

Dr. William L. Cobb Elementary School

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Ms. Marilyn Hobbs, Principal

S.F.U.S.D.

1997-1998 School Accountability Report Card

Fall, 1997

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, and Chinese. There are two Chinese Bilingual, 10 ELD, and one Special Ed. class. 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 Convalescent Hospitals, 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, and have high self-esteem.

A Family Resource Center provides 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 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:

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| * All individuals should learn to live and work in a world that is characterized by interdependence and cultural diversity. | * All individuals are entitled to be treated with respect and dignity. | * Teachers, administrators and staff are partners with students in the learning process. If students fail, all partners should accept full responsibility for this failure and take action to ensure success. |
| * All individuals want to learn and to be recognized for their achievements. | * All individuals can learn. | |
| * Learning is an interactive process that occurs when students understand and are able to communicate new concepts through carefully crafted and guided challenging experiences defined by clear learning goals and rigorous performance standards. | * All individuals learn in many different ways and at varying rates. | * Parents want their children to attain their fullest potential as learners and to succeed academically. |
| | * Each individual learns best in a particular way. | |
| | * All individuals are both potential learners and potential teachers. | |
| | * Learning has both cognitive and affective dimensions. | |

Grade Span:	K-5	Student Enrollment:	273	LEP/NEP*:	36.6%
Building (sq.ft.):	37,900	Average Daily Attendance:	99.3%	EDY**:	37.7%
Year of Construction:	1923	Optional Enrollment Requests:	31.1%	% of Points Met***:	54%
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"/>	

*LEP/NEP: Limited English Proficient or Non English Proficient

**EDY: Educationally Disadvantaged Youth

***% of Points Met: Refers to the set of District objectives to achieve District goals.

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 2,698 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 training, degrees and credentials and others are seeking the same: English Language Development Specialists, one is a specialist in reading, Chinese Bilingual Credentials, special education credentials, training in the use of Slingerland, training in Reading Recovery.

Student Attendance and Dropout Rate

The District's elementary average attendance for 1996-97 was 99.1% and the dropout rate was 1.7%. At Cobb, attendance for the year was 99.3%, excused absences were 3.9%, unexcused absences were 0.7% 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. Parents are notified of excessive tardies and absences and conferences are held; continued excesses are referred to SARB.

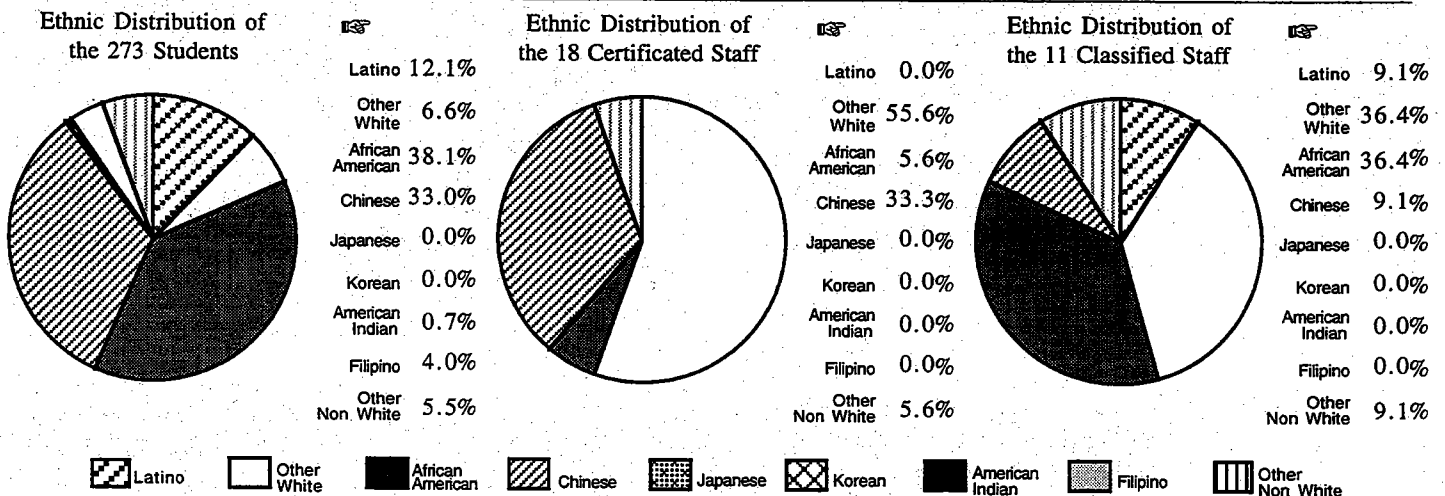
Class Size and Instructional Minutes

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	18.0	50,400
2	***	24	18.8	19.3	50,400
3	***	25	24.5	23.0	50,400
4	32.2	30	26.6	29.0	54,000
5	32.2	30	27.3	30.0	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-3 class size goal of 20 determined by the District's participation in the State's Primary Grade Class-size Reduction Program.

Ethnic Diversity



Objective 4a (subpart): 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 students.

*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, line contest, Students of the Week, parent contacts, self-esteem activities, student awards, support groups, referrals to SST and agencies, conflict resolution, individual behavior programs, on site mental health.

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

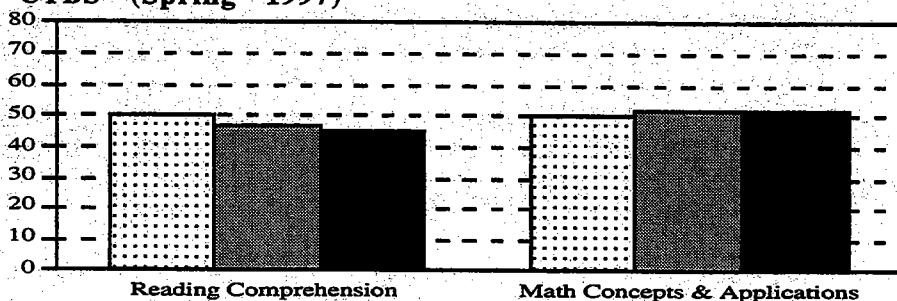


Student Achievement

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

CTBS (Spring 1997)



LEP/NEP = 36.6%

Special Education = 9.5%

EDY = 37.7%

GATE & High Potential = 3.7%

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, use data to plan instructional improvement strategies, and to acquire new instructional strategies for continuous instructional improvement. Leadership development across content areas is facilitated centrally and multiple professional development institutes engage educators and parents in instructional leadership development. Teachers received training in Science, Math, New Teacher Program, AIMS, Health Education, Universal Precautions/First Aid, Early Literacy, Whole Language, the new language arts program, and cultural diversity. The school-wide emphasis this year is Literacy. Trainings are provided at staff meetings, release days, after school, weekends, and conferences. The paraprofessionals receive training at monthly meetings. Professional resources are purchased for all classrooms. The Principal is participating in the District wide leadership connection.

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 to assure school-wide continuity; development of site plans, activities, ordering materials and equipment and locating resources. Families, America Reads, volunteers, and university students help assure student successes. Parents and staff participate in site committees. Our school made greatest math gains on CTBS in 1996-97.

Substitute Teachers

During the 1996-97 school year, the Cobb teacher attendance rate was 90%. 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

1995-96 SALARY COMPARISON		
	* STATE	SFUSD
Beginning Teacher Salary	\$27,916	\$28,016
Mid-range Teacher Salary	\$44,063	\$43,296
Highest Teacher Salary	\$51,460	\$50,552
Principal's Average Salary	\$69,378	**\$65,864
Superintendent's Salary	\$115,378	\$136,000
Expenditure per Student	-	**\$3,364
% of Budget for Teacher Salaries	43.03%	40.58%
% of Budget for Administrators	5.17%	3.86%

* 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. In 1996-97, there were district-wide adoptions of K-8 English Language Arts, K-5 Spanish Language Arts, 9-12 Spanish, economics, biology, biotechnology and physics instructional materials. Content and performance standards for English Language Arts, mathematics and science are being implemented. At Cobb School, the staff uses materials to remediate and supplement instruction: library and resource books, language development materials for all students, math manipulatives, self-esteem materials, science, arts material, 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. Our site garden has received funding from several sources; the garden is included in our school-wide curriculum.

School Facilities and Safety

Current Conditions:

The exterior and some of the interior were recently painted. Glass windows have been put on the east side. A new fire alarm system was installed. New curtains have been put in the auditorium. The library has been painted and new shades put in. The garden has many improvements.

Planned Improvements:

A new roof, remodeled students' bathrooms, improved electrical power, interior painting, improved classroom storage, updated technology access, ADA accessibility, and office improvements are scheduled for Summer 1998.

Needed Improvements:

The adult bathrooms need to be remodeled. The windows on the east side need replacement as does the flooring throughout the school. Safety needs include improved lighting in the yard and safety grates over the radiators. Lighting in all areas needs improvement.

Parent Involvement

More than 30 persons who 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.

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 телефону.

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

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