



Cosumnes Oaks High School

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Board of Education
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Hours of Operation

Cosumnes Oaks High School is open from 7:30 a.m. to 4:00 p.m. Monday through Friday.

School Highlights and Awards

Cosumnes Oaks High School, which opened in 2008, has developed a strong reputation within the community in a short period of time. The school has a strong Honors/AP program, as well as three award-winning specialized programs in Culinary Arts, Architectural Engineering, and Visual, Performing Arts.

Student Demographics

	School	District
Enrollment	1,695	62,514
English Learners	61	9,507
Languages Spoken	18	87
Students of Poverty	571	31,841
GATE	169	3,352

SOURCE: 2011-2012, EGUSD
EL Data March 2011

Population by Ethnicity

- 0% American Indian
- 10% Asian
- 2% Pacific Islander
- 5% Filipino
- 21% Hispanic
- 21% African American
- 36% White
- 5% 2 or More Races



SOURCE: 2011-2012, EGUSD

Introduction from the Board

Thank you for your interest and commitment to your child's education, and your continuing partnership in teaching and learning. In order to best serve our community, we have created this condensed version of the full School Accountability Report Card (SARC) with the mission of presenting information about each of our schools in a clear, parent friendly format. If you are interested in viewing the full SARC report for your child's school, you will find it at the district website: www.egusd.net.

A Message From the Principal

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

Parental Involvement

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.

Teacher Credentials and Misassignments

Teacher Credentials		2010-2011
Total Number of Teachers		77
Total Full Credentials		70

SOURCE: 2011-2012, EGUSD

Teacher Misassignments and Vacancies		2011-2012
Misassignments of Teachers of English Learners		0
Misassignments Due to Subject Matter Competency		3
Teacher Vacancies		0

SOURCE: 2011-2012, EGUSD

In the 2010-2011 school year, over 99 percent of the district's teachers held full teaching credentials. In addition to being fully credentialed, if a class is 20 percent or more English Learners (EL), the teacher should hold a supplementary authorization to instruct students in learning English or they are considered misassigned. Our district is working to remedy these misassignments by providing training opportunities for teachers to earn these authorizations and providing ongoing professional development in strategies to help EL students.

In subjects with a shortage, a fully credentialed teacher is sometimes asked to teach outside of their subject matter competency area until an appropriately credentialed teacher can be hired. In these cases, teachers are counted as misassigned.

Vacancies are defined as a position to which a permanent teacher has not been assigned by the beginning of the course. Most vacancies in our district are in subject areas where qualified teachers are in shortage.

School Facility Conditions and Planned Improvement

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

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

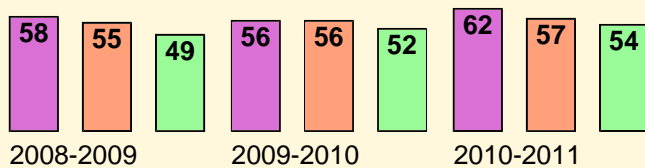
	Exemplary	Good	Fair	Poor
Overall Summary	x			

SOURCE: 2011-2012, EGUSD

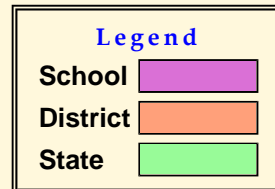
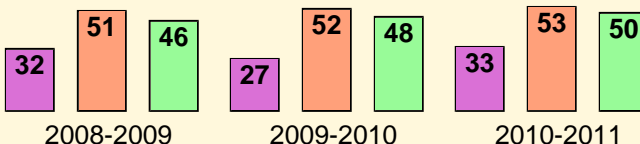
California Standards Tests (CST)

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, Proficient, Basic, Below Basic, and Far Below Basic. Students scoring at the Proficient or Advanced level meet state standards in that content area.

Data reported are the percent of students scoring at the Proficient or Advanced levels.



Math



SOURCE: 2010-2011, California Dept. of Education

Academic Performance Index (API)

The Academic Performance Index is a score on a scale of 200 to 1,000 that annually measures the academic performance and progress of individual schools in California. The state has set 800 as the API score that schools should strive to meet. Each year a school's API is required to increase a minimum of 5% until they meet the 800 target overall and for significant subgroups. Schools across the state are ranked into ten categories, from one (lowest) to ten (highest), which is referred to as their statewide rank. In addition, each school is compared to 100 statistically matched similar schools and ranked against this group. This ranking is also ranked into ten categories, from one to ten. These ranks are published when the Base API is released each March.

Adequate Yearly Progress (AYP)

The federal No Child Left Behind Act (NCLB) requires that all students perform at or above the proficient level on the state's standards-based assessments by 2014. In order to achieve this goal and meet annual performance objectives, districts and schools must improve each year according to set requirements.

Schools receiving Title I funding enter federal Program Improvement (PI) if they do not make Adequate Yearly Progress (AYP) for two consecutive years.

Growth Score	791
Statewide Rank	6
Similar Schools Rank	8

SOURCE: 2010-2011, California Dept. of Education

	School	District
Program Improvement Status	NA	In PI
First Year of Program Improvement	NA	2009-2010
Year in Program Improvement	NA	Year 3

SOURCE: 2010-2011, California Dept. of Education

Career Technical Education Programs

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.

Advanced Placement Courses Offered

Subject	Courses
English	1
Foreign Language	1
Mathematics	2
Science	2
Social Science	6

SOURCE: 2010-2011, EGUSD

Professional Development

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.

School Safety Plan

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.

Specialized Programs

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.

Average Salaries

Data reported are the district's average 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.

Teachers	EGUSD 50,000+ ADA	State Average 20,000+ ADA
Beginning	\$40,047	\$42,017
Midrange	\$59,384	\$67,294
Highest	\$82,031	\$86,776
Principals		
Elementary	\$110,369	\$108,534
Middle	\$110,319	\$112,893
High	\$121,593	\$123,331
District Superintendent	\$255,030	\$226,417
Share of budget used for		
Teachers' salaries	44.0%	38.0%
Administrative salaries	4.0%	5.0%

2009-2010, California Dept. of Education

District Administration

Steven M. Ladd, Ed.D.
Superintendent
Mark Cerutti
Associate Superintendent,
Education Services
Donna Cherry
Associate Superintendent,
Elementary Education
Glen DeGraw
Associate Superintendent,
Human Resources
Rich Fagan
Associate Superintendent,
Finance & School Support
Christina Penna
Associate Superintendent,
Secondary Education
Robert Pierce
Associate Superintendent,
Facilities

Graduation Rate

School	State
9-12 %	80.44%

SOURCE: 2010-2011, California Dept. of Education

Average Daily Attendance

	Percent
School	95.12%
District	95.69%

SOURCE: 2010-2011, EGUSD

Discipline

	School	District
Suspensions	418	11286
Expulsions	24	404

SOURCE: 2010-2011, EGUSD

Elk Grove Unified School District

This school is administered by the Elk Grove Unified School District, which covers over 320 square miles in southern Sacramento County.

Total Students (Oct 2011)	62,514
Elementary Schools	39
Middle Schools	9
High Schools	9
Alternative Schools	4
Charter Schools	1
Adult Education Schools	1
Special Education Schools	1