

Jesse M. Bethel High School

2024-2025 School Accountability Report Card

(Published During the 2025-2026 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.

2025-26 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	Rasheena Bell Fesseha
Email Address	rbell@vcusd.org
School Website	https://www.vcusd.org/Domain/11
Grade Span	9th - 12th
County-District-School (CDS) Code	48705814830147

2025-26 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

2025-26 School Description and Mission Statement

Jesse Bethel High School is a medium-to-large comprehensive high school located approximately thirty miles east of San Francisco. One of two comprehensive high schools in Vallejo, we primarily serve students from our public feeder schools Hogan Middle School and Solano Widenmann Leadership Academy. Our diverse student body of nearly 1,400 reflects the rich ethnic and social diversity of our community. Our students are supported by over 70 culturally and linguistically diverse faculty members, a dedicated counseling staff, and a network of academic support providers and community partners.

We take pride in fostering a vibrant culture that serves the whole child, academically, socio-emotionally, and their health/wellness. We center our instructional focus on culturally relevant practices that are proven to promote academic achievement for all students. Through our Multi-Tiered System of Supports (MTSS) we are able to provide mental health and social-emotional learning supports through our Wellness Center and 1:1 counseling. Our on-site Kaiser Center provides students with access to valuable health care.

Our philosophy is grounded in the belief that education's ultimate purpose is to help each student become an effective and responsible citizen in a democratic society. We strive to provide diverse learning opportunities to prepare all students to graduate college- and career-ready. To support this, we offer rigorous A–G courses, Advanced Placement opportunities, Career Technical Education pathways, and extended learning opportunities. Our counseling department collaborates closely with students and families to create individualized four-year academic plans, ensuring that each student is on track for success. Beyond academics, we encourage participation in extracurricular activities, athletics, visual and performing arts, and clubs that strengthen school connections and inspire lifelong passions. We also emphasize the importance of consistent, daily attendance as a foundation for both academic achievement and personal growth.

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.

2025-26 School Description and Mission Statement

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

2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	354
Grade 10	379
Grade 11	348
Grade 12	337
Total Enrollment	1,418

2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	44.6
Male	53.7
Non-Binary	0.1
American Indian or Alaska Native	0.3
Asian	3.3
Black or African American	21.4
Filipino	17.7
Hispanic or Latino	44.2
Native Hawaiian or Pacific Islander	1.5
Two or More Races	4.1
White	5.3
English Learners	14.9
Foster Youth	0.4
Homeless	2.3
Socioeconomically Disadvantaged	76.9
Students with Disabilities	14.3

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.

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)	47.9	70.92	378.2	71.26	234405.2	84
Intern Credential Holders Properly Assigned	2.9	4.41	22.4	4.23	4853	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	7.3	10.92	64.6	12.18	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	4.8	7.12	29.9	5.64	11953.1	4.28
Unknown/Incomplete/NA	4.4	6.6	35.4	6.69	15831.9	5.67
Total Teaching Positions	67.5	100	530.7	100	279044.8	100

Note: The data in this table is based on full-time equivalent (FTE) status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned 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)	50.9	74.82	360.5	68.03	231142.4	83.24
Intern Credential Holders Properly Assigned	2.1	3.14	14.6	2.76	5566.4	2
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	4.6	6.8	83.1	15.68	14938.3	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	4.5	6.74	28.1	5.32	11746.9	4.23
Unknown/Incomplete/NA	5.7	8.46	43.4	8.2	14303.8	5.15
Total Teaching Positions	68	100	529.9	100	277698	100

Note: The data in this table is based on 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.

2023-24 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 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	2021-22	2022-23	2023-24
Permits and Waivers	4.10	2	
Misassignments	3.10	2.6	
Vacant Positions	0.00	0	
Total Teachers Without Credentials and Misassignments	7.30	4.6	

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

Indicator	2021-22	2022-23	2023-24
Credentialed Teachers Authorized on a Permit or Waiver	1.10	0.8	
Local Assignment Options	3.60	3.7	
Total Out-of-Field Teachers	4.80	4.5	

Class Assignments

Indicator	2021-22	2022-23	2023-24
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	12	6.5	6.5
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	6.6	3.2	3.2

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

2025-26 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

November 2025

Subject	List of Textbooks and Other Instructional Materials / Indicate if from Most Recent Adoption / Year of Adoption	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Houghton Mifflin Harcourt California Collections 2017	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 2021	0
Science	HMH Dimensions: Living Earth (Biology) 2020 HMH Dimensions: Chemistry in the Earth System 2020 HMH Dimensions: Physics in the Universe 2020	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	0
Foreign Language	Klett World Languages Reporters francophones 2024 Savvas Auténtico 2018 Tuttle Tagalog for beginners 2011 Tuttle Elementary Tagalog 2015 Tuttle Intermediate Tagalog 2015 Dawn Publishing Signing Naturally 2008/2014	0

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

September 2025

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		Work Order submitted - Repairs completed
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
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 Assessments and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
English Language Arts/Literacy (grades 3-8 and 11)	26	30	27	27	47	48
Mathematics (grades 3-8 and 11)	13	26	19	20	35	37

2024-25 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	332	306	92.17	7.83	29.61
Female	165	155	93.94	6.06	31.37
Male	167	151	90.42	9.58	27.81
American Indian or Alaska Native	0	0	0	0	0
Asian	11	9	81.82	18.18	--
Black or African American	74	69	93.24	6.76	17.39
Filipino	61	60	98.36	1.64	51.67
Hispanic or Latino	141	132	93.62	6.38	25.38
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	18	15	83.33	16.67	33.33
White	22	16	72.73	27.27	12.50
English Learners	43	39	90.70	9.30	10.26
Foster Youth	--	--	--	--	--
Homeless	11	7	63.64	36.36	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	282	263	93.26	6.74	28.35
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	39	29	74.36	25.64	10.34

2024-25 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	331	285	86.10	13.90	26.24
Female	165	143	86.67	13.33	23.40
Male	166	142	85.54	14.46	29.08
American Indian or Alaska Native	0	0	0	0	0
Asian	11	9	81.82	18.18	--
Black or African American	74	60	81.08	18.92	17.24
Filipino	61	57	93.44	6.56	38.60
Hispanic or Latino	140	125	89.29	10.71	24.19
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	18	15	83.33	16.67	26.67
White	22	15	68.18	31.82	13.33
English Learners	43	36	83.72	16.28	25.00
Foster Youth	--	--	--	--	--
Homeless	11	6	54.55	45.45	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	281	245	87.19	12.81	25.62
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	39	24	61.54	38.46	8.33

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 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
Science (grades 5, 8 and high school)	17.5	18.91	13.92	15.11	30.73	32.33

2024-25 CAASPP Test Results in Science by Student Group

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	665	628	94.44	5.56	18.91
Female	318	303	95.28	4.72	20.67
Male	347	325	93.66	6.34	17.28
American Indian or Alaska Native	--	--	--	--	--
Asian	18	15	83.33	16.67	46.67
Black or African American	148	137	92.57	7.43	8.76
Filipino	132	130	98.48	1.52	33.85
Hispanic or Latino	284	273	96.13	3.87	14.13
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	33	31	93.94	6.06	32.26
White	40	33	82.50	17.50	18.18
English Learners	72	67	93.06	6.94	2.99
Foster Youth	--	--	--	--	--
Homeless	22	20	90.91	9.09	5.56
Military	--	--	--	--	--
Socioeconomically Disadvantaged	561	528	94.12	5.88	18.13
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	87	61	70.11	29.89	3.33

2024-25 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
- BioMed: Levels 1, 2, 3 (Principal's of biomed, medical interventions, and human body systems)
- Sports Medicine
- Law Academy courses: Introduction to Law/Speech, Investigation Law, and Practical Law

2024-25 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	

2024-25 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
Pupils Enrolled in Courses Required for UC/CSU Admission	
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.

2024-25 California Physical Fitness Test Participation Rates

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	89.2	86.4	86.1	87.8	92.2

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.

2025-26 Opportunities for Parental Involvement

Jesse Bethel High School deeply values parent involvement and believes that partnering with families is essential to the success of our scholars. We offer multiple ways for families to engage, including ELAC meetings for multilingual families, open School Site Council meetings, and regular Principal Chats. Each year, we also conduct a Hopes and Needs Assessment to gather meaningful input about family experiences, priorities, and hopes for the coming school year. Parents are encouraged to

2025-26 Opportunities for Parental Involvement

volunteer through the VCUSD volunteer process and may visit their child's classroom with 24-hour notice.

To ensure access and support, our front office is consistently staffed with team members who assist families in connecting to school services. We have two bilingual liaisons dedicated to supporting our Spanish-speaking families, and we use language-access devices to assist families who speak additional languages. Ongoing communication is provided through our weekly Jag Wire newsletter, which keeps families informed about engagement opportunities, events, and activities like Back-to-School Night, Open House, athletic events, performances, and schoolwide celebrations. We also partner with families to support students access to learning through SST, 504, and IEP meetings. These opportunities strengthen home-school partnerships and foster a supportive, collaborative community focused on student success.

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 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
Dropout Rate	9.3	11.5		17.4	19.4		8.2	8.9	
Graduation Rate	86.2	85.2		80.2	78.9		86.2	86.4	

2024-25 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			

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

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

2024-25 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 data.

Suspensions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
10.4%	7.26%		7.67%	6.2%		3.6%	3.28%	

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.

This table displays expulsions data.

Expulsions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0.12%	0%		0.05%	0.05%		0.08%	0.07%	

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 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.

2025-26 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 and approved by our School Site Council for approval in November. Each and every possible contingency has been covered with appropriate personnel understanding their roles in the event of an 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.

As a safety measure Jesse Bethel has implemented the Evolve security system that detects weapons if brought on campus. As students enter the campus, they enter through the 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.

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

2023-24 Secondary 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 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	18	45	24	16
Mathematics	21	23	12	24
Science	24	17	14	24
Social Science	19	33	26	14

2024-25 Secondary Average Class Size and Class Size Distribution

This table displays the 2024-25 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				

2024-25 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	

2024-25 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 2023-24 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2023-24 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	\$8,767.53	\$1,843.30	\$6,924.23	\$83,006
District	N/A	N/A	12426	\$85,560
Percent Difference - School Site and District	N/A	N/A	-56.9	-1.4
State	N/A	N/A	\$11,146	\$101,084
Percent Difference - School Site and State	N/A	N/A	-43.5	-13.2

Fiscal Year 2024-25 Types of Services Funded

At Jesse Bethel High School, LCAP and Title I funds are strategically used to support student achievement, equity, and access to a wide range of academic and extracurricular opportunities. These funds provide extended hours for our Instructional Leadership Team to plan and deliver high-quality professional development, ensuring our teachers have the resources and collaboration time needed to enhance instruction. They also support extended learning opportunities for students and the use of specialized software, such as Huddle, to assist in athlete recruitment and to bolster our Career and Technical Education (CTE) Multimedia program.

Instructional and supplemental materials across core academic areas, CTE programs—including Multimedia, Law Academy, Bio/Med, and Sports Medicine—and our Visual and Performing Arts (VAPA) department, including Dance, Drama, Ceramics, Band, and Art, are funded through these resources. Additionally, funds are allocated to ensure equitable access for all students, such as covering Advanced Placement (AP) testing fees for enrolled students and supporting college engagement events, giving students opportunities to connect with college representatives.

LCAP and Title I funds services to address students’ social-emotional and mental health needs. They support direct services

Fiscal Year 2024-25 Types of Services Funded

for student well-being and initiatives that facilitate restorative practices, creating a safe, supportive, and inclusive learning environment for all scholars. Through these investments, the school ensures that every student has access to the academic, social, and extracurricular resources necessary to thrive.

Fiscal Year 2023-24 Teacher and Administrative Salaries

This table displays the 2023-24 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	\$59,813	\$62,145
Mid-Range Teacher Salary	\$85,679	\$97,088
Highest Teacher Salary	\$111,308	\$120,436
Average Principal Salary (Elementary)	\$140,845	\$151,343
Average Principal Salary (Middle)	\$142,764	\$159,514
Average Principal Salary (High)	\$157,447	\$177,261
Superintendent Salary	\$306,368	\$294,805
Percent of Budget for Teacher Salaries	22.7%	29.95%
Percent of Budget for Administrative Salaries	5.54%	5.4%

2024-25 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

At Jesse Bethel High School, we believe deeply in lifelong learning and the continual improvement of staff practices to increase student achievement, expand equitable opportunities, raise graduation rates, and support overall student success. Professional development is offered weekly for one hour, with one districtwide session each month to ensure alignment and consistency with district instructional initiatives. The remaining three sessions are developed at the site level by our Instructional Leadership Team (ILT) and Site Leadership Team (SLT). The SLT meets four times throughout the year to analyze data, monitor progress toward our achievement and instructional goals, and engage in cycles of inquiry that guide the creation of our instructional site action plan. This plan is then used by the ILT to design meaningful adult learning experiences that reflect the needs of our students and staff.

Beyond our weekly structures, Jesse Bethel offers a wide range of professional learning opportunities to support teacher growth at all levels of experience. We host Alder Teacher Residents who are working toward their teaching credentials through our district's credentialing program. These residents are paired with skilled master teachers within our school community, giving them hands-on experience and robust mentorship. We also partner with Shannon Sinclair to facilitate a teacher-to-teacher PLC focused on strengthening writing in the social sciences and expanding structured academic student talk, with particular attention to the needs of Long-Term English Learners. Through this PLC, teachers engage in structured, non-evaluative observation cycles where they practice, reflect, and give and receive feedback within their content teams.

Additionally, our science department participates in a PLC with LTL 360, where educators study evidence of learning through learning rounds, calibrate observations, identify trends across classrooms, and analyze student work to determine next instructional steps. Teachers then work together to act on these findings, both individually and collectively, to refine instruction and improve student outcomes. Through these coordinated and collaborative professional learning systems, Jesse Bethel High School ensures that educators are supported, reflective, and continually growing in service of every scholar's success.

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

Subject	2023-24	2024-25	2025-26
Number of school days dedicated to Staff Development and Continuous Improvement	44	44	44