

Dr. William L. Cobb Elementary School

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Ms. Marilyn Hobbs, Principal

U.S.D.

1998-99 School Accountability Report Card

Fall, 1998

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 12 ELD, and one Sp. Ed. class. The school has a small computer lab that is used to reinforce the core curriculum; computers are located in all classrooms and all are on the Internet.

Student activities include: San Francisco Ballet School, Students of the Week, Examiner Spelling Bee, Food Bank, Folk Dance Festival, President's Physical Fitness, AIMS Program, Red Ribbon Week, Honor Roll, Annual Carnival, visits to Convalescent Hospitals, Book Fairs, and activities to celebrate important events. Funding for the school is less than 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 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 is a number of measurable objectives. Every school has developed a school site plan to achieve each objective and identified their individual school priorities: 1) To improve teaching and learning to enhance the academic achievement of all students, particularly in Literacy. 2) The achievement levels of African American, Latino, & ELL students will be raised to the 50th NCE by the Spring of 1999. 3) To improve staff, parent and community participation in the education process and in school-wide activities.

Philosophical Tenets

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

- * All individuals should learn to live and work in a world that is characterized by interdependence and cultural diversity.
- * All individuals want to learn and to be recognized for their achievements.
- * 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 are entitled to be treated with respect and dignity.
- * All individuals can learn.
- * All individuals learn in many different ways and at varying rates.
- * Each individual learns best in a particular way.
- * All individuals are both potential learners and potential teachers.
- * Learning has both cognitive and affective dimensions.
- * 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.
- * Parents want their children to attain their fullest potential as learners and to succeed academically.

| | | | | | |
|----------------------------|-----------|-------------------------------|-------|--------------------------------|--------|
| Grade Span: | K-5 | Student Enrollment: | 260 | LEP/NEP ¹ : | 25.4% |
| Building (sq.ft.): | 37,900 | Average Daily Attendance: | 99.4 | EDY ² : | 32.7% |
| Year of Construction: | 1923/1974 | Optional Enrollment Requests: | 38.5% | % of Points Met ³ : | 61.88% |
| Children Center/Childcare: | Yes | Title I/State Pre-K Program: | No | Student Uniforms: | Yes |

¹ LEP/NEP: Limited English Proficient or Non English Proficient

² EDY: Educationally Disadvantaged Youth

³ % 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 sp.ed. programs on site: speech therapy, RSP, and an SDC for students with learning disabilities. Drug awareness is provided yearly to all students. Referrals to community services are made for students and families. CMH and PIP Programs are located on site.

Student Attendance and Dropout Rate

Dropout rate 1995-96 = 0% 1996-97 = 0% 1997-98 = .3%

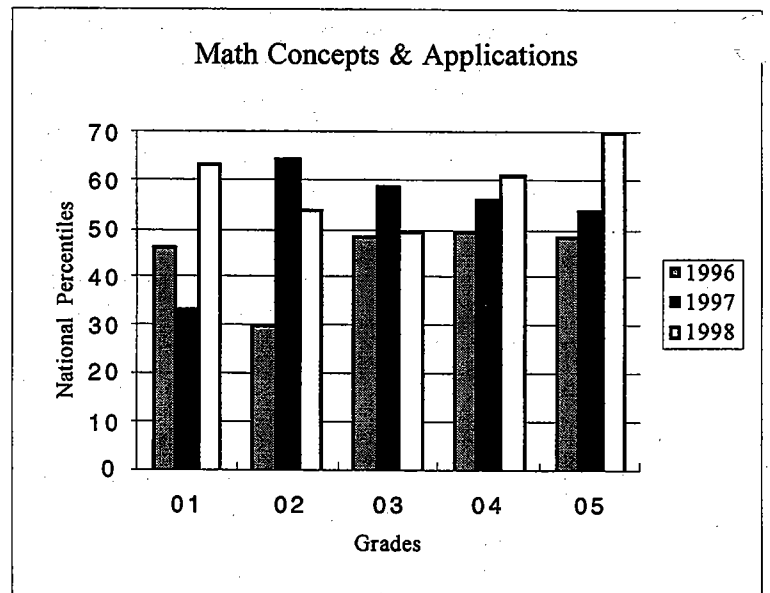
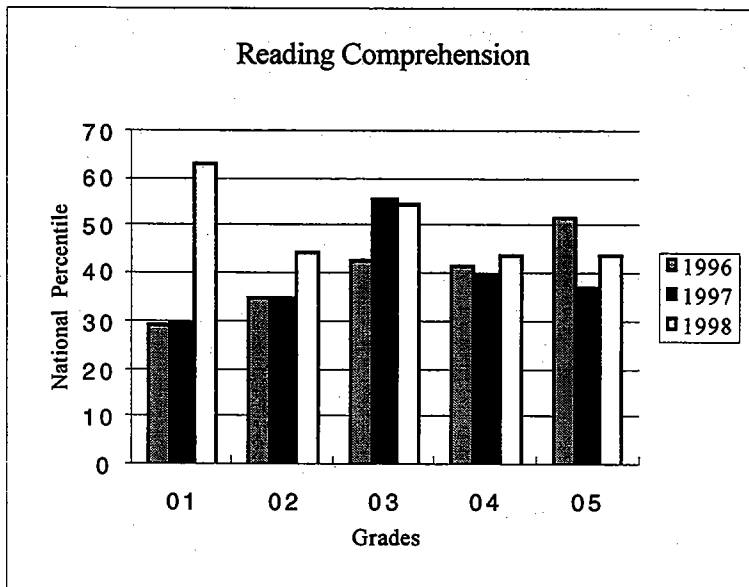
The District's K-5 average attendance for 1997-98 was 99.8% and the dropout rate was 1.7%. At Cobb ES, attendance for the year was 99.4%, excused absences were 3.7%, unexcused absences were .6%, and the dropout rate was .3%. An important District objective is to further reduce dropout rates. Dropouts are defined as students who are absent without reason for 45 days or more. Assuring student success through relevant and interesting curriculum, the development of self-esteem, attendance awards and helping students feel and be successful 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; conferences are held. Continued excesses are referred to SARB.

Student Achievement

CTBS (Spring 1996 - Spring 1998)

| District K-5 Average National Percentiles | | | |
|-------------------------------------------|------|------|------|
| | 1996 | 1997 | 1998 |
| Reading | 38 | 42 | 46 |
| Math | 48 | 53 | 58 |

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



Ethnic Diversity

Ethnic Representation (Percents)

| | AA% | AI% | C% | F% | J% | K% | L% | ONW% | OW% |
|---------------------|------|-----|-------|-----|-----|-----|------|------|------|
| 260 Students | 39.2 | 0.8 | 31.2 | 3.8 | 0.8 | 0.0 | 10.4 | 8.1 | 5.8 |
| 15 Certificated | 6.7 | 0.0 | 20.0 | 0.0 | 0.0 | 0.0 | 0.0 | 6.7 | 66.7 |
| 2 Classified | 0.0 | 0.0 | 100.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 |
| 11 Paraprofessional | 36.4 | 0.0 | 9.1 | 0.0 | 0.0 | 0.0 | 18.2 | 9.1 | 27.3 |

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 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

| | 1995-96 | 1996-97 | 1997-98 |
|---------------------------|---------|---------|---------|
| School Suspension rates: | 1.8% | 1.8% | 1.5% |
| District Expulsion rates: | .18% | .14% | .09% |

In order to provide a healthy climate, we have regulations consistent with the Student Behavior Handbook. Last year at Cobb ES, 4 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, Student Compacts, Students of the Week, parent contacts, self-esteem activities, student awards, support groups, referrals to SST / agencies, conflict resolution, behavior programs, on site mental health.

Teacher/Staff Professional Development, and Curriculum Improvement

Number of Staff Development Days: 1996-97 = 8 1997-98 = 8 1998-99 = 8

Professional development is a part of every school site plan and a major component of instructional support departments. The district's professional development program provides opportunities for teachers to implement the district's core curriculum for all students, update subject area expertise, use data to plan instructional improvement strategies, and acquire new instructional strategies. 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, Scholastic Language Arts program, cultural diversity, garden science. 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. Three teachers are site science leaders; three are Scholastic teacher presenters; one is a mentor teacher.

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, on-site garden, computer education, library skills, instrumental music, multi-cultural lessons and activities. Leadership is shared to assure school-wide continuity: development of site plans, Portfolio, activities, ordering materials/ equipment, 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 S in 1996-97.

Substitute Teachers

During the 1997-98 school year, the Cobb ES 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.

Teacher Assignment

Out of 4,498 certificated staff in the District, 73 are on waivers. 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, reading specialist, special education credentials, training in the use of Slingerland, training in Reading Recovery.

Class Size

| Grade | Contract Ratios | Contract Goals | District Averages | School Averages | | | Minutes Per Year* |
|-------|-----------------|----------------|-------------------|-----------------|------|------|-------------------|
| | | | | 1996 | 1997 | 1998 | |
| K | ** | 28 | 18.88 | 20.0 | 20.0 | 20.0 | 43,200 |
| 1 | ** | 24 | 19.30 | 20.0 | 18.0 | 18.5 | 50,400 |
| 2 | ** | 24 | 18.92 | 19.0 | 19.3 | 20.0 | 50,400 |
| 3 | ** | 25 | 20.79 | 26.0 | 23.0 | 16.7 | 50,400 |
| 4 | 32.2 | 30 | 25.54 | 33.0 | 29.0 | 29.0 | 54,000 |
| 5 | 32.2 | 30 | 26.65 | 31.0 | 30.0 | 27.0 | 54,000 |

* All schools offer and often exceed the minimum required number of instructional minutes per year. All instructional minutes meet or exceed the state minimum requirement for instructional minutes.
** Grade K-3 class size goal of 20 determined by the District's participation in the State's Primary Grade Class-size Reduction Program.

Average Salaries, Budget Percentages & Expenditure per Student

| 1996-97 SALARY COMPARISON | | |
|----------------------------------|-----------|------------|
| | * STATE | SFUSD |
| Beginning Teacher Salary | \$28,707 | \$29,448 |
| Mid-range Teacher Salary | \$44,725 | \$42,379 |
| Highest Teacher Salary | \$53,449 | \$52,080 |
| Principal's Average Salary | \$71,817 | **\$66,556 |
| Superintendent's Salary | \$122,416 | \$142,800 |
| Expenditure per Student | - | **\$4,249 |
| % of Budget for Teacher Salaries | 43.33% | 42.35% |
| % of Budget for Administrators | 4.88% | 4.41% |

* 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 1997-98, 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, computer equipment and educational programs, 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. A neighbor maintains a garden outside the school.

Planned Improvements

A new roof, remodeled students' bathrooms, improved electrical power, some interior painting, improved classroom storage, updated technology access, ADA accessibility, and office improvements are scheduled for Summer 1999. The garden is being redone this year.

Needed Improvements

The adult bathrooms need remodeling. 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. Interior painting and classroom shades are needed throughout.

Parent Involvement

Family members, retired persons, university and school students, and persons from businesses serve in many ways: Library, field trips, office work, classroom assistance, fundraising, help with homework, translations, advisory committees, and site beautification. Parents/guardians are notified of school and community activities in monthly Newsletters; these are translated into Cantonese. A Family Board provides additional information. The Family Resource Center provides support and information. A site Parent/Teacher Club meets monthly to plan and implement activities. Volunteers are acknowledged 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。

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