

California Department of Education School Accountability Report Card

Reported Using Data from the 2023 - 2024 School Year
Published During 2024 - 2025

For: Cosumnes Oaks High School

Address: 8350 Lotz Pkwy, Elk Grove, CA 95757
Principal: Zachary Cheney

Phone: 916-683-7670
Grade Span: 9-12

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

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>
- For additional information about the school, parents and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

California School Dashboard

The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

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.

Admission Requirements for the University of California (UC)

Admission requirements for the 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 website at <https://admission.universityofcalifornia.edu/>.

Admission Requirements for the California State University (CSU)

Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) 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 website at <https://www2.calstate.edu>.

About This School

District Contact Information (School Year 2024 - 2025)

District Name	Elk Grove Unified
Phone Number	(916) 686-5085
Web Site	www.egusd.net
Superintendent	Christopher R. Hoffman
E-mail Address	choffman@egusd.net

School Contact Information (School Year 2024 - 2025)

School Name	Cosumnes Oaks High School
Street	8350 Lotz Pkwy
City, State, Zip	Elk Grove, CA 95757
Phone Number	916-683-7670
Principal	Zachary Cheney
E-mail Address	zcheney@egusd.net
Web Site	http://cohs.egusd.net
Grade Span	9th Grade - 12th Grade
County-District-School(CDS) Code	34673140116897

School Description and Mission Statement (School Year 2024 - 2025)

Cosumnes Oaks High School (COHS), the Elk Grove Unified School District's ninth comprehensive high school, opened in August 2008. The COHS complex includes its primary feeder school: Elizabeth Pinkerton Middle School. COHS is committed to challenging students by providing varied and rigorous curricula. In addition, we support student success through a comprehensive academic guidance and support program and personalized educational planning for college and career.

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

COHS 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 school's booster club recruits parent and community volunteers to assist with campus events, clubs, and programs. Parents and community members are encouraged to join one of Cosumnes Oaks High School's parent organizations that include the Wolfpack Booster Association, School Site Council, Parent Advisory Council, or one of the many athletic and arts parent booster boards.

COHS is proud of the rigorous standards-based curricula; in this way, we can provide all Wolfpack students with the necessary tools for college, career, and life readiness. Industry Sector Standards guide multiple High-Quality Academies and Pathways which focus on Career Connected Learning: Culinary Arts, Graphic Design, Architectural Design and Engineering, Robotics/Coding, AP Capstone, Visual and Performing Arts, and Medical Careers. In addition, COHS offers a wide variety of AP courses. Our collaborative efforts with Los Rios Community College provide the opportunity for many students to earn college credits while still in high school.

The implementation of the Focus on College and Career freshman course, which was integral in our school's recognition by the State of California as a Gold Ribbon School, again received a Bronze Medal from Academic Innovations. The data driven success of the program now drives our school wide Advocacy program that focuses on life readiness.

Zachary Cheney, Principal
Cosumnes Oaks High School

Student Enrollment by Grade Level (School Year 2023 - 2024)

Grade Level	Number of Students
Kindergarten	0
Grade 1	0
Grade 2	0
Grade 3	0
Grade 4	0
Grade 5	0
Grade 6	0
Grade 7	0
Grade 8	0
Grade 9	495
Grade 10	537
Grade 11	549
Grade 12	570
Total Enrollment	2151

Student Enrollment by Student Group (School Year 2023 - 2024)

Student Group	Percent of Total Enrollment
Female	48.00%
Male	52.00%
Non-Binary	0.00%
American Indian or Alaska Native	0.60%
Asian	28.50%
Black or African American	12.00%
Filipino	12.80%
Hispanic or Latino	20.40%
Native Hawaiian or Pacific Islander	1.00%
Two or More Races	10.20%
White	14.60%
English Learners	4.80%
Foster Youth	0.00%
Homeless	0.70%
Migrant	0.70%
Socioeconomically Disadvantaged	34.20%
Students with Disabilities	11.10%

A. Conditions of Learning

State Priority: Basic

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

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

Teacher Preparation and Placement (School Year 2020 - 2021)

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	86.50	95.50%	2617.20	92.08%	228366.10	83.12%
Intern Credential Holders Properly Assigned	0.00	0.00%	22.10	0.78%	4205.90	1.53%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	1.90	2.20%	44.70	1.57%	11216.70	4.08%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00%	54.70	1.93%	12115.80	4.41%
Unknown/Incomplete/NA	2.00	2.30%	103.30	3.64%	18854.30	6.86%
Total Teaching Positions	90.60	100.00%	2842.20	100.00%	274759.10	100.00%

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned to based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teacher Preparation and Placement (School Year 2021 - 2022)

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	85.70	87.47%	2737.20	90.11%	234405.20	84.00%
Intern Credential Holders Properly Assigned	0.00	0.00%	24.80	0.82%	4853.00	1.74%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	2.60	2.71%	42.20	1.39%	12001.50	4.30%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	1.60	1.65%	72.10	2.37%	11953.10	4.28%
Unknown/Incomplete/NA	8.00	8.16%	161.10	5.30%	15831.90	5.67%
Total Teaching Positions	98.00	100.00%	3037.40	100.00%	279044.80	100.00%

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned to based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teacher Preparation and Placement (School Year 2022 - 2023)

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	85.20	87.05%	2764.10	90.32%	231142.40	100.00%
Intern Credential Holders Properly Assigned	0.90	1.01%	41.30	1.35%	5566.40	2.00%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	4.90	5.01%	60.90	1.99%	14938.30	5.38%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	2.60	2.73%	70.40	2.30%	11746.90	4.23%
Unknown/Incomplete/NA	4.00	4.17%	123.40	4.03%	14303.80	5.15%
Total Teaching Positions	97.90	100.00%	3060.40	100.00%	277698	100%

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned to based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

Authorization/Assignment	2020 - 2021	2021 - 2022	2022 - 2023
Permits and Waivers	0.00	2.00	1.9
Misassignments	1.90	0.60	2.9
Vacant Positions	0.00	0.00	0
Total Teachers Without Credentials and Misassignments	1.90	2.60	4.9

Credentialed Teachers Assigned Out-of-Field (considered "out-of-field" under ESSA)

Indicator	2020 - 2021	2021 - 2022	2022 - 2023
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00	2.2
Local Assignment Options	0.00	1.60	0.4
Total Out-of-Field Teachers	0.00	1.60	2.6

Class Assignments

Indicator	2020 - 2021	2021 - 2022	2022 - 2023
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	3.40%	0.5%	3%
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	3.70%	0%	0%

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

Quality, Currency, and Availability of Textbooks and Instructional Materials (School Year 2024 - 2025)

Year and month in which data were collected: September 3, 2024

Subject		Textbooks and Instructional Materials Year of Adoption (Translation of textbook names available on request)	
Reading/Language Arts	All English/Language Arts books K-12 are provided one per student.	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
<i>World of Wonders</i> by McGraw Hill © 2017 in grades TK. All materials are from the most recent adoption of the local governing Board of Education.	TK - <i>Big Book Package</i> . No student materials. Adopted EGUSD 2016	Yes	0
<i>California Wonders</i> by McGraw Hill © 2017 in grades K-6. This program is from the current SBE adoption. The following materials are provided one per student by grade level:	K- <i>Your Turn Practice Book</i> 1st- <i>Literature Anthology units 1-4, Your Turn Practice Book</i> 2nd-6th: <i>Literature Anthology, Your Turn Practice Book</i> Adopted EGUSD 2016	Yes	0
<i>CA StudySync</i> by McGraw Hill, © 2017 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 Adopted EGUSD 2017	Yes	0
English 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:	9th-12th - Student Edition <i>CA StudySync</i> by McGraw Hill, © 2017 Adopted EGUSD 2017 10th Honors - <i>Advanced Language & Literature</i> , Bedford, Freeman & Worth © 2016 Adopted EGUSD 2018	Yes	0
AP English books by multiple publishers in grades 11-12. 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: 11th - <i>Language of Composition</i> , Bedford/St. Martins © 2023 Adopted EGUSD 2023 12th - <i>Literature & Composition</i> , Bedford/St. Martins © 2022 Adopted EGUSD 2022	Yes	0
IB English books by multiple publishers in grades 11-12. 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:	IB Courses: <i>Theory of Knowledge</i> , Oxford University Press © 2020 Adopted EGUSD 2020 <i>English A: Literature for the IB Diploma</i> , Oxford University Press © 2019; Adopted EGUSD 2021	Yes	0
Mathematics	All Math books K-12 are provided one per student.	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
<i>World of Wonders</i> by McGraw Hill © 2017 in grades TK. All materials are from the most recent adoption of the local governing Board of Education.	TK - <i>Big Book Package</i> . No student materials. Adopted EGUSD 2016	Yes	0
<i>Envision Math</i> , © 2020, © 2021 in grades K-6. All 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:	K-6th - Student Edition and Practice workbook Adopted EGUSD 2023	Yes	0

Imagine IM Math, © 2024 in grades 7-8 and Reveal Math 1 © 2020 in grade 8. All 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:	7th-8th Imagine IM, Imagine Learning © 2024; Reveal Integrated Math 1, McGraw Hill © 2020 Adopted EGUSD 2024	Yes	0
Mathematics books by multiple publishers in grades 9-12. 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:	9th-12th Statistics & Probability with Applications 3e Bedford Freeman & Worth © 2016; PreCalculus with Limits 4e Cengage © 2018 Adopted EGUSD 2018 Reveal IM Math 1-3 McGraw Hill © 2020 Adopted EGUSD 2024	Yes	0
AP mathematics books by multiple publishers in grades 10-12. 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: Calculus: Graphical, Numerical, Pearson 2016; Practice of Statistics, 5th Ed., WH Freeman & Co. © 2015 Adopted EGUSD 2016 Calculus 11th edition, Cengage © 2018 Adopted EGUSD 2018	Yes	0
IB mathematics books by multiple publishers in grades 11-12. 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:	IB Courses: Calculus: Graphical, Numerical, Pearson © 2016 Adopted EGUSD 2016 Mathematics Core Topics SL1 © 2019; Mathematics Core Topics HL1 © 2019; Mathematics Analysis & Approaches SL2 © 2019; Mathematics Analysis & Approaches HL2 © 2019; Mathematics Applications & Interpretation SL2 © 2019, Haese Mathematics Adopted EGUSD 2020	Yes	0
Science	All 2-12 Science books are provided one per student.	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
World of Wonders by McGraw Hill © 2017 in grades TK. All materials are from the most recent adoption of the local governing Board of Education	TK - Big Book Package. No student materials. Adopted EGUSD 2016	Yes	0
Amplify Science by Amplify Education © 2019 for grades K-5. This program is from the current SBE adoption. The following materials are provided one per student by grade level:	K - Big Book Package (3) 1st - Big Book Package (3) 2nd - Investigation Notebook (3) 3rd - 5th Investigation Notebook (4) Adopted EGUSD 2021	Yes	0
Science text by STEMscopes © 2019 in grades 6-8. This program is from the current SBE adoption. The following materials are provided one per student by grade level:	6th - Earth & Space Science 7th - Life Science 8th - Physical Science Adopted EGUSD 2020	Yes	0
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:	Chemistry in the Community © 2006, VHPS; Adopted EGUSD 2006 Foundations in Microbiology, McGraw Hill, © 2005 Adopted EGUSD 2008 The Living Earth, © 2019, Physics in the Universe, © 2019, STEMscopes, Experience Chemistry, © 2019 Pearson; Adopted EGUSD 2020 Foundations of Astronomy, Cengage © 2019, Criminalistics, Pearson © 2021, Hole's Essentials of Anatomy & Physiology © 2021, McGraw Hill; Visualizing Environmental Science, McGraw Hill © 2017; Adopted EGUSD 2022	Yes	0

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:	AP Courses: <i>Campbell Biology in Focus</i> , Pearson © 2020; <i>Chemistry: A Molecular Approach</i> , Pearson © 2023; <i>Environmental Science for the AP Course</i> , Bedford/St. Martin © 2019; Adopted EGUSD 2022	Yes	0
	<i>College Physics</i> , Cengage © 2023 Adopted EGUSD 2024		
IB science books by multiple publishers in grades 11-12. 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:	IB Courses: <i>Standard Level Biology 3e</i> , <i>Higher Level Biology 3e</i> , <i>Standard Level Chemistry 3e</i> , <i>Higher Level Chemistry 3e</i> , Pearson © 2023 Adopted EGUSD 2024	Yes	0
History-Social Science	All 1-12 History-Social Science books are provided one per student.	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
<i>World of Wonders</i> by McGraw Hill © 2017 in grades TK. All materials are from the most recent adoption of the local governing Board of Education	TK - <i>Big Book Package</i> . No student materials. Adopted EGUSD 2016	Yes	0
<i>Impact: California</i> by McGraw Hill © 2019 in K-5 grades. This program is from the current SBE adoption. The following materials are provided one per student by grade level:	K- <i>Learning and Working Now and Long Ago</i> 1st - <i>A Child's Place in Time and Space</i> 2nd - <i>People Who Make a Difference</i> 3rd - <i>Continuity and Change</i> 4th - <i>California: A Changing State</i> 5th - <i>US History: Making a New Nation</i> Adopted EGUSD 2019	Yes	0
<i>Impact: California</i> by McGraw Hill © 2019 in 6-8 grades. This program is from the current SBE adoption. The following materials are provided one per student by grade level:	6th - <i>Ancient Civilizations</i> 7th - <i>Medieval to Early Modern Times</i> 8th - <i>United States History & Geography</i> Adopted EGUSD 2019	Yes	0
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:	<i>World History Culture & Geography: The Modern World</i> © 2019, <i>United States History & Geography, Continuity & Change</i> © 2019, <i>Principles of American Democracy</i> © 2019, <i>Principles of Economics</i> © 2019, McGraw Hill Adopted EGUSD 2020	Yes	0
	<i>Geography Alive! Digital curriculum, TCI</i> Adopted EGUSD 2022		
AP social science books by multiple publishers in grades 10-12. 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:	AP Courses: <i>Human Geography, A Spatial Perspective</i> © 2021, Cengage; Adopted EGUSD 2022		
	<i>Give Me Liberty!</i> © 2020, W.W. Norton; <i>Ways of the World</i> © 2023, <i>American Government</i> © 2021, <i>Comparative Government</i> © 2023, <i>Krugman's Economics</i> © 2023, Bedford Freeman & Worth; Adopted EGUSD 2023	Yes	0
IB social science books by multiple publishers in grades 11-12. 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:	IB Courses: <i>History of the Americas</i> © 2015; Adopted EGUSD 2017		
	<i>The Cold War Superpower Tensions and Rivalries</i> © 2015, Oxford University Press; <i>Authoritarian States</i> , © 2015, Oxford University Press Adopted EGUSD 2018	Yes	0
	<i>Global Politics</i> , © 2017, Oxford University Press Adopted EGUSD 2022		

Foreign Language	All 7-12 World language books are provided one per student.	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
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.	<p><i>Adventures in Japanese 1 & 2</i>, Cheng & Tsui © 2016; <i>Dekiru!</i>, Cheng & Tsui, © 2017; <i>Deutsch Aktuell 1,2,3</i>, EMC-Carnegie © 2017; <i>EntreCultures 1,2,3</i>, Wayside © 2020; <i>Imaginez</i>, Vista Higher Learning © 2020; <i>EntreCulturas 1,2,3</i>, Wayside © 2017; <i>EntreCulturas 4</i>, Wayside © 2021 Adopted EGUSD 2021</p> <p><i>Adventures in Japanese 3</i>, Cheng & Tsui, © 2018; Adopted EGUSD 2023</p>	Yes	0
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.	<p>AP Courses: <i>Dekiru!</i>, Cheng & Tsui, © 2017; <i>Neue Blockwinkel</i>, Wayside, © 2017; <i>Imaginez</i>, Vista Higher Learning © 2020; <i>Triangulo A Preciado</i>, Wayside © 2019; <i>Azulejo</i>, Wayside © 2012 Adopted EGUSD 2021</p>	Yes	0
IB world language books by multiple publishers in grades 11-12. All high school textbooks are from the most recent adoption of the local governing Board of Education.	<p>IB Courses: <i>French B Course Companion</i>, <i>Spanish B Course Companion</i>, © 2018, Oxford University Press Adopted EGUSD 2019</p> <p><i>Dekiru!</i>, © 2017, Cheng & Tsui Adopted EGUSD 2022</p> <p><i>Adventures in Japanese 3</i>, Cheng & Tsui, © 2018; Adopted EGUSD 2023</p>	Yes	0

Visual and Performing Arts	All students 7-12 have access to appropriate books.	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
All 7th - 12th school textbooks are from the most recent adoption of the local governing Board of Education.	7th-8th: <i>Tradition of Excellence</i> , Beacon Music © 2011; Adopted EGUSD 2018	Yes	0
	9-12th: <i>Alfred's Basic Adult Piano Course</i> , Alfred Music © 1999; <i>Basic Drama Projects</i> , Perfection Learning © 2015; <i>Beginning Sculpture</i> , Davis © 2005; <i>Communication Through Graphic Design</i> , Davis © 2010; <i>Dance Composition</i> , Davis © 2009; <i>Discovering Drawing</i> , Davis © 2018; <i>Discovering Dance</i> , Human Kinetics © 2014; <i>Drama for Reading and Performance</i> , Perfection Learning © 2008; <i>Experience Clay</i> , Davis © 2011; <i>Experience Painting</i> , Davis © 2015; <i>Experiencing Dance</i> , Human Kinetics © 2014; <i>Focus on Photography</i> , Davis © 2016; <i>Guitar School</i> , Alfred Music © 1998; <i>Photography</i> , Pearson © 2016; Adopted EGUSD 2018	Yes	0
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: <i>Gardner's Art Through the Ages</i> , Thomson/Wadsworth © 2005; Adopted EGUSD 2005 <i>Musician's Guide to Theory and Analysis</i> , WW Norton © 2006; Adopted EGUSD 2018	Yes	0
Health	All 9-12 Health books are provided one per student.	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
All high school textbooks are from the most recent adoption of the local governing Board of Education.	<i>Glencoe Health</i> , McGraw Hill © 2022 Adopted EGUSD 2021	Yes	0
Science Laboratory Equipment (grades 9-12)			
All 9-12 students utilizing a lab have access to appropriate equipment.			

School Facility Conditions and Planned Improvements (School Year 2024 - 2025)

Cosumnes Oaks High School opened in 2008. The school has seventy classrooms, twelve science rooms, a career center, and a full stadium and track facility. The school has a commercially-fitted Culinary Arts building, 700-seat Performing Arts Theater, as well as a 280-seat Black Box Theater. The school also has a Medical Careers building, and simulation clinic room for the Medical Careers Pathway. The school shares a 12,000 square foot library with Elizabeth Pinkerton Middle School. There are two gymnasiums, a band and choir room, and a broadcasting studio.

The LEA takes great efforts to ensure that all schools are clean, safe, and functional. To assist in this effort, the LEA uses a facility survey instrument developed by the State of California Office of Public School Construction. The results of this survey are available at the district office. Included is information from the facility survey instrument on the condition of the school and the efforts made to ensure that students are provided with a clean, safe, and functional learning environment. Our school received an "Exemplary" status based on the State's definitions for each of the eight categories evaluated, which is the highest rating possible.

School Facility Good Repair Status

Year and month of the most recent FIT report : 9/6/2024

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

Overall Facility

Year and month of the most recent FIT report: 9/6/2024

Overall Rating

Exemplary	Good	Fair	Poor
X			

The district's maintenance and grounds departments work in concert with the school site custodial team to ensure that school buildings, classrooms, and grounds are maintained at exceptional levels to provide a safe and functional environment for all students. The district utilizes the latest electronic work order system enabling site administration and custodians to communicate maintenance needs. Emergency repair needs are immediately resolved by either the school custodian or district maintenance staff. Each morning the custodian inspects the school prior to students and staff entering school grounds. Restrooms are inspected daily to ensure that they are adequately stocked, safe, and sanitary. The Board of Education has adopted cleaning standards for all schools in the district.

The State Deferred Maintenance Program (DMP) was established in 1980 to aid districts in major maintenance projects. Beginning with the 2013-2014 fiscal year and the inception of the Local Control Funding Formula (LCFF) the State has intended for Deferred Maintenance needs and expenses to be included in the District's LCFF allotment. The district continues to fund routine projects previously considered as part of the State's former DMP at levels required by the State and continues to use local resources.

Recent Modifications have been completed for the following classrooms with the support of grant funding: Broadcast Studio upgrade, worker space for the Robotics Pathway, remodel of the Graphic Arts classroom to include technology. An additional two classrooms for the medical pathway as well as a simulated clinic room have been built. A new roof for our main gym was installed last school year.

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the Pupil Achievement State Priority (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System includes assessments for English language arts/literacy [ELA], mathematics, and science for students in the general education population and the California Alternate Assessment [CAA]. Only eligible students may participate in the administration of the CAA. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] or California Next Generation Science Standards [CA NGSS] for students with the most significant cognitive disabilities).
- The CAASPP System encompasses the following assessments and student participation requirements:
 1. **Smarter Balanced Summative Assessments and CAA for ELA** in grades three through eight and grade eleven.
 2. **Smarter Balanced Summative Assessments and CAA for mathematics** in grades three through eight and grade eleven.
 3. **California Science Test (CAST) and CAA for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).
- **College and Career Ready:** The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students
Grades Three through Eight and Grade Eleven taking and completing state-administered assessments
Percentage of Students Meeting or Exceeding the State Standards

Subject	School 2022 - 2023	School 2023 - 2024	District 2022 - 2023	District 2023 - 2024	State 2022 - 2023	State 2023 - 2024
English Language Arts/Literacy (grades 3-8 and 11)	72%	66%	51%	51%	46%	47%
Mathematics (grades 3-8 and 11)	43%	42%	40%	41%	34%	35%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: ELA and mathematics test results include the Smarter Balanced Summative Assessments and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAA divided by the total number of students who participated in both assessments.

CAASPP Test Results in ELA by Student Group for students taking and completing a state-administered assessment - Grades Three through Eight and Grade Eleven
(School Year 2023 - 2024)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	542	528	97.42	2.58	65.91
Female	253	248	98.02	1.98	68.55
Male	289	280	96.89	3.11	63.57
American Indian or Alaska Native	--	--	--	--	--
Asian	162	161	99.38	0.62	80.75
Black or African American	62	60	96.77	3.23	40.00
Filipino	59	59	100.00	0.00	91.53
Hispanic or Latino	124	120	96.77	3.23	49.17
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	46	44	95.65	4.35	52.27
White	78	73	93.59	6.41	69.86
English Learners	25	25	100.00	0.00	12.00
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	193	190	98.45	1.55	53.16
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	52	51	98.08	1.92	13.73

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAA divided by the total number of students who participated in both assessments.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Test Results in Mathematics by Student Group for students taking and completing a state-administered assessment - Grades Three through Eight and Grade Eleven
(School Year 2023 - 2024)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	542	528	97.42	2.58	41.67
Female	253	248	98.02	1.98	38.31
Male	289	280	96.89	3.11	44.64
American Indian or Alaska Native	--	--	--	--	--
Asian	162	160	98.77	1.23	64.38
Black or African American	62	61	98.39	1.61	11.48
Filipino	59	59	100.00	0.00	57.63
Hispanic or Latino	124	120	96.77	3.23	25.00
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	46	44	95.65	4.35	31.82
White	78	73	93.59	6.41	42.47
English Learners	25	25	100.00	0.00	16.00
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	193	190	98.45	1.55	33.16
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	52	51	98.08	1.92	7.84

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAA divided by the total number of students who participated in both assessments.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Test Results in Science for All Students - Grades Five, Eight, and High School
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2022 - 2023	School 2023 - 2024	District 2022 - 2023	District 2023 - 2024	State 2022 - 2023	State 2023 - 2024
Science (grades 5, 8, and high school)	48.93	49.72	36.18	36.00	30.29	30.73

Note: Science test results include the CAST and the CAA for Science. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAA for Science divided by the total number of students who participated in a science assessment.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Test Results in Science by Student Group
Grades Five, Eight, and High School
(School Year 2023 - 2024)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	1129	1104	97.79	2.21	49.18
Female	523	511	97.71	2.29	47.65
Male	606	593	97.85	2.15	50.51
American Indian or Alaska Native	--	--	--	--	--
Asian	325	323	99.38	0.62	65.02
Black or African American	133	128	96.24	3.76	22.05
Filipino	146	145	99.32	0.68	68.28
Hispanic or Latino	230	224	97.39	2.61	36.32
Native Hawaiian or Pacific Islander	14	14	100.00	0.00	35.71
Two or More Races	100	98	98.00	2.00	38.78
White	172	163	94.77	5.23	47.85
English Learners	41	41	100.00	0.00	4.88
Foster Youth	0	0	0	0	0
Homeless	11	10	90.91	9.09	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	385	375	97.40	2.60	37.27
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	110	106	96.36	3.64	9.43

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Career Technical Education (CTE) Programs (School Year 2023 - 2024)

Career Technical Education (CTE) provides opportunities for COHS students to prepare for college, career and life through a Linked Learning approach that integrates rigorous academics, technical skills, relevant real-world experiences, work-based learning opportunities, and wrap-around support. Guidance and career counselors offer support focused on achieving the outcomes described in the EGUSD Graduate Profile. COHS provided the Future Ready anchor class for all 9th-grade students. Each student creates a 10-year plan that focuses on college, career, and beyond. COHS offers the following CTE programs that promote leadership, develop job-related skills, offer work-based learning opportunities, and increase interest in school: California Partnership Academies (CPA), High Quality Career Pathways (HQCP), and Satellite CTE Programs. CPAs feature cohort scheduling in CTE and academic core classes, integrated projects, and work-based learning opportunities. HQCPs provide a two-to-three year sequence of CTE courses within a career pathway. Pathway programs offer work-based learning opportunities and industry-recognized certification when available. Satellite CTE programs, open to students across the district, allow students to complete an intensive training course in one year or less, take courses leading to industry certification, or experience internships. All CTE programs have an advisory committee that includes industry representatives for guidance and input. CTE programs at COHS also allow students to meet graduation and A-G requirements. In 2024-25, COHS offers one CPA, the Culinary Arts Academy. HQCPs at COHS include Architectural Design and Engineering, Digital Communications, Satellite CTE Culinary Arts, Robotics and Programming, and Medical Careers. EGUSD's Department of College and Career Connections supports COHS's CTE programs through strategic planning, oversight, and professional development. Individual student assessment of work readiness skills in CTE programs takes place through end-of-course exams, projects, portfolios and defense of learning, industry certifications, or other means. Our CTE programs are evaluated through multiple measures: the number of students completing a CTE pathway, graduation rates, A-G completion rates, GPA, and attendance. Our CTE teams complete a rigorous self-reflection process, followed by district certification.

Career Technical Education Participation (School Year 2023 - 2024)

Measure	CTE Program Participation
Number of pupils participating in CTE	1335
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	62.70%
Percent of CTE courses sequenced or articulated between the school and institutions of postsecondary education	68.00%

Course Enrollment/Completion of University of California (UC) and/or California State University (CSU) Admission Requirements

UC/CSU Course Measure	Percent
2023 - 2024 Pupils Enrolled in Courses Required for UC/CSU Admission	98.56%
2022 - 2023 Graduates Who Completed All Courses Required for UC/CSU Admission	72.10%

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the Other Pupil Outcomes State Priority (Priority 8):

- Pupil outcomes in the subject area of physical education.

California Physical Fitness Test Results (School Year 2023 - 2024)

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
5					
7					
9	95%	88%	93%	92%	94%

Note: The administration of the PFT requires only participation results for these five fitness areas.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

C. Engagement

State Priority: Parental Involvement

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

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

[Opportunities for Parental Involvement \(School Year 2024 - 2025\)](#)

Cosumnes Oaks High School provides multiple opportunities for parents to access resources: Synergy e-mail, counseling, Facebook, administration, and communicating with teachers. Our Family & Community Engagement team coordinates a yearly Parent Education Series. The Wolfpack Booster Association recruits parent volunteers to assist with campus events and activities including athletic/music programs. In August, the school recruits parents for membership on School Site Council. Call 916-683-7670 and speak with our School Secretary, Monique Hansen.

State Priority: Pupil Engagement

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

- High school dropout rates
- High school graduation rates
- Chronic Absenteeism

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

Indicator	School 2021 - 2022	School 2022 - 2023	School 2023 - 2024	District 2021 - 2022	District 2022 - 2023	District 2023 - 2024	State 2021 - 2022	State 2022 - 2023	State 2023 - 2024
Dropout Rate	0.8%	1.5%	0.5%	4.3%	5.2%	4.7%	7.8%	8.2%	8.9%
Graduation Rate	95.9%	98%	98.6%	91.1%	88.9%	90%	87%	86.2%	86.4%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Graduation Rate by Student Group (Four-Year Cohort Rate) (School Year 2023 - 2024)

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	561	553	98.6
Female	262	261	99.6
Male	299	292	97.7
Non-Binary	0.0	0.0	0.0
American Indian or Alaska Native	--	--	--
Asian	160	157	98.1
Black or African American	60	60	100.0
Filipino	87	87	100.0
Hispanic or Latino	103	101	98.1
Native Hawaiian or Pacific Islander	--	--	--
Two or More Races	52	51	98.1
White	87	85	97.7
English Learners	38	35	92.1
Foster Youth	--	--	--
Homeless	--	--	--
Socioeconomically Disadvantaged	258	252	97.7
Students Receiving Migrant Education Services	--	--	--
Students with Disabilities	48	45	93.8

For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at <https://www.cde.ca.gov/ds/ad/acgrinfo.asp>.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Chronic Absenteeism by Student Group (School Year 2023 - 2024)

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	2219	2201	322	14.6%
Female	1071	1062	154	14.5%
Male	1148	1139	168	14.7%
Non-Binary	--	--	--	--%
American Indian or Alaska Native	12	12	2	16.7%
Asian	625	623	52	8.3%
Black or African American	270	267	46	17.2%
Filipino	284	283	28	9.9%
Hispanic or Latino	457	450	98	21.8%
Native Hawaiian or Pacific Islander	22	22	6	27.3%
Two or More Races	227	225	36	16.0%
White	322	319	54	16.9%
English Learners	123	118	23	19.5%
Foster Youth	--	--	--	--%
Homeless	24	23	8	34.8%
Socioeconomically Disadvantaged	811	799	162	20.3%
Students Receiving Migrant Education Services	17	17	8	47.1%
Students with Disabilities	251	244	54	22.1%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

State Priority: School Climate

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

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

Suspensions and Expulsions

Rate	School 2021 - 2022	School 2022 - 2023	School 2023 - 2024	District 2021 - 2022	District 2022 - 2023	District 2023 - 2024	State 2021 - 2022	State 2022 - 2023	State 2023 - 2024
Suspensions	4.40%	4.61%	4.51%	4.22%	3.81%	4.04%	3.17%	3.60%	3.28%
Expulsions	0.0%	0.0%	0.1%	0.0%	0.0%	0.0%	0.1%	0.1%	0.1%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Suspensions and Expulsions by Student Group (School Year 2023 - 2024)

Student Group	Suspensions Rate	Expulsions Rate
All Students	4.51%	0.05%
Female	3.64%	0.00%
Male	5.31%	0.09%
Non-Binary	0.00%	0.00%
American Indian or Alaska Native	0.00%	0.00%
Asian	1.12%	0.00%
Black or African American	10.37%	0.00%
Filipino	1.41%	0.00%
Hispanic or Latino	6.35%	0.22%
Native Hawaiian or Pacific Islander	18.18%	0.00%
Two or More Races	5.29%	0.00%
White	4.97%	0.00%
English Learners	5.69%	0.81%
Foster Youth	0.00%	0.00%
Homeless	12.50%	0.00%
Socioeconomically Disadvantaged	6.78%	0.12%
Students Receiving Migrant Education Services	17.65%	0.00%
Students with Disabilities	13.15%	0.40%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

School Safety Plan (School Year 2024 - 2025)

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 and approved our School Safety Plan in September 2024. An "Emergency Handbook", outlining a plan of action for emergencies such as earthquakes, fires, floods, and chemical spills, is kept in the school office. PBIS Tier I and II staff members promote safe choices and conflict resolution on campus. Cosumnes Oaks High School is a closed campus. There is limited access during school hours; visitors must enter through the Administrative Office or Student Services and register as well as wear a badge identifying as a visitor. The school has security personnel on campus from 7:30am to 4:30pm daily.

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Average Class Size and Class Size Distribution (Secondary) (School Year 2021 - 2022)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English	26	10	19	16
Mathematics	26	9	26	9
Science	28	5	14	15
Social Science	33	1	10	25

* 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.

Average Class Size and Class Size Distribution (Secondary) (School Year 2022 - 2023)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English	26	11	20	14
Mathematics	26	11	18	20
Science	32	2	7	24
Social Science	33	2	8	29

* 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.

Average Class Size and Class Size Distribution (Secondary) (School Year 2023 - 2024)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English	24	14	14	16
Mathematics	28	7	17	19
Science	30	4	10	20
Social Science	30	7	6	29

* 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.

Ratio of Pupils to Academic Counselors (School Year 2023 - 2024)

Title	Ratio
Pupils to Academic Counselors*	358.5

*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.

Student Support Services Staff (School Year 2023 - 2024)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	6
Library Media Teacher (Librarian)	1
Library Media Services Staff (paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other**	1

* 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.

** "Other" category is for all other student support services staff positions not listed.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2022 - 2023)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental/ Restricted)	Expenditures Per Pupil (Basic/ Unrestricted)	Average Teacher Salary
School Site	\$9,199	\$1,724	\$7,475	\$95,353
District	N/A	N/A	\$10,705	\$93,310
Percent Difference - School Site and District	N/A	N/A	-35.53%	2.17%
State	N/A	N/A	\$10,771	\$94,625
Percent Difference - School Site and State	N/A	N/A	-36.13%	0.77%

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

Types of Services Funded (Fiscal Year 2023 - 2024)

COHS has six counselors, social worker, resource specialists, psychologist, speech therapist, health technician, librarian, and a school resource officer. ELA, EL, Equity, and Math curriculum coaches support our faculty. COHS has Tier I and II PBIS support for students. COHS offers AVID classes at each grade level. Freshmen are enrolled in Focus on College and Career. Academies/Pathways include: VAPA, Architectural Design and Engineering, Graphic Arts, Robotics, Culinary Arts, AP Capstone, and Medical Careers. Advocacy is held once per week for every grade level. COHS also offers twenty-one College Board approved Advanced Placement courses. A partnership with the Los Rios Community College District provides students with the opportunity to earn transferrable college credits by completing college courses.

Teacher and Administrative Salaries (Fiscal Year 2022 - 2023)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$54,010	\$56,573
Mid-Range Teacher Salary	\$77,387	\$87,186
Highest Teacher Salary	\$112,313	\$119,665
Average Principal Salary (Elementary)	\$142,835	\$148,486
Average Principal Salary (Middle)	\$140,870	\$154,835
Average Principal Salary (High)	\$157,333	\$170,008
Superintendent Salary	\$441,092	\$338,699
Percent of Budget for Teacher Salaries	33.00%	31.41%
Percent of Budget for Administrative Salaries	4.00%	4.86%

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

Advanced Placement (AP) Courses (School Year 2023 - 2024)

Percent of Students in AP Courses: 30.6%

Subject	Number of AP Courses Offered*
Computer Science	2
English	4
Fine and Performing Arts	2
Foreign Language	0
Mathematics	5
Science	5
Social Science	12
Total AP Courses Offered*	36

*Where there are student course enrollments of at least one student.

Professional Development

Teachers and staff are dedicated to improving their skills to meet the needs of our students. Cosumnes Oaks High School received a six-year accreditation from the Western Association of Schools and Colleges in 2017-2018. There are at least two late start meeting dates per month devoted to Professional Learning Communities. A majority of staff meetings and minimum days include staff professional development. A few are as follows: Restorative Practices, Arbinger Outward Mindset in Education, Learning Targets and Success Criteria, Suicide Awareness, Mandated Reporter, Constructive EL Student Interaction, Positive Behavior Intervention & Supports, Restorative Practices, and Norming Student Behavior Referrals. Outside professional development includes LINK Crew, Next Generation Science Standards, Positive Behavior Intervention, and Support, Restorative Practices, Music Conference, Integrated Math, and Advanced Placement Course Conferences, Career Connected Learning, and Focus on College and Career.

	2022 - 2023	2023 - 2024	2024 - 2025
Number of school days dedicated to Staff Development and Continuous Improvement	8	8	8