

School Accountability Report Card Reported for School Year 2004-05

Published During 2005-06

Notes regarding the source and currency of data:

Data included in this School Accountability Report Card (SARC) template are consistent with State Board of Education guidelines, which are available at the California Department of Education Web site at <http://www.cde.ca.gov/ta/ac/sa/definitions05.asp>

Most data presented in this report were collected from the 2004-05 school year or from the two preceding years (2002-03 and 2003-04). Due to the certification timelines for graduation, dropout, and fiscal information, the data for these sections of the report were collected in 2003-04. Single-year column headings refer to the school year ending in that particular year. When no year is specified, data are from the most recent school year for which data are available.

More information about SARC requirements is available at the CDE Web site at <http://www.cde.ca.gov/ta/ac/sa/>, including a SARC Preparation Guide at <http://www.cde.ca.gov/ta/ac/sa/guide.asp> and Frequently Asked Questions at <http://www.cde.ca.gov/ta/ac/sa/questions.asp>.

I. General Information

Contact Information

Information about school and district contacts.

School Information		District Information	
School Name	<i>Raskob Day School</i>	District Name	<i>Oakland Unified</i>
Principal	<i>Rachel Wylde</i>	Superintendent	Dr. Randolph E. Ward Ed.D., State Administrator
Street	<i>3520 Mountain Blvd</i>	Street	1025 Second Ave.
City, State, Zip	<i>Oakland, CA 94619</i>	City, State, Zip	Oakland, CA 94606-2212
Phone Number	<i>510-436-1275</i>	Phone Number	(510) 879-8100
Fax Number	<i>510-436-1106</i>	Fax Number	(510) 879-1834
Web Site	www.raskobinstitute.org	Web Site	http://www.ousd.k12.ca.us
E-mail Address	raskobinstitute@hnu.edu	E-mail Address	
CDS Code	01 61259 6994727	SARC Contact	<i>To be provided by LEA</i>

School Description and Mission Statement

Information about the school, its programs, and its goals.

Raskob Day School is a co-educational school for 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.

Who we serve

The Raskob Day School is appropriate for students who have average to above average academic potential, but are underachieving at their current schools. Raskob operates an elementary school for students up through grade 6 and a secondary program for students in grades 7 through 9. By 2008, Raskob will serve students through the 12th grade. Committed to the academic, social and emotional well-being of our students, we encourage the development of strengths and talents while remediating academic areas of weakness. The Raskob Day School program is designed to meet the needs of the learning disabled student through a highly individualized academic program that incorporates one-on-one instruction and small group experience. As a result, Raskob's

curriculum operates on multiple levels from remedial to advanced. Raskob is committed to the development of self-directed learners who understand their disability and how it impacts them in a variety of settings. Raskob encourages applications and admits students from all racial, ethnic, and religious backgrounds.

Our program is designed for students who:

- are of average to superior intelligence
- have difficulty with decoding, spelling and writing
- have difficulty with math calculation and reasoning
- have well developed problem solving skills

Our program may be appropriate for students who have:

- non-verbal learning disabilities
- Asperger's Syndrome
- Tourette Syndrome
- hearing or visual disorders

Our program does not meet the needs of students who have:

- moderate to severe emotional or behavioral issues
- academic delays resulting primarily from visual, hearing, or motor handicaps
- Autism
- Pervasive Development Disorder
- Developmental Delays

Educational Program

The school day is from 8:30 to 2:45 with a minimum day on Wednesdays for staff in-service and training. The school year consists of 180 days of instruction. While Raskob currently serves students from 4th through 8th grade, this fall (2005) Raskob will offer placement to students in the 1st through 9th grades. Classroom assignments are based on age, grade, academic level, and social functioning to ensure that students feel comfortable yet challenged in their studies. Each classroom is staffed by a teacher and aide allowing for an average student-teacher ratio of six students to one adult. Raskob prides itself on its outstanding, talented and qualified teaching staff, who are all highly trained in diagnostic and prescriptive teaching. Typically they possess a Masters in Special Education and a Special Education Credential. Secondary teachers also have training and experience in their content area. In addition, a variety of experienced instructors teach enrichment classes including art, music and physical education.

While Raskob's curriculum follows the California State content standards and frameworks, age appropriate material is modified to accommodate diverse learning styles. A multi-sensory approach within the small group setting enables students to master grade level material in spite of academic deficits. Recognizing diverse learning styles, Raskob's curriculum integrates the kinesthetic, auditory and visual modalities. Raskob carefully tailors its program to meet the needs of each student. Highly structured and appropriately paced material provide students with ample opportunity to grasp, review and master concepts.

As Raskob's focus is academic remediation, the majority of the day is spent on the development of reading, writing, spelling, and math skills. Raskob does not adhere to one particular methodology as we understand that each student's strengths and challenges best inform therapeutic instruction. Raskob's reading curriculum is centered around a variety of approaches including direct instruction based on the Orton-Gillingham Principles including the Wilson Reading System and the Lindamood Phoneme Sequencing Program. Raskob has chosen the Saxon math program, along with other instructional materials that have a simple format and plenty of structure and review. In addition, History/Social Studies and Science are important parts of the curriculum and explicit instruction in

organizational and study skills is integrated into all disciplines. Students at all levels are provided daily social skills training within their homeroom period to encourage self-awareness, self-regulation and overall well-being as well as physical education classes. At all levels, Raskob students receive a quality education as well as intensive remediation.

Elementary Program

At the elementary level, classes are self-contained. Spending most of the instructional day with their classroom teacher, students are able to address their academic goals with minimal distraction and transition. Students do however travel as a class to participate in physical education and art enrichment classes. Progress is reported quarterly using a simple grading system and narrative reports.

Middle School Program

The middle school which includes 7th and 8th grades operates on a block schedule. Students are grouped by ability in both the Math/Science and Language Arts blocks for maximum remediation. For the core curriculum classes (Math and Reading), students are grouped into mini clusters for highly individualized instruction whereas in Science and Social Studies group instruction is employed. The block schedule has proven to be very effective as it lends itself to more hands on and in depth learning opportunities. In addition to the two core academic blocks, middle school students participate in daily homeroom where social skills are explicitly addressed as well as daily physical education classes and weekly arts seminars. Middle school students will also be able to take advanced Math and foreign language classes through the high school program. Grades are based upon performance within a modified curriculum.

Secondary Program

The Raskob Day School is pleased to announce the opening of a high school program for the 2005-2006 academic year. The students who enter Raskob's program for 9th to 12th graders experience a range of challenges in their language-based academic and social skills. In addition, they may need support to enhance their organizational and study skills. In contrast, their math skills may be at or above average. In order to meet this array of student needs, the curriculum has been organized into two strands: The Skills Support Strand and the Basic Academic Strand. Furthermore, in recognition of some student's strengths in math, an advanced Math Strand has been appended to the Basic Academic Strand. Overall, the program, regardless of the strand, is designed to permit students to meet California Department of Education content standards and to lead to a high school diploma. Furthermore, the subjects offered satisfy the University of California "a-g" requirements. In addition to the academic program, study skills, social skills, arts education and transition to adulthood are emphasized throughout the high school years. Grades are based upon performance within a modified curriculum.

Additional Programs and Services

The following services and programs are offered to Raskob Day School students onsite by highly qualified professionals. Their cost is not included in the tuition.

After-School Program

An after-school enrichment program is available to all Raskob students. The program runs Monday, Tuesday, Wednesday and Friday from 3:00- 5:30 and on Wednesday from 12:00-5:30. Supervised homework study and an expanded sports program are also offered.

Clinic Program

The Clinic offers year-round, individualized Educational Therapy in all subject areas to students who may need supplemental academic support. Clinicians collaborate with the classroom teacher so as to best support a student in the application and transfer of skills.

Psychological Services

Group and individual counseling from a licensed clinical psychologist is available. If the specific psychological service that is needed is unavailable, referrals will be made.

Opportunities for Parental Involvement

Information about the contact person for parental involvement and a description of organized opportunities for parental involvement at the school.

Contact Person Name	<i>Rachel Wylde</i>	Contact Person Phone Number	<i>510-436-1275</i>
Raskob Day School encourages and expects active parent involvement throughout the school year. Teachers and parents work together to develop daily communication through phone calls, emails, notes in student planners, electronically through schoolnotes.com or through drop in or scheduled visits. We hold a yearly open house and two formal parent teacher conference sessions. Our parents have organized a Raskob Parents' Club that organizes activities and fundraising each year.			

II. Demographic Information

Student Enrollment – Grade Level

Data reported are the number of students in each grade level as reported by the California Basic Educational Data System (CBEDS).

Grade Level	Enrollment	Grade Level	Enrollment
Kindergarten	n/a	Grade 9	n/a
Grade 1	n/a	Grade 10	n/a
Grade 2	n/a	Grade 11	n/a
Grade 3	n/a	Grade 12	n/a
Grade 4	6	Ungraded Secondary	n/a
Grade 5	13		
Grade 6	10		
Grade 7	14		
Grade 8	22		
Ungraded Elementary	n/a	Total Enrollment	65

Student Enrollment – Racial and Ethnic Subgroups

Data reported are the number and percent of students in each racial and ethnic subgroup as reported by CBEDS.

Racial and Ethnic Subgroup	Number of Students	Percent of Students	Racial and Ethnic Subgroup	Number of Students	Percent of Students
African American	11	17	Hispanic or Latino	4	6
American Indian or Alaska Native	0	0	Pacific Islander	0	0
Asian	6	9	White (Not Hispanic)	35	54
Filipino	0	0	Multiple or No Response	9	14

III. School Safety and Climate for Learning

School Safety Plan

Information about the currency and contents of the school's comprehensive safety plan.

Date of Last Review/Update

1/1/06

Date Last Discussed with Staff

1/11/06

Raskob School offers a safe, positive, and nurturing environment. Student safety and well being is promoted by activities including fire and earthquake drills, playground supervision, drug and alcohol abuse prevention education program, child abuse awareness. Established procedures are in place at Raskob to handle disasters such as fire, earthquake, bomb threats and/or intruders. Disaster preparedness drills are conducted on a routine basis. We house emergency equipment and supplies in case of a major crisis.

Yard supervision occurs before and after school, at all recesses and lunchtime. Students are not allowed to leave school premises with anyone other than their parent or guardian, or a designated adult who is listed on the student's emergency card. Students must be sign out in the office by the parent or deigned prior to leaving the school grounds during the school day. All visitors must sign in at the office and obtain and wear a visitor pass while on the school site

Our students learn important academic, social skills, and problem solving skills. School-wide Conflict Resolution programs teach students skills to resolve conflicts and to communicate successfully with peers and with adults. Our school psychologist offers support to staff, students and their families with one-on-one and group counseling.

Students are acknowledged for demonstrating positive behavior through our student-of the month program, class parties and special privileges and at a yearly awards program.

Our discipline code includes clear rules and consequences that children know and understand. We hold high expectations for student behavior and give students full support in demonstrating appropriate behavior at all times. Harassment of any kind is not tolerated and students are explicitly taught and practice problem solving and conflict resolution strategies that encourage self-advocacy and safety.

School Programs and Practices That Promote a Positive Learning Environment

Information about the school's efforts to create and maintain a positive learning environment, including the use of disciplinary strategies.

Core Values

- Strengths-based school
- Full range of academic and support options to prepare students for secondary and post-secondary opportunities
- High level of collaboration within faculty and with families
- Progress is measured and reported regularly
- Faculty have specific qualifications and depth of experience with our populations
- In school and after-school enrichment programs

Educational Program

- The school day is from 8:30 to 2:45 with a minimum day on Wednesdays for staff in-service and training.
- Currently serve students from 4th through 8th grade.
- Classroom assignments are based on age, grade, academic level, and social functioning
- Average student teacher ratio of six students to one adult.
- Outstanding, talented and qualified teaching staff.
- California State content standards and frameworks
- We choose the best materials for students with learning differences.
- Multi-sensory approach
- Small group setting
- Raskob tailors its program to meet the needs of each student.
- Highly structured and appropriately paced materials and concepts.
- Focus on academic remediation
- Daily social skills training
- Variety of methodologies used in therapeutic instruction
- Reading curriculum develops comprehension, fluency and decoding skills
- Saxon math program, along with other instructional materials, provide simple formats with structure and review
- History/Social Studies and Science also include explicit instruction in organizational and study skills
- Physical education classes every day
- Assignment planners and organized academic binders

After-School Program

- An after-school enrichment program is available to all Raskob students.
- The program runs Monday, Tuesday, Thursday and Friday from 3:00- 5:30 and on Wednesday from 12:00-5:30.

Speech and Language Pathology

- Speech and Language Pathology Services provide evaluation and treatment that target all areas of oral and written language. Interventions are carefully chosen based on the student's profile and translated to the classroom thanks to communication and collaboration with Raskob's teaching staff. Raskob Day School students who are determined in need of this support typically attend biweekly sessions during their school day.

Psychological Services

- Group and individual counseling from a licensed clinical psychologist is available. If the specific psychological service that is needed is unavailable, referrals will be made.

Suspensions and Expulsions

Data reported are the number of suspensions and expulsions (i.e., the total number of incidents that resulted in a suspension or expulsion). The rate of suspensions and expulsions is the total number of incidents divided by the school's total enrollment as reported by CBEDS for the given year.

	School			District		
	2003	2004	2005	2003	2004	2005
Number of Suspensions	0	0	0	<i>To be provided by OUSD</i>		
Rate of Suspensions	0	0	00			
Number of Expulsions	0	0	0			
Rate of Expulsions	0	0	0			

IV. School Facilities

School Facility Conditions – General Information

Information about the safety, cleanliness, and adequacy of school facilities, including the condition and cleanliness of the school grounds, buildings, and restrooms. Additional information about the condition of the school's facilities may be obtained by speaking with the school principal.

Raskob Day School and Learning Institute is located on the campus of Holy Names University in Oakland California. Raskob occupies a main building with 5 classrooms, restrooms and a library that contains fire safety, first aid and disaster supplies. Each classroom also has a phone and computer to allow communication between classes, the office and the outside community. Raskob also occupies two portables next to the main building that also fire, first aid and disaster supplies. The two portable classrooms are equipped with telephones and computers for communication. All facilities are inspected, clean and safe for student use. We have a playground that included a small basketball court. We also have the use of the university facilities such as the library, gymnasium, soccer field, pool, student lounge, performing arts spaces. Janitorial services and all other facilities needs are provided by Holy Names University.

School Facility Conditions – Results of Inspection and Evaluation

Data reported are the determination of good repair as documented in a completed *Interim Evaluation Instrument*, including the school site inspection date, the *Interim Evaluation Instrument* completion date, and the date of any remedial action taken or planned. Additional information about the condition of the school's facilities may be obtained by speaking with the school principal.

Interim Evaluation Instrument Part	Facility in Good Repair		Deficiency and Remedial Actions Taken or Planned
	Yes	No	
Gas Leaks	x		
Mechanical Systems	x		
Windows/Doors/Gates (interior and exterior)	x		
Interior Surfaces (walls, floors, and ceilings)	x		
Hazardous Materials (interior and exterior)	x		
Structural Damage	x		
Fire Safety	x		
Electrical (interior and exterior)	x		
Pest/Vermin Infestation	x		
Drinking Fountains (inside and outside)	x		
Restrooms	x		

Sewer	x		
Playground/School Grounds	x		
Other	x		

V. Academic Data

Standardized Testing and Reporting (STAR)

Through the California Standardized Testing and Reporting (STAR) program, students in grades 2 through 11 are tested annually in various subject areas. Currently, the STAR program includes California Standards Tests (CST) and a norm-referenced test (NRT). The CST tests English-language arts and mathematics in grades 2 through 11, science in grades 5, 9, 10, and 11, and history-social science in grades 8, 10, and 11. Prior to 2005, the NRT tested reading/language arts and mathematics in grades 2 through 11, spelling in grades 2 through 8, and science in grades 9 through 11. Beginning in 2005, the NRT tests reading/language arts, spelling, and mathematics in grades 3 and 7 only, and no longer tests science in any grade.

California Standards Tests (CST)

The California Standards Tests (CST) show how well students are doing in relation to the state content standards. Student scores are reported as performance levels. The five performance levels are Advanced (exceeds state standards), Proficient (meets state standards), Basic (approaching state standards), Below Basic (below state standards), and Far Below Basic (well below state standards). Students scoring at the Proficient or Advanced level meet state standards in that content area. Students with significant cognitive disabilities who are unable to take the CST are tested using the California Alternate Performance Assessment (CAPA). Detailed information regarding CST and CAPA results for each grade and proficiency level can be found at the California Department of Education Web site at <http://star.cde.ca.gov> or by speaking with the school principal. *Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.*

CST – All Students (N/A)

Data reported are the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards).

Subject	School			District			State		
	2003	2004	2005	2003	2004	2005	2003	2004	2005
English-Language Arts	n/a								
Mathematics	n/a								
Science	n/a								
History-Social Science	n/a								

CST – Racial and Ethnic Subgroups (N/A)

Data reported are the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most recent testing period.

Subject	African American	American Indian or Alaska Native	Asian	Filipino	Hispanic or Latino	Pacific Islander	White (not Hispanic)
English-Language Arts							
Mathematics							
Science							
History-Social Science							

CST – Other Subgroups (N/A)

Data reported are the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most recent testing period.

Subject	Male	Female	English Learners	Economically Disadvantaged	Students With Disabilities	Migrant Education
English-Language Arts						
Mathematics						
Science						
History-Social Science						

Norm-Referenced Test (NRT)

Reading and mathematics results from the California Achievement Test, Sixth Edition (CAT/6), the current norm-referenced test (NRT) adopted by the State Board of Education, are reported as the percent of tested students scoring at or above the 50th percentile (the national average). School results are compared to results at the district and state levels. Beginning in 2005, the NRT tests reading/language arts, spelling, and mathematics in grades 3 and 7 only and no longer tests science in any grade. Detailed information regarding results for each grade level can be found at the California Department of Education Web site at <http://star.cde.ca.gov/> or by speaking with the school principal. *Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.*

NRT – All Students (N/A)

Data reported are the percent of students scoring at or above the 50th percentile.

Subject	School			District			State		
	2003	2004	2005	2003	2004	2005	2003	2004	2005
Reading									
Mathematics									

NRT – Racial and Ethnic Subgroups (N/A)

Data reported are the percent of students scoring at or above the 50th percentile for the most recent testing period.

Subject	African American	American Indian or Alaska Native	Asian	Filipino	Hispanic or Latino	Pacific Islander	White (not Hispanic)
Reading							
Mathematics							

NRT – Other Subgroups (N/A)

Data reported are the percent of students scoring at or above the 50th percentile for the most recent testing period.

Subject	Male	Female	English Learners	Economically Disadvantaged	Students With Disabilities	Migrant Education
Reading						
Mathematics						

Local Assessment (N/A)

Data reported are the percent of students meeting or exceeding the district standard.

Grade Level	Reading			Writing			Mathematics		
	2003	2004	2005	2003	2004	2005	2003	2004	2005
K	<i>To be provided by Oakland Unified</i>			<i>To be provided by Oakland Unified</i>			<i>To be provided by Oakland Unified</i>		
1									
2									
3									
4									
5									
6									
7									
8									
9									
10									
11									
12									

California Physical Fitness Test (N/A)

Data reported are the percent of students meeting fitness standards (scoring in the healthy fitness zone on all six fitness standards) for the most recent testing period. The California Physical Fitness Test is administered to students in grades 5, 7, and 9 only. Detailed information regarding the California Physical Fitness Test may be found at the CDE Web site at <http://www.cde.ca.gov/ta/tg/pf/>. Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.

Grade Level	School			District			State		
	Total	Female	Male	Total	Female	Male	Total	Female	Male
5									
7									
9									

Academic Performance Index

The **Academic Performance Index (API)** is a score on a scale of 200 to 1000 that annually measures the academic performance and progress of individual schools in California. On an interim basis, the state has set 800 as the API score that schools should strive to meet.

Growth Targets: The annual growth target for a school is 5 percent of the distance between its API Base and 800. The growth target for a school at or above 800 is to remain at or above 800. Actual growth is the number of API points a school gained between its base and growth years. Schools that reach their annual targets are eligible for awards.

Subgroup APIs and Targets: In addition to a schoolwide API, schools also receive API scores for each numerically significant subgroup in the school (i.e., racial/ethnic subgroups and socioeconomically disadvantaged students). Growth targets, equal to 80 percent of the school's target, are also set for each of the subgroups. Each subgroup must also meet its target for the school to be eligible for awards.

Percent Tested: To be eligible for awards, elementary and middle schools must test at least 95 percent of their students in grades 2 through 8, and high schools must test at least 90 percent of their students in grades 9 through 11 on STAR assessments.

Statewide Rank: Schools receiving an API Base score are ranked in ten categories of equal size (deciles) from 1 (lowest) to 10 (highest), according to type of school (elementary, middle, or high school).

Similar Schools Rank: Schools also receive a ranking that compares that school to 100 other schools with similar demographic characteristics. Each set of 100 schools is ranked by API score from 1 (lowest) to 10 (highest) to indicate how well the school performed compared to schools most like it.

API criteria are subject to change as new legislation is enacted into law. Detailed information about the API and the Public Schools Accountability Act (PSAA) can be found at the CDE Web site at <http://www.cde.ca.gov/ta/ac/ap/> or by speaking with the school principal.

API – Schoolwide (N/A)

Data reported are API Base and Growth scores, growth targets, statewide and similar schools ranks, and percent tested.

API Base Data				API Growth Data			
	2002	2003	2004		From 2002 to 2003	From 2003 to 2004	From 2004 to 2005
Percent Tested				Percent Tested			
API Base Score				API Growth Score			
Growth Target				Actual Growth			
Statewide Rank							
Similar Schools Rank							

API – Racial and Ethnic Subgroups (N/A)

Data reported are API Base and Growth scores and growth targets.

API Base Data				API Growth Data			
	2002	2003	2004		From 2002 to 2003	From 2003 to 2004	From 2004 to 2005
African American				African American			
API Base Score				API Growth Score			
Growth Target				Actual Growth			
American Indian or Alaska Native				American Indian or Alaska Native			
API Base Score				API Growth Score			
Growth Target				Actual Growth			
Asian				Asian			
API Base Score				API Growth Score			
Growth Target				Actual Growth			
Filipino				Filipino			
API Base Score				API Growth Score			
Growth Target				Actual Growth			
Hispanic or Latino				Hispanic or Latino			
API Base Score				API Growth Score			
Growth Target				Actual Growth			
Pacific Islander				Pacific Islander			
API Base Score				API Growth Score			
Growth Target				Actual Growth			
White (not Hispanic)				White (not Hispanic)			
API Base Score				API Growth Score			
Growth Target				Actual Growth			

API – Socioeconomically Disadvantaged Subgroup (N/A)

Data reported are API Base and Growth scores and growth targets.

API Base Data				API Growth Data			
	2002	2003	2004		From 2002 to 2003	From 2003 to 2004	From 2004 to 2005
API Base Score				API Growth Score			
Growth Target				Actual Growth			

State Award and Intervention Programs

Although state intervention and awards programs are currently in the California Education Code, the programs were not funded for the period addressed by this report. Therefore, there are currently no data available to report.

Adequate Yearly Progress (AYP)

The federal No Child Left Behind Act (NCLB) requires that all schools and districts meet Adequate Yearly Progress (AYP) requirements. To comply with NCLB, California adopted AYP criteria that were approved by the U.S. Department of Education in June 2003. To make AYP, schools and districts are required each year to meet or exceed specific criteria in each of the following:

- Requirement 1: Participation rate on the state's standards-based assessments
- Requirement 2: Percent proficient on the state's standards-based assessments
- Requirement 3: API as an additional indicator
- Requirement 4: Graduation rate (for secondary schools)

Requirements 1 and 2 apply at the school, district, and subgroup levels. Requirements 3 and 4 apply only at the school and district levels, unless exception or "safe harbor" criteria are used. Detailed information about AYP can be found at the CDE Web site at <http://www.cde.ca.gov/ta/ac/ay/> or by speaking with the school principal.

AYP All Criteria – Schoolwide (N/A)

Data reported indicate whether all AYP criteria were met for all students in a school or a district, or that exception (safe harbor) criteria were met, or that an appeal of the school's or district's AYP status was approved.

Schoolwide	School			District		
	2003	2004	2005	2003	2004	2005
All Students						

AYP Participation Rates and Proficiency Levels – Schoolwide and Subgroups (N/A)

Data reported indicate whether AYP criteria for both the minimum participation rates and the percent proficient or above were met in a school or a district. *Note: "N/A" means that the student group is not numerically significant.*

Schoolwide and Subgroups	School			District		
	2003	2004	2005	2003	2004	2005
All Students						
African American						
American Indian or Alaska Native						
Asian						
Filipino						
Hispanic or Latino						
Pacific Islander						
White (not Hispanic)						
Socioeconomically Disadvantaged						
English Learners						
Students with Disabilities						

Federal Intervention Program (N/A)

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make Adequate Yearly Progress (AYP) for two consecutive years. After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. Information about PI, including a list of all PI schools and districts, can be found at the CDE Web site at <http://www.cde.ca.gov/ta/ac/ay/> or by contacting the district office or speaking with the school principal.

	School	District
First Year of Program Improvement Implementation		
Year in Program Improvement (Implementation Level)		
Year Exited Program Improvement		
Number of Schools Currently in Program Improvement	---	
Percent of Schools Currently in Program Improvement	---	

Average Teaching Load and Teaching Load Distribution

Data reported are the average class size and the number of classrooms that fall into each size category (i.e., number of students), by subject area, as reported by CBEDS.

Subject	2003				2004				2005			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	10.8	5			11	6			12	7		
Mathematics	10.8	5			11	6			12	7		
Science	10.8	5			11	6			12	7		
Social Science	10.8	5			11	6			12	7		

Class Size Reduction Participation (N/A)

Data reported are the percent of students in each grade level in the school that are in a class size reduction classroom.

Grade Level	Percent of Students Participating		
	2003	2004	2005
K	<i>To be provided by OUSD</i>		
1			
2			
3			

VIII. Teacher and Staff Information

Core Academic Courses Taught by NCLB Compliant Teachers

For a school, the data reported are the percent of a school's classes in core academic subjects taught by No Child Left Behind (NCLB) compliant teachers. For a district, the data reported are the percent of all classes in core academic subjects taught by NCLB compliant teachers in all schools in the district, in high-poverty schools in the district, and in low-poverty schools in the district. More information on teacher qualifications required under NCLB can be found at the CDE Web site at <http://www.cde.ca.gov/nclb/sr/tq/>.

	Percent of Classes In Core Academic Subjects Taught by NCLB Compliant Teachers
This School	100%
All Schools in District	<i>To be provided by OUSD</i>
High-Poverty Schools in District	<i>To be provided by OUSD</i>
Low-Poverty Schools in District	<i>To be provided by OUSD</i>

Teacher Credentials

Data reported are the number of teachers (full-time and part-time) as reported by CBEDS. Each teacher is counted as "1." If a teacher works at two schools, he/she is counted at one school only. Data for teachers with a full credential and teaching outside his/her subject area are provided by the LEA.

	2003	2004	2005
Total Teachers	6	7	12
Teachers with Full Credential	5	5	8
Teachers Teaching Outside Subject Area (full credential teaching outside subject area)	0	0	0
Teachers in Alternative Routes to Certification (district and university internships)	1	2	4
Pre-Internship	0	0	0
Teachers with Emergency Permits (not qualified for a credential or internship but meeting minimum requirements)	0	0	0
Teachers with Waivers (does not have credential and does not qualify for an Emergency Permit)	0	0	0

Teacher Misassignments

Data reported are the number of placements of a certificated employee in a teaching or services position, including positions that involve teaching English learners, for which the employee does not hold a legally recognized certificate or credential, or the placement of a certificated employee in a teaching or services position that the employee is not otherwise authorized by statute to hold. *Total Teacher Misassignments* includes the number of *Misassignments of Teachers of English Learners*. For the 2005-06 school year, the most currently available data are reported.

	2004	2005	2006
Misassignments of Teachers of English Learners	To be provided by OUSD		
Total Teacher Misassignments			

Teacher Education Level

Data reported are the percent of teachers by education level, as reported by CBEDS.

	School	District
Doctorate	0	
Master's Degree plus 30 or more semester hours	0	
Master's Degree	2	
Bachelor's Degree plus 30 or more semester hours	9	
Bachelor's Degree	0	
Less than Bachelor's Degree	0	

Vacant Teacher Positions

Data reported are the number of positions to which a single designated certificated employee has not been assigned at the beginning of the year for an entire year or, if the position is for a one-semester course, a position to which a single designated certificated employee has not been assigned at the beginning of a semester for an entire semester. For the 2005-06 school year, the most currently available data are reported.

	2004	2005	2006
Vacant Teacher Positions	0	0	0

Teacher Evaluations

Information about the procedures and criteria for teacher evaluations.

Teachers are evaluated on their overall performance in and out of the classroom. Areas of focus include implementation of appropriate curriculum and development of individualized goals and objectives for each student, student safety, classroom management, clear consistent communication with student parents and co-workers, knowledge of the unique needs of the population of learners at Raskob who have learning disabilities, assessment and evaluation and monitoring of district funded students. Teachers are asked to set personal goals and are asked to develop professional goals linked to school wide goals established as a faculty in out faculty retreat before each school year begins. Teachers have opportunities to confer with supervisors and get assistance or feed back when necessary. Formal teaching evaluations are done twice a year. The evaluation included a formal observation and conference with the supervisor to discuss observation and progress on goals.

Substitute Teachers

Information about the availability of qualified substitute teachers and the impact of any difficulties in this area on the instructional program at the school.

We have designated our teaching assistants who have emergency substitute permits as well as administrators with clear teaching credential to serve as substitute teachers.

Counselors and Other Support Staff

Data reported are in units of full-time equivalents (FTE). One FTE is defined as a staff person who is working 100 percent (i.e., full time). Two staff persons who each work 50 percent of full time also equal one FTE.

Title	FTE
Counselor	n/a
Library Media Teacher (Librarian)	n/a
Psychologist	15%
Social Worker	n/a
Nurse	n/a
Speech/Language/Hearing Specialist	100%
Resource Specialist (non-teaching)	n/a
Other	n/a

Academic Counselors (N/A)

Data reported are in units of full-time equivalents (FTE). One FTE is defined as a staff person who is working 100 percent (i.e., full time). Two staff persons who each work 50 percent of full time also equal one FTE. The ratio of students per academic counselor is defined as enrollment as reported by CBEDS divided by the full-time-equivalent academic counselors.

Number of Academic Counselors (FTE)	Ratio of Students Per Academic Counselor

IX. Curriculum and Instruction

School Instruction and Leadership

Information about the structure of the school's instructional program and the experience of the school leadership team.

Raskob school provides a high quality instructional program which is standards based and designed to meet the individual needs of all students. Teachers use a variety of assessment tools to analyze student work. Assessment tools include, portfolios, criterion referenced testing, rubrics, peer evaluation, standardized testing such as the TOWL and the Woodcock Johnson Tests of Achievement III. Using the data from these assessments teachers plan individually and collaboratively to make certain that best instructional practices are used to promote student success. Our teachers integrate our core curriculum while remediating study, organizational, reading, writing and math skills. Multi-sensory teaching is the core teaching philosophy. Teachers have a daily prep period and a Raskob has a minimum day every Wednesday for students and a teacher development planned for each Wednesday afternoon. Wednesdays provide valuable time for teacher evaluation, training, and development.

Teachers have an instructional assistant in each class they teach. Classroom teachers evaluate and provide guidance for teaching assistance. Raskob has two assistant directors/lead teachers who provide direct leadership for the classroom teachers. Raskob has one Executive Director that monitors and runs the entire school program. Teachers have opportunities to take on leadership tasks through school committees and enrichment opportunities.

Raskob Instructional Materials List

Raskob Day School chooses materials that are researched and proven to be effective with students with specific learning disabilities. Raskob follows the California state content standards using these carefully chosen materials. These materials are combined with research based teaching practices for student with learning disabilities. Materials students use may include all or a combination of these materials.

Lower School materials list

MATH (following CA content standards as appropriate for individual student levels)

- Saxon math
- Touch math
- Key Math
- Making Math Real (David Berg)
- Sally Cook math manipulative and games
- Variety of other games and manipulatives and curriculum resources as needed

READING & LANGUAGE ARTS (following CA content standards as appropriate for individual student levels)

- Wilson Language program
- Lindamood Bell LIPS
- Landmark Writing and Reading Strategies program
- Variety of leveled literature books (Caldecott, Newbery, multi-cultural, etc.)
- Handwriting Without Tears
- Landmark Study Skills strategies program
- McDougal Littell Bridges to Literature series for middle school
- 2005 Harcourt Reading program, Trophies Editions for elementary school

SCIENCE and SOCIAL STUDIES (following CA content standards for specific grade levels)

- LHS Gems kits
- CA approved Harcourt series for both SS and Science
- Interact curriculum kits
- Field trips

Any questions about the materials list can be forwarded to Rachel Wylde, Executive Director at Raskob Day School or Rachel Hallanger, Assistant Director and Lead Teacher at Raskob Day School. 510-436-1275.

Professional Development

Information about the program for training the school's teachers and other professional staff.

Raskob Day School provides opportunities for professional development in a number of ways:

- As a part of the education department at Holy Names University, our employees are able to enroll and take classes for free. Many of our teachers are advanced degrees in education or completing work on credentials
- Raskob brings in trainers and designs trainings for Raskob teachers multiple times each year – these trainings range from issues in occupational therapy to blood born pathogens trainings
- Raskob pays for teachers to attend trainings off site such as Mel Levine's Schools Attuned trainings, California Learning Disabilities Conferences, Technology conferences, etc.

Quality and Currency of Textbooks and Instructional Materials

Information about the standards-aligned (kindergarten through grade 12) and state-adopted (kindergarten and grades 1 through 8) or locally adopted (grades 9 through 12) textbooks and other instructional materials used in the school that are consistent with the content and cycles of the curriculum frameworks adopted by the State Board of Education in the core

curriculum areas of reading/language arts, mathematics, science, and history-social science. For kindergarten and grades 1 through 8, the information also includes a description of any supplemental curriculum adopted by the local governing board. The information includes an explanation for the use of any non-adopted textbooks or instructional materials.

Core Curriculum Areas	Quality and Currency of Textbooks and Instructional Materials
Reading/Language Arts	<i>See explanation of Raskob Materials located in school instruction and leadership</i>
Mathematics	
Science	
History-Social Science	

Availability of Sufficient Textbooks and Instructional Materials

Information about the availability of sufficient standards-aligned (kindergarten through grade 12) and state-adopted (kindergarten and grades 1 through 8) or locally adopted (grades 9 through 12) textbooks and other instructional materials for each pupil, including English learners, that are consistent with the content and cycles of the curriculum frameworks adopted by the State Board of Education in the core curriculum areas of reading/language arts, mathematics, science, history-social science, foreign language, and health (kindergarten through grade 12); and science laboratory equipment (grades 9 through 12), as appropriate. For kindergarten and grades 1 through 8, the information also includes a description of any supplemental curriculum adopted by the local governing board.

Core Curriculum Areas	Availability of Textbooks and Instructional Materials
Reading/Language Arts	<i>See explanation of Raskob Materials located in school instruction and leadership</i>
Mathematics	
Science	
History-Social Science	
Foreign Language	
Health	
Science Laboratory Equipment (grades 9-12)	

Instructional Minutes

Data reported compare the number of instructional minutes offered at the school level to the state requirement for each grade.

Grade Level	Instructional Minutes	
	Offered	State Requirement
K	n/a	36,000
1	n/a	50,400
2	n/a	50,400
3	63300	50,400
4	63300	54,000
5	63300	54,000
6	63300	54,000
7	63300	54,000
8	63300	54,000
9	68460	64,800
10	n/a	64,800
11	n/a	64,800
12	n/a	64,800

Continuation School Instructional Days

Data reported are the number of instructional days offered at the school level compared to the state requirement for each grade.

Grade Level	Instructional Days With At Least 180 Instructional Minutes	
	Offered	State Requirement
9	n/a	180 days
10	n/a	180 days
11	n/a	180 days
12	n/a	180 days

Minimum Days in School Year

Information about the total number of days in the most recent school year that students attended school on a shortened day schedule and the reasons for the shortened day schedule.

Raskob Day School has 40 minimum days built into our schedule to accommodate our Wednesday Staff development. We have adjusted the number of minutes on our non minimum days to insure that we are providing or exceeding the number of minutes required by California Law

X. Postsecondary Preparation (Secondary Schools) (N/A)

Advanced Placement and International Baccalaureate Courses

Data reported are the number of Advanced Placement (AP) and International Baccalaureate (IB) courses and classes offered, and the enrollment in various classes. The data for fine and performing arts include AP Art and AP Music, and the data for social science include IB Humanities.

Subject	Number of Courses Offered	Number of Classes Offered	Enrollment
Fine and Performing Arts			
Computer Science			
English			
Foreign Language			
Mathematics			
Science			
Social Science			

Student Enrollment in Courses Required for University of California (UC) and/or California State University (CSU) Admission

Data reported are the number and percent of student enrollment in courses required for University of California (UC) and/or California State University (CSU) admission. The percent of student enrollment is calculated by dividing the total student enrollment in courses required for UC and/or CSU admission by the total student enrollment in all courses. *Note: Each student is counted in each course in which the student is enrolled. As a result of these duplicated counts, the student enrollment in all courses will, and the student enrollment in courses required for UC and/or CSU admission may, exceed the actual student enrollment figure for the school.*

Student Enrollment In All Courses	Student Enrollment In Courses Required For UC and/or CSU Admission	Percent of Student Enrollment In Courses Required For UC and/or CSU Admission

Graduates Who Have Completed All Courses Required for University of California (UC) and/or California State University (CSU) Admission

Data reported are the number and percent of graduates who have completed all courses required for University of California (UC) and/or California State University (CSU) admission. The percent of graduates is calculated by dividing the total number of graduates who have completed all courses required for UC and/or CSU admission by the total number of graduates.

Number Of Graduates	Number of Graduates Who Have Completed All Courses Required For UC and/or CSU Admission	Percent of Graduates Who Have Completed All Courses Required For UC and/or CSU Admission

SAT Reasoning Test (N/A)

Data reported are the average verbal and math scores for Grade 12 students at the school, district, and state level who voluntarily take the SAT Reasoning Test for college entrance. Data are also reported for total grade 12 enrollment and percent of grade 12 enrollment taking the test. Students may take the test more than once, but only the most recent score is reported at the year of graduation. The test may or may not be available to students at a given school. Detailed information regarding SAT results may be found at the CDE Web site at <http://www.cde.ca.gov/ds/sp/ai/>. *Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.*

	School			District			State		
	2003	2004	2005	2003	2004	2005	2003	2004	2005
Grade 12 Enrollment									
Percent of Grade 12 Enrollment Taking Test									
Average Verbal Score									
Average Math Score									

College Admission Test Preparation Course Program

Information about the school's college admission test preparation course program.

NA

Workforce Preparation Programs

Information about the school's career technical education programs and classes.

NA

Career Technical Education (CTE) Programs

Data reported are enrollment and program completion from the *Report of Career-Technical Education Enrollment and Program Completion for School Year 2003-2004 (CDE 101 E-1)*. Data have been aggregated to the district level.

CTE Participants	Grade 9-12 CTE Students			Grade 12 CTE Students		
	Total Course Enrollment	Number of Concentrators	Number of Completers	Completion Rate	Number of Completers	Number Earning Diploma
			NA		NA	

XI. Fiscal and Expenditure Data (N/A)

Teacher and Administrative Salaries (Fiscal Year 2003-04)

Data reported are the district salaries for teachers, principals, and superintendents, compared to the state average salaries for districts of the same type and size, as defined by *Education Code* Section 41409. Data are also reported for teacher and administrative salaries as a percent of a district's budget. Detailed information regarding salaries may be found at the CDE Web site at <http://www.cde.ca.gov/ds/fd/cs/> and <http://www.cde.ca.gov/ta/ac/sa/salaries0304.asp>. *Note: County offices of education are not required to report average salaries and expenditures. The CDE's School Fiscal Services Division does not calculate statewide average salary and expenditure information for county offices of education.*

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary		
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		

District Expenditures (Fiscal Year 2003-2004) (N/A)

Data reported are the total dollars expended in the district and the dollars expended per student at the district compared to the state average for all districts and for districts of the same type and size. Detailed information regarding expenditures may be found at the CDE Web site at <http://www.cde.ca.gov/ds/fd/ec/>. *Note: County offices of education are not required to report average expenditures. The CDE's School Fiscal Services Division does not calculate statewide average expenditure information for county offices of education.*

District	District	State Average For Districts In Same Category	State Average All Districts
Total Dollars Expended	Dollars Expended Per Student (ADA)	Dollars Expended Per Student (ADA)	Dollars Expended Per Student (ADA)

Types of Services Funded

Information about the programs and supplemental services that are provided at the school through either categorical funds or other sources.

Provided by OUSD