

## Executive Summary School Accountability Report Card, 2011–12

### For Skyline High

<b>Address:</b>	12250 Skyline Blvd., Oakland, CA, 94619-2425	<b>Phone:</b>	(510) 482-7109
<b>Principal:</b>	Troy Johnston, Principal	<b>Grade Span:</b>	9-12

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 2011–12 school year. School finances and school completion data are reported for the 2010–11 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

Skyline High School serves a broad range of students from the whole of the Oakland community. Students from the community choose to attend Skyline and we value that choice. Over the past six years, Skyline High School has undergone tremendous (and sometimes tumultuous) change. Five principals in six years, a consistently changing administrative staff, teachers coming and going and over one million dollars in budget cuts! Those teachers and staff who have been the constant at Skyline High School are to be honored for being one of the main constants to Skyline students and the Oakland community at large. So, we come to the Skyline High School "theory of action."

1. Understand that staff (all staff) come and go - it is part of today's life). However, Skyline High School and the entire school community must understand that to build consistency the school MUST adhere to the reform processes of the only constant in high schools - The Western Association of Schools and Colleges (WASC) accreditation processes. By understanding that WASC is the only constant in high schools (they always come back) Skyline can avoid the whims of changes that occur when there is a staffing change. Thus, Skyline High School will become a fully actualized WASC school.
2. Skyline High School will incorporate the Oakland Unified School District Strategic Plan into its Five Year WASC Action Plan. If one was to review the OUSD's Strategic Plan, one would see that the WASC reform processes align well with the strategic plan.
3. Skyline High School will support all efforts to maintain a stable leadership team. Yes, WASC is the main constant; however, it will take some time of stable leadership to reach full WASC school actualization.
4. Skyline High School will provide staff with "on time" staff development to better serve the students of the community at large.
5. Skyline High School will provide a rigorous learning environment where ALL students have access to the most rigorous curriculum possible.
6. Skyline High School will provide students with "real world" learning experiences that focus on trusting students to run school based enterprises (small businesses within the school environment), thus, allowing student to gain valuable school to career skills that will support them in their trek to the world of post high school educational opportunities.
7. Skyline High School will provide each student with an Individualized Academic Portfolio (IAP) which will focus upon ensuring each student will be programmed with correct courses leading toward graduation, A-G completion and credit recovery programs (early intervention) as the need arises.
8. Skyline High School will provide students and staff with a safe supportive environment that include a program of Discipline That Restores. Skyline High School believes the above actions will provide our school community with a thriving community school which supports students to academic success, productive citizenship and needed skills to enter the world of work or higher education.

## Student Enrollment

Group	Enrollment
Number of students	1,793
Black or African American	35.4%
American Indian or Alaska Native	0.5%
Asian	19.1%
Filipino	1.4%
Hispanic or Latino	31.8%
Native Hawaiian or Pacific Islander	1.7%
White	8.4%
Two or More Races	0.8%
Socioeconomically Disadvantaged	74.9%
English Learners	25.4%
Students with Disabilities	12.7%

## Teachers

Indicator	Teachers
Teachers with full credential	89
Teachers without full credential	3
Teachers Teaching Outside Subject Area of Competence	0
Misassignments of Teachers of English Learners	1
Total Teacher Misassignments	1

## Student Performance

Subject	Students Proficient and Above on STAR* Program Results
English-Language Arts	44%
Mathematics	12%
Science	43%
History-Social Science	27%

\*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.

## Academic Progress\*

Indicator	Result
2012 Growth API Score (from 2012 Growth API Report)	652
Statewide Rank (from 2011 Base API Report)	2
Met All 2012 AYP Requirements	no
Number of AYP Criteria Met Out of the Total Number of Criteria Possible	Met 14 of 26
2012–13 Program Improvement Status (PI Year)	Year 5

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

## School Facilities

### Summary of Most Recent Site Inspection

The site is in good condition. All over repair status is good.

### Repairs Needed

Need new roof on Gym and Cafeteria

### 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	0
Health	0
Visual and Performing Arts	0
Science Laboratory Equipment (grades 9-12)	0

## School Finances

Level	Expenditures Per Pupil (Unrestricted Sources Only)
School Site	\$4,120
District	\$6,808
State	\$5,455

## School Completion

Indicator	Result
Graduation Rate (if applicable)	80.60

## Postsecondary Preparation

Measure	Percent
Pupils Who Completed a Career Technical Education Program and Earned a High School Diploma	N/D
Graduates Who Completed All Courses Required for University of California or California State University Admission	50.0%

# School Accountability Report Card

## Reported Using Data from the 2011–12 School Year

*Published During 2012–13*

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 2012–13)

School		District	
<b>School Name</b>	Skyline High	<b>District Name</b>	Oakland Unified
<b>Street</b>	12250 Skyline Blvd.	<b>Phone Number</b>	(510) 879-8582
<b>City, State, Zip</b>	Oakland, CA, 94619-2425	<b>Web Site</b>	www.ousd.k12.ca.us
<b>Phone Number</b>	(510) 482-7109	<b>Superintendent</b>	Anthony Smith
<b>Principal</b>	Troy Johnston, Principal	<b>E-mail Address</b>	tony.smith@ousd.k12.ca.us
<b>E-mail Address</b>	troy.johnston@ousd.k12.ca.us	<b>CDS Code</b>	01612590137943

### School Description and Mission Statement (School Year 2011–12)

Become a FULL SERVICE COMMUNITY SCHOOL that is in service of and fully supporting the success of Skyline High School students, staff, parents/caregivers and the entire school community by: 1. Creating systems to allow for and support students achieving success in a rigorous, relevant and supportive curriculum. 2. Creating a dynamic system of Linked Learning programs that meets the needs of each student as they move to graduation and transition to post high school educational/career opportunities. 3. Developing a professional school staff that focuses upon reflection, best practices and balanced assessments that supports the growth of each staff member and student through high expectations for all. 4. Providing systems of support for students before school, during school and after school to allow for the growth and development of students connectedness to their community at large.

### Opportunities for Parental Involvement (School Year 2011–12)

Skyline has opened a Family Resource Center (FRC), staffed by 3 parents. The FRC provides workshops for parents, runs our Parent Patrols, and sends out communications to parents regarding Skyline Activities, scholarships and more. In addition, there are 4 committees that invite parent participation, the PTSA, CPAAS (Concerned Parents of African-American Students), and ELAC (English Language Advisory Council).

### Student Enrollment by Grade Level (School Year 2011–12)

Grade Level	Number of Students	Grade Level	Number of Students
Kindergarten	0	Grade 8	0
Grade 1	0	Ungraded Elementary	0
Grade 2	0	Grade 9	463
Grade 3	0	Grade 10	451
Grade 4	0	Grade 11	460
Grade 5	0	Grade 12	419
Grade 6	0	Ungraded Secondary	0
Grade 7	0	Total Enrollment	1,793

### Student Enrollment by Student Group (School Year 2011-12)

Group	Percent of Total Enrollment
Black or African American	35.4%
American Indian or Alaska Native	0.5%
Asian	19.1%
Filipino	1.4%
Hispanic or Latino	31.8%
Native Hawaiian or Pacific Islander	1.7%
White	8.4%
Two or More Races	0.8%
Socioeconomically Disadvantaged	74.9%
English Learners	25.4%
Students with Disabilities	12.7%

### Average Class Size and Class Size Distribution (Secondary)

Subject	Avg. Class Size	2009–10 Number of Classes*			Avg. Class Size	2010–11 Number of Classes*			Avg. Class Size	2011–12 Number of Classes*		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	24.6	23	46	15	25.1	21	39	12	26.2	17	26	17
Mathematics	24.4	17	51	5	24.8	19	30	16	28.3	12	10	27
Science	26.0	12	34	19	28.9	11	28	16	28.1	7	15	12
Social Science	25.7	20	47	22	24.9	22	33	11	27.0	13	22	17

\* 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 2011–12)

The school reviewed, revised and submitted to the Board in 07-08 an updated Safety Plan that included: school site safety programs, procedures for complying with school safety laws, and Disaster/Emergency/Crisis Response procedures.

Through collaboration with an organization called One Land, One People, Skyline operates a Youth Center. Here students are provided avenues for resolving problems, getting academic support, mental health, drug and alcohol counseling and more. Students are encouraged to be a part of making the campus safe.

The Safety Plan is in place, and regular drills are conducted to prepare for fire, earthquake or an on campus intruder.

#### Suspensions and Expulsions

Rate*	School 2009–10	School 2010–11	School 2011–12	District 2009–10	District 2010–11	District 2011–12
<b>Suspensions</b>	10.09%	20.37%	22.2%	14.16%	12.26%	14.8%
<b>Expulsions</b>	0.00%	0.53%	0.1%	0.16%	0.19%	0.1%

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



## IV. School Facilities

### School Facility Conditions and Planned Improvements (School Year 2012–13)

- Data provided by Department of Facilities on November 13, 2012

The site is in good condition: new roofs – Gym 2010. All over repair status is good. repaired gutters, all roofs & buildings 2010.  
 2011: paved rear driveway & repair bleaches, new fences/baseball field, cut down hazardous trees

### School Facility Good Repair Status (School Year 2012–13)

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

Note: Cells shaded in black do not require data.

## V. Teachers

### Teacher Credentials

Teachers	School 2009–10	School 2010–11	School 2011–12	District 2011–12
With Full Credential	76	87	89	1835
Without Full Credential	6	8	3	128
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	N/A

### Teacher Misassignments and Vacant Teacher Positions

Indicator	2010–11	2011–12	2012–13
Misassignments of Teachers of English Learners	0	1	
Total Teacher Misassignments*	0	1	
Vacant Teacher Positions	0	2	

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.

### Core Academic Classes Taught by Highly Qualified Teachers (School Year 2011–12)

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	90.46%	9.54%
All Schools in District	93.81%	6.19%
High-Poverty Schools in District	93.71%	6.29%
Low-Poverty Schools in District	97.79%	2.21%

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

### Academic Counselors and Other Support Staff (School Year 2011–12)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0	
Counselor (Social/Behavioral or Career Development)	0	
Library Media Teacher (librarian)	1	
Library Media Services Staff (paraprofessional)	0	
Psychologist	0	
Social Worker	0	
Nurse	0	
Speech/Language/Hearing Specialist	0	
Resource Specialist (non-teaching)	3	
Other	54	

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 2012–13)

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: October 2012

Core Curriculum Area	Textbooks and instructional materials/year of adoption	From most recent adoption?	Percent students lacking own assigned copy
Reading/Language Arts	2000	Yes	0%
Mathematics	2009	Yes	0%
Science	2007	Yes	0%
History-Social Science	2006 (Grade 4 -12) 2007 (Grade k -3)	Yes	0%
Foreign Language	N/A	Yes	0%
Health	N/A	Yes	0%
Visual and Performing Arts	N/A	Yes	0%
Science Laboratory Equipment (grades 9-12)	N/A	Yes	0%

## VIII. School Finances

### Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2010–11)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental / Restricted)	Expenditures Per Pupil (Basic / Unrestricted)	Average Teacher Salary
School Site	\$5,002.19	\$990	\$4,120	\$58,175
District			\$6,808	\$54,035
Percent Difference – School Site and District			-39.48%	8%
State			\$5,455	\$68,835
Percent Difference – School Site and State			-24%	-15%

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 2011–12)

This school strategically allocates its resources to support professional development for teachers and inside and outside of classroom intervention and extracurricular opportunities for students. Specifically, the school served 567 students in the before and after school programs, worked with Youth Together, and had 7 part time site coaches: 3 for ELA, 2 classroom management, US History and PE.

**Teacher and Administrative Salaries (Fiscal Year 2010–11)**

<b>Category</b>	<b>District Amount</b>	<b>State Average For Districts In Same Category</b>
<b>Beginning Teacher Salary</b>	\$39,456	\$41,455
<b>Mid-Range Teacher Salary</b>	\$54,328	\$66,043
<b>Highest Teacher Salary</b>	\$70,934	\$85,397
<b>Average Principal Salary (Elementary)</b>	\$84,669	\$106,714
<b>Average Principal Salary (Middle)</b>	\$85,411	\$111,101
<b>Average Principal Salary (High)</b>	\$86,249	\$121,754
<b>Superintendent Salary</b>	\$265,000	\$223,357
<b>Percent of Budget for Teacher Salaries</b>	29.00%	39.00%
<b>Percent of Budget for Administrative Salaries</b>	7.00%	5.00%

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

## 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

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2009–10	2010–11	2011–12	2009–10	2010–11	2011–12	2009–10	2010–11	2011–12
English-Language Arts	43%	42%	44%	43%	45%	47%	52%	54%	56%
Mathematics	18%	13%	12%	44%	46%	46%	48%	50%	51%
Science	38%	24%	43%	41%	46%	49%	54%	57%	60%
History-Social Science	37%	29%	27%	27%	32%	31%	44%	48%	49%

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

Group	Percent of Students Scoring at Proficient or Advanced			
	English- Language Arts	Mathematics	Science	History- Social Science
<b>All Students in the LEA</b>	47%	46%	49%	31%
<b>All Students at the School</b>	44%	12%	43%	27%
<b>Male</b>	41%	13%	43%	32%
<b>Female</b>	47%	11%	44%	23%
<b>Black or African American</b>	37%	6%	27%	18%
<b>American Indian or Alaska Native</b>	0%	0%	0%	0%
<b>Asian</b>	62%	30%	70%	42%
<b>Filipino</b>	58%	0%	0%	0%
<b>Hispanic or Latino</b>	34%	6%	35%	21%
<b>Native Hawaiian or Pacific Islander</b>	42%	0%	0%	23%
<b>White</b>	67%	26%	76%	51%
<b>Two or More Races</b>	46%	8%	0%	24%
<b>Socioeconomically Disadvantaged</b>	40%	12%	40%	23%
<b>English Learners</b>	5%	4%	8%	1%
<b>Students with Disabilities</b>	27%	21%	0%	10%
<b>Students Receiving Migrant Education Services</b>				

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)

Subject	Percent of Students Scoring at Proficient or Advanced								
	School			District			State		
	2009–10	2010–11	2011–12	2009–10	2010–11	2011–12	2009–10	2010–11	2011–12
English-Language Arts	49%	44%	43%	35%	40%	39%	54%	59%	56%
Mathematics	48%	42%	39%	36%	40%	44%	54%	56%	58%

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)**

Group	English-Language Arts			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students in the LEA	61%	18%	22%	56%	28%	16%
All Students at the School	57%	20%	23%	61%	27%	12%
Male	66%	18%	16%	67%	23%	10%
Female	48%	23%	29%	55%	30%	15%
Black or African American	73%	16%	12%	77%	21%	2%
American Indian or Alaska Native						
Asian	42%	17%	41%	29%	29%	41%
Filipino						
Hispanic or Latino	59%	26%	15%	71%	24%	4%
Native Hawaiian or Pacific Islander						
White	27%	18%	55%	30%	36%	33%
Two or More Races						
Socioeconomically Disadvantaged	61%	20%	19%	62%	27%	11%
English Learners	96%	4%	0%	86%	6%	8%
Students with Disabilities	83%	4%	13%	94%	6%	0%
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 Physical Fitness Test Results (School Year 2011–12)

The California Physical Fitness Test (PFT) is administered to students in grades five, seven, and nine only. This table displays by grade level the percent of students meeting the fitness standards for the most recent testing period. For detailed information regarding this test, and comparisons of a school's test results to the district and state, see the CDE *PFT* Web page at <http://www.cde.ca.gov/ta/tq/pf/>.

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	0.00%	0.00%	0.00%
7	0.00%	0.00%	0.00%
9	29.10%	19.00%	10.80%

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.

## X. Accountability

### 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	2009	2010	2011
Statewide	3		2
Similar Schools	5		3

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

Group	Actual API Change 2009–10	Actual API Change 2010–11	Actual API Change 2011–12
All Students at the School		B	-9
Black or African American			-5
American Indian or Alaska Native			
Asian			-5
Filipino			
Hispanic or Latino			-5
Native Hawaiian or Pacific Islander			
White			
Two or More Races			
Socioeconomically Disadvantaged			-7
English Learners			-18
Students with Disabilities			45

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 – 2012 Growth API Comparison

This table displays, by student group, the number of students included in the API and the 2012 Growth API at the school, LEA, and state level.

Group	2012 Growth API					
	Number of Students	School	Number of Students	LEA	Number of Students	State
All Students at the School	1,189	652	25,919	730	4,664,264	788
Black or African American	397	581	8,018	655	313,201	710
American Indian or Alaska Native	9		91	702	31,606	742
Asian	227	770	4,029	826	404,670	905
Filipino	13	666	243	808	124,824	869
Hispanic or Latino	411	626	9,975	701	2,425,230	740
Native Hawaiian or Pacific Islander	20	645	309	675	26,563	775
White	92	780	2,458	900	1,221,860	853
Two or More Races	13	630	529	869	88,428	849
Socioeconomically Disadvantaged	823	636	16,312	692	2,779,680	737
English Learners	326	576	10,835	701	1,530,297	716
Students with Disabilities	150	484	2,741	558	530,935	607

## 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 2011–12)

AYP Criteria	School	District
Made AYP Overall	No	No
Met Participation Rate - English-Language Arts	Yes	Yes
Met Participation Rate - Mathematics	Yes	Yes
Met Percent Proficient - English-Language Arts	No	No
Met Percent Proficient - Mathematics	No	No
Met API Criteria	No	Yes
Met Graduation Rate	Yes	No

### Federal Intervention Program (School Year 2012–13)

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	In PI	In PI
First Year of Program Improvement	2005-2006	2004-2005
Year in Program Improvement	Year 5	Year 3
Number of Schools Currently in Program Improvement		84
Percent of Schools Currently in Program Improvement		63.6%

Note: Cells shaded in black do not require data.

# XI. School Completion and Postsecondary Preparation

## 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		
	2008–09	2009–10	2010–11	2008–09	2009–10	2010–11	2008–09	2009–10	2010–11
Dropout Rate		29.5	14.3		32.1	27.3		16.6	14.4
Graduation Rate		63.75	80.60		55.16	59.14		74.72	76.26

Note: Cells shaded in black do not require data.

## Completion of High School Graduation Requirements

This table displays, by student group, the percent of students who began the 2011–12 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 2012		
	School	District	State
All Students	81.3%	66.6%	N/D
Black or African American	78.1%	60.6%	N/D
American Indian or Alaska Native	100%	47.4%	N/D
Asian	90.3%	80.8%	N/D
Filipino	85.7%	82.8%	N/D
Hispanic or Latino	79.2%	61.8%	N/D
Native Hawaiian or Pacific Islander	100%	72.5%	N/D
White	86.3%	87.2%	N/D
Two or More Races	75.0%	65.4%	N/D
Socioeconomically Disadvantaged	82.0%	67.9%	N/D
English Learners	66.7%	51.8%	N/D
Students with Disabilities	81.3%	65.5%	N/D

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

## Career Technical Education Programs (School Year 2011–12)

Advanced Vocational Drafting  
 Architectural Design & Drafting (1 or 2)  
 Art 1  
 Graphic Design 1  
 Video Production/Art of Digital Film  
 Computer Technology 1

## Career Technical Education Participation (School Year 2011–12)

Measure	CTE Program Participation
Number of pupils participating in CTE	398
Percent of pupils completing a CTE program and earning a high school diploma	N/D
Percent of CTE courses sequenced or articulated between the school and institutions of postsecondary education	N/D



**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	58.3%
2010-11 Graduates Who Completed All Courses Required for UC/CSU Admission	50.0%

**Advanced Placement Courses (School Year 2011–12)**

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	0	
English	8	
Fine and Performing Arts	0	
Foreign Language	2	
Mathematics	2	
Science	2	
Social Science	5	
All courses	19	4.7%

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.

There are 3 full school days of professional development each year, and every Wednesday for one hour and a half. Professional development is part of the SPSA (site plan) and a major component of instructional support to all schools and departments. The district's professional development program provides opportunities to implement the district's core curriculum for all students, the use of data to plan instructional improvement strategies and the acquisition of new instructional strategies.

1. Skyline has prioritized school-wide student academic, social and performance concerns and has developed a year long professional development calendar of activities to serve teacher capacity in serving these needs.
2. Skyline has established a structure for academic Professional learning teams /School Guidance Committees / and Grade/Curricular Teams in order to anchor teacher collaboration and coaching on effective classroom management techniques and strategies which will show concrete improvement in student success.

Professional development is designed to support the implementation of the school's plan by learning and using instructional strategies, assessment including data analysis, school plan development and needs of special students. Data from the CAHSEE, CELDT, CST, GPA and school discipline files are discussed regularly in all professional development sessions

**Skyline High**

Oakland Unified

**School Accountability Report Card, 2011-2012**

*Provided by the Ed-Data Partnership*

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