

School Accountability Report Card Reported for School Year 2005-06

Published During 2006-07

The School Accountability Report Card (SARC), which is required by law to be published annually, contains information about the condition and performance of each California public school. More information about SARC requirements is available at the California Department of Education (CDE) Web site 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.

DataQuest, an online data tool at <http://data1.cde.ca.gov/dataquest/>, contains additional information about this school and comparisons of the school to the district, the county, and the state.

I. About This School

Contact Information

This section provides the school's contact information.

School Information		District Information	
School Name	Genesis High (Cont.)	District Name	East Side Union High
Principal	Chip Gaston	Superintendent	Bob Nunez
Street	3095 Yerba Buena Road	Street	830 N. Capitol Ave.
City, State, Zip	San Jose, CA 95135	City, State, Zip	San Jose, CA 95133-1316
Phone Number	408-223-6771	Phone Number	408-347-5011
FAX Number	408-532-1855	FAX Number	408-347-5045
Web Site		Web Site	www.esuhdsd.org
E-mail Address	gastonc@esuhsd.org	E-mail Address	
CDS Code	43694274330346	SARC Contact	

School Description and Mission Statement

This section provides information about the school's goals and programs.

Located on the campus of Evergreen Valley College and working in partnership with the college, Genesis High School offers a unique opportunity for mature students. In 2002-03, 72 students were enrolled in Genesis.

The goal of the Genesis High School staff is to assist each student in earning a high school diploma by successfully completing the East Side Union High School District course curriculum and proficiency tests, while simultaneously challenging students to begin their college course of study and prepare for life in the 21st Century.

Students are enrolled in college classes and will have various college professors for instructors. Each Genesis graduate will be well on his/her way towards an Associate of Arts degree in college by the time he or she graduates from high school.

Alternative Education is an individualized open-entry/open-exit system with competency-based curriculum. Graduating students must meet minimum competencies established by the school

district and state mandated graduation requirements.

Eighty 11th and 12th grade students are enrolled, with all Genesis classes taking place in the afternoon so that Genesis students can take a college class or classes in the morning. The population is very diverse and the major criterion for acceptance in Genesis is low graduation credits. Due to the low population, Genesis reports its yearly ASAM data to the CDE. The data sent to the CDE includes: Indicator #6, Attendance rate; Indicator #13B, Average credits earned; Indicator #14, Graduation rate.

Mission Statement: To provide a safe and caring environment where students, who have not been successful in traditional high schools achieve the academic, personal and social development required to continue learning, pursue post-secondary education, compete in a dynamic job market and participate in a diverse, democratic society.

Opportunities for Parental Involvement

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

Contact Person Name	Cathy Broussard	Contact Person Phone Number	408-223-6771
----------------------------	-----------------	------------------------------------	--------------

At the time of the initial intake (enrollment), a parent is required to attend a conference with the Coordinator/Principal to discuss the expectations of all parties involved (parent, student and staff). The student's "Personal Learning Plan" is discussed with the student and parent to identify the specific needs that will have to be addressed in order for the student to reach their graduation goal. At the beginning of each semester, teachers hold a conference to again discuss the needs of the students using the Personal Learning Plan.

Student Enrollment by Grade Level

This table displays the number of students enrolled in each grade level at the school.

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	0
Grade 3	0	Grade 10	0
Grade 4	0	Grade 11	26
Grade 5	0	Grade 12	54
Grade 6	0	Ungraded Secondary	0
Grade 7	0	Total Enrollment	80

Student Enrollment by Group

This table displays the percent of students enrolled at the school who are identified as being in a particular group.

Group	Percent of Total Enrollment	Group	Percent of Total Enrollment
African American	12.5	White (not Hispanic)	11.3

American Indian or Alaska Native	0.0	Multiple or No Response	2.5
Asian	11.3	Socioeconomically Disadvantaged	0.0
Filipino	12.5	English Learners	6.0
Hispanic or Latino	50.0	Students with Disabilities	0.0
Pacific Islander	0.0	---	---

Average Class Size and Class Size Distribution (Secondary)

This table displays by subject area the average class size and the number of classrooms that fall into each size category (a range of total students per classroom).

Subject	2003-04			2004-05			2005-06					
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
English	16.0	4			17.5	4			20.0	4		
Mathematics	15.8	4			17.5	3	1		19.8	3	1	
Science	16.0	4			17.0	4			19.5	4		
Social Science	17.5	8			20.8	4	4		23.5	3	5	

II. School Climate

School Safety Plan

This section provides information about the school's comprehensive safety plan.

Date of Last Review/Update	September 2004	Date Last Discussed with Staff	September 2004
<p>The East Side Union High School District believes that providing a safe learning environment is critical to student success. The following actions have been taken to create safe schools.</p> <ul style="list-style-type: none"> • Creation of an Office of Safety to coordinate the district's multi-disciplinary team and supervise police on campus. • Development of District and School Safety Plans containing emergency directories, action plans, responsibilities, duties and procedures for all kinds of emergencies. • Enforcement of closed campus of all school. Students are not allowed to leave without permission. • Development of Safe School Campus Initiative that includes members from the San Jose Police Department, Park/Recreation and Neighborhood Service, Probation, all Associate Principals for Administration and the District's Office of Safety. This team is prepared to mobilize in the event of a critical incident or crisis. • Placement of off-duty San Jose police officers on each campus during the school day for added protection. • Posting of unacceptable behaviors and consequences of those behaviors at each school classrooms and in the student handbooks. • Requirement of all staff and students to wear identification badges. • Establishment of Healthy Start/Student Support Services on campuses to provide support services to student and their families. • Implementation of Student Attendance Review Board (SARB) to deal with truant students. 			

- Implementation of earthquake, fire, and lock-down drills (Code-Red) at each school.
- Development and implementation of a model critical response training program for all schools.

School Discipline Practices

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

Genesis High School students earned credit through Genesis classes, AP projects and/or community college. Most of the junior class enrolled in a Career Planning class at Evergreen Valley College (depending on their arrival time for registration). Some juniors and seniors are enrolled in two, three or four community college courses enabling these students to receive more than 30 credits in a semester. Genesis High School works in cooperation with Evergreen Valley College. All students take a placement test upon their arrival to Genesis so that they can be placed appropriately at the college level. Genesis students must take and pass their college courses in order to stay on track for graduation. Physical Education, Dynamics of Health, Life Management, Survey of Third World Cultures, Career Planning, Foreign Language, Fine Arts, Film, Drama, Photography, Computer Skills, and English are courses that Genesis students have taken. Students take college classes in the morning or evening. The administrative coordinator at Genesis keeps in close contact with EVC to ensure placement, testing, scheduling and other services required by our students. These credits reflect first semester only. Many more students are enrolled in college courses second semester. All students received credits based on their Genesis classes, ISP projects and/or community college. Students earn a grade of "C" or better in their classes. Second year students (seniors) tend to earn more credits than juniors because they are accustomed to program and are ready to take more than one or two classes from the college in a semester. Since Genesis takes in many new students during the year, most students will only receive between 0-15 credits first semester. Length of time at Genesis will increase the opportunity to earn more credits.

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		
	2003-04	2004-05	2005-06	2003-04	2004-05	2005-06
Suspensions	0.0%	0.0%	0.0%	11.2%	7.9%	17.6%
Expulsions	0.0%	0.0%	0.0%	0.2%	0.18%	0.15%

III. School Facilities

School Facility Conditions and Improvements

This section provides information about the condition of the school's grounds, buildings, and restrooms, and a description of any planned or recently completed facility improvements.

The East Side Union High School District takes pride in its school facilities, many of which were built during the 1950's to 1970's. The voters approved bonds in 1991 for \$10 million, in 1999 for \$80 million, and 2001 for \$300 million to renovate and upgrade existing schools and to build Evergreen Valley High School, the first high school to be built in 25 years. The bond funds have been augmented with local developer fees and state modernization fund to maximize resources.

Standards for creating, modernizing and maintaining school facilities have been established by a District Bond Oversight Committee. The standards define floor coverings, wall surface, marker boards, doors and window coverings, light fixtures and switches, power upgrades, communication

systems, data and video management systems, as well as intrusion alarms. Standards include compliance with the Americans with Disabilities Act.

There is a District Master Plan for Facilities Improvements. It incorporates each school's site plan. The schools organized teams to develop their individual plans. All schools have modernization projects underway. Key priorities continue to be safety enhancements and remodeling classrooms.

School Facility Conditions Good Repair Status

This table displays the results of the most recently completed school site inspection to determine the school facility's good repair status.

Item Inspected	Facility in Good Repair		Repair Needed and Action Taken or Planned
	Yes	No	
Gas Leaks	X		
Mechanical Systems	X		
Windows/Doors/Gates (interior and exterior)	X		
Interior Surfaces (walls, floors, and ceilings)	X		
Hazardous Materials (interior and exterior)	X		
Structural Damage	X		
Fire Safety	X		
Electrical (interior and exterior)	X		
Pest/Vermin Infestation	X		
Drinking Fountains (inside and outside)	X		
Restrooms	X		
Sewer	X		
Playground/School Grounds	X		
Other			

IV. Teachers

Teacher Credentials

This table displays the number of teachers assigned to the school with a full credential, without a full credential, and those teaching outside of their subject area of competence. Detailed information about teacher qualifications can be found at the CDE Web site at <http://dq.cde.ca.gov/dataquest/>.

Teachers	School			District
	2003-04	2004-05	2005-06	2005-06
With Full Credential	4	4	4	1033
Without Full Credential	0	0	0	143
Teaching Outside Subject Area of Competence	0	0	0	---

Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments (teachers assigned without proper legal authorization) and the number of vacant teacher positions (not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester).

Note: Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Indicator	2004-05	2005-06	2006-07
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

Core Academic Classes Taught by NCLB Compliant Teachers

This table displays the percent of classes in core academic subjects taught by No Child Left Behind (NCLB) compliant and non-NCLB compliant teachers at the school, at all schools in the district, at high-poverty schools in the district, and at low-poverty schools in the district. More information on teacher qualifications required under NCLB can be found at

<http://www.cde.ca.gov/nclb/sr/tq/>.

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by NCLB Compliant Teachers	Taught by Non-NCLB Compliant Teachers
This School	47.0	53.0
All Schools in District	87.0	13.0
High-Poverty Schools in District	0.0	0.0
Low-Poverty Schools in District	87.0	13.0

Substitute Teacher Availability

This section provides information about the availability of qualified substitute teachers and the impact of any difficulties in this area on the school's instructional program.

The East Side Union High School District has developed a large pool of qualified substitute teachers. When teachers are absent for illness or personal emergencies or need to participate in special professional training activities, substitute teachers are sent to cover classes.

However, to maintain the quality of the instructional program, every effort is made to minimize teacher absences.

Teacher Evaluation Process

This section provides information about the procedures and the criteria for teacher evaluations.

All teachers and staff are evaluated regularly. Teachers are observed and assisted by administrators and coaches who are trained to help teachers improve instruction. First year teachers are evaluated twice during the year, probationary teachers at least once and tenured teachers at least once every two years. The overall purpose of the class visits and evaluator is to reinforce good teaching and to assist those teachers who may need improvement.

Informal classroom visitations by administrators occur regularly to maintain awareness of the quality of teaching.

V. Support Staff

Academic Counselors and Other Support Staff

This table displays, in units of full-time equivalents (FTE), the number of academic counselors and other support staff who are assigned to the school and the average number of students per academic counselor. 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.

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0	0
Library Media Teacher (Librarian)	0	---
Library Media Services Staff (paraprofessional)	0	---
Psychologist	0	---
Social Worker	0	---
Nurse	.17	---
Speech/Language/Hearing Specialist	0	---
Resource Specialist (non-teaching)	0	---
Other	0	---

VI. Curriculum and Instructional Materials

Quality, Currency, and Availability of Textbooks and Instructional Materials

This table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school, and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Core Curriculum Area	Publisher & Publication Date	School Board Approval Date	Aligned with California State Content Standards	Percent of Pupils Who Lack Their Own Assigned Textbooks and Instructional Materials
Reading/Language Arts				
English 1 – “The Language of Literature Ninth Grade”	McDougal Littell 2002	4/2004	Yes	0%
English 2 – “Timeless Voices, Timeless Themes Platinum”	Prentice Hall/ 1997	6/1998	Yes	0%
English 3 – “Timeless Voices Timeless Themes Am. Experience”	Prentice Hall/ 2000	6/2001	Yes	0%
Composition & Literature – “Literature and Language Arts Third Course”	Holt/2003	6/2006	Yes	0%
Mathematics				
Algebra I – “E & A Algebra 1”	McDougal Littell/ 1998	6/1998	Yes	0%

Geometry – “Geometry”	McDougal Littell/ 2007	6/2006	Yes	0%
Science				
Integrated Science 1 – “Conceptual Physical Science / Explorations”	Addison-Wesley/ 1999, 2003	2/2001	Yes	0%
Biology – “Biology: Exploring Life”	Prentice-Hall/ 2004	6/2004	Yes	0%
History-Social Science				
US History – “The American Vision”	Glencoe/McGraw Hill/2006	7/2006	Yes	0%
American Government – “Magruder’s American Government”	Prentice Hall/2007	6/1998	Yes	0%
American Government – “We the People”	Center for Civic Education/2002	5/1990	Yes	0%
Economics – “Holt Economics”	Holt/2003	11/2002	Yes	0%
Science Supplies and Lab Equipment				
Each school received sufficient funds to purchase science supplies and lab equipment to meet deficiencies stated during Williams Settlement visitations.				

VII. School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2004-05)

This table displays a comparison of the school's per pupil expenditures from unrestricted (basic) sources with other schools in the district and throughout the state, and a comparison of the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding salaries can be found at the CDE Web site at <http://www.cde.ca.gov/ds/fd/ec/> and <http://www.cde.ca.gov/ds/fd/cs/>.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental)	Expenditures Per Pupil (Basic)	Average Teacher Salary
School Site	\$7,623	\$15	\$7,608	\$71,633
District	---	---	\$6,074	\$67,720
Percent Difference - School Site and District	---	---	\$1,534	\$3,913
State	---	---	\$4,743	\$60,037
Percent Difference - School Site and State	---	---	\$2,865	\$11,596

Types of Services Funded

This section provides information about the programs and supplemental services that are available at the school and funded through either categorical or other sources.

A variety of integrated instructional programs have been developed within the East Side Union High School District. Through these programs, students can obtain technical training to prepare them to enter the work force or further their education. Included are integrated Career Programs (ICP's); Tech Prep; Work Experience; Central County Occupational Center, which includes Regional Occupational Satellite Programs; New Ways Workers; Partnership Academies and Job

Placement Center.

Teacher and Administrative Salaries (Fiscal Year 2004-05)

This table displays district-level salary information for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of a district's budget, and compares these figures to the state averages for districts of the same type and size. Detailed information regarding salaries can be found at the CDE Web site at <http://www.cde.ca.gov/ds/fd/cs/> and <http://www.cde.ca.gov/ta/ac/sa/salaries0405.asp>.

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$44,393	\$37,671
Mid-Range Teacher Salary	\$75,604	\$63,121
Highest Teacher Salary	\$89,953	\$78,630
Average Principal Salary (High)	\$107,889	\$111,909
Superintendent Salary	\$236,920	\$163,061
Percent of Budget for Teacher Salaries	38.6	37.8
Percent of Budget for Administrative Salaries	4.6	5.2

VIII. Student Performance

California Standards Tests

The California Standards Tests (CST) show how well students are doing in relation to the state content standards. The CSTs include English-language arts and mathematics in grades 2 through 11; science in grades 5, 8, 9, 10, and 11; and history-social science in grades 8, 10, and 11. Student scores are reported as performance levels. Detailed information regarding CST results for each grade and proficiency level, including the percent of students not tested, can be found at the CDE Web site at <http://star.cde.ca.gov/>. *Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.*

CST Results for All Students -- Three-Year Comparison

This table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards).

Subject	School			District			State		
	2004	2005	2006	2004	2005	2006	2004	2005	2006
English-Language Arts	10	19	19	33	38	39	36	40	42
Mathematics	3	8	6	16	19	22	34	38	40
Science	0	9		20	23	36	25	27	35
History-Social Science	6	17	8	27	31	30	29	32	33

CST Results by Student Group - Most Recent Year

This table displays the percent of students, by group, achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most recent testing period.

Group	Percent of Students Scoring at Proficient or Advanced			
	English-Language	Mathematics	Science	History-Social

	Arts			Science
African American	*	*	*	*
American Indian or Alaska Native	*	*	*	*
Asian	*	*	*	*
Filipino	*	*	*	*
Hispanic or Latino	12	0	0	0
Pacific Islander	*	*	*	*
White (Not Hispanic)	*	*	*	*
Male	25	4	8	12
Female	8	8	0	0
Economically Disadvantaged	*	*	*	*
English Learners	*	*	*	*
Students with Disabilities	*	*	*	*
Students Receiving Migrant Education Services	*	*	*	*

Norm-Referenced Test (NRT)

The norm-referenced test (NRT), currently the California Achievement Test, Sixth Edition (CAT/6), shows how well students are doing compared to students nationally in reading, language, spelling, and mathematics in grades 3 and 7 only. The results are reported as the percent of tested students scoring at or above the national average (the 50th percentile). Detailed information regarding NRT results for each grade level can be found at the CDE Web site at <http://star.cde.ca.gov/>. *Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.*

NRT Results for All Students -- Three Year Comparison

This table displays the percent of students scoring at or above the national average (the 50th percentile) in reading and mathematics.

Subject	School			District			State		
	2004	2005	2006	2004	2005	2006	2004	2005	2006
Reading	48			47			43	41	42
Mathematics	12			53			51	52	53

California Physical Fitness Test Results

The California Physical Fitness Test is administered to students in grades 5, 7, and 9 only. This table displays by grade level the percent of students meeting fitness standards (scoring in the healthy fitness zone on all six fitness standards) for the most recent testing period. Detailed information regarding the California Physical Fitness Test, and comparisons of a school's test results to the district and state levels, can be found at the CDE Web site at <http://www.cde.ca.gov/ta/tg/pf/>. *Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.*

Genesis High School does not service 9th grade students and therefore does not administer the state required physical fitness tests.

IX. Accountability

Academic Performance Index

The Academic Performance Index (API) is an annual measure of the academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. Detailed information about the API can be found at the CDE Web site at <http://www.cde.ca.gov/ta/ac/ap/>.

API 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 10 percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest 10 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 10 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	2003-04	2004-05	2005-06
Statewide	N/A	B	B
Similar Schools	N/A	B	B

API Changes by Student Group -- Three Year Comparison

This table displays, by student group, the actual API changes in points added or lost for the past three years, and the most recent API score. Note: "N/A" means that the student group is not numerically significant.

Group	Actual API Change			API Score
	2003-04	2004-05	2005-06	2006
All Students at the School	N/A	123	-61	690
African American	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A
Pacific Islander	N/A	N/A	N/A	N/A
White (not Hispanic)	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A
English Learners	--	--	N/A	N/A
Students with Disabilities	--	--	N/A	N/A

State Award and Intervention Programs

This section will contain information about the school's participation in various state intervention and award programs only to the extent these programs were funded for the period addressed by this report.

Genesis high school does not qualify for state intervention programs.

Adequate Yearly Progress

The federal NCLB act requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

- Participation rate on the state's standards-based assessments in English-language arts (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)

Detailed information about AYP, including participation rates and percent proficient results by student group, can be found at the CDE Web site at <http://www.cde.ca.gov/ta/ac/ay/>.

AYP Overall and by Criteria

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
Overall	No	No
Participation Rate - English-Language Arts	Yes	No
Participation Rate - Mathematics	Yes	No
Percent Proficient - English-Language Arts	Yes	No
Percent Proficient - Mathematics	Yes	No
API	Yes	Yes
Graduation Rate	No	No

Federal Intervention Program

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 (English-language arts 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 Web site at <http://www.cde.ca.gov/ta/ac/ay/>.

Indicator	School	District
Program Improvement Status	Not In PI	In PI
First Year of Program Improvement Implementation		2004-2005
Year in Program Improvement		Year 2
Number of Schools Currently in Program Improvement	---	2
Percent of Schools Currently in Program Improvement	---	11.8

X. School Completion and Postsecondary Preparation

Dropout Rate and Graduation Rate

This table displays the school's one-year dropout rates and graduation rates for the most recent three-year period. For comparison purposes, data are also provided at the district and state levels. Detailed information about dropout rates and graduation rates can be found at the CDE Web site at <http://dq.cde.ca.gov/dataquest/>.

Indicator	School			District			State		
	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05
Dropout Rate (1-	0.0	0.0	45.7	3.0	4.0	7.5	3.2	3.3	3.1

year)									
Graduation Rate	100.0	100.0	44.2	89.6	86.6	80.5	86.7	85.3	84.9

Completion of High School Graduation Requirements

Beginning with the graduating class of 2006, students in California public schools must pass both the English-language arts and mathematics portions of the California High School Exit Examination (CAHSEE) to receive a high school diploma. For students who began the 2005-06 school year in the 12th grade, this table displays by student group the percent of students who met all state and local graduation requirements for grade 12 completion, including having passed both portions of the CAHSEE or received a local waiver or state exemption. Due to the state's collection schedule for high school completion data, state level data for this reporting element will not be available for report cards published in the 2006-07 school year. Detailed information about the CAHSEE can be found at the CDE Web site at <http://www.cde.ca.gov/ta/tg/hs/>. Note: "N/A" means that the student group is not numerically significant.

Group	Graduating Class of 2006		
	School	District	State
All Students	100%	98%	---
African American	N/A	98%	---
American Indian or Alaska Native	N/A	N/A	---
Asian	N/A	98%	---
Filipino	N/A	99%	---
Hispanic or Latino	N/A	96%	---
Pacific Islander	N/A	95%	---
White (not Hispanic)	N/A	100%	---
Socioeconomically Disadvantaged	N/A	95%	---
English Learners	N/A	83%	---
Students with Disabilities	N/A	100%	---

Career Technical Education Programs

This section provides information about the degree to which pupils are prepared to enter the workforce, including a list of career technical education (CTE) programs offered at the school.

Genesis does not offer Career Technical Education courses.

Career Technical Education Participation

This table displays information about participation in the school's CTE programs.

Measure	CTE Program Participation
Number of Pupils	0
Percent of pupils completing a CTE program and earning a high school diploma	0%
Percent of CTE courses sequenced or articulated between the school and institutions of postsecondary education	0%

Courses for University of California and/or California State University Admission

This table displays for the most recent year two measures related to the school's courses that are required for University of California (UC) and/or California State University (CSU) admission. Detailed information about student enrollment and completion of courses required for UC/CSU admission can be found at the CDE Web site at <http://dq.cde.ca.gov/dataquest/>.

Indicator	Percent
Students Enrolled in Courses Required for UC/CSU Admission	76.3
Graduates Who Completed All Courses Required for UC/CSU Admission	0.0

Advanced Placement Courses

This table displays for the most recent year the number of Advanced Placement (AP) courses that the school offered by subject and the percent of the school's students enrolled in all AP courses. Detailed information about student enrollment in AP courses can be found at the CDE Web site at <http://dq.cde.ca.gov/dataquest/>.

No data are available for this section

College Admission Test Preparation Course Program

This section provides information about the school's college admission test preparation course program.

Genesis High School is one of four Small But Necessary (SBN) schools in the East Side Union High School District. Located on the campus of Evergreen Valley College and working in partnership with the college, Genesis High School offers a unique opportunity for mature students. In 2005-06, 75 students were enrolled in Genesis. A "Personal Learning Plan" (PLP) is developed for each student to meet the State and District requirements for graduation. The classes taught at Genesis are the core subjects students need to pass in order to graduate from high school: English, math – algebra/geometry, social studies, and integrated science. Each student is also enrolled in a Genesis study skills/homeroom class. In addition to the classes taught by the Genesis High School instructors, students are concurrently enrolled in college classes and will have various college professors for instructors. In this partnership with Evergreen Valley College, the students can receive both college and high school credit for successful completion of their college course work. A minimum of one completed college class is required each semester. A number of students take more than one college class. The Genesis classes are taught in a block schedule from 12:30 p.m. to 4:00 p.m. each day, allowing the students to take their college classes in the morning or evening, based on personal needs. Although a College Admission Test Preparation Course is not taught, per se, because the students are actually enrolled in college classes, Genesis teachers help monitor students' college work in the study skills/homeroom class. Each Genesis graduate will be well on his/her way towards an Associate of Arts degree in college by the time he or she graduates from high school.

SAT Reasoning Test

This table displays the percent of the school's 12th grade students who voluntarily take the SAT Reasoning Test for college entrance, and the average verbal, math, and writing scores of those students. Detailed information regarding SAT results, and comparisons of these average scores to the district and state levels, can be found at the CDE Web site at <http://www.cde.ca.gov/ds/sp/ai/>. *Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.*

Indicator	2004	2005	2006
Percent of Grade 12 Students Taking the Test		6.3	1.9
Average Verbal Score			470
Average Math Score			620
Average Writing Score	---	---	460

X. Instructional Planning and Scheduling

School Instruction and Leadership

This section provides information about the structure of the school's instructional program and the experience of the school's leadership team.

Each school year, the site coordinator establishes a sit-based decision making team. The purview of this team includes, but is not limited to, modifications, changes, alterations, or termination of local school practices and procedures. The committee is solely responsible for its internal organization and procedures. In the alternative schools this committee is made up of the administrator or coordinator, teachers and support personnel.

Professional Development

This section provides information about the program for training the school's teachers and other professional staff.

Teachers learned how to incorporate the curriculum into their everyday lessons to prepare and give support to those students that have not yet passed the CAHSEE. Beginning with the class of 2006, every student will be required to pass the test in the English/Language Arts and mathematics areas, besides the course requirements mandated by the District and the State. Teachers also learned about material intended for students that had difficulties in passing the High School Exit Exam.

Instructional Minutes

This table displays a comparison of the number of instructional minutes offered at the school to the state requirement for each grade level.

Grade Level	Instructional Minutes	
	Offered	State Requirement
9	N/A	64,800
10	N/A	64,800
11	32,400	32,2400
12	32,400	32,400

Continuation School Instructional Days

This table displays a comparison of the number of instructional days offered at the continuation school to the state requirement for each grade level.

Grade Level	Instructional Days With At Least 180 Instructional Minutes	
	Offered	State Requirement
9	180 days	180 days

10	180 days	180 days
11	180 days	180 days
12	180 days	180 days

Minimum Days in School Year

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

Genesis had 3 shortened day schedules for Holiday early dismissal.