

California Department of Education
School Accountability Report Card
Reported Using Data from the 2016–17 School Year

For Raskob Day School

Address: 3520 Mountain Blvd.

Phone: 510-436-1275

Principal: Edith Ben Ari, M.S.

Grade Span: 3-8

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- 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 more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

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 and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., 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.

Throughout this document the letters DPL mean data provided by the LEA, and the letters DPC mean data provided by the CDE.

About This School

District Contact Information (School Year 2017–18)

District Name	Oakland Unified
Phone Number	510-879-8582
Superintendent	Kyla Johnson-Trammel
E-mail Address	superintendent@ousd.org
Web Site	www.ousd.org

School Contact Information (School Year 2017–18)

School Name	Raskob Day Institute and Day School
Street	3520 Mountain Blvd.
City, State, Zip	Oakland, Ca 94619
Phone Number	510-436-1275
Principal	Edith Ben Ari
E-mail Address	benari@hnu.edu
Web Site	Raskobinstitute@hnu.edu
County-District-School (CDS) Code	DPC

School Description and Mission Statement (School Year 2017–18)

Mission Statement

Raskob Learning Institute and Day School is a non-profit organization that serves the Bay Area community by providing services for students and adults with learning differences. The Institute is comprised of three Programs: the Day School, the Clinic and the Diagnostic Program.

Raskob Day School is a Comprehensive Academic Program that serves bright students with mild to moderate learning disabilities, grades 3-8. The Clinic provides 1:1 Educational Therapy, and the Diagnostic Assessment program offers comprehensive neuropsychological evaluations for students age 6 through adulthood.

Accreditation /Associations

- WASC (Western Association of Schools and Colleges)
- EBISA (East Bay Independent School Association)
- LDA (Learning Disabilities Association)
- PEN (Parents Education Network)
- IDA (International Dyslexia Association)

Student Enrollment by Grade Level (School Year 2016–17)

Grade Level	Number of Students
Kindergarten	n/a
Grade 1	n/a
Grade 2	n/a
Grade 3	5
Grade 4	6
Grade 5	14
Grade 6	17
Grade 7	16
Grade 8	13
Ungraded Elementary	n/a
Grade 9	n/a
Grade 10	n/a
Grade 11	n/a
Grade 12	n/a
Ungraded Secondary	n/a
Total Enrollment	71

Student Enrollment by Student Group (School Year 2016–17)

Student Group	Percent of Total 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%
Foster Youth	-

A. Conditions of Learning**State Priority: Basic**

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;

- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Teacher Credentials

Teachers	School 2015–16	School 2016–17	School 2017–18
With Full Credential	9	9	9
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence (with full credential)	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2015–16	2016–17	2017–18
Misassignments of Teachers of English Learners	0	0	0
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.

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

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2017–18)

Year and month in which the data were collected: DPL

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Houghton Mifflin 2017	Yes	n/a
Mathematics	Houghton Mifflin 2017	Yes	n/a
Science	Houghton Mifflin 2017	Yes	n/a
History-Social Science	History Alive	Yes	n/a

Note: Cells with N/A values do not require data.

Fire Safety Clearance

Unified Fire Department
 Fire Prevention Bureau
 250 South G Street, San Jose, CA 95128
 (408) 287-1000
 224 224 224

Fire Inspection Report (Form)
 Domestic/Additional Comments
 Residential Commercial

Fire Officer No. _____ Date _____
 Fire Officer No. _____ Date _____
 Inspector No. _____ Date _____

Address: 2020 MARSHALL BLVD Business Name: THE BONES
 Contact Name: John Owner: John Bus. Phone: (408) 435-1000 Fax: _____
 Billing Address: _____ St _____ City _____ State _____
 Contact Name: _____ Phone: _____ Fax: _____ Email Address: _____
 Insp: P F Other _____ Insp Date: 01.13.17 Insp Time: 1:45 PM Insp Ref # 200
 Contact Multi-Inspection Provision Granted: Yes No 4-1-17

Code	Deficiency/Comment
	See EICP WORK AREA, CHECK WORKS IN EXTERIOR EIA WORK (CURRENT WORK AREA)
	REMOVE CORDS FROM WORK AREA EIAE DIMM CORDS WORK AREA

In accordance with the California Fire Code Section 104.2 you are hereby ordered to correct all items noted. Failure to comply with this order may result in a citation to appear in Municipal Court, plus additional fines, fees, and civil penalties. If you have questions, contact the enforcement supervisor.

Issuing Fire Officer: Luis Guerra Signature: [Signature] Date: 1/23/17
 Supervisor Name: _____ Signature: _____ Date: _____

Page 2 of 2

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite

Opportunities for Parental Involvement (School Year 2017–18)

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 dues (any amount is appreciated) to cover the costs of meetings (refreshments, mailings, copying).

The funds raised through the Annual Fundraising 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.

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.

State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates; and
- High school graduation rates

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School			District			State		
	2013–14	2014–15	2015–16	2013–14	2014–15	2015–16	2013–14	2014–15	2015–16
Dropout Rate	Data provided by the CDE								
Graduation Rate									

Completion of High School Graduation Requirements – Graduating Class of 2016 (One-Year Rate)

Student Group	School	District	State
All Students	Data provided by the CDE		
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			
Foster Youth			

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

Rate	School			District			State		
	2014–15	2015–16	2016–17	2014–15	2015–16	2016–17	2014–15	2015–16	2016–17
Suspensions	<1%	<1%	<1%		Data provided by the CDE			Data provided by the CDE	
Expulsions	0	0	0						

School Safety Plan (School Year 2017–18)

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.

D. Other SARC Information

Average Class Size and Class Size Distribution (Elementary)

Grade Level	Avg. Class Size	2014–15 Number of Classes*			Avg. Class Size	2015–16 Number of Classes*			Avg. Class Size	2016–17 Number of Classes*		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	n/a	-										
1	n/a	-										
2	n/a	-										
3	10	1			10	1	10		10	1	10	
4	10	1			10	1	10		10	1	10	
5	12	1			12	1	12		12	1	12	
6	15	1			15	1	15		15	1	15	
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 class).

Average Class Size and Class Size Distribution (Secondary)

Subject	Avg. Class Size	2014–15 Number of Classes*			Avg. Class Size	2015–16 Number of Classes*			Avg. Class Size	2016–17 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.

Academic Counselors and Other Support Staff (School Year 2016–17)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor		
Counselor (Social/Behavioral or Career Development)	1.0	N/A

Library Media Teacher (Librarian)		N/A
Library Media Services Staff (Paraprofessional)		N/A
Psychologist		N/A
Social Worker		N/A
Nurse		N/A
Speech/Language/Hearing Specialist	1.0	N/A
Resource Specialist (non-teaching)		N/A
Other		N/A

Note: Cells with N/A values 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

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2015–16)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	147.22	-	-	58,000
District	N/A	N/A		
Percent Difference – School Site and District	N/A	N/A		
State	N/A	N/A		
Percent Difference – School Site and State	N/A	N/A		

Note: Cells with N/A values do not require data.

Types of Services Funded (Fiscal Year 2016–17)

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 2015–16)

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		

For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Professional Development

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. 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 in 2016. Additionally, all staff were trained in Responsive Classroom in Fall 2014. Currently staff are engaged and participating in a social emotional responsiveness to student needs, and gender and identity spectrum issues.

