

Dr. William L. Cobb Elementary School

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Ms. Marilyn Farwell, Principal

1991-1992 School Accountability Report Card

San Francisco Unified School District

Fall, 1991

District Mission and Goals

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.

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.

The board has adopted detailed objectives to achieve these goals. In subsequent pages, these objectives will be listed. If the objective is shown with a check (✓), the objective has been achieved. No mark at all indicates that the objective has not been achieved.

Philosophical Tenets

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

Teacher/Staff Training, and Curriculum Improvement Programs

Professional development is a part of every school site plan and is a major component of the instructional support departments. The district's professional development program provides training 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. The teachers of Cobb School are involved in a wide variety of programs this school year: City Science, Math Me Now, Math Menu, 3rd Grade Math, History/Social Science, New Teacher Program, Family Math, Cooperative Discipline, Jump Start, AIMS, Health Education, Universal Precautions and First Aid, Singerland, and Bilingual Language Skills. These programs are provided at staff meetings, on release days, after school, and on weekends. The paraprofessionals receive training during their monthly meetings; topics include teaching techniques, communication skills, and developing students' self esteem. The Principal is in the second year of the California School Leadership Academy.

School Description

Dr. William L. Cobb Elementary School is located in the Lower Pacific Heights area of San Francisco. The present building was built in 1923 and was remodeled in 1974. The school was originally named Emerson; the name was changed in 1977 to honor the first African-American principal in the San Francisco Unified School District.

Cobb School has culturally diverse student and staff populations; many languages are spoken, including English, Spanish, Filipino, Korean, Vietnamese, Japanese and Chinese.

The school has a small computer lab that is used to reinforce the core curriculum. Student activities include: Student Council, Reading Club, Students of the Week, Line Contests, presentations to celebrate holidays and curricular areas, Examiner Spelling Bee, Food Bank, Jump Rope for Heart, President's Physical Fitness Program, AIMS Program, Red Ribbon Week, Disability Awareness.

Here's Looking at you 2000 (Drug Education), Youth Aware, Annual Carnival, Red Cross, and visits to neighborhood Convalescent Hospitals.

Funding for the school is the same as during the last school year. Two grants are currently in operation: Principals center (to implement Cooperative Discipline and develop Self-esteem) and Chapter 2 (to improve mathematics skills).

Grade Span:	K-5	Student Enrollment:	282	LEP/NEP*:	32.3%
Building (sq.ft.):	37,901	Average Daily Attendance:	99.0%	Special Education:	10.3%
Yr of Construction:	1923/74	Optional Enrollment Requests:	34.0%	EDY**:	39.7%
Children Center: Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	72	Pre-K: Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>		GATE:	3.5%

525-11/1/91 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. The entire staff is currently receiving training in Cooperative Discipline. The Student Advisor provides counseling, conflict resolution, tutoring, and self-esteem activities. The Student Study Team identifies resources to improve student learning and behavior. There are three special education programs on site; speech therapy, resource specialist, and special day class.

Student Attendance and Dropout Rate

The District's K-5 average attendance for 1990-91 was 99.0% and the dropout rate was 1.6%. At Cobb, attendance for the year was 99.0%, excused absences were 5.6%, unexcused absences were 1.0% and the dropout rate was 1.5%. An important District objective is to reduce dropout rates. Dropouts are defined as students who are absent without reason for 45 days or more. Assuring student success through relevant and interesting curriculum and the development of self-esteem help assure student attendance at Cobb School. Absences are checked daily; parents are asked to call the school when students are absent. Students are given Attendance Awards by their teachers.

Teacher Assignment

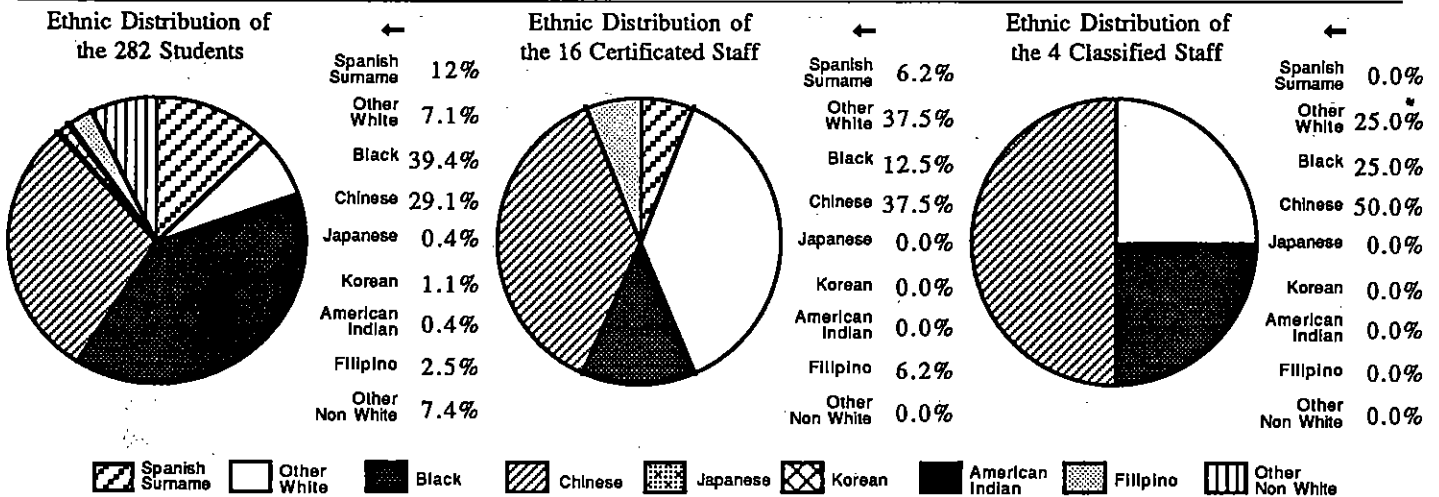
Out of 3,103 certificated teachers in the District's schools, none are teaching out of their credentialed areas. At Cobb School, all teachers are teaching in areas in which they are credentialed. Many staff members have advanced degrees and credentials; two are English Language Development Specialists; two are finalizing Chinese Bilingual Credentials; four have special education credentials.

Objective 1f: 1990-91 dropout rate will be reduced from its 1989-90 level.

Class Size

Grade Level	Contract Ratios	Contract Goals	District Averages	School Averages
K	31.2	28	27.7	29.0
1	26.0	24	26.3	26.0
2	26.0	24	26.0	24.5
3	29.8	25	27.5	24.0
4	32.2	30	27.3	18.5
5	32.2	30	29.0	30.5

Ethnic Diversity



Objective 4a: 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.

The most recently hired teacher is Spanish Bilingual. This is evidence of the school's continuing effort of making the ethnic diversity of the staff reflect the ethnic diversity and language needs of the students.

Teacher Evaluation

Administrators, probationary teachers, and all classified personnel are evaluated by their supervisors every year. Tenured teachers are evaluated every two years.

The evaluation processes are determined through 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.

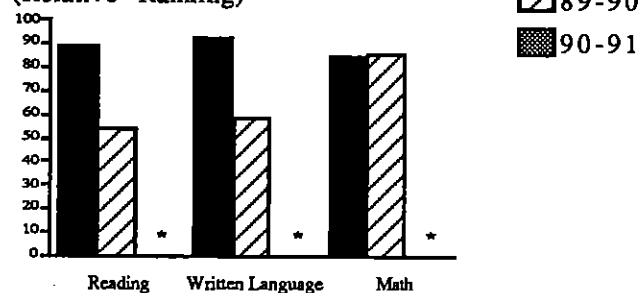
Student Behavior

In order to provide a healthy climate, we have regulations consistent with the Student Behavior Handbook. Last year, at Cobb, 9 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: Cooperative Discipline, site Discipline Policy, Student Council, Students of the Week, parent contact and conferences, self-esteem activities, and student awards.

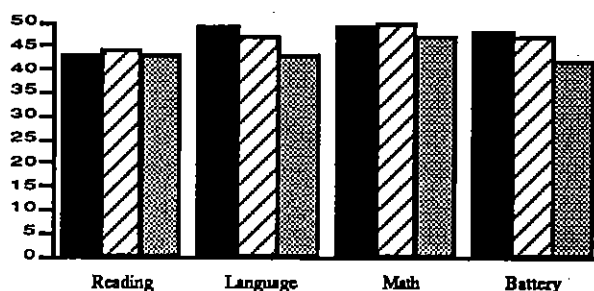
Objective 3a: Schools will provide interventions which result in the reduction of the number of suspensions and expulsions.

Student Achievement

CAP Scores - 3rd Grade
(Relative Ranking)



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



LEP/NEP = 32.3% Special Education = 10.3% EDY = 39.7% GATE & High Potential = 3.5%

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. CAP was not administered in 1990-91. The Comprehensive Tests of Basic Skills (CTBS) is used by this District to measure individual student progress and proficiency standards.

Objective 1b: 1990-91 CAP scores will be higher than its 1989-90 CAP scores in the three areas tested. * Not administered

Objective 1c: The percentage of students scoring two years below grade level on the 1990-91 CTBS will be smaller than the percentage of students in the same category on the 1989-90 CTBS.

Objective 1d: The 1990-91 average growth in achievement for each ethnic group will be the same or greater than their 1989-90 average growth.

Quality of School Instruction and Leadership

A wide variety of instructional techniques and materials are used to move students towards and beyond district goals: math manipulatives, hands-on science, integrated language arts and history/social science curricula, computer education, library skills, instrumental music, and multi-cultural lessons and activities. The staff works with the principal to assure school-wide continuity, develop site plans, develop activities, order needed instructional materials and equipment, and locate resources.

Expenditures and Services Offered

1989-90 SALARY COMPARISON		
	* STATE	SFUSD
Beginning Teacher Salary	25,131	25,715
Mid-range Teacher Salary	37,672	39,831
Highest Teacher Salary	46,240	44,960
Principal's Average Salary	61,700	59,843
Superintendent Salary	105,022	110,000
* Districts over 25,000 ADA		

Substitute Teachers

During the Spring of the 1990-91 school year, the Cobb teacher attendance rate was 98%. Students will be equally divided among classrooms if substitutes are not available.

Textbooks and Instructional Materials

The review, selection, and purchase of textbooks and instructional materials are carried out in conjunction with the California eight-year curriculum improvement cycle. Each year, textbooks and instructional materials are reviewed and adopted in one or two specific subject areas. In 1991-92, materials will be adopted in English as a second language, foreign language, and modern world history. The state Instructional Materials Fund allocation for the school district this year is \$1.7 million. Currently the average cost of a textbook is \$30. At Cobb School, the staff selects supplemental materials to remediate and supplement instruction: library books, language development materials for LEP/NEP students, Math Their Way materials, math manipulatives, self-esteem materials, science kits and activities, performing arts equipment, field trips, Architects in the Schools, audio-visual equipment, awards and student motivators, and performing arts groups. The Parent-Teacher Club provides funds for supplemental materials and special projects and activities.

School Facilities and Safety

Current Conditions:

The school yard was resurfaced and a new play structure was installed 3 years ago. The structure is receiving some major repairs. Some of the windows in the offices have been replaced. The new phone system was installed. Ventilation in the bathroom was improved.

Planned Improvements:

The window casings will be rejuvenated and all of the windows will be replaced with glass. In addition, the exterior of the school is scheduled to be repainted. The fire alarm system is going to be upgraded.

Needed Improvements:

The interior of the school needs to be painted. The asbestos needs to be removed from the boiler room. The lighting in the hallways needs to be improved. Some of the chalkboards need to be resurfaced. The locks on some of the exit doors are jammed and need to be repaired.

Objective 3b: The appearance of the school site will be improved



Parent Involvement

There are more than 25 persons who volunteer on a regular basis; these are parents/guardians/siblings, retired persons, students from local high schools and colleges, and persons from businesses. They serve in a variety of ways: field trips, office work, help in classes, fundraising, help with homework, translate materials, and serve on advisory committees. Parents are notified of school and community activities in a monthly Newsletter; it is translated into Cantonese and Spanish.

Objective 2a: Together with parent leaders from established site committees and organizations, schools will develop plans to increase parent participation.



If you need any further information about our school or if you wish to ask anything about this document, please feel free to call us.

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 dokumentong 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。

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