Sanhedrin 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	Sanhedrin High School
Street	299 North Main st.
City, State, Zip	Willits
Phone Number	7074597700
Principal	Arora Chavez
Email Address	arorachavez@willitsunified.com
School Website	www.willitsunified.com/o/sanhedrin
County-District-School (CDS) Code	Mendocino

2023-24 District Contact Information

District Name	Willits Unified School District
Phone Number	(707) 459-5314
Superintendent	Mark Beebe
Email Address	markbeebe@willitsunified.com
District Website	www.willitsunified.com

2023-24 School Description and Mission Statement

The staff and students of Sanhedrin Alternative High School promote a safe, respectful, caring, and nurturing alternative learning environment. We support individualized academic and personal growth with the goal of becoming critical thinkers and informed, active, and engaged citizens. Sanhedrin High School serves students grades 9-12. It is located at 120 N. Main Street. It has one main building that houses an office, kitchen, 5 classrooms, and a small library. A specialized program is also in place to support students requiring part-time attendance or additional time to complete graduation requirements.

Graduates from Sanhedrin High School are required to meet the 180 credits to earn a high school diploma as set by the State of California and the Willits Unified School District Board of Trustees. Sanhedrin High School has 3.2 teachers, a secretary and a part time administrator that is also a district administrator. Students at Sanhedrin High School are allowed to take classes, and compete in Willits High School athletics, and participate in most school activities if they are eligible. Sanhedrin is all Independent Study this year to accommodate students that can't attend in person school due to covid.

Sanhedrin High School implemented the LCAP (Local Control Accountability Plan) last year. The plan has three goals with district funds affiliated with them. The three goals are: 1) Students will be prepared to be college and or career ready. 2) Students will be provided academic support to promote language, mathematical and technology literacy 3) Students and families will be supported and encouraged to advocate healthy lifestyle choices. Each year the goals will build upon each other. When goals are met, they will be replaced with new goals each year, and monies will be allocated to support each goal. In 2018, SHS received WASC accreditation for an additional six year.

Mission Statement:
Willits Unified School District staff and students in a partnership with parents and community members, provide a challenging, caring and safe educational environment, which prepares students to be positive members of the community, effective communicators, problem solvers, and lifelong learners.

Motto:
We came, We Saw, We learned

School Colors
Maroon and White

2023-24 School Description and Mission Statement

School Mascot: Hawk

About this School

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	3
Grade 10	12
Grade 11	17
Grade 12	35
Total Enrollment	67

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	46.3%
Male	52.2%
American Indian or Alaska Native	4.5%
Hispanic or Latino	26.9%
Two or More Races	4.5%
White	52.2%
English Learners	7.5%
Foster Youth	3%
Homeless	1.5%
Migrant	4.5%
Socioeconomically Disadvantaged	68.7%
Students with Disabilities	13.4%

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)	0.50	13.89	72.90	66.04	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	3.00	2.72	4205.90	1.53
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00	12.70	11.59	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	3.10	86.11	10.30	9.40	12115.80	4.41
Unknown	0.00	0.00	11.30	10.25	18854.30	6.86
Total Teaching Positions	3.60	100.00	110.30	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)	1.00	25.00	80.10	70.64	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	4.60	4.07	4853.00	1.74
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	1.00	25.00	10.60	9.41	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	2.00	50.00	9.80	8.71	11953.10	4.28
Unknown	0.00	0.00	8.10	7.14	15831.90	5.67
Total Teaching Positions	4.00	100.00	113.30	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	0.00	1.00

Misassignments	0.00	0.00
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	0.00	1.00

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	0.00	0.00
Local Assignment Options	3.10	2.00
Total Out-of-Field Teachers	3.10	2.00

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)	0	0
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	25	0

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

The following platform was board adopted for Sanhedrin Alternative High School.
In 2021-2022 the teachers at Sanhedrin are reviewed a curriculum that differentiates the instructional needs of all students and provides A-G courses as well.

Year and month in which the data were collected	December 2023

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Bright Thinker Platform (A-G approved) https://sanhedrin.thebrightthinker.com/ Board Adopted in August of 2022	Yes	0

Mathematics	Bright Thinker Platform (A-G approved) https://sanhedrin.thebrightthinker.com/ Board Adopted in August of 2022	Yes	0
Science	Bright Thinker Platform (A-G approved) https://sanhedrin.thebrightthinker.com/ Board Adopted in August of 2022	Yes	0
History-Social Science	Bright Thinker Platform (A-G approved) https://sanhedrin.thebrightthinker.com/ Board Adopted in August of 2022	Yes	0
Foreign Language	Bright Thinker Platform (A-G approved) https://sanhedrin.thebrightthinker.com/ Board Adopted in August of 2022	Yes	
Health	Bright Thinker Platform (A-G approved) https://sanhedrin.thebrightthinker.com/ Board Adopted in August of 2022	Yes	0
Visual and Performing Arts	Bright Thinker Platform (A-G approved) https://sanhedrin.thebrightthinker.com/ Board Adopted in August of 2022	Yes	

School Facility Conditions and Planned Improvements

Sanhedrin Alternative High School was built in 1989. The school site has a large garden, basketball court, art room, weight room, and parking lot. In 2018, the staff built a weight room for the students. Facility inspection reports are available at the Willits Unified Maintence Department.

Year and month of the most recent FIT report	9/5/2023

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			: HALL: OK
Interior: Interior Surfaces		X		HALL: OK ROOM 1: OK ROOM 14: OK ROOM 2: OK ROOM 3: OK ROOM 8: OK ROOM 9: RR STAFF: OK RR STUDENTS: OK
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			

School Facility Conditions and Planned Improvements

Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains		X		RR STAFF: OK RR STUDENTS: OK
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.

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)	75	--	28	26	47	46
Mathematics (grades 3-8 and 11)	0	--	18	16	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	--	--	--	--	--
Female	--	--	--	--	--
Male	--	--	--	--	--
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0

Military	0	0	0	0	0
Socioeconomically Disadvantaged	--	--	--	--	--
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

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	--	--	--	--	--
Female	--	--	--	--	--
Male	--	--	--	--	--
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	--	--	--	--	--
Students Receiving Migrant Education Services	0	0	0	0	0
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. 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)	--	--	18.56	17.66	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	22	10	45.45	54.55	--
Female	11	4	36.36	63.64	--
Male	11	6	54.55	45.45	--
American Indian or Alaska Native	--	--	--	--	--
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	18	9	50.00	50.00	--
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	--	--	--	--	--

2022-23 Career Technical Education Programs

Since 2019-2020, CTE programs have been offered through Willits High School in agriculture, patient care, construction, computers, business, band, art, and technology. Each student at SHS must finish a pathway by senior year in order to graduate. Students are concurrently enrolled in both schools.

2022-23 Career Technical Education Programs

There is also a culinary path being developed with Mendocino Community College with a class being offered onsite in the Spring. Mendocino College is providing $10,000 of CTE funding to get the kitchen ready.

In 2022-2023, Sanhedrin students have the option of being dually enrolled at WHS to ensure their access to CTE courses. Sanhedrin also houses six Mendocino College course throughout the school year.

2022-23 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
2022-23 Pupils Enrolled in Courses Required for UC/CSU Admission	0
2021-22 Graduates Who Completed All Courses Required for UC/CSU Admission	0

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

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

Parents of Sanhedrin High School are encouraged to be involved in their student's education. Teachers meet with every parent three times a year at the beginning of each trimester. Our Student Government Team invites parents and community members to attend activities, chaperone events/ fieldtrips, and help with fundraising. The principal serves as the contact person for parent 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	21.2	35.8	23.2	15	24.2	17	9.4	7.8	8.2
Graduation Rate	78.8	49.3	76.8	85	68.9	82.4	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	69	53	76.8
Female	31	28	90.3
Male	38	25	65.8
Non-Binary			
American Indian or Alaska Native	--	--	--
Asian	0	0	0.00
Black or African American	--	--	--
Filipino	0	0	0.00
Hispanic or Latino	26	17	65.4
Native Hawaiian or Pacific Islander	0	0	0.00

Two or More Races	--	--	--
White	29	25	86.2
English Learners	--	--	--
Foster Youth	--	--	--
Homeless	--	--	--
Socioeconomically Disadvantaged	54	41	75.9
Students Receiving Migrant Education Services	--	--	--
Students with Disabilities	--	--	--

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	106	102	17	16.7
Female	49	47	5	10.6
Male	55	53	12	22.6
Non-Binary	2	2	0	0.0
American Indian or Alaska Native	4	4	1	25.0
Asian	1	1	0	0.0
Black or African American	1	1	0	0.0
Filipino	0	0	0	0.0
Hispanic or Latino	32	31	2	6.5
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	4	4	1	25.0
White	50	48	12	25.0
English Learners	8	8	0	0.0
Foster Youth	5	5	2	40.0
Homeless	2	2	1	50.0
Socioeconomically Disadvantaged	73	69	10	14.5
Students Receiving Migrant Education Services	3	3	1	33.3
Students with Disabilities	16	16	3	18.8

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	0.00	0.00	9.43	0.52	5.67	7.53	0.20	3.17	3.60
Expulsions	0.00	0.00	0.00	0.00	0.05	0.05	0.00	0.07	0.08

2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	9.43	0
Female	14.29	0
Male	5.45	0
Non-Binary		
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	0	0
Filipino	0	0
Hispanic or Latino	12.5	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	0	0
White	4	0
English Learners	0	0
Foster Youth	0	0
Homeless	0	0
Socioeconomically Disadvantaged	10.96	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	12.5	0

2023-24 School Safety Plan

The school safety plan is reviewed annually, and is current with all guidelines outlined by the California State Department of Education and Federal guidelines. The School Safety Plan provides a comprehensive description of emergency situations and action procedures.

Throughout the day staff and teachers monitor grounds for safety. The principal and staff review appropriate safety procedures with students on an ongoing basis. Visitors must sign in with the office upon arrival. The safety plan is updated annually in the spring.

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				
Mathematics				
Science				
Social Science				

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				
Mathematics				
Science				
Social Science				

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	4	1	0	0
Mathematics	0	0	0	0
Science	0	0	0	0
Social Science	0	0	0	0

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	0

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)	
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	$10,751.66	$3,223.03	$7,528.63	$63,458.61
District	N/A	N/A	$8,533.57	
Percent Difference - School Site and District	N/A	N/A	-12.5	7.0
State	N/A	N/A	$7,607	$77,993
Percent Difference - School Site and State	N/A	N/A		

Fiscal Year 2022-23 Types of Services Funded

Tutoring services are available for our English Learners by our Spanish speaking Family Liaison . Our Instructional Aide also provides tutoring. All students have access to Chrome books for student use, that are maintained daily. In 2020, Mendocino County Youth Project moved their Willits services office to Sanhedrin High School and provides Social Emotional support for students.

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		$47,616
Mid-Range Teacher Salary		$75,580
Highest Teacher Salary		$100,485
Average Principal Salary (Elementary)		$114,067
Average Principal Salary (Middle)		$123,622
Average Principal Salary (High)		$125,386
Superintendent Salary		$157,977
Percent of Budget for Teacher Salaries	28.47%	27.82%
Percent of Budget for Administrative Salaries	6.01%	5.78%

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	0

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	0
English	0
Fine and Performing Arts	0
Foreign Language	0
Mathematics	0
Science	0
Social Science	0
Total AP Courses Offered Where there are student course enrollments of at least one student.	0

Professional Development

In 2021-22
1. All teachers are participating in the CAPS principal's network as the leadership team with the goal to improve instructional and procedural practices.
2. Staff is reviewing new curriculum to adopt that better differentiates for all levels of students.
3. A staff member is training on how to be more equitable and accessible for students that are on independent study.

Professional Development

4. All teachers got trained in how to administer the STAR reading assessment and use the data to provide instruction at students current level.
5. Teachers collaborated for a day with Ukiah Independent Study teachers to improve their teaching.

In 2022-2023
1. All teachers are participating in the CAPS principal's network as the leadership team with the goal to improve instructional and procedural practices.
2. Staff is reviewing new curriculum to adopt that better differentiates for all levels of students.
3. A staff member is training on how to be more equitable and accessible for students that are on independent study.
4. All teachers got trained in how to administer the STAR reading assessment and use the data to provide instruction at students current level.
5. Designated & Integrated ELD.

The staff at SHS are supported through a part time education administrator that is also the assistant principal at Willits High School. All student performance data is shared at staff meetings.

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	4	3.2	