. Cobb Elementary School

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