

Jesse M. Bethel High School

2022-2023 School Accountability Report Card (Published During the 2023-2024 School Year)

General Information about the School Accountability Report Card (SARC)

SARC Overview



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 and 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 and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians 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 <https://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.

2023-24 School Contact Information

School Name	Jesse M. Bethel High School
Street	1800 Ascot Parkway
City, State, Zip	Vallejo, CA 94591-8367
Phone Number	(707) 556-5700 * 51012
Principal	Kirsten Wollenweber
Email Address	kwollenweber@vcusd.org
School Website	https://www.vcusd.org/Domain/11
County-District-School (CDS) Code	48705814830147

2023-24 District Contact Information

District Name	Vallejo City Unified School District
Phone Number	(707) 556-8921
Superintendent	William Spalding
Email Address	wspalding@vcusd.org
District Website	www.vcusd.org

2023-24 School Description and Mission Statement

Jesse Bethel High School is a medium to large sized high school located on the eastern end of San Pablo Bay approximately thirty miles east of San Francisco. Jesse Bethel High School is one of two comprehensive high schools in Vallejo which receives students primarily from Hogan Middle School. Our student population reflects the ethnic and social diversity of our community. Academic achievement for all students is celebrated and is the back bone for instructional delivery. Our nearly 1,400 multicultural student body are supported by 50 plus culturally and linguistically diverse faculty members and a caring counseling staff that is supported by academic support providers and other outside agencies. We are equipped to provide numerous support services with state-of-the-art technology including one-to-one Chromebook laptops for students and teachers, two iMac student labs, multiple Computer-on-Wheels units with classroom sets of laptop computers and other equipment available through the Instructional Media Center/Library.

The philosophy of Jesse Bethel High School is rooted in the belief that our ultimate purpose of education is to help each student become an effective and responsible citizen in our democratic society. To achieve this goal, our school provides an environment for intellectual development, mental growth, social interaction and physical development. Structural reinforcements to support these endeavors include; rigorous A-G graduation requirements including AP courses, career technical education programs, Multi-tiered System of Supports that includes a Positive Behavior Interventions of Support rewards program and a CARE team to provide mental health support services, to name but a few.

Jesse Bethel High School is dedicated to providing the necessary curriculum for students to achieve their academic and post-high school goals, graduating all students as college and career-ready. We urge students to concentrate on academic success, with our counseling department collaboratively developing four-year academic plans with students and parents. Additionally, students are encouraged to participate in various extracurricular activities, fostering a connection to school and often sparking lifelong interests that may lead to careers. With numerous clubs and athletic opportunities, active involvement significantly contributes to a successful transition to college and careers beyond high school. Stressing the importance of regular, daily school attendance, we underscore its critical role in both academic and extracurricular success.

VISION STATEMENT

Our Vision is for our diverse learners to be empowered, prepared and equipped with academic and life skills needed to be productive citizens, who can positively contribute to society.

Our Goal is for every student to have clear attainable pathways to career and/or college success.

2023-24 School Description and Mission Statement

In Support of our Vision, we will attract and retain highly qualified staff, as well as, leverage community resources to provide support systems for all students and their families.

Mission Statement

Our Mission is to meet or exceed our goals in the area of equity, excellence, educational effectiveness and economic sustainability which determines our daily efforts. We will foster collaborative teamwork to accomplish these goals. We recognize that we must build powerful home to school relationships that support the success of all students. Because safety is critical for each school campus; we will enforce high adult visibility and respond to student matters in a timely manner.

About this School

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	371
Grade 10	381
Grade 11	380
Grade 12	349
Total Enrollment	1,481

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	47.6%
Male	52.3%
American Indian or Alaska Native	0.1%
Asian	3.2%
Black or African American	23%
Filipino	18.8%
Hispanic or Latino	42.6%
Native Hawaiian or Pacific Islander	1.4%
Two or More Races	3.4%
White	6.3%
English Learners	15.5%
Foster Youth	0.2%
Homeless	0.5%
Socioeconomically Disadvantaged	80.7%
Students with Disabilities	12.5%

A. Conditions of Learning **State Priority: Basic**

The SARC provides the following information relevant to the State priority: Basic (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

2020-21 Teacher Preparation and Placement

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)	46.90	68.21	341.50	65.59	228366.10	83.12
Intern Credential Holders Properly Assigned	2.30	3.47	19.20	3.69	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	7.00	10.25	61.10	11.74	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	4.80	7.10	16.70	3.21	12115.80	4.41
Unknown	7.50	10.92	82.00	15.75	18854.30	6.86
Total Teaching Positions	68.80	100.00	520.70	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 based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 Teacher Preparation and Placement

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)	47.90	70.92	378.20	71.26	234405.20	84.00
Intern Credential Holders Properly Assigned	2.90	4.41	22.40	4.23	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	7.30	10.92	64.60	12.18	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	4.80	7.12	29.90	5.64	11953.10	4.28
Unknown	4.40	6.60	35.40	6.69	15831.90	5.67
Total Teaching Positions	67.50	100.00	530.70	100.00	279044.80	100.00

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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 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	2020-21	2021-22
Permits and Waivers	3.40	4.10
Misassignments	3.60	3.10
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	7.00	7.30

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	3.00	1.10
Local Assignment Options	1.80	3.60
Total Out-of-Field Teachers	4.80	4.80

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	9.4	12
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	11.7	6.6

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

2023-24 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Adequate textbooks and instructional resources are available for every student, with supplementary materials employed to reinforce interventions as detailed in the School Plan for Student Achievement. The selection of textbooks adheres to the State Board of Education's latest list of standards-based materials. Each student is assigned their own textbook and instructional materials. Notably, the Math, Language Arts, History-Social Science, and Science departments have recently updated their curriculum. Concurrently, other departments are actively evaluating existing curriculum options with the aim of adopting new ones.

Year and month in which the data were collected October 2023

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most	Percent Students
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		Recent Adoption ?	Lacking Own Assigned Copy
Reading/Language Arts	Houghton Mifflin Harcourt California Collections/2017	Yes	0
Mathematics	Cengage Learning HSMS Integrated Math I 4e/2022 Cengage Learning HSMS Integrated Math 2 4e/2022 Person-Prentice Hall Calculus/2012 W.H. Freeman & Co. The Practice of Statistics, 5th Edition/2014	Yes	0
Science	Prentice Hall Biology-California Edition/2007 Prentice Hall Biology 7th Ed by Campbell Reece/2005 Prentice Hall Biology 8th Ed by Campbell Reece/2008 McDougal Littell World of Chemistry/2007 McDougal Littell Chemistry-Zumdahl 7th Edition 2007 Pearson-Prentice Hall Conceptual Physics 2009 Cord Communications Physics in Context/2008 Houghton Mifflin Harcourt Cengage Living in the Environment 17th edition (Miller)/2012 Paradigm Publishing, Inc. (EMC Dorp) Biotchnology-Science for the new millennium/2007	Yes	0
History-Social Science	Houghton Mifflin Harcourt Modern World History/2019 Houghton Mifflin Harcourt World History: the global experience, AP edition 2011 Houghton Mifflin Harcourt American History/2019 Houghton Mifflin Harcourt U.S. Government/2018 Houghton Mifflin Harcourt Economics/2018 McGraw Hill Understanding Psychology/2014	Yes	0
Foreign Language	Holt McDougall Discovering French Today/2013 Heinle & Heinle Quant a Moi Textbook/2013 Pearson-Prentice Hall Realidades/2014 Prentice Hall Sendas/2005 Prentice Hall Abriendo Paso: Temas y lecturas/2014 Prentice Hall Abriendo Paso: Gramatica/2014 University of Hawaii Press Conversational Tagalog/1985 University of Hawaii Press Intermediate Tagalog/1981 Pearson Learning American Sign Language (Humphries and Padden)/2013	Yes	0

School Facility Conditions and Planned Improvements

Jesse Bethel High School opened its doors in the fall of 1998. Jesse Bethel High School, in conjunction with District goals, provides safe school facilities which support teaching and learning. The following are done regularly to ensure school buildings are clean, safe and functional: all classroom facilities, eating areas and restrooms are cleaned based on standards established by the District. There is an automated work order system supported by a triage plan for problems which occur that need immediate attention and resolution. The Head Custodian performs daily early morning inspection to identify problems and report them.

The Summer of 2020 saw the re-painting of all school buildings.

Year and month of the most recent FIT report

October 2023

School Facility Conditions and Planned Improvements

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

Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

B. Pupil Outcomes

State Priority: Pupil Achievement

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

Statewide Assessments

(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] 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 CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs 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.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

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

ELA and 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 CAAs divided by the total number of students who participated in both assessments.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
English Language Arts/Literacy (grades 3-8 and 11)	33	30	28	27	47	46
Mathematics (grades 3-8 and 11)	21	13	18	17	33	34

2022-23 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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 CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	378	359	94.97	5.03	30.36
Female	188	181	96.28	3.72	38.67
Male	190	178	93.68	6.32	21.91
American Indian or Alaska Native	--	--	--	--	--
Asian	17	17	100.00	0.00	47.06
Black or African American	93	86	92.47	7.53	16.28
Filipino	75	74	98.67	1.33	52.70
Hispanic or Latino	152	142	93.42	6.58	26.06
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	14	14	100.00	0.00	21.43
White	21	21	100.00	0.00	28.57
English Learners	47	42	89.36	10.64	4.76
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	301	286	95.02	4.98	27.62
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	54	48	88.89	11.11	4.17

2022-23 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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 CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	379	358	94.46	5.54	12.57
Female	189	181	95.77	4.23	14.92
Male	190	177	93.16	6.84	10.17
American Indian or Alaska Native	--	--	--	--	--
Asian	17	17	100.00	0.00	23.53
Black or African American	93	85	91.40	8.60	3.53
Filipino	75	74	98.67	1.33	29.73
Hispanic or Latino	152	142	93.42	6.58	9.15
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	15	14	93.33	6.67	7.14
White	21	21	100.00	0.00	4.76
English Learners	47	42	89.36	10.64	2.38
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	301	284	94.35	5.65	10.56
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	55	48	87.27	12.73	2.08

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

Science test results include the CAST 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 CAST plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

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.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
Science (grades 5, 8 and high school)	19.38	18.88	14.49	13.35	29.47	30.29

2022-23 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	718	644	89.69	10.31	18.61
Female	352	321	91.19	8.81	18.67
Male	366	323	88.25	11.75	18.55
American Indian or Alaska Native	--	--	--	--	--
Asian	28	27	96.43	3.57	22.22
Black or African American	164	143	87.20	12.80	6.47
Filipino	150	143	95.33	4.67	30.99
Hispanic or Latino	284	250	88.03	11.97	14.98
Native Hawaiian or Pacific Islander	13	12	92.31	7.69	25.00
Two or More Races	34	28	82.35	17.65	18.52
White	44	40	90.91	9.09	33.33
English Learners	91	76	83.52	16.48	0.00
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	566	502	88.69	11.31	15.85
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	93	67	72.04	27.96	5.97

2022-23 Career Technical Education Programs

Jesse Bethel High School offers Career Technical Education (CTE) programs, allowing students to select pathways from sectors such as Multimedia Arts, Sports Medicine, Bio-medicine, and the Law Academy. Additionally, students have the option to enroll in the AVID program or the NJROTC (Naval Science) program. As part of the CTE program, students take a minimum of two CTE classes within their chosen program.

The available courses include:

- Multimedia: Levels 1, 2, and 4
- Naval Science: Levels 1, 2, 3, and Leadership
- Sports Medicine: Levels 1 and 2
- Law Academy courses: Introduction to Law/Speech, Investigation Law, and Practical Law

2022-23 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	281
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	100
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	

Course Enrollment/Completion

This table displays the course enrollment/completion of University of California (UC) and/or California State University (CSU) admission requirements.

UC/CSU Course Measure	Percent
2022-23 Pupils Enrolled in Courses Required for UC/CSU Admission	97.59
2021-22 Graduates Who Completed All Courses Required for UC/CSU Admission	38.46

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

2022-23 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT during 2021-22 and 2022-23 school years, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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
Grade 9	86.9	91	92.5	86.6	96.6

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

2023-24 Opportunities for Parental Involvement

Our parents are valued partners and advocates for the success of our students and school programs. Our Parent Liaison is available to assist with parent meetings and home visits for students who are struggling with academics. Parents have many opportunities to become involved at school. We encourage parents to take an active role in Athletic Boosters, Band Boosters, Principal's School Site Council, and English Learners Advisory Council. Parents are also encouraged to volunteer their time by providing assistance in classrooms, in our library, at school sponsored event, athletic events, and at other extra-curricular events. Additionally, parents participate in the monthly review of the School Plan for Student Achievement (SPSA) alongside Administrators, Department Chairs, other Staff and Students at the School Site Council and ELAC meetings.

Please contact the school at (707) 556-5700 for information regarding organized opportunities for parental involvement.

C. Engagement

State Priority: Pupil Engagement

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

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

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

Indicator	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Dropout Rate	10	12.7	9.3	19.3	18.4	17.4	9.4	7.8	8.2
Graduation Rate	86.4	83.4	86.2	73.8	78.9	80.2	83.6	87	86.2

2022-23 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2022-23 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at www.cde.ca.gov/ds/ad/acgrinfo.asp.

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	354	305	86.2
Female	162	150	92.6
Male	192	155	80.7
Non-Binary			
American Indian or Alaska Native	0	0	0.00
Asian	13	11	84.6
Black or African American	74	64	86.5
Filipino	74	70	94.6
Hispanic or Latino	139	116	83.5
Native Hawaiian or Pacific Islander	--	--	--
Two or More Races	13	10	76.9
White	29	24	82.8
English Learners	51	39	76.5
Foster Youth	--	--	--
Homeless	--	--	--
Socioeconomically Disadvantaged	302	256	84.8
Students Receiving Migrant Education Services	0.0	0.0	0.0
Students with Disabilities	47	24	51.1

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	1635	1588	651	41.0
Female	786	757	345	45.6
Male	847	830	305	36.7
Non-Binary	2	1	1	100.0
American Indian or Alaska Native	2	2	1	50.0
Asian	48	48	21	43.8
Black or African American	381	371	157	42.3
Filipino	294	290	61	21.0
Hispanic or Latino	697	681	319	46.8
Native Hawaiian or Pacific Islander	28	23	12	52.2
Two or More Races	62	57	27	47.4
White	107	101	47	46.5
English Learners	274	271	116	42.8
Foster Youth	13	7	3	42.9
Homeless	20	19	11	57.9
Socioeconomically Disadvantaged	1341	1306	565	43.3
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	216	206	97	47.1

C. Engagement

State Priority: School Climate

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

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

Suspensions and Expulsions

This table displays suspensions and expulsions data.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Suspensions	0.19	7.72	10.40	0.09	5.89	7.67	0.20	3.17	3.60
Expulsions	0.00	0.00	0.12	0.00	0.01	0.05	0.00	0.07	0.08

2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	10.4	0.12
Female	9.16	0.13
Male	11.57	0.12
Non-Binary		
American Indian or Alaska Native	0	0
Asian	8.33	0
Black or African American	16.27	0.52
Filipino	2.04	0
Hispanic or Latino	9.9	0
Native Hawaiian or Pacific Islander	14.29	0
Two or More Races	16.13	0
White	14.02	0
English Learners	12.04	0
Foster Youth	15.38	0
Homeless	15	0
Socioeconomically Disadvantaged	11.48	0.15
Students Receiving Migrant Education Services	0	0
Students with Disabilities	11.57	0.46

2023-24 School Safety Plan

Jesse Bethel High School is committed to creating a secure environment for both students and staff, fostering a positive learning atmosphere through open communication and mutual respect. We have fully implemented the Vallejo City Unified School District's Safe School Plan, tailored specifically to our school, and subject to annual evaluation and amendments by the school site council and/or safety committee.

Critical components of our School Safety Plan include the Crisis Management Plan (Emergency Action Plan), School Accountability Report Card, School Crime Report, Child Abuse, Suspension/Expulsion, Sexual Harassment, Bell Schedule, School Student Handbook, Student Discipline, and established standards for student behavior.

Routine fire/disaster, earthquake, and lockdown/intruder drills ensure a high level of disaster preparedness among our students and staff. This commitment extends to our school community and Parenting Network, facilitated through Parent Square messaging.

Our administration collaborates closely with Site Safety Supervisors to guarantee a safe campus. Seven Site Safety Supervisors and one lead Safety Supervisor strategically monitor various areas, linked to each other and administration through radios. A surveillance system with 20+ cameras, monitored at both the main and district offices, operates 24/7, recording throughout the year.

To enhance security, Jesse Bethel High School enforces comprehensive visitor procedures. All visitors must provide identification, sign in at the main office, and wear an identification visitor's pass. Site Safety Supervisors are promptly informed of guest presence on campus. Individuals without proper identification are escorted to the main office to undergo visitor procedures.

In adherence to school safety standards, our staff undergoes annual training to report child abuse to local social service

2023-24 School Safety Plan

agencies. Additionally, all staff members receive training on workplace harassment policies.

2020-21 Secondary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	23	28	24	25
Mathematics	20	27	20	19
Science	23	13	19	9
Social Science	20	25	33	11

2021-22 Secondary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	23	23	26	17
Mathematics	19	33	30	4
Science	23	16	19	5
Social Science	23	18	29	12

2022-23 Secondary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	19	40	17	23
Mathematics	19	35	25	9
Science	24	15	20	14
Social Science	19	34	25	12

2022-23 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. 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.

Title	Ratio
Pupils to Academic Counselor	370.25

2022-23 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. 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.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	4
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	

Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	4473	1786	2687	72877
District	N/A	N/A	10669	\$77,192
Percent Difference - School Site and District	N/A	N/A	-119.5	-0.91
State	N/A	N/A	\$7,607	\$87,362
Percent Difference - School Site and State	N/A	N/A	-84.2	-19.2

Fiscal Year 2022-23 Types of Services Funded

LCAP funds are principally directed to support the needs of our unduplicated students (English Learners, Foster Youth, and Low-Income students). Given this intentionality, the entire student body may also benefit from these resources. The following 2022-2023 services were funded with LCAP funds.

Site based Math and English Language Arts Interventions: to provide differentiation of instruction in ELA and Math and to support the continued growth of students with a priority on students not yet meeting standards. Funds were allocated for salaries, benefits, services and supplies.

CTE and Academy Pathways, including a Drones class and Law Academy, to provide students with rigorous standards-based, college and career readiness.

Curriculum Enrichment at the Site Level: Allocated funds are dedicated to bolstering enrichment endeavors harmonized with the core curriculum. This encompasses in-class activities, services catering to student interests, assembly presentations, and the provision of supplementary resources. Moreover, financial support is extended to Curriculum Enrichment Field Trips, which align with the core curriculum, promote career readiness, and contribute to college preparedness.

Design Teams: Funds were allocated to extend this service. Design Teams assist the principal with developing and monitoring the instructional and social emotional learning programs.

Community Partner Coordination and Facilitation: Funds allocated to foster community involvement were under the direction of the principal. This allocation allowed for the coordination and facilitation of activities such as community partner engagement, parent engagement, and parent education events.

Student Clubs - Funds were allocated to support student engagement through clubs, extracurricular activities, and student recognition. Staff support engagement and learning through site-based high interest clubs and activities with allocation of funds to pay staff to for after-hours work, supplies, service-providing vendors.

Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$51,665	\$54,190
Mid-Range Teacher Salary	\$73,323	\$85,111
Highest Teacher Salary	\$93,101	\$104,999
Average Principal Salary (Elementary)	\$109,303	\$132,492
Average Principal Salary (Middle)	\$113,675	\$140,987
Average Principal Salary (High)	\$122,908	\$153,884
Superintendent Salary	\$248,000	\$255,503
Percent of Budget for Teacher Salaries	25.54%	32.09%
Percent of Budget for Administrative Salaries	4.89%	5.25%

2022-23 Advanced Placement (AP) Courses

This table displays the percent of student in AP courses at this school.

Percent of Students in AP Courses	22.6
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This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student.

Subject	Number of AP Courses Offered
Computer Science	1
English	4
Fine and Performing Arts	2
Foreign Language	1
Mathematics	2
Science	3
Social Science	8
Total AP Courses Offered Where there are student course enrollments of at least one student.	21

Professional Development

This section provides information on the annual number of school days dedicated to staff development for the most recent three-year period.

Professional Development (PD) is generally done weekly during Wednesday Professional Learning Community (PLC) Meetings that are 60 minutes in length.

There is a team of District Wide Teacher Leaders for Secondary Education that support each of the high schools, and Jesse Bethel High School is included in the work they are doing.

For the 2022-2023 school year, JBHS has a Math Teacher Leader specifically assigned to the campus to support PD for the staff.

The PD offered for the last three years has included training on the NWEA reading and math assessments, use of the learning paths in Odysseyware and Edgenuity as well as many different workshops that have covered high leverage instructional strategies centered around student engagement and literacy.

At JBHS there have also been staff development and workshops offered on the following topics:

- Advanced Placement Courses
- Get Focused Stay Focused Career Seminar
- Professional Learning Communities
- University of Davis Math Initiative
- Multi-tiered Systems of Support and Positive Behavior Intervention of Support
- Strategies to improve teacher instruction and literacy
- Social and Emotional Learning

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2021-22	2022-23	2023-24
Number of school days dedicated to Staff Development and Continuous Improvement	41	45	44