

Dr. William L. Cobb Elementary School

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Ms. Marilyn Hobbs, Principal

1993-1994 School Accountability Report Card

San Francisco Unified School District

Fall, 1993

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.

Each school has a set of 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. N/A indicates that the objective is not applicable to the school. 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 have been involved in a wide variety of programs this past school year: Clinical School Project with San Francisco State University, 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. The school-wide emphasis this year will be Science. Trainings 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 has completed 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 a former principal of the school, who was 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. There are two Chinese bilingual classes. ESL services are provided for students who require them. 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, Examiner Spelling Bee, Food Bank, Jump Rope for Heart, Folk Dance Festival, 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, visits to neighborhood Convalescent Hospitals, and Scholastic book sales. Funding for the school is the same as during the last school year. Two grants are currently in operation: Chapter 2 (to increase parent participation and improve student math skills) and Education Fund (to improve science skills). There are high expectations for all students at the school. The staff, parents/guardians and students work as a team to assure that all students are responsible, successful, have high self-esteem.

Grade Span:	K-5	Student Enrollment:	290	LEP/NEP*:	32.8%
Building (sq.ft.):	37,901	Average Daily Attendance:	99.1%	Special Education:	8.3%
Yr of Construction:	1923/74	Optional Enrollment Requests:	29.0%	EDY**:	39.0%
Children Center: Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>		Pre-K: Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>		GATE:	4.1%

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 staff has received training in Cooperative Discipline. The Student Advisor provides counseling, conflict resolution, tutoring, and self-esteem activities. All staff members participate in conflict resolution with all students. The Student Study Team identifies and coordinates resources to improve student learning and behavior. There are three special education programs on site; speech therapy, resource specialist, and a transition program for students returning from non-public schools. There is drug awareness provided yearly to all students. There are support groups, focusing on self-esteem and self-responsibility, for students who need them. Referrals to community services are made for students and families. A Community Mental Health is located at this site.

Teacher Assignment

Out of 3,058 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 and others are seeking the same. One teacher is an English Language Development Specialist; one is a specialist in reading; two have Chinese Bilingual Credentials; four have special education credentials; three teachers and one paraprofessional have received training in using Slingerland.

Student Attendance and Dropout Rate

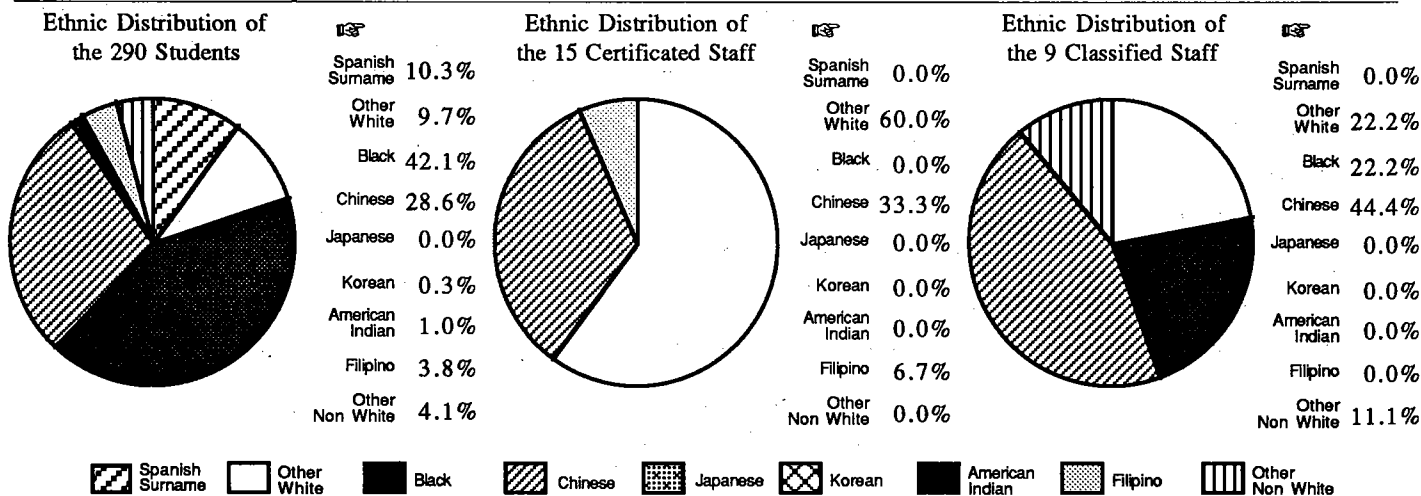
The District's K-5 average attendance for 1992-93 was 99.2% and the dropout rate was 1.8%. At Cobb, attendance for the year was 99.1%, excused absences were 5.0%, unexcused absences were 0.9% and the dropout rate was not available. An important District objective is to reduce dropout rates. Dropouts 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. Tardies are checked daily and students are responsible for the classroom time that is missed. Parents are notified of excessive tardies and absences and tardies; conferences are also held; continued excesses are referred to SARB.

Objective 1o: 1992-93 dropout rate will be reduced from its 1991-92 level.

Class Size

Grade Level	Contract Ratios	Contract Goals	District Averages	School Averages
K	31.2	28	30.1	30.5
1	26.0	24	27.0	24.5
2	26.0	24	25.9	23.5
3	29.8	25	27.9	28.5
4	32.2	30	27.4	33.0
5	32.2	30	28.9	32.0

Ethnic Diversity



Objective 4a: Each school will have no more than 45 percent of its students from any one racial/ethnic group, and at least four racial/ethnic groups will be represented.

The school is making a continuing effort to have the ethnic diversity of the staff reflect the ethnic 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: site Discipline Policy, Student Council, Students of the Week, parent contacts, self-esteem activities, student awards, support groups, referrals to SST and community agencies, conflict resolution, and individual behavior programs.

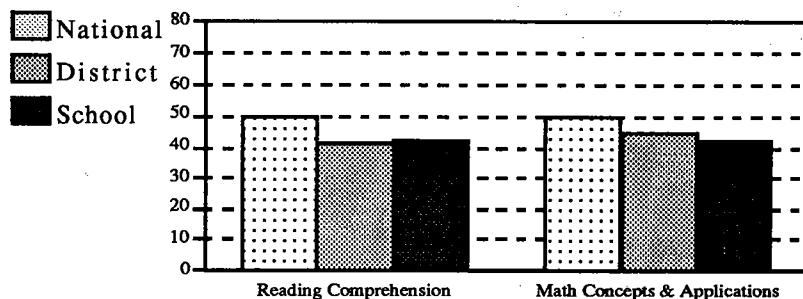
Objective 3a: Schools will provide interventions which result in the reduction of the number of suspensions and expulsions.



Student Achievement

CLAS Scores - Spring 1993

The California Learning Assessment System (CLAS) is administered in English-Language Arts (Reading and Writing) and in Mathematics to Grade 4 students and in Science and History/Social Science to Grade 5 students. Results from the Spring 1993 CLAS administration were not available from the California Department of Education at the time of this publication.



LEP/NEP = 32.8% Special Education = 8.3% EDY = 39.0% GATE & High Potential = 4.1%

The California Learning Assessment System (CLAS) is a state mandated annual test. It is currently being administered each Spring at Grades 4,5,8, and 10. Portions of the Comprehensive Tests of Basic Skills (CTBS) are also used by this District to measure individual student progress and proficiency standards

In 1992-93, 31 Districtwide Common Expectations were reported in two groups based on applicable objectives. GROUP A: Standardized Testing for all students: 1a, - 1f; Desegregation, Tenets, and Site Plan: 4a, - 4h. GROUP B: College Preparation, and Graduation: 1g-11,1p,1q; Attendance and Drop-out Prevention: 1m, - 1o; Parent Participation, School Environment and School Portfolio Assessment: 2a,2b,2c,3a,3b,4i. For partially met and fully met, four and eight of the successfully accomplished objectives respectively must have come from Group A. Cobb has successfully met 78% of its objectives.

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. Leadership is shared by all staff members; all participate to assure school-wide continuity, develop site plans, develop activities, order needed instructional materials and equipment, and locate resources. Parents/guardians, volunteers, and students from SFSU (Clinical Schools Project) help assure student successes.

Expenditures and Services Offered

1991-92 SALARY COMPARISON		
	* STATE	SFUSD
Beginning Teacher Salary	26,139	26,136
Mid-range Teacher Salary	40,628	41,286
Highest Teacher Salary	51,103	47,162
Principal's Average Salary	65,164	61,573
Superintendent Salary	107,492	120,000

* Districts over 20,000 ADA

Substitute Teachers

During the Spring of the 1992-93 school year, the Cobb teacher attendance rate was 98%. 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.

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 1992-93, materials were 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 and uses 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, audio-visual equipment, awards and student motivators, and performing arts groups. The Parent-Teacher Club provides funds for supplemental materials, audio-visual equipment, special projects and activities. Several grants have been applied for and funded during the past two years; materials for math, parent education, behavior management/self esteem, and science have been purchased.

School Facilities and Safety

Current Conditions:

The school yard was improved 3 years ago. The exterior and some of the interior were recently painted. Glass windows have been put on the east side. A new fire alarm system has been installed.

Planned Improvements:

The armatures on the windows will be replaced this year. More of the interior will be repainted.

Needed Improvements:

The lighting in the hallways needs to be improved. Some of the chalkboards need to be resurfaced. There are leaks in the roof.

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

Parent Involvement

There are more than 30 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 many ways: Library, field trips, office work, classroom assistance, fundraising, help with homework, translate materials, serve on advisory committees, and site beautification. Parents/guardians are notified of school and community activities in monthly Newsletters; these are translated into Cantonese and Spanish. A site Parent/Teacher Club meets monthly to plan and implement activities. Volunteers are acknowledged with a luncheon each Spring.

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 paggapaliwanag ng mga dokumentong ito sa Pilipino.

Xin gọi điện thoại cho nhà trường để biết ngày hướng dẫn và cắt nghĩa về 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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