

Jesse M. Bethel High School

2023-2024 School Accountability Report Card

(Published During the 2024-2025 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.

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/>.

2024-25 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	Kehinde Stevenson
Email Address	kstevenson@vcusd.org
School Website	https://www.vcusd.org/Domain/11
Grade Span	
County-District-School (CDS) Code	48705814830147

2024-25 District Contact Information

District Name	Vallejo City Unified School District
Phone Number	(707) 556-8921
Superintendent	Ruben Aurelio
Email Address	raurelio@vcusd.org
District Website	www.vcusd.org

2024-25 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

2024-25 School Description and Mission Statement

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.

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

2023-24 Student Enrollment by Grade Level

Grade Level	Number of Students
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2023-24 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
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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)						
Intern Credential Holders Properly Assigned						
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)						
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)						
Unknown/Incomplete/NA						
Total Teaching Positions						

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)						
Intern Credential Holders Properly Assigned						
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)						
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)						
Unknown/Incomplete/NA						
Total Teaching Positions						

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.

2022-23 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)						
Intern Credential Holders Properly Assigned						
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)						
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)						
Unknown/Incomplete/NA						
Total Teaching Positions						

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	2022-23
Permits and Waivers			
Misassignments			
Vacant Positions			
Total Teachers Without Credentials and			

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

Indicator	2020-21	2021-22	2022-23
Credentialed Teachers Authorized on a Permit or Waiver			
Local Assignment Options			
Total Out-of-Field Teachers			

Class Assignments

Indicator	2020-21	2021-22	2022-23
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)			
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)			

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

2024-25 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 2024

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students 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 Cengage Learning HSMS Integrated Math 3 4e/2022 Person-Prentice Hall Calculus/2012 Statistics and Probability with Applications	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	Yes	0
History-Social Science	Houghton Mifflin Harcourt Modern World History/2019 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	Klett World Languages Reporters francophones Savvas Auténtico/2018	Yes	0

University of Hawaii Press Conversational Tagalog/1985
 University of Hawaii Press Intermediate Tagalog/1981
 Dawn Publishing Signing Naturally

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

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 2024

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

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.

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

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 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
English Language Arts/Literacy (grades 3-8 and 11)						
Mathematics (grades 3-8 and 11)						

2023-24 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 CAA divided by the total number of students who participated in both assessments.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students					
Female					
Male					
American Indian or Alaska Native					
Asian					
Black or African American					
Filipino					
Hispanic or Latino					
Native Hawaiian or Pacific Islander					
Two or More Races					
White					
English Learners					
Foster Youth					
Homeless					
Military					
Socioeconomically Disadvantaged					
Students Receiving Migrant Education Services					
Students with Disabilities					

2023-24 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 CAA divided by the total number of students who participated in both assessments.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students					
Female					
Male					
American Indian or Alaska Native					
Asian					
Black or African American					
Filipino					
Hispanic or Latino					
Native Hawaiian or Pacific Islander					
Two or More Races					
White					
English Learners					
Foster Youth					
Homeless					
Military					
Socioeconomically Disadvantaged					
Students Receiving Migrant Education Services					
Students with Disabilities					

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 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.

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

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 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
Science (grades 5, 8 and high school)						

2023-24 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					
Female					
Male					
American Indian or Alaska Native					
Asian					
Black or African American					
Filipino					
Hispanic or Latino					
Native Hawaiian or Pacific Islander					
Two or More Races					
White					
English Learners					
Foster Youth					
Homeless					
Military					
Socioeconomically Disadvantaged					
Students Receiving Migrant Education Services					
Students with Disabilities					

2023-24 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 and 2
- 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

2023-24 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	
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
2023-24 Pupils Enrolled in Courses Required for UC/CSU Admission	
2022-23 Graduates Who Completed All Courses Required for UC/CSU Admission	

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.

2023-24 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 requires only participation results 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	80	81	77	86	84

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.

2024-25 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, Coffee with the Principal, Principal's School Site Council, and English Learners Advisory Council. Parents are also encouraged

2024-25 Opportunities for Parental Involvement

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 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
Dropout Rate									
Graduation Rate									

2023-24 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2023-24 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			
Female			
Male			
Non-Binary			
American Indian or Alaska Native			
Asian			
Black or African American			
Filipino			
Hispanic or Latino			
Native Hawaiian or Pacific Islander			
Two or More Races			
White			
English Learners			
Foster Youth			
Homeless			
Socioeconomically Disadvantaged			
Students Receiving Migrant Education Services			
Students with Disabilities			

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.

2023-24 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students				
Female				
Male				
Non-Binary				
American Indian or Alaska Native				
Asian				
Black or African American				
Filipino				
Hispanic or Latino				
Native Hawaiian or Pacific Islander				
Two or More Races				
White				
English Learners				
Foster Youth				
Homeless				
Socioeconomically Disadvantaged				
Students Receiving Migrant Education Services				
Students with Disabilities				

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: 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 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
Suspensions									
Expulsions									

2023-24 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students		
Female		
Male		
Non-Binary		
American Indian or Alaska Native		
Asian		
Black or African American		
Filipino		
Hispanic or Latino		
Native Hawaiian or Pacific Islander		
Two or More Races		
White		
English Learners		
Foster Youth		
Homeless		
Socioeconomically Disadvantaged		
Students Receiving Migrant Education Services		
Students with Disabilities		

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.

2024-25 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.

Jesse Bethel High School School Safety Plan is annually revised in November 2024, and was shared with our School Site Council in November of 2024. Each and every possible contingency has been covered with appropriate personnel understanding their roles in time of emergency. A command center has been set up for each and every possible emergency. Necessary materials have been collected and are placed appropriately. 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.

Monthly safety drills are conducted: 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.

2024-25 School Safety Plan

As a safety measure Jesse Bethel has implemented a security system that detects weapons if brought on campus. As students enter the campus, they enter through a metal detecting kiosk that locates weapon shaped objects using sound waves. If the alarm sounds and metal is detected, students are directed to the side table for a more complete search.

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

D. Other SARC Information Information Required in the SARC

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

2021-22 Elementary 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 class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
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2022-23 Elementary 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 class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
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2023-24 Elementary Average Class Size and Class Size Distribution

This table displays the 2023-24 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 class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
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2021-22 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				
Mathematics				
Science				
Social Science				

2022-23 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				
Mathematics				
Science				
Social Science				

2023-24 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				
Mathematics				
Science				
Social Science				

2023-24 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	

2023-24 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. The "Other" category is for all other student support services staff positions not listed.

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

Fiscal Year 2022-23 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2022-23 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	9820	1917	7903	79365
District	N/A	N/A	12426	79189
Percent Difference - School Site and District	N/A	N/A	-44.5	2.8
State	N/A	N/A	7607	95160
Percent Difference - School Site and State	N/A	N/A	3.8	-9.6

Fiscal Year 2023-24 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 2023-2024 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.

Fiscal Year 2023-24 Types of Services Funded

Instructional Leadership 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 2022-23 Teacher and Administrative Salaries

This table displays the 2022-23 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		
Mid-Range Teacher Salary		
Highest Teacher Salary		
Average Principal Salary (Elementary)		
Average Principal Salary (Middle)		
Average Principal Salary (High)		
Superintendent Salary		
Percent of Budget for Teacher Salaries		
Percent of Budget for Administrative Salaries		

2023-24 Advanced Placement (AP) Courses

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

Percent of Students in AP Courses	
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	
English	
Fine and Performing Arts	
Foreign Language	
Mathematics	
Science	
Social Science	
Total AP Courses Offered	
Where there are student course enrollments of at least one student.	

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 2023-2024 school year, JBHS has a Math Teacher Leader specifically assigned to the campus to support PD for the staff in our district led initiatives.

The PD offered for the last three years has included training on the NWEA reading and math assessments, use of the learning paths in 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
- Know/Show CalEd Partners - Reduce D & F rates
- Professional Learning Communities
- University of Davis Math Initiative
- AVID courses
- 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	2022-23	2023-24	2024-25
Number of school days dedicated to Staff Development and Continuous Improvement	45	44	44