

# Dr. William L. Cobb Elementary School

2725 California Street, San Francisco CA 94115, Phone (415) 749-3505

Ms. Marilyn Hobbs, Principal

S.F.U.S.D.

## 1996-1997 School Accountability Report Card

Fall, 1996

### School Description

Dr. William L. Cobb Elementary School is located between the Western Addition and Lower Pacific Heights areas of San Francisco. The building was built in 1923 and remodeled in 1974. The school is named to honor a former principal of the school, who was the first African-American principal in the SFUSD.

Cobb School has culturally diverse student and staff populations; many languages are spoken, including English, Spanish, Filipino, Vietnamese, Russian and Chinese. There are two Chinese Bilingual classes, and 9 ELD classes. The school has a small computer lab that is used to reinforce the core curriculum; computers are located in all classrooms. Student activities include: San Francisco Ballet School, Reading Club, Students of the Week, Examiner Spelling Bee, Food Bank, Folk Dance Festival, President's Physical Fitness, AIMS Program, Red Ribbon Week, Disability Awareness, Here's Looking at You 2000, Annual Carnival, Red Cross, visits to neighborhood Convalescent Hospitals, Scholastic Book Fairs, and activities to celebrate important events. Funding for the school is the same as during the last school year. 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.

A Family Resource Center is being opened this year to provide support to families and students, with direct services, activities, and referrals to other agencies. The school is working collaboratively with many agencies to provide these and other services.

### 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.

To achieve this mission, the Board of Education has adopted the following goals: 1) To improve teaching and learning to enhance the academic achievement of all students; 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 build a school environment that is fully integrated in all its programs and activities and provides equal opportunity for all students; 5) To improve and expand the Early Childhood Education Program and integrate it into the K-12 Program; and 6) To increase and expand inter-agency collaboration to better serve our students.

### School Priorities

For each goal there are a number of measurable objectives. Every school has developed a school site plan to achieve each objective and identified their individual school priorities: 1) Develop and apply instructional strategies to better meet the needs of the students. 2) To improve staff, parent and community participation in the educational process and in school-wide activities. 3) Implement Early Literacy Programs to maximize success and reduce the need for remediation.

### Philosophical Tenets

In order to achieve these objectives, the Board has adopted the following set of philosophical tenets:

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

Grade Span:	K-5	Student Enrollment:	281	LEP/NEP*:	32.7%
Building (sq.ft.):	37,900	Average Daily Attendance:	99.2%	EDY**:	41.3%
Year of Construction:	1923	Optional Enrollment Requests:	26.3%	% Objectives Met***:	85%
Children Center/Childcare: Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>		Title I / State Pre-K Program: Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>		Student Uniforms: Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	

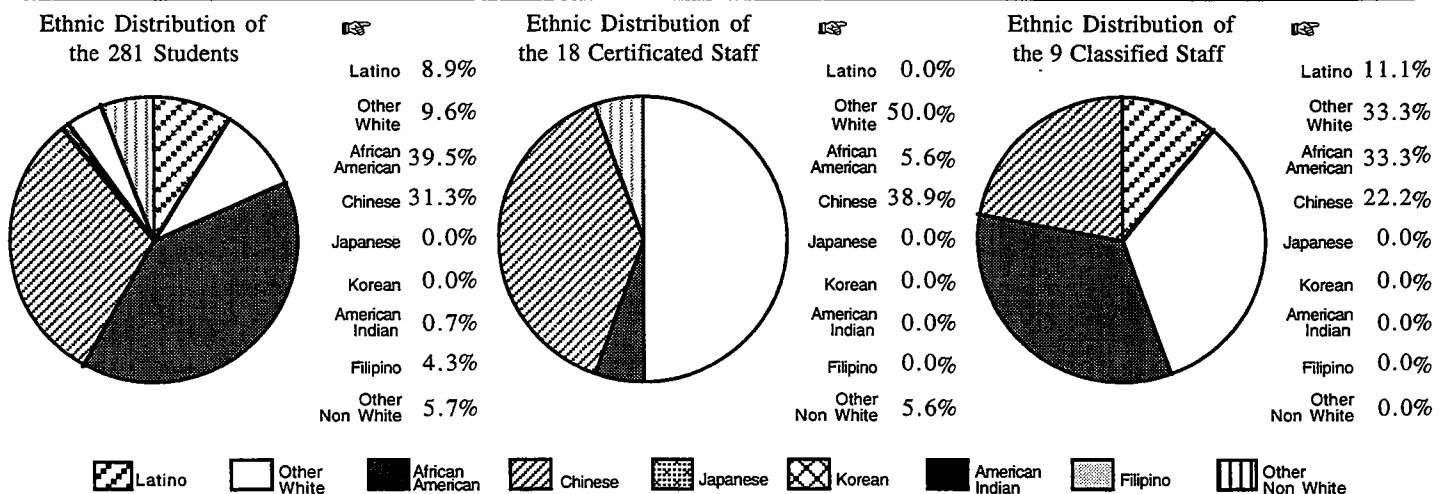
## Counseling and Student Support Services

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 Student Advisor provides counseling, conflict resolution, tutoring, and self-esteem activities. Staff members participate in conflict resolution with students. SST identifies and coordinates resources to improve student learning and behavior. There are three special education programs on site: speech therapy, RSP, and a transition program for students returning from NPS. Drug awareness provided yearly to all students. Referrals to community services are made for students and families. CMH and PIP Programs are located at this site.

## Teacher Assignment

Out of 2,663 permanent certificated classroom 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. Three teachers are English Language Development Specialists; one is a specialist in reading; three have Chinese Bilingual Credentials; four have special education credentials; two teachers and one paraprofessional have received training in using Slingerland; two teachers are trained in Reading Recovery.

## 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. (Based upon previous year's enrollment.)\*

The school is making a continuing effort to have the ethnic diversity of the staff reflect the ethnic and language needs of the student.

## Student Attendance and Dropout Rate

The District's elementary average attendance for 1995-96 was 99.1% and the dropout rate was 1.7%. At Cobb, attendance for the year was 99.2%, excused absences were 4.2%, unexcused absences were 0.8% and the dropout rate was 0.0%. 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. The Parents are notified of excessive tardies and absences and conferences are held; continued excesses are referred to SARB.

**Objective 1o:** 1995-96 dropout rate will be reduced from its 1994-95 level.\*

## Class Size and Instructional Minutes

Grade Level	Contract Ratios	Contract Goals	District Averages	School Averages	Minutes Per Year**
K	***	28	19.1	20.0	43,200
1	***	24	19.0	20.0	50,400
2	***	24	18.8	19.0	50,400
3	***	25	24.5	26.0	50,400
4	32.2	30	26.6	33.0	54,000
5	32.2	30	27.3	31.0	54,000

\*\* All schools offer and often exceed the minimum required number of instructional minutes per year. All instructional days meet or exceed the state minimum requirement for instructional minutes.  
 \*\*\* Grades K-2 class size goal of 20 determined by the District's participation in the State's Primary Grade Class-size Reduction Program; Grade 3 class size goal of 25 set according to the Educational Equity Act of 1996.

\*Several District objectives are listed in this document. 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.

## Teacher Evaluation

Administrators, probationary and long term substitute 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, 5 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.

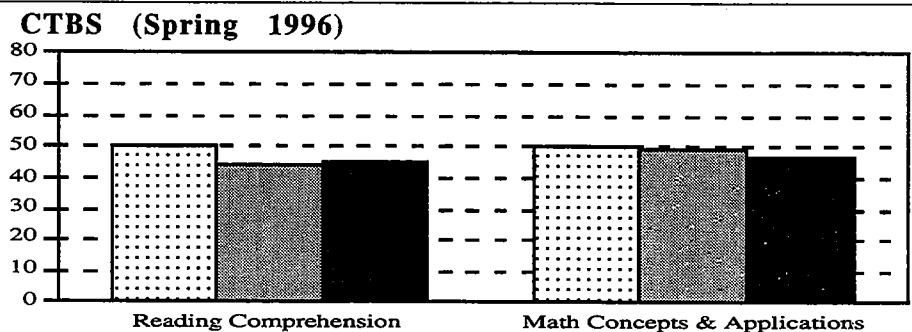
Objective 3a: Schools will reduce the number of suspensions per year to meet district standards.\*



## Student Achievement

Portions of the Comprehensive Tests of Basic Skills (CTBS) are used by this District to measure individual student progress and proficiency standards.

CTBS:  National  
 District  
 School



LEP/NEP = 32.7%

Special Education = 9.6%

EDY = 41.3%

GATE & High Potential = 1.8%

## Teacher/Staff Professional Development, and Curriculum Improvement

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 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 for continuous instructional improvement. Teachers received training in Science, Math, Geography, History/Social Science, New Teacher Program, Family Math, AIMS, Health Education, Universal Precautions/First Aid, Early Literacy, Whole Language, Slingerland, Bilingual Skills. The school-wide emphasis this year is Literacy. Trainings are provided at staff meetings, release days, after school, weekends, conferences. The paraprofessionals receive training at monthly meetings.

## 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, computers 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 help assure student successes. Parents and staff actively participate in site committees.

## Substitute Teachers

During the 1995-96 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.

## Average Salaries, Budget Percentages and Expenditure Per Student

1994-95 SALARY COMPARISON		
	* STATE	SFUSD
Beginning Teacher Salary	\$27,337	\$27,194
Mid-range Teacher Salary	\$42,801	\$41,976
Highest Teacher Salary	\$49,804	\$49,069
Principal's Average Salary	\$67,179	**\$64,213
Superintendent's Salary	\$111,308	\$129,600
Expenditure per Student	-	**\$3,325
% of Budget for Teacher Salaries	43.67%	41.12%
% of Budget for Administrators	5.22%	3.70%

\* Districts over 20,000 ADA  
 \*\* Elementary Schools Only

## **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 and District priorities. Each year, textbooks and instructional materials are reviewed and adopted in one or two specific subject areas. In 1994-95, there was a district-wide adoption of K-8 mathematics instructional materials which will be implemented over a three-year period. During the 1995-96 school year, there was the traditional curriculum development of an improved K-8 language arts instructional program and adoption of new materials will be considered in 1996-97. At Cobb School, the staff uses materials to remediate and supplement instruction: library & resource books, language development materials for LEP/NEP students, Math Their Way materials, math manipulatives, self-esteem materials, science kits & activities, performing arts equipment, field trips, audio-visual equipment, awards & student motivators, & performing arts groups. The Parent-Teacher Club provides funds for supplemental materials, audio-visual equipment, special projects & activities. Several grants funded during the past two years have purchased materials for math, parent education, behavior management/self esteem, & science.

## **School Facilities and Safety**

### **Current Conditions:**

The school yard was improved 6 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 is being installed. New curtains have been put in the auditorium.

### **Planned Improvements:**

A new roof, some new windows, remodeled students' bathrooms, improved electrical power and lighting, and some interior painting will be done during the Summer of 1997. New window shades will be installed.

### **Needed Improvements:**

All of the classrooms, hallways and the auditorium need painting. The adult bathrooms need to be remodeled. The storage areas throughout the school need to be improved.

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



## **Parent Involvement**

More than 30 persons volunteer on a regular basis; these are parents/guardians/siblings, retired persons, students 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. A site Parent/Teacher Club meets monthly to plan and implement activities. Volunteers are acknowledged with a reception each Spring.

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



For further information about our school or if you have questions about this document, please feel free to call us.

Si necesita información sobre nuestra escuela o si tiene alguna pregunta sobre este prospecto, llámenos.

Nếu muốn biết thêm chi tiết về trường học hoặc về tập tài liệu này, xin quý vị gọi điện thoại cho chúng tôi.

Kung kailangan ang karagdagang impormasyon tungkol sa ating paaralan O gustong magtanong tungkol sa mga kailangang dokumento, maaari kayon tumawag sa amin.

Если у Вас есть вопросы, или нужна дополнительная информация, пожалуйста позвоните по телефон.

如果你們需要任何有關學校的資料或有任何關於此文件的問題，請打電話與我們聯絡。

**San Francisco Unified School District**  
135 Van Ness Avenue  
San Francisco, CA 94102  
Attn: Dr. William L. Cobb Elementary School