

School Accountability Report Card Reported for School Year 2010-11

Published During 2011-12

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 2011-12)

Escuela		Distrito	
School Name	Cosumnes Oaks High School	District Name	Elk Grove Unified
Street	8350 Lotz Parkway	Phone Number	(916) 686-5085
City, State, Zip	Elk Grove CA, 95757	Web Site	www.egusd.net
Phone Number	(916) 683-7670	Superintendent	Steven M. Ladd, Ed.D.
Principal	Patrick McDougall	E-mail Address	sladd@egusd.net
E-mail Address	PMcDouga@egusd.net	CDS Code	34673140116897

School Description and Mission Statement (School Year 2011-12)

Cosumnes Oaks High School, the Elk Grove Unified School District's ninth comprehensive high school, opened in August 2008. The Cosumnes Oaks High School complex includes its primary feeder school, Elizabeth Pinkerton Middle School. Cosumnes Oaks High School is dedicated to challenging students with varied and rigorous curricula. In addition, we are supporting their success through a comprehensive academic guidance and support program and personalized educational planning.

Our district's mission is to provide a learning community that challenges ALL students to realize their greatest potential.

Cosumnes Oaks High School encourages parents to take an active role in their child's education by visiting the school, regularly communicating with teachers, and monitoring their child's academic progress. Cosumnes Oaks High School's booster club recruits parent and community volunteers to assist with campus events and daily activities. In addition, parents and community members are encouraged to join one of Cosumnes Oaks High School's many parent clubs and organizations, including the Community Advisory Team, School Site Council, Booster Club, Gifted and Talented Education Parent Advisory Committee, and English Learner Advisory Committee.

Cosumnes Oaks High School is proud of the rigorous standards-based curricula that are provided to students to help them meet advanced educational and career opportunities.

Patrick McDougall, Principal Cosumnes Oaks High School

Opportunities for Parental Involvement (School Year 2011-12)

This section provides information about opportunities for parents to become involved with school activities.

Cosumnes Oaks High School encourages parents to take an active role in their child's education by visiting the school, regularly communicating with teachers, and monitoring their child's academic progress. The Wolfpack Parent Booster Association recruits parent and community volunteers to assist with campus events and daily activities. In addition, parents and community members are encouraged to join one of the many parent clubs and organizations such as the Community Advisory Team, School Site Council, Booster Club, and WASC accreditation committee.

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	482
Grade 3	0	Grade 10	454
Grade 4	0	Grade 11	375
Grade 5	0	Grade 12	380
Grade 6	0	Ungraded Secondary	4
Grade 7	0	Total Enrollment	1695

Student Enrollment by SubGroup (School Year 2011-12)

Group	Percent of Total Enrollment	Group	Percent of Total Enrollment
African-American	20.88%	White (Not Hispanic)	35.52%
American Indian or Alaska Native	0.47%	Two or more	4.66%
Asian	10.38%	Socioeconomically Disadvantaged	33.69%
Filipino	5.19%	English Learners	3.60%
Hispanic or Latino	21.36%	Students with Disabilities	10.5%
Pacific Islander	1.53%		

Average Class Size and Class Size Distribution (Secondary)

Subject	2008-09				2009-10				2010-11			
	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	31.3	7	1	12	31	3	12	12	27.9	9	11	13
Mathematics	34.5	2	5	15	34	3	2	15	29.8	6	8	18
Science	31.2	2	2	5	38	0	1	11	37	0	2	12
Social Science	36	0	3	4	37	0	2	13	30.4	5	0	15

III. School Climate

School Safety Plan (School Year 2011-12)

Cosumnes Oaks High School provides a safe and positive learning environment for all students. Staff members maintain high expectations for appropriate and respectful student behavior. We reviewed and updated our school's Safety Plan in February 2012. An "Emergency Handbook", outlining a plan of action for emergencies such as earthquakes, fires, floods, and chemical spills, is kept in the school office. Approximately fifty students and ten staff members serve as Safe School Ambassadors, promoting safe choices and conflict resolution on campus.

Suspensions and Expulsions

This table displays the rate of suspensions and expulsions (the total number of incidents divided by the total enrollment) at the school and district levels for the most recent three-year period.

Rate	School			District		
	2008-09	2009-10	2010-11	2008-09	2009-10	2010-11
Suspensions	54.1	29.91	24.66	19.5	19.58	18.05
Expulsions	0.9	2.74	1.42	0.3	0.67	0.65

*El rango de las suspensiones y las expulsiones es calculada dividiendo el número total de los incidentes por el número total de la matriculación.

IV. School Facilities

School Facility Conditions and Planned Improvement (School Year 2011-12)

The district takes great efforts to ensure that all schools are clean, safe, and functional. To assist in this effort, the district uses a facility survey instrument developed by the State of California Office of Public School Construction. Our school has 65 classrooms, a multipurpose room, a library, and an administration building. In August of 2010 our new 8200 square foot Culinary Arts Institute opened. This facility serves over 200 students.

District maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority. The district governing board has adopted cleaning standards for all schools in the district. A summary of these standards is available at the school office or the district Facilities Department. The principal works with the custodial staff to develop cleaning schedules to ensure a clean and safe school.

The two gymnasiums continue to have condensation issues at different times of the calendar year. The school district has been working with several engineering firms to find a solution to the problem.

School Facility Good Repair Status (School Year 2011-12)

Date of facilities inspection: 5/6/2011

Item Inspected	Repair Status			Repair Needed
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	x			NA
Interior: Interior Surfaces	x			NA
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	x			NA
Electrical: Electrical	x			NA
Restrooms/Fountains: Restrooms, Sinks/ Fountains	x			NA
Safety: Fire Safety, Hazardous Materials	x			NA
Structural: Structural Damage, Roofs	x			NA
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	x			NA

	Exemplary	Good	Fair	Poor
Overall Summary	x			

V. Teachers

Teacher Credentials

Teachers	School			District
	2008-09	2009-10	2010-11	2010-11
With Full Credential	51	63	70	2913
Without Full Credential	7	6	7	139
Teaching Outside Subject Area of Competence	0	6	3	

Teacher Misassignments and Vacant Teacher Positions

Indicator	2009-10	2010-11	2011-12
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	4	2
Vacant Teacher Positions	0	0	0

Core Academic Classes Taught by No Child Left Behind Compliant Teachers (School Year 2010-11)

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/>.

This School	Percent of Classes In Core Academic Subjects	
	Taught by NCLB Compliant Teachers	Taught by Non-NCLB Compliant Teachers
This School	94.74%	5.26%
All Schools in District	96.61%	3.39%
High-Poverty Schools in District	97.52%	2.48%
Low-Poverty Schools in District	98.39%	1.61%

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	2.0	337
Library Media Teacher (Librarian)	1.0	
Library Media Services Staff (paraprofessional)		
Psychologist		
Social Worker		
Nurse		
Speech/Language/Hearing Specialist		
Resource Specialist (non-teaching)		
Other		

* 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, and Availability of Textbooks and Instructional Materials (School Year 2010-2011)

All students, including English learners, have sufficient textbooks to use at school and to take home in the following subject areas.

Core Curriculum Area	Quality & Currency, and Availability of Textbooks & Instructional Materials	Most Recent SBE or Local Governing Agency Approved Textbooks and Instructional Materials
Year and Month Data Collected: August 16, 2011 and September 6, 2011		
English/Language Arts	All English/Language Arts books are provided one per student.	
Open Court Reading Program by SRA/McGraw Hill © 2002 in grades K-6. This program is from the current SBE adoption. The following materials are provided one per student by grade level:	K- Sounds & Letters Workbook, Pre-decodable book. 1st- Phonics Skills Workbook, Comprehension & ELA Skills Workbook, Decodable book, Anthology 1, Anthology 2 2 nd - Comprehension & ELA Skills Workbook, Decodable book, Spelling & Vocabulary Skills Workbook, Anthology 1, Anthology 2 3 rd - Comprehension & ELA Skills Workbook, Spelling & Vocabulary Skills Workbook, Anthology 1, Anthology 2 4 th -6 th - Comprehension & ELA Skills Workbook, Spelling & Vocabulary Skills Workbook, Anthology	No; 2002 SBE adopción
Literature & Language Arts by HRW © 2003 in grades 7-8. This program is from the current SBE adoption. The following materials are provided one per student by grade level:	7th-8th - Student Edition	No; 2002 SBE adopción
Literature & Language Arts by HRW © 2003 in grades 9-12. All textbooks are from the most recent adoption of the local governing Board of Education. . The following materials are provided one per student by grade level:	9th-12th - Student Edition	Yes
AP English books by multiple publishers in grades 9-12. All textbooks are from the most recent adoption of the local	AP Courses: 11 th – Language of Composition ©2008,	Yes

governing Board of Education. The following materials are provided one per student by grade level:	Bedford/St. Martins 12 th – Bedford Introduction to Literature ©2008, V.H.P.S.	
Mathematics	All Math books are provided one per student.	
California Mathematics by Scott Foresman © 2001 in grades K through 6. This program is from the current SBE adoption. The following materials are provided one per student by grade level:	K- 6 th – Student Edition and homework workbook	No; 2002 SBE adopción
Mathematics books by multiple publishers in grades 7-12. All high school math textbooks are from the most recent adoption of the local governing Board of Education. The following materials are provided one per student by grade level:	7 th -12 th - McDougal/Littell © 2001 Math-Concepts & Skills, Geometry, Geometry-Concepts & Skills; Prentice Hall © 2001 Pre-Algebra CA Edition, Algebra I CA Edition	No; 2001 SBE adopción
	9 th -12 th - McDougal/Littell © 2001 Algebra 2, Trigonometry 5 th Edition, Precalculus with Limits© 2005, Glencoe/McGraw Hill © 2006 Elementary Statistics	Yes
AP mathematics books by multiple publishers in grades 9-12. All textbooks are from the most recent adoption of the local governing Board of Education. The following materials are provided one per student by grade level:	AP Courses: McDougal Littell © 2006 Calculus 8 th Edition; VHPS © 2003, Practice of Statistics	Yes
Science	All K-12 Science books are provided one per student.	
California Science by McGraw Hill © 2008 for grades K-5. This program is from the current SBE adoption. The following materials are provided one per student by grade level:	K – Lab Activity Book 1 st - Student Workbook 2 nd - 5 th - Student Edition, Student Workbook	Yes
Science text by Holt © 2007 in grades 6-8. This program is from the current SBE adoption. The following materials are provided one per student by grade level:	6 th – Earth Science, Student Edition, Student Interactive Reader, Workbook 7 th – Life Science, Student Edition, Student Interactive Reader, Workbook 8 th – Physical Science, Student Edition, Student Interactive Reader, Workbook	Yes
Science books by multiple publishers in grades 9-12. All textbooks are from the most recent adoption of the local governing Board of Education. The following materials are provided one per student by grade level:	9 th – Prentice Hall: Earth Science, © 2006 Student edition and workbook 9 th – Pearson/Globe Fearon: Concepts and Challenges in Earth Science, © 2003 Student Guided Reading and Study (supplemental for English Learners) 9 th -12 th Glencoe/McGraw Hill © 2000 Biology: Dynamics of Life; ©1999 Physics McGraw Hill, ©2000 Biochemistry; ©2005 Environmental Science, Foundations in Microbiology HRW: © 2006 Modern Biology, © 1999 Modern Chemistry Prentice Hall: © 2002 Astronomy Today, ©2000 Essentials in Geology, ©2006 Fundamentals of Anatomy & Physiology, ©2004 Criminalistics, ©2006, Biotechnology: Science for the New	Yes

	<p>Millennium including textbook, lab manual, and lab notebook.</p> <p>Delmar/Thompson Learning Agriscience: Fundamentals & Applications © 2004, Agriscience & Technology © 1998;</p> <p>Addison Wesley: ©1998 Conceptual Physics; American Society: ©1996 Recombiant DNA & Biotechnology</p>	
<p>AP science books by multiple publishers in grades 9-12. All textbooks are from the most recent adoption of the local governing Board of Education. The following materials are provided one per student by grade level:</p>	<p>AP Courses:</p> <p>Addison Wesley ©1999, Biology/Pearson; Harcourt Brace: ©2006 Chemistry & Chemical Reactivity; Wiley & Sons: ©2000 Physics, ©2003 Environmental Science</p>	Yes
History-Social Science	All 1-12 History-Social Science books are provided one per student.	
<p>California Reflections by Harcourt Brace © 2007 in K-5 grades. This program is from the current SBE adoption. The following materials are provided one per student by grade level:</p>	<p>K- Our World: Now and Long Ago, Student Workbook</p> <p>1st – A Child's View, Student Edition and Student Workbook</p> <p>2nd – People We Know, Student Edition and Student Workbook</p> <p>3rd – Our Community, Student Edition and Student Workbook</p> <p>4th – California: A Changing State, Student Edition and Student Workbook</p> <p>5th – The United States: Making a Nation, Student Edition and Student Workbook</p>	Yes
<p>Holt © 2006 in 6-8 grades. This program is from the current SBE adoption. The following materials are provided one per student by grade level:</p>	<p>6th - Ancient Civilizations, Student Edition and Interactive Reader Workbook</p> <p>7th - Medieval to Early Modern Times, Student Edition and Interactive Reader Workbook</p> <p>8th – United States History, Student Edition and Interactive Reader Workbook</p>	Yes
<p>Social science books by multiple publishers in grades 9-12. All high school textbooks are from the most recent adoption of the local governing Board of Education. The following materials are provided one per student by grade level:</p>	<p>9th - Glencoe © 2008, World Geography and Cultures</p> <p>10th - McDougal Littell © 2006, Modern World History – Patterns of Interaction</p> <p>11th - HRW © 2007 American Anthem- Modern American History</p> <p>12th – Prentice/Pearson © 2006, Magruder's American Government; Prentice/Pearson © 2007, Economics – Principles in Action</p> <p>10th-12th – Glencoe © 2008 Understanding Psychology</p>	Yes
<p>AP social science books by multiple publishers in grades 9-12. All high school textbooks are from the most recent adoption of the local governing Board of Education. The following materials are provided one per student by grade level:</p>	<p>AP Courses</p> <p>10th - 12th - Houghton/Mifflin © 2006 The Earth and Its Peoples – A Global History</p> <p>11th - 12th - Houghton/Mifflin © 2006 The American Pageant</p> <p>12th – Prentice/Pearson © 2008, Government in</p>	Yes

	America- People, Politics, and Policy 12 th – Thompson/Wadsworth © 2006, Comparative Politics 12 th – Mc Graw Hill © 2008, Economics AP Edition 10 th -12 th – Pearson/Allyn & Bacon © 2007, Psychology	
	Supplemental for English Learners 9 th -12 th – AGS Globe Fearon © 2002, Pacemaker – World Geography & Cultures 9 th -12 th – AGS Globe Fearon © 2008, Pacemaker – World History 9 th -12 th – AGS Globe Fearon © 2004, Pacemaker – US History 9 th -12 th – AGS Globe Fearon © 2001, Pacemaker – American Government 9 th -12 th – AGS Globe Fearon © 2001, Pacemaker – Economics	Yes
World Language	All 7-12 World language books are provided one per student.	
World language books by multiple publishers in grades 7-12. All textbooks are from the most recent adoption of the local governing Board of Education.	7 th -12 th Spanish I, II, & III, IV, Pearson/Prentice ©2000, Paso A Paso McDougal Littell ©2003 Abriendo puertas level 1 & 2; Heath ©1997 TuMundo & Nuestra Nundo 7 th -12 th French I, II, & III, HRW, ©2000, Allez viens!; French IV, People’s Publishing ©1999 Ensemble Gramaire, Ensemble Culture et Societe, Ensemble Literature 7 th -12 th Japanese I, II, & III, IV, Cheny & Tsui, ©2004, Adventures in Japanese 7 th -12 th German I, II, & III, IV, EMC-Paradigm, ©1998, Deutsch Aktuell	Yes
AP world language books by multiple publishers in grades 9-12. All high school textbooks are from the most recent adoption of the local governing Board of Education.	AP Courses: AP Spanish: McDougal Littell ©2003 Abriendo Puertas; EMC Publishing ©2008 A toda vela. AP French: McDougal Littell ©2001 En Bonne Forme AP Japanese: McGraw-Hill ©2004 Yookoso! AP German: McDougal Littell ©1998 Ubungsbuch Kaleidoskop	Yes
Visual and Performing Arts		
All 7 th – 12 th school textbooks are from the most recent adoption of the local governing Board of Education.	7 th -8 th : Davis ©2000 Exploring Visual Design; McGraw-Hill ©1997 Exploring Theatre 9-12 th : Glencoe ©2000 Art in Focus, ©2005 the Stage & the School, ©2005 Art Talk; Davis ©2003 Exploring Painting, ©2005 The Visual Experience, ©1995 Photographic Eye; McGraw-Hill ©2000 Make It In Clay, ©2004 Hands in Clay, ©2005 Theatrical Design & Production, Play Production Today; West ©2002 Black and	Yes

	White Photography, ©1994 Jazz Dance Today; Human Kinetic ©1997 Choreography, ©2005 A Sense of Dance; Merwetter ©1996 Playing Contemporary Scenes; Princeton ©1995 Dance – the Art of Production; Brown & Benchmark – Art Context & Criticism	
AP Visual and Performing Arts books by multiple publishers in grades 9-12. All high school textbooks are from the most recent adoption of the local governing Board of Education.	AP Courses: Thomson/Wadsworth ©2005 Gardner's Art Through the Ages; Glencoe ©2003 Music in Theory & Practice,	Yes
Health	All 9-12 Health books are provided one per student.	
All high school textbooks are from the most recent adoption of the local governing Board of Education.	9 th -12 th Glencoe, © 2004, Glencoe Health	Yes
Science Laboratory Equipment (grades 9-12)	All 9-12 students utilizing a lab have access to appropriate equipment.	

Core Curriculum Area	Percent of Pupils Who Lack Their Own Assigned Textbooks and Instructional Materials
Reading/Language Arts	0%
Mathematics	0%
Science	0%
History-Social Science	0%
Foreign Language	0%
Visual and Performing Arts	0%
Health	0%
Science Lab Equipment	0%

VIII. School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2009-10)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental)	Expenditures Per Pupil (Basic)	Average Teacher Salary
School Site	\$6,732	\$1,049	\$5,683	\$64,341
District			\$6,826	\$66,544
Percent Difference – School Site and District			-18%	-3%
State			\$5,455	\$69,207
Percent Difference – School Site and State			4%	-7%

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)

We support special populations with a staff that includes 4 counselors, resource specialists, a health clerk, and a full-time librarian and a school resource officer. In addition, the site shares a psychologist and speech therapist with neighboring Elizabeth Pinkerton Middle School. The school offers an AVID program for students interested in participating in a more rigorous academic program to enhance their college options. There are three academies on campus: Visual and Performing Arts, Architectural Design and Engineering, and Culinary Arts. Students can apply to be a participant in one of the academies, or they can choose to take a sampling of courses from all areas. Students who complete the academies course work are eligible for a special certification. In addition, we currently offer 14 Advanced Placement (AP) courses in five different academic departments.

Teacher and Administrative Salaries (Fiscal Year 2009-10)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$40,047	\$42,017
Mid-Range Teacher Salary	\$59,384	\$67,294
Highest Teacher Salary	\$82,031	\$86,776
Average Principal Salary (Elementary)	\$110,369	\$108,534
Average Principal Salary (Middle)	\$110,319	\$112,893
Average Principal Salary (High)	\$121,593	\$123,331
Superintendent Salary	\$255,030	\$226,417
Percent of Budget for Teacher Salaries	44.00%	38.00%
Percent of Budget for Administrative Salaries	4.00%	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	School			District			State		
	2008-09	2009-10	2010-11	2008-09	2009-10	2010-11	2008-09	2009-10	2010-11
English-Language Arts	58	56	62	55	56	57	49	52	54
Mathematics	32	27	33	51	52	53	46	48	50
Science	44	47	64	53	57	60	50	54	57
History-Social Science	42	43	51	47	50	54	41	44	48

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
All Students in the LEA	57	53	60	54
All Students in the School	62	33	64	51
Male	58	36	66	57
Female	65	29	62	45
African American	43	18	45	32
American Indian or Alaska Native	0	0	0	0
Asian	67	51	67	58
Filipino	66	38	81	57
Hispanic or Latino	57	25	53	47
Pacific Islander	71	33	0	44
White (not Hispanic)	74	40	78	61
Two or More Races	52	30	42	59
Economically Disadvantaged	46	22	46	38
English Learners	8	8	12	10
Students with Disabilities	23	15	21	17
Students Receiving Migrant Education Services				

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

California High School Exit Examination

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

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

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

Subject	School			District			State		
	2008-09	2009-10	2010-11	2008-09	2009-10	2010-11	2008-09	2009-10	2010-11
English-Language Arts	60	67	76	56	59	64	52	54	59.0
Mathematics	64	60	69	60	60	61	53	54	56.0

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	36	27	37	39	38	23
All Students In The School	24	25	51	31	37	32
Male	27	24	49	28	34	38
Female	21	26	53	34	41	26
African American	38	27	36	45	36	19
American Indian or Alaska Native	0	0	0	0	0	0
Asian	17	22	61	22	22	57
Filipino	14	29	57	38	29	33
Hispanic or Latino	34	26	39	39	36	25
Pacific Islander	0	0	0	0	0	0
White (not Hispanic)	13	25	62	19	45	36
Two or More Races	45	20	35	45	35	20
Economically Disadvantaged	40	29	31	48	34	19
English Learners	69	19	12	94	6	0
Students with Disabilities	81	8	12	85	15	0
Students Receiving Migrant Education Services	0	0	0	0	0	0

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 2010-11)

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/tg/pf/>.

Grade Level	Percent of Students Meeting Healthy Fitness Zones		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	0	0	0
7	0	0	0
9	16.3	20.9	51

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	2008	2009	2010
Statewide		7	6
Similar Schools		9	8

API Changes by Student Group – Three-Year Comparison

Group	Actual API Change		
	2008-09	2009-10	2010-11
All Students at the School	B	-2	25
African American		-2	38
American Indian or Alaska Native			
Asian			16
Filipino			
Hispanic or Latino		19	8
Pacific Islander			
White (not Hispanic)		-20	28
Two or More Races			
Socioeconomically Disadvantaged		-7	19
English Learners			-36
Students with Disabilities			

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

Academic Performance Index Growth by Student Group – 2011 Growth API Comparison

This table displays, by student group, the 2010 Growth API at the school, LEA, and state level.

Group	2011 Growth API					
	Number of Students	School	Number of Students	LEA	Number of Students	State
All Students at the School	1155	791	45259	800	4683676	778
African American	226	706	7177	701	317856	696
American Indian or Alaska Native	6		210	731	33774	733
Asian	134	845	9661	849	398869	898
Filipino	66	806	2385	865	123245	859
Hispanic or Latino	252	754	11375	754	2406749	729
Pacific Islander	21	799	809	774	26953	764
White (not Hispanic)	400	842	10990	852	1258831	845

Two or More Races	50	778	2429	826	76766	836
Socioeconomically Disadvantaged	386	719	24931	747	2731843	726
English Learners	108	686	11458	746	1521844	707
Students with Disabilities	121	521	4928	583	521815	595

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 2010-11)

This table displays an indication of whether the school and the district made AYP overall and whether the school and the district met each of the AYP criteria.

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	Yes	No
Met Percent Proficient - Mathematics	No	No
API	Yes	Yes
Met Graduation Rate	N/A	Yes

Federal Intervention Program (School Year 2011-12)

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. Detailed information about PI identification can be found at the CDE Adequate Yearly Progress (AYP) Web page at <http://www.cde.ca.gov/ta/ac/ay/>.

Indicator	School	District
Program Improvement Status	NA	In PI
First Year of Program Improvement	NA	2009-2010
Year in Program Improvement	NA	Year 3
Number of Schools Currently in Program Improvement		12
Percent of Schools Currently in Program Improvement		18.2

XI. School Completion and Postsecondary Preparation

Admission Requirements for California 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		
	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10
Dropout Rate (1-year)	0	1.2	0.5	2.5	3.3	2.7	4.9	5.7	4.6
Graduation Rate				87.13	86.71	87.70	80.21	78.59	80.44

Note: The 2009-10 graduation data are calculated using the 4-year cohort graduation rate. The new cohort rate should not be compared to

the 2007-08 and 2008-09 NCES graduation rates.

Completion of High School Graduation Requirements

This table displays, by student group, the percent of students who began the 2010-11 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 2011		
	School	District	State
All Students	88.34%	53.69%	
African American	18.83%	11.24%	
American Indian or Alaska Native	0.00%	0.18%	
Asian	12.56%	13.13%	
Filipino	0.90%	1.21%	
Hispanic or Latino	6.28%	3.26%	
Pacific Islander	0.90%	1.21%	
White (not Hispanic)	21.08%	8.84%	
Socioeconomically Disadvantaged	30.49%	19.59%	
Two or More Races	4.04%	1.61%	
English Learners	4.04%	4.81%	
Students with Disabilities	8.97%	3.79%	

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

Career Technical Education Programs (School Year 2011-12)

This section provides information about the Career Technical Education (CTE) programs and lists programs offered at the school.

Our school prepares students to succeed in real-world contexts through the development of conceptual thinking, effective communication, and the ability to apply knowledge and skills learned in the classroom. Our teachers have directed efforts toward establishing school-to-work structures within each curricular area for all students, including those with special needs. Advisors/Guidance Counselors offer additional support. At Cosumnes Oaks High School, we have two courses of study that can provide students with an introduction to a technical career. These programs include the Architectural Design and Engineering (ADE) Institute, and the Culinary Arts Academy. Both of these programs offer students excellent real world experience leading to a number of different technical careers.

Career Technical Education Participation (School Year 2010-11)

Measure	CTE Program Participation
Number of pupils participating in CTE	
Percent of pupils completing a CTE program and earning a high school diploma	0.00%
Percent of CTE courses sequenced or articulated between the school and institutions of postsecondary education	0.00%

Courses for University of California and/or California State University Admission (School Year 2010-11)

UC/CSU Course Measure	Percent
Students Enrolled in Courses Required for UC/CSU Admission	30.8%
Graduates Who Completed All Courses Required for UC/CSU Admission	0%

Advanced Placement Courses

2010-2011		
Subject	Number of AP Courses Offered	Percent of Students In AP Courses
English	1	
Foreign Language	1	
Mathematics	2	
Science	2	
Social Science	6	
All Courses	12	

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.

Our teachers and staff are dedicated to improving their skills to better meet the needs of our students. Our focus has been on building our teaching teams, academic departments, and expanding our instructional strategies to meet the needs of our students. We have identified four essential teacher "megaskills" which are aligned to the California Standards for the Teaching Profession, and we are beginning a three-year training sequence to build a strong base in these areas. These megaskills are Classroom Management; Instructional Strategies; Curriculum Design and Assessment; and Interpersonal Skills and Processes. In 2011-2012, our school is involved in the WASC accreditation process and so the entire school program is being reviewed. Parents, teachers, and students are serving on one of five (5) focus groups whose task is to review the school culture, curriculum, assessment, governance, and instruction on campus. The school has identified three critical areas of need to work on over the course of the next three years, and a comprehensive self-study has been completed.

	2008-2009	2009-2010	2010-2011
School Days Dedicated to Staff Development	5	5	5