

Executive Summary School Accountability Report Card, 2014-15

For Raskob Day School

Address: 3520 Mountain Blvd, Oakland CA 94619
Principal: Edith Ben Ari, M.S.

Phone: 510-436-1275
Grade Span: 2-8

This executive summary of the School Accountability Report Card (SARC) is intended to provide parents and community members with a quick snapshot of information related to individual public schools. Most data presented in this report are reported for the 2012–13 school year. School finances and school completion data are reported for the 2012–13 school year. Contact information, facilities, curriculum and instructional materials, and select teacher data are reported for the 2012–13 school year. For additional information about the school, parents and community members should review the entire SARC or contact the school principal or the district office.

About This School

Mission Statement

Raskob Institute and Day School is a co-educational school for bright students from diverse cultural and economic backgrounds with language-based learning disabilities. Raskob seeks to recognize and nurture the talents and strengths of each student while remediating areas of academic weakness through individualized curriculums and multi-sensory teaching approaches. Raskob's safe and nurturing environment fosters the academic and social growth of each child. By participating in Raskob's program, students experience success and recognize themselves as learners.

Accreditation/Associations

Raskob Day School holds a current and unconditional certification as a nonpublic, nonsectarian school from the California Department of Education. Raskob contracts with a number of local school districts to provide educational services to their students. Raskob is also fully accredited by the Schools Commission of the Western Association of Schools and Colleges (WASC) and is a member of the California Association of Special Education Schools (CAPSES). Other memberships include the East Bay Independent Schools Association (EBISA), the East Bay Learning Disabilities Association (LDA), and the Parents Education Network (PEN). For the years 2012, 2013, 2014, and 2015, Raskob has been awarded as a School of Excellence from the National Association of Special Education Teachers (NASSET), and several departments within Raskob were voted Bay Area Parents' Magazine "Best of the Best 2014".

Student Enrollment

Group	Enrollment
Number of students	63
Black or African American	15%
American Indian or Alaska Native	-
Asian	5%
Filipino	-
Hispanic or Latino	11%
Native Hawaiian or Pacific Islander	-
White	50%
Two or More Races	18%
Socioeconomically Disadvantaged	-
English Learners	n/a
Students with Disabilities	100%

Teachers

Indicator	Teachers
Teachers with full credential	10
Teachers without full credential	0
Teachers Teaching Outside Subject Area of Competence	0
Misassignments of Teachers of English Learners	n/a
Total Teacher Misassignments	0

Student Performance

Subject	Students Proficient and Above on STAR ¹ Program Results
English-Language Arts	<1%
Mathematics	<1%
Science	<1%
History-Social Science	<1%

Academic Progress²

Indicator	Result
2014 Growth API Score	n/a
Statewide Rank	n/a
Met All 2014 AYP Requirements	n/a
Number of AYP Criteria Met Out of the Total Number of Criteria Possible	n/a
2013-14 Program Improvement Status (PI Year)	n/a

School Facilities

Summary of Most Recent Site Inspection

Please see attached Fire and Safety Clearance, dated 10-15-14

¹ Standardized Testing and Reporting Program assessments used for accountability purposes include the California Standards Tests, the California Modified Assessment, and the California Alternate Performance Assessment.

² The Academic Performance Index is required under state law. Adequate Yearly Progress is required by federal law.



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Repairs Needed / Corrective Actions Taken or Planned

n/a

Curriculum and Instructional Materials

Core Curriculum Area	Pupils Who Lack Textbooks and Instructional Materials
Reading/Language Arts	0
Mathematics	0
Science	0
History-Social Science	0
Foreign Language	n/a
Health	n/a
Visual and Performing Arts	n/a
Science Laboratory Equipment (grades 9-12)	n/a

School Finances

Level	Expenditures Per Pupil (Unrestricted Sources Only)
School Site	\$137.77
District	n/a
State	n/a

School Completion

Indicator	Result
Graduation Rate (if applicable)	n/a

Postsecondary Preparation

Measure	Percent
Pupils Who Completed a Career Technical Education Program and Earned a High School Diploma	n/a
Graduates Who Completed All Courses Required for University of California or California State University Admission	n/a

School Accountability Report Card **Reported Using Data from the 2013–14 School Year** *Published During 2014–15*

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. The SARC contains information about the condition and performance of each California public school.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For additional information about the school, parents and community members should contact the school principal or the district office.

I. Data and Access

Ed-Data Partnership Web Site

Ed-Data is a partnership of the CDE, EdSource, and the Fiscal Crisis and Management Assistance Team (FCMAT) that provides extensive financial, demographic, and performance information about California's public kindergarten through grade twelve school districts and schools.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., state Academic Performance Index [API], federal Adequate Yearly Progress [AYP]), test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners.

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

II. About This School

Contact Information (School Year 2014–15)

School		District	
School Name	Raskob Day School	District Name	Oakland Unified
Street	3520 Mountain Blvd	Phone Number	(510) 879-8582
City, State, Zip	Oakland, CA 94619	Web Site	www.ousd.k12.ca.us
Phone Number	510-436-1275	Superintendent	Antwan Wilson
Principal	Edith M. Ben Ari, M.S.	E-mail Address	antwan.wilson@ousd.k12.ca.us
E-mail Address	raskobinstitute@hnu.edu	CDS Code	01 61259 6994727

School Description and Mission Statement (School Year 2014–15)

Raskob Institute and Day School is a co-educational school for bright students from diverse cultural and economic backgrounds with language-based learning disabilities. Raskob seeks to recognize and nurture the talents and strengths of each student while remediating areas of academic weakness through individualized curriculums and multi-sensory teaching approaches. Raskob's safe and nurturing environment fosters the academic and social growth of each child. By participating in Raskob's program, students experience success and recognize themselves as learners.

Opportunities for Parental Involvement (School Year 2014–15)

RASKOB PARENTS ASSOCIATION

PURPOSE

The purpose of the Raskob Parents Association (RPA) is to support the education of our children by supporting the parents, staff and faculty of Raskob Day School.

FINANCING

The RPA operates with funds raised through fundraising efforts and dues. Every parent or guardian is a member of the RPA upon completion of a membership form which includes a suggested due of \$20 (any amount is appreciated) to cover the costs of meetings (refreshments, mailings, copying).

The funds raised through the Annual Fund are available to the administration for projects, activities and scholarships that the staff and faculty have developed with the approval of the RPA Board. The funds from all other fundraising efforts are available for the priorities of the RPA as determined by the Board.

ORGANIZATIONAL STRUCTURE

BOARD: The Board of the RPA is comprised of the Officers (President, Vice President, Treasurer and Secretary) and the Chairs of the Standing Committees.

STANDING COMMITTEES: The efforts of the RPA are directed mostly through the standing committees

Raskob is a vibrant learning community that relies on the talents and generosity of parents to remain strong. There is a direct correlation between parent involvement and student self-esteem and achievement. The school wants and needs parents to be involved.

Raskob requires that each family complete a minimum of 20 hours of volunteer time, including fundraising, for the 2011-2012 school year. Families can also buy out their volunteer hours for the year with a \$200 payment to Raskob Day School. A family that does not meet the minimum 20 hour volunteer requirement by May 1, 2012 will be billed \$200. If a family is able to fulfill the volunteer hours by the end of the school year, the charge will be reversed.

There are many ways to help and opportunities that can be done at various times at school and from home.

How to earn hours (sample, but not limited to):

- Sign up on a committee –everyone is requested to do so.
- Attend Raskob meetings: board meetings, parent meetings, and parent trainings.
- Do small jobs from home or at school
- Be a room parent or join the board
- Volunteer when specific requests for help on events are sent out.

Student Enrollment by Grade Level (School Year 2014–15)

Grade Level	Number of Students	Grade Level	Number of Students
Kindergarten	n/a	Grade 8	15
Grade 1	n/a	Ungraded Elementary	n/a
Grade 2	1	Grade 9	n/a
Grade 3	3	Grade 10	n/a
Grade 4	10	Grade 11	n/a
Grade 5	8	Grade 12	n/a
Grade 6	12	Ungraded Secondary	n/a
Grade 7	14	Total Enrollment	63

Student Enrollment by Subgroup (School Year 2011–12)

Group	Enrollment
Black or African American	15%
American Indian or Alaska Native	-
Asian	5%
Filipino	-
Hispanic or Latino	11%
Native Hawaiian or Pacific Islander	-
White	50%
Two or More Races	18%
Socioeconomically Disadvantaged	-
English Learners	n/a
Students with Disabilities	100%

Average Class Size and Class Size Distribution (Elementary)

Grade Level	Avg. Class Size	2012–13 Number of Classes*			Avg. Class Size	2013-14 Number of Classes*			Avg. Class Size	2014-15 Number of Classes*		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	n/a	-			n/a	-			n/a	-		
1	n/a	-			n/a	-			n/a	-		
2	n/a	-			n/a	-			n/a	-		
3	10	1			10	1			10	1		
4	10	1			10	1			10	1		
5	12	1			12	1			12	1		
6	15	1			15	1			15	1		
Other	n/a				n/a				n/a			

* Number of classes indicates how many classes fall into each size category (a range of total students per classroom).

Average Class Size and Class Size Distribution (Secondary)

Subject	Avg. Class Size	2012-13 Number of Classes*			Avg. Class Size	2013-14 Number of Classes*			Avg. Class Size	2014-15 Number of Classes*		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	12	1			12	1			12	1		
Mathematics	12	1			12	1			12	1		
Science	12	1			12	1			12	1		
Social Science	12	1			12	1			12	1		

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

III. School Climate

School Safety Plan (School Year 2014-15)

DISASTER PREPAREDNESS PLAN

I. DISASTER SUMMARY

A. SAFETY - The primary objective is the safety of students and school personnel. DO remain calm, exercise caution and good judgment, provide strong leadership, and stop rumors. Don't panic.

B. EVACUATION - In case of FIRE, direct your students to the nearest outside exit and follow our Fire evacuation plan. In case of an EARTHQUAKE, direct your students to "drop and cover" until the quake is over and then safely exit the building. All Teachers take their red emergency backpack. Teachers who have their class emergency supplies located in the classroom are to take them with them as they evacuate. **REMEMBER:** Have your class roster in your possession at all times.

C. ASSEMBLY AND RELEASE - Direct your students to the upper parking lot. Once roll has been taken and communicated to the Command Center. Students are to remain in their class groups supervised by the aides at all times. The Assembly Area Coordinator will be responsible for documenting and coordinating with the command center the release of all students.

D. FIRST AID - Provide any immediate first aid if necessary. Contact the Command Center to report any injuries. Take the injured individual to the first aid station which is located at upper parking lot.

E. SEARCH AND RESCUE - Immediately contact the Command Center who will relay information regarding any missing individuals who need to be rescued. You may connect with the Assembly Area Coordinator.

F. SURVIVAL – Food & water are available to the students and faculty for 72 hours. Ensure that all emergency supplies have been removed from building by taking inventory. Aides will also assist in this matter.

MANAGEMENT PLAN:

COMMAND CENTER:	Ben Ari and Wulkan
UTILITIES:	Benbrook and Blackburn
FIRST AID:	Hagstrom, Williford, and Sweeney
SEARCH/RESCUE:	Almada
ASSEMBLY/RELEASE:	Baiocchi and all Associates
	Oversight by Ben Ari and Wulkan
SURVIVAL:	Flores and Marsh

Suspensions and Expulsions

Rate*	School 2011-12	School 2012-13	School 2013-14	District 2012-13	District 2013-14	District 2014-15
Suspensions			<1%		6%	n/a
Expulsions			<1%		.21%	n/a

* The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment.

* n/a not available at time of publishing

IV. School Facilities

School Facility Conditions and Planned Improvements (School Year 2014-15)

n/a

Using the most recent Facility Inspection Tool (FIT) data (or equivalent) provide the following:

- Description of the safety, cleanliness, and adequacy of the school facility
- Description of any planned or recently completed facility improvements
- Description of any needed maintenance to ensure good repair

School Facility Good Repair Status (School Year 2014-15)

System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Exemplary	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer		X			
Interior: Interior Surfaces		X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation		X			
Electrical: Electrical		X			
Restrooms/Fountains: Restrooms, Sinks/Fountains		X			
Safety: Fire Safety, Hazardous Materials		X			
Structural: Structural Damage, Roofs		X			
External: Playground/School Grounds, Windows/Doors/Gates/Fences		X			
Overall Rating		X			

Note: Cells shaded in black do not require data.

V. Teachers

Teacher Credentials

Teachers	School 2012-13	School 2013-14	School 2014-15	District 2014-15
With Full Credential	8	9	10	n/a
Without Full Credential	2 interns	1 intern	0	n/a
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	n/a

Teacher Misassignments and Vacant Teacher Positions

Indicator	2012-13	2013-14	2014-15
Misassignments of Teachers of English Learners	n/a	n/a	n/a
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

* n/a not available at time of publishing

* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2014-15)

The Federal Elementary and Secondary Education Act (ESEA), also known as No Child Left Behind (NCLB), requires that core academic subjects be taught by Highly Qualified Teachers, defined as having at least a bachelor's degree, an appropriate California teaching credential, and demonstrated core academic subject area competence. For more information, see the CDE *Improving Teacher and Principal Quality* Web page at: <http://www.cde.ca.gov/nclb/sr/tq/>

Location of Classes	Percent of Classes In Core Academic Subjects Taught by Highly Qualified Teachers	Percent of Classes In Core Academic Subjects Not Taught by Highly Qualified Teachers
This School	n/a	-
All Schools in District	n/a	-
High-Poverty Schools in District	n/a	
Low-Poverty Schools in District	n/a	

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 25 percent or less in the free and reduced price meals program.

VI. Support Staff – n/a

Academic Counselors and Other Support Staff (School Year 2014-15)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor		
Counselor (Social/Behavioral or Career Development)		
Library Media Teacher (librarian)		
Library Media Services Staff (paraprofessional)		
Psychologist		
Social Worker		
Nurse		
Speech/Language/Hearing Specialist	1.0	
Resource Specialist (non-teaching)		
Other	PT- 1.0	

Note: Cells shaded in black do not require data.

* One Full-Time Equivalent (FTE) equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time.

VII. Curriculum and Instructional Materials

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2014-15)

This section describes whether the textbooks and instructional materials used at the school are from the most recent adoption; whether there are sufficient textbooks and instruction materials for each student; and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Year and month in which data were collected: November 2011
(Please see attached Appendix A, "Instructional Materials Survey, 9-20-14)

Core Curriculum Area	Textbooks and instructional materials/year of adoption	From most recent adoption?	Percent students lacking own assigned copy
Reading/Language Arts			
Mathematics			
Science			
History-Social Science			
Foreign Language			
Health			
Visual and Performing Arts			
Science Laboratory Equipment (grades 9-12)			

VIII. School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2014-15)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental / Restricted)	Expenditures Per Pupil (Basic / Unrestricted)	Average Teacher Salary
School Site				\$45,000
District				\$54,000
Percent Difference – School Site and District				
State				
Percent Difference – School Site and State				

Note: Cells shaded in black do not require data.

Supplemental/Restricted expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted. **Basic/unrestricted** expenditures are from money whose use, except for general guidelines, is not controlled by law or by a donor.

For detailed information on school expenditures for all districts in California, see the *CDE Current Expense of Education & Per-pupil Spending* Web page at <http://www.cde.ca.gov/ds/fd/ec/>. For information on teacher salaries for all districts in California, see the *CDE Certificated Salaries & Benefits* Web page at <http://www.cde.ca.gov/ds/fd/cs/>. To look up expenditures and salaries for a specific school district, see the Ed-Data Web site at: <http://www.ed-data.org>.

Types of Services Funded (Fiscal Year 2014-15)

Specialist Services are provided at an additional cost and are not included in the Raskob Day School tuition.

Speech and Language: Raskob has a fully integrated speech and language program. Our speech and language therapist provides evaluation and treatment that target all areas of oral and written language. Interventions are carefully chosen based on the individual student's profile and translated to the classroom by means of communication and collaboration with Raskob's teaching staff. Referrals for treatment are determined by the speech and language therapist and school staff. Treatment is conducted through individual, small group, or collaborative "push in" settings to improve the following areas: processing of auditory information, word retrieval, expansion of vocabulary, articulation, phonological awareness, organization of written and oral information, sequencing, verbal problem solving, and pragmatics/social use of language. All specialists provide regular consultations and communicate with families and faculty.

Psychological Services: Group and individual counseling is provided by an Marriage and Family Therapist (MFT) or an Educational Psychologist. Social skills groups are held on a weekly basis for 45 minutes and regular consultation and communication between the psychologists, families, and the teaching staff occurs. If the specific psychological service that is needed is unavailable, referrals will be made.

Occupational Therapy: An occupational therapist is available to evaluate fine and gross motor difficulties and to provide individual treatment. Therapy focuses on sensory-motor integration, the development of improved coordination for large movements, the development of improved muscle strength, as well as fine motor tasks such as paper and pencil activities. Regular consultation and communication with teaching staff occurs.

Note – A family may request a referral and/or screening for specialist services at any time.

Teacher and Administrative Salaries (Fiscal Year 2014-15)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	Note: For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at http://www.cde.ca.gov/ds/fd/cs/ .	
Mid-Range Teacher Salary		
Highest Teacher Salary		
Average Principal Salary (Elementary)		
Average Principal Salary (Middle)		
Average Principal Salary (High)		
Superintendent Salary		
Percent of Budget for Teacher Salaries		
Percent of Budget for Administrative Salaries		

IX. Student Performance

Standardized Testing and Reporting Program

The Standardized Testing and Reporting (STAR) Program consists of several key components, including:

- **California Standards Tests (CSTs)**, which include English-language arts (ELA) and mathematics in grades two through eleven; science in grades five, eight, and nine through eleven; and history-social science in grades eight, and nine through eleven.
- **California Modified Assessment (CMA)**, an alternate assessment that is based on modified achievement standards in ELA for grades three through eleven; mathematics for grades three through seven, Algebra I, and Geometry; and science in grades five and eight, and Life Science in grade ten. The CMA is designed to assess those students whose disabilities preclude them from achieving grade-level proficiency on an assessment of the California content standards with or without accommodations.
- **California Alternate Performance Assessment (CAPA)**, includes ELA and mathematics in grades two through eleven, and science for grades five, eight, and ten. The CAPA is given to those students with significant cognitive disabilities whose disabilities prevent them from taking either the CSTs with accommodations or modifications or the CMA with accommodations.

The assessments under the STAR Program show how well students are doing in relation to the state content standards. On each of these assessments, student scores are reported as performance levels.

For detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, see the CDE STAR Results Web site at <http://star.cde.ca.gov>.

Standardized Testing and Reporting Results for All Students – Three-Year Comparison

(Please see Appendix C, California Standards Test (CST[^]) 2009 and 2010; District CST 2 Year Comparison)

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2011-12	2012-13	2014-15	2011-12	2012-13	2014-15	2011-12	2012-13	2014-15
English-Language Arts	<i>Data provided by the CDE</i>								
Mathematics									
Science									
History-Social Science									

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Standardized Testing and Reporting Results by Student Group – Most Recent Year

(Please see Appendix C, California Standards Test (CST[^]) 2009 and 2010; District CST 2 Year Comparison)

Group	Percent of Students Scoring at Proficient or Advanced			
	English-Language Arts	Mathematics	Science	History-Social Science
All Students in the LEA	<i>Data provided by the CDE</i>			
All Students at the School				
Male				
Female				
Black or African American				
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic or Latino				
Native Hawaiian or Pacific Islander				
White				
Two or More Races				
Socioeconomically Disadvantaged				
English Learners				
Students with Disabilities				
Students Receiving Migrant Education Services				

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

California High School Exit Examination

The California High School Exit Examination (CAHSEE) is primarily used as a graduation requirement. However, the grade ten results of this exam are also used to establish the percentages of students at three proficiency levels (not proficient, proficient, or advanced) in ELA and mathematics to compute AYP designations required by the federal ESEA, also known as NCLB.

For detailed information regarding CAHSEE results, see the CDE CAHSEE Web site at <http://cahsee.cde.ca.gov/>.

California High School Exit Examination Results for All Grade Ten Students – Three-Year Comparison (if applicable)

n/a

Subject	Percent of Students Scoring at Proficient or Advanced								
	School			District			State		
	2011-12	2012-13	2014-15	2011-12	2012-13	2014-15	2011-12	2012-13	2014-15
English-Language Arts	<i>Data provided by the CDE</i>								
Mathematics									

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

California High School Exit Examination Grade Ten Results by Student Group – Most Recent Year (if applicable)

n/a

Group	English-Language Arts			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students in the LEA	<i>Data provided by the CDE</i>					
All Students at the School						
Male						
Female						
Black or African American						
American Indian or Alaska Native						
Asian						
Filipino						
Hispanic or Latino						
Native Hawaiian or Pacific Islander						
White						
Two or More Races						
Socioeconomically Disadvantaged						
English Learners						
Students with Disabilities						
Students Receiving Migrant Education Services						

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

CALIFORNIA
healthy kids
SURVEY

California Healthy Surveys measure youth health, risk behavior, and resilience & positive school climate from the perception of students, parents, and all school staff (2014-15).

<http://www.ousd.k12.ca.us/cms/lib07/CA01001176/Centricity/Domain/42/USD%20CHKS%202014-15%20Elementary%20District%20Report.pdf>

X. Accountability – n/a

Academic Performance Index

The Academic Performance Index (API) is an annual measure of state academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. For detailed information about the API, see the CDE *API* Web page at <http://www.cde.ca.gov/ta/ac/ap/>.

Academic Performance Index Ranks – Three-Year Comparison

This table displays the school's statewide and similar schools' API ranks. The **statewide API rank** ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest ten percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest ten percent of all schools in the state.

The **similar schools API rank** reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of 1 means that the school's academic performance is comparable to the lowest performing ten schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

API Rank	2012	2013	2014
Statewide	<i>Data provided by the CDE</i>		
Similar Schools			

Academic Performance Index Growth by Student Group – Three-Year Comparison

Group	Actual API Change 2012-13	Actual API Change 2013-14	Actual API Change 2014-15	
All Students at the School	<i>Data provided by the CDE</i>			
Black or African American				
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic or Latino				
Native Hawaiian or Pacific Islander				
White				
Two or More Races				N/D
Socioeconomically Disadvantaged	<i>Data provided by the CDE</i>			
English Learners				
Students with Disabilities				

Note: "N/D" means that no data were available to the CDE or LEA to report. "B" means the school did not have a valid API Base and there is no Growth or target information. "C" means the school had significant demographic changes and there is no Growth or target information.

Academic Performance Index Growth by Student Group – 2013 Growth API Comparison

This table displays, by student group, the number of students included in the API and the 2013 Growth API at the school, LEA, and state level.

Group	2013 Growth API					
	Number of Students	School	Number of Students	LEA	Number of Students	State
All Students at the School	<i>Data provided by the CDE</i>					
Black or African American						
American Indian or Alaska Native						
Asian						
Filipino						
Hispanic or Latino						
Native Hawaiian or Pacific Islander						
White						
Two or More Races						
Socioeconomically Disadvantaged						
English Learners						
Students with Disabilities						

Adequate Yearly Progress

The federal ESEA requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

- Participation rate on the state's standards-based assessments in ELA and mathematics
- Percent proficient on the state's standards-based assessments in ELA and mathematics
- API as an additional indicator
- Graduation rate (for secondary schools)

For detailed information about AYP, including participation rates and percent proficient results by student group, see the CDE AYP Web page at <http://www.cde.ca.gov/ta/ac/ay/>.

Adequate Yearly Progress Overall and by Criteria (School Year 2014-15)

AYP Criteria	School	District
Made AYP Overall	<i>Data provided by the CDE</i>	
Met Participation Rate - English-Language Arts		
Met Participation Rate - Mathematics		
Met Percent Proficient - English-Language Arts		
Met Percent Proficient - Mathematics		
Met API Criteria		
Met Graduation Rate		

Federal Intervention Program (School Year 2014-15)

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (ELA or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. For detailed information about PI identification, see the CDE *PI Status Determinations* Web page: <http://www.cde.ca.gov/ta/ac/ay/tidetermine.asp>.

Indicator	School	District
Program Improvement Status	<i>Data provided by the CDE</i>	
First Year of Program Improvement		
Year in Program Improvement		
Number of Schools Currently in Program Improvement		<i>Data provided by the CDE</i>
Percent of Schools Currently in Program Improvement		<i>Data provided by the CDE</i>

Note: Cells shaded in black do not require data.

XI. School Completion and Postsecondary Preparation –n/a

Admission Requirements for California's Public Universities

University of California

Admission requirements for the University of California (UC) follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work.

For general admissions requirements, please visit the *UC Admissions Information* Web page at <http://www.universityofcalifornia.edu/admissions/>. (Outside source)

California State University

Eligibility for admission to the California State University (CSU) is determined by three factors:

- Specific high school courses
- Grades in specified courses and test scores
- Graduation from high school

Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information see the CSU Web page at <http://www.calstate.edu/admission/admission.shtml>. (Outside source)

Dropout Rate and Graduation Rate

Indicator	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Dropout Rate (1-year)	<i>Data provided by the CDE</i>								
Graduation Rate									

Note: The 2009-10 graduation data are calculated using the 4-year cohort graduation rate. The new cohort rate should not be compared to the 2007-08 and 2008-09 NCES graduation rates.

Completion of High School Graduation Requirements

This table displays, by student group, the percent of students who began the 2014-15 school year in grade twelve and were a part of the school's most recent graduating class, meeting all state and local graduation requirements for grade twelve completion, including having passed both the ELA and mathematics portions of the CAHSEE or received a local waiver or state exemption.

Group	Graduating Class of 2014		
	School	District	State
All Students	<i>Data provided by the LEA</i>		N/D
Black or African American			N/D
American Indian or Alaska Native			N/D
Asian			N/D
Filipino			N/D
Hispanic or Latino			N/D
Native Hawaiian or Pacific Islander			N/D
White			N/D
Two or More Races			N/D
Socioeconomically Disadvantaged			N/D
English Learners			N/D
Students with Disabilities			N/D

Note: "N/D" means that no data were available to the CDE or LEA to report.

Career Technical Education Programs and Preparation (School Year 2014-15)

Measure	CTE Program Participation
Number of pupils participating in CTE	<i>Data provided by the LEA</i>
Percent of pupils completing a CTE program and earning a high school diploma	
Percent of CTE courses sequenced or articulated between the school and institutions of postsecondary education	

Courses for University of California and/or California State University Admission

UC/CSU Course Measure	Percent
2011-12 Students Enrolled in Courses Required for UC/CSU Admission	<i>Data provided by the CDE</i>
2009-10 Graduates Who Completed All Courses Required for UC/CSU Admission	

Advanced Placement Courses (School Year 2013-14)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	<i>Data provided by the CDE</i>	
English		
Fine and Performing Arts		
Foreign Language		
Mathematics		
Science		
Social Science		
All courses		

Note: Cells shaded in black do not require data.

*Where there are student course enrollments.

XII. Instructional Planning and Scheduling

Professional Development

This section provides information on the annual number of school days dedicated to staff development for the most recent three-year period.

Raskob offers one professional development or teacher development day per quarter. Additionally, teachers are encouraged to participate in workshops or development of their choice that directly relate to their curricular area.

Administrators and teachers were able to attend the International Dyslexia Association (IDA) conference in Fall 2014. Raskob was not only represented as an established school for students with learning needs, but also as a leader in the field of strong teaching techniques. Also, site administrators took previous years' BASI results to compare learning trends within reading, writing, and math to look at student learning outcomes over time. This allowed for us to look at the academic program critically, identify and analyze areas of need, and plan for upcoming staff and student need. Elementary and reading teachers, along with administration, attended and were trained in Slingerland Method in 2012, and all staff were trained in using Google Docs and Google classroom. Additionally, all staff were trained in Responsive Classroom in Fall 2014.

NPS: Raskob Day School & Learning Institute

Year: 2014-15
(e.g. 2013-14)

Date: 9/20/2014
xx/xx/xx

SECTION B. GRADES K–8

CORE SUBJECT ABBREVIATIONS

English Language Arts (ELA) Math (MAT) Social Science (SS) Science (SCI)

(NOTE: The "print area" is preset for two pages. Adjust as necessary to add or reduce the number of pages to be printed)

Grade Level	Core Subject Abbrev.	Current Textbooks and Instructional Materials (Use Exact Titles)	Publisher and Year of Pulication	State Adopted? (K–8) Yes or No	For CDE USE ONLY
3	MAT	Pupil's Edition	Harcourt -2004	Y	
3	MAT	Practice Workbook	Harcourt - 2004	Y	
3	MAT	California Everyday Mathematics 3rd Edition	Wright Group/McGraw Hill- 2007	Y	
3	MAT	Progressive Mathematics	Sadlier- 2008	Y	
3	ELA	Open Court: Student Anthology 1	SRA/McGraw Hill-2002	Y	
3	ELA	Open Court: Student Anthology 2	SRA/McGraw Hill-2002	Y	
3	ELA	Open Court:: Inquiry Journal	SRA/McGraw Hill-2002	Y	
3	ELA	Open Court: Comprehension & LA Skills Workbook	SRA/McGraw Hill-2002	Y	
3	ELA	Open Court: Decodable Take Home 1	SRA/McGraw Hill-2002	Y	
3	SS	Communities: Student Anthology	Harcourt-2000	Y	
3	SCI	Harcourt Science: Student Anthology	Harcourt-2005	Y	
4	MAT	Pupil's Edition	Harcourt-2002	Y	

4	MAT	Practice Workbook	Harcourt-2002	Y	
4	MAT	California Everyday mathematics 3rd Edition	Wright Group/McGraw Hill-2001	Y	
4	MAT	Math 54	Saxon-2001	Y	
4	MAT	Progressive Mathematics	Sadlier-2008	Y	
4	ELA	Open Court: Student Anthology 1	SRA/McGraw Hill-2002	Y	
4	ELA	Open Court: Student Writer's Workbook	SRA/McGraw Hill-2002	Y	
4	ELA	Open Court: Inquiry Journal	SRA/McGraw Hill-2002	Y	
4	ELA	Open Court: Comprehension & LA Skills Workbook	SRA/McGraw Hill-2002	Y	
4	SS	California : A Changing State	Harcourt-2000	Y	
5	MAT	Pupil's Edition	Harcourt-2004	Y	
5	MAT	Practice Workbook	Harcourt-2004	Y	
5	MAT	California Everyday Mathematics 3rd Edition	Wright Group/McGraw Hill-2007	Y	
5	MAT	Math 54	Saxon-2001	Y	
5	MAT	Progressive Mathematics	Sadlier-2008	Y	
5	ELA	Open Court: Student Anthology 1	SRA/McGraw Hill-2002	Y	
5	ELA	Open Court: Writer's Workbook	SRA/McGraw Hill-2002	Y	
5	ELA	Open Court: Inquiry Journal	SRA/McGraw Hill-2002	Y	
5	ELA	Open Court: Comprehension & LA Skills Workbook	SRA/McGraw Hill-2002	Y	
5	SS	US History: Making a New Nation	Harcourt-2007	Y	

6	MAT	Math 65, 76	Saxon-2001	Y	
6	MAT	Progressive Mathematics	Sadlier-2008	Y	
6	SCI	Science Explorer: Earth	Prentice Hall-2001	Y	
6	SS	History Alive! The Ancient Word	Tci-2011	Y	
6	ELA	Literature & Language Arts Student Ed. Intro course	Holt- 2003	Y	
7	MAT	Math 65, 76	Saxon- 2001	Y	
7	MAT	Mathematics Concepts & Skills, Course 2	McDougall Litell- 2001	Y	
7	SCI	Science Explorer; Life	Prentice Hall-2001	Y	
7	SS	History Alive! The Medieval Word & Beyond	Tci- 2011	Y	
7	ELA	Literature & Language Arts 1st course	Holt - 2003	Y	
8	SCI	Science Explorer: Physical	Prentice Hall- 2001	Y	
8	SS	History Alive! The United States Through Industrialism	Tci-2011	Y	
6	MAT	CA Mathematics: Course 1-Numbers to Algebra	Holt, Rinehart, Winston-2008	Y	
7	MAT	CA Pre-Algebra	Pearson- Prentice Hall-2008	Y	
7	ELA	Literature & Language Arts 1st course	Holt - 2003	Y	
8	MAT	CA Mathematics: Algebra I	Holt, Rinehart, Winston-2008	Y	
8	ELA	Hott Literature and Language Arts Student's E. 2nd Course	Holt- 2003	Y	
6	SCI	CPO Focus on Earth Textbook	CPO Science-2007	Y	
7	SCI	CPO Focus on Life Textbook	CPO Science-2007	Y	

8	SCI	CPO Focus on Physical Science Textbook	CPO Science-2007	Y	
8	MAT	California Algebra 1	Prentice Hall- 2009	Y	
6	SS	Ancient Civilizations	Holt Rinchart -Winston 2008	Y	
7	SS	World History	Holt Rinchart -Winston 2008	Y	
8	SS	United States History	Holt Richart- Winston -2008	Y	
4	MAT	enVision Math	Pearson- Scott Foresman-2009	Y	
4	SCI	Science Resource Book	Foss/Delta Education-2003	Y	
3	MAT	EnVision Math	Pearson- Scott Foresman-2009	Y	
3	SCI	Science Resource Book	Foss/Delta Education-2003	Y	
5	MAT	Math: enVision Math	Pearson- Scott Foresman-2009	Y	
5	SCI	Science Resource Book	Foss/Delta Education-2003	Y	
2	ELA	Open Court: Student Anthology 1	SRA/McGraw Hill-2002	Y	
2	MAT	Math: enVision Math	Pearson- Scott Foresman-2009	Y	
2	SCI	Science Resource Book	Foss/Delta Education-2003	Y	
2	SS	Social Studies -Reflections People We Know- Student Textbook	Harcourt-2007		