Pinnacles High School
School Accountability Report Card
Reported Using Data from the 2013-14 School Year
Published During 2014-15

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. 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 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, see the California Department of Education (CDE) SARC Web page at http://www.cde.ca.gov/ta/ac/sa/.

- View this SARC online at the school and/or LEA Web sites.

- For more information about the LCFF or LCAP, see the CDE LCFF Web page at http://www.cde.ca.gov/fg/aa/lc/.

- For additional information about the school, parents and community members should contact the school principal or the district office.

About This School

Contact Information (Most Recent Year)

School Contact Information	
School Name	Pinnacles High School
Street	690 Main Street
City, State, Zip	Soledad, CA 93960
Phone Number	(831) 678-6300
Principal	Jeffrey Lopez
E-mail Address	jlopez@soledad.k12.ca.us
Web Site	www.soledadusd.org
CDS Code	27754400106112

District Contact Information	
District Name	Soledad Unified School District
Phone Number	(831) 678-3987
Superintendent	Dr. Rupi Boyd
E-mail Address	rboyd@soledad.k12.ca.us
Web Site	www.soledad.k12.ca.us

School Description and Mission Statement (Most Recent Year)

At Pinnacles High School, our primary goal is to help students develop responsibility for their lives and achieve success through education. Pinnacles High School is a full day continuation program which offers a combination of direct instruction and self paced work in traditional and online formats. We work in partnership with families and students students and parents to ensure that all students maximize their opportunity to complete a graduate. Students earn the traditional high school diploma of 220 credits.

Student Enrollment by Grade Level (School Year 2013-14)

Grade Level	Number of Students
Grade 10	1
Grade 11	6
Grade 12	20
Total Enrollment	27

Student Enrollment by Group (School Year 2013-14)

Group	Percent of Total Enrollment
Black or African American	0.0
American Indian or Alaska Native	0.0
Asian	0.0
Filipino	3.7
Hispanic or Latino	96.3
Native Hawaiian or Pacific Islander	0.0
White	0.0
Two or More Races	0.0
Socioeconomically Disadvantaged	81.5
English Learners	59.3
Students with Disabilities	0.0

A. Conditions of Learning

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

Teacher Credentials

Teachers	School			District
	2012-13	2013-14	2014-15	2014-15
With Full Credential	3	3	3	185
Without Full Credential	0	0	0	16
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2012-13	2013-14	2014-15
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments *	0	0	0
Vacant Teacher Positions	0	0	0

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2013-14)

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	**Not Taught by Highly Qualified Teachers**
This School	100.00	0.00
All Schools in District	96.59	3.41
High-Poverty Schools in District	96.59	3.41
Low-Poverty Schools in District	0.00	0.00

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2014-15)

Year and month in which data were collected: August 2014

Every student has a textbook that is in good condition and consistent with the content and cycles of the curriculum frameworks adopted by the State Board of Education.

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	All students are provided an individual textbook or instructional material as determined by verification from Aeries Database/Office - 2014. All textbooks are state-adopted and aligned with Soledad High School.	Yes	0
Mathematics	All students are provided an individual textbook or instructional material as determined by verification from Aeries Database/Office - 2014. All textbooks are state-adopted and aligned with Soledad High School.	Yes	0
Science	All students are provided an individual textbook or instructional material as determined by verification from Aeries Database/Office - 2014. All textbooks are state-adopted and aligned with Soledad High School.	Yes	0
History-Social Science	All students are provided an individual textbook or instructional material as determined by verification from Aeries Database/Office 2014. All textbooks are state-adopted and aligned with Soledad High School.	Yes	0
Foreign Language	Students who need foreign language credits are enrolled concurrently in the local Hartnell College classes.	Yes	0
Health	All students are provided an individual textbook or instructional material as determined by verification from Aeries Database/Office - 2014 All textbooks are state-adopted and aligned with Soledad High School.	Yes	0

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Visual and Performing Arts	Teachers assign art credits for specific art projects and students can create their own projects through their choice of mediums such as painting, poetry, songs, arts and crafts and silk painting.	Yes	0
Science Laboratory Equipment (grades 9-12)	All students are provided an individual textbook or instructional material as determined by verification from Aeries Database/Office - 2014 All textbooks are state-adopted and aligned with Soledad High School.	Yes	0

School Facility Conditions and Planned Improvements (Most Recent Year)

Currently the facilities are in good working condition. The restrooms are in good working order.

Pinnacles High School was moved to a new facility on October 26, 1992. It consists of two classrooms and an office. A basketball/volleyball court is adjacent to the classrooms for use in physical education classes. On the same site is an adult education classroom, and a learning center, Two student restrooms and one staff restroom are in good working condition.

The facility is clean. The students take pride in the building as is evidenced by the lack of graffiti in and around the facility. There have been only two cases of graffiti in the bathrooms during the past year. This is also partly due to reward and ownership procedures that have been established by the teachers and the administration of the school. The students are rewarded for keeping their bathrooms clean, by being given special bathroom decorations and non-toxic products such as hand lotions.

The district has been researching the purchase of land and other options to expand the school site, as an increase in classroom and office space is needed. In 2007 Pinnacles installed 3 benches by the student restrooms and 2 new basketball backboards. In 2007 Pinnacles' side wall by the boy's restroom was replaced due to rot.

The school was completely landscaped in 1993-94 by students in the Community as School Program in partnership with the landscape architect and Director of Maintenance and Operations for the district. In 2009 the students obtained 50 plants from a local nursery and planted those plants throughout the campus. The students are also growing several bushes and trees in wood boxes along the fence. Over the summer, several student volunteers helped to repaint the railings, lines on the basketball court and in the parking lot. They also painted the doors and painted over chipped paint areas along the outside walls. Another group of students helped to redecorate classrooms and to organize the books on the bookshelves.

Pinnacles High School is a safe school. The school has maintained a strong working relationship with the Police department in Soledad and their response to any emergency is immediate.

District maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order process is used to ensure sufficient service and that emergency repairs are given the highest priority. Custodial staff is assigned to clean the school daily and any concerns are addressed in a timely manner.

The district participates in the State School Deferred Maintenance Program, which provides state matching funds on a dollar-for-dollar basis, to assist school districts with expenditures for major repair or replacement of existing school building components. Typically, this includes roofing, plumbing, heating, air conditioning, electrical systems, interior or exterior painting and floor systems.

The school buildings, grounds and restrooms are well maintained and fully functional. In Summer, 2005 the entire school was painted and installations were new linoleum in the staff bathroom, new carpets in Rooms 5 and 6 and a new phone system. In Summer, 2006 three new benches were added to the student outside eating area. In Fall, 2007 an outside wall was repaired by the girl's bathroom. In Winter, 2007 the school's roof was re-tarred to protect classrooms from leaks during the rains. In Fall, 2008 a shade structure was installed to protect students from the elements in the outside eating area. In Summer, 2009 Promethean interactive white boards were installed in all Pinnacles' classrooms.

The administration conducts monthly school walk-throughs to look for and to mitigate safety hazards and to resolve repair issues. Students help to keep the campus clean by raking leaves and picking up garbage on a daily basis. On most days, our campus is very clean and beautiful.

School Facility Good Repair Status (Most Recent Year)

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: November 18, 2014				
System Inspected	**Repair Status**			**Repair Needed and Action Taken or Planned**
	Good	**Fair**	**Poor**	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	[X]	[ ]	[ ]	None
Interior: Interior Surfaces	[X]	[ ]	[ ]	None
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	[X]	[ ]	[ ]	none
Electrical: Electrical	[ ]	[X]	[ ]	CR-1 Lights burnt out. Replaced lights on December 29, 2014.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	[X]	[ ]	[ ]	None
Safety: Fire Safety, Hazardous Materials	[X]	[ ]	[ ]	Rooms are routinely inspected for hazards and efforts are made to mitigate all hazards.
Structural: Structural Damage, Roofs	[X]	[ ]	[ ]	None
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	[X]	[ ]	[ ]	None

Overall Facility Rating (Most Recent Year)

	Exemplary	**Good**	**Fair**	**Poor**
Overall Rating	[ ]	[X]	[ ]	[ ]

B. Pupil Outcomes

State Priority: Pupil Achievement

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

*   Statewide assessments (i.e., California Assessment of Student Performance and Progress and its successor the Standardized Testing and Reporting Program);

*   The Academic Performance Index; and

*   The percentage of pupils 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.

California Assessment of Student Performance and Progress / Standardized Testing and Reporting Results for All Students in Science (Three-Year Comparison)

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
Science (grades 5, 8, and 10)				50	52	49	60	59	60

Note: Science assessments include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA). Scores are not shown 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.

California Assessment of Student Performance and Progress Results by Student Group in Science (School Year 2013-14)

Group	Percent of Students Scoring at Proficient or Advanced
All Students in the LEA	49
All Student at the School	
Male	
Female	
Black or African American	
American Indian or Alaska Native	
Asian	
Filipino	
Hispanic or Latino	
Native Hawaiian or Pacific Islander	
White	
Two or More Races	
Socioeconomically Disadvantaged	
English Learners	
Students with Disabilities	
Students Receiving Migrant Education Services	

Note: CAASPP includes science assessments (CSTs, CMA, and CAPA) in grades 5, 8, and 10. Scores are not shown 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.

Standardized Testing and Reporting Results for All Students (Three-Year Comparison)

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
English-Language Arts				38	42	43	54	56	55
Mathematics				40	44	45	49	50	50
History-Social Science	0	0	0	28	30	34	48	49	49

Note: STAR Program was last administered in 2012-13. 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.

Academic Performance Index Ranks (Three-Year Comparison)

API Rank	2010-11	2011-12	2012-13
Statewide	B		
Similar Schools	B		

Note: For 2014 and subsequent years, the statewide and similar schools ranks will no longer be produced.

Academic Performance Index Growth by Student Group (Three-Year Comparison)

Group	Actual API Change		
	2010-11	2011-12	2012-13
All Students at the School	-34		
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino			
Native Hawaiian/Pacific Islander			
White			
Two or More Races			
Socioeconomically Disadvantaged			
English Learners			
Students with Disabilities			

Note: "N/D" means that no data were available to the CDE or LEA to report. "B" means the school did not have a valid API Base and there is no Growth or target information. "C" means the school had significant demographic changes and there is no Growth or target information.

Career Technical Education Programs (School Year 2013-14)

CTE courses offered through the school include: ROP Office Careers, ROP Certified Nursing Assistant, ROP Vocational Nursing, ROP Medical Assisting, ROP Pharmacy Technician, ROP Dental Assistant. Additionally students are routed to CTE classes offered at Soledad High School (next door) which include: ROP Floristry, ROP Veterinary Science, ROP Restaurant Management I and II and ROP Small Business Ownership (Virtual Ent.). Classes are part of a comprehensive effort to sequence students through to a capstone effort.

Career Technical Education Participation (School Year 2013-14)

Measure	CTE Program Participation
Number of pupils participating in CTE	9
% of pupils completing a CTE program and earning a high school diploma	100%
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	100%

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

UC/CSU Course Measure	Percent
2013-14 Students Enrolled in Courses Required for UC/CSU Admission	66.38
2012-13 Graduates Who Completed All Courses Required for UC/CSU Admission	0.00

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the Other Pupil Outcomes State Priority (Priority 8):

* Pupil outcomes in the subject areas of English, mathematics, and physical education.

California High School Exit Examination Results for All Grade Ten Students (Three-Year Comparison)

Subject	Percent of Students Scoring at Proficient or Advanced								
	School			District			State		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
English-Language Arts				36	46	45	56	57	56
Mathematics				40	48	51	58	60	62

Note: 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.

California High School Exit Examination Grade Ten Results by Student Group (School Year 2013-14)

Group	English-Language Arts			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students in the LEA	55	24	22	49	36	16
All Students at the School	0			0		
Male						
Female						
Black or African American						
American Indian or Alaska Native						
Asian						
Filipino						
Hispanic or Latino						
Native Hawaiian or Pacific Islander						
White						
Two or More Races						
Socioeconomically Disadvantaged						
English Learners						
Students with Disabilities						
Students Receiving Migrant Education Services						

Note: 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.

California Physical Fitness Test Results (School Year 2013-14)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
9			

Note: 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.

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the Parental Involvement State Priority (Priority 3):

• Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite.

Opportunities for Parental Involvement (Most Recent Year)

A parent/guardian must attend the initial enrollment conference at the school with their student. School Site Council meetings are held quarterly. An English Language Advisory Council (ELAC) is also held quarterly. Parents/guardians are encouraged to request appointments with the principal or counselor whenever they have a concern about their student. Progress reports are distributed quarterly by mail. Student Study Team meetings are held by request of staff or parents/guardians. All parents are invited and encouraged to attend by formal written invitation and personal phone calls. Parents/Guardians are encouraged to visit the school and to become involved in all activities. Teachers send out mid-quarter progress reports and when students are falling behind Parents/Guardians are asked to participate in a meeting. . All Parents/Guardians are encouraged to either call or email her or her child's teacher whenever they would like a progress. Our community outreach advisor makes home visits to check up on students and to assist families with information and referral to social service agencies.

State Priority: Pupil Engagement

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

• High school dropout rates; and
• High school graduation rates.

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

Indicator	School			District			State		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
Dropout Rate	8.4	9.7	6.5	8.4	9.7	6.5	14.7	13.1	11.4
Graduation Rate	85.39	79.22	83.99	85.39	79.22	83.99	77.14	78.87	80.44

Completion of High School Graduation Requirements (Graduating Class of 2013)

Group	Graduating Class of 2013		
	School	District	State
All Students	23.53	78.16	84.56
Black or African American	0.00	50.00	75.90
American Indian or Alaska Native	0.00	0.00	77.82
Asian	0.00	75.00	92.94
Filipino	0.00	83.33	92.20
Hispanic or Latino	25.00	78.40	80.83
Native Hawaiian/Pacific Islander	0.00	100.00	84.06
White	0.00	80.00	90.15
Two or More Races	0.00	0.00	89.03
Socioeconomically Disadvantaged	26.67	78.64	82.58
English Learners	25.00	58.54	53.68
Students with Disabilities	0.00	80.77	60.31

State Priority: School Climate

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

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

Suspensions and Expulsions

Rate	School			District			State		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
Suspensions	55.4	42.7	16.4	10.1	7.4	3.8	5.7	5.1	4.4
Expulsions	0.0	0.0	0	0.0	0.2	0.0	0.1	0.1	0.1

Note: The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment x 100.

School Safety Plan (Most Recent Year)

Schools have developed comprehensive safety plans that meet state requirements. The plans include procedures for handling disasters, safe entry and exit of students, serious disciplinary problems, sexual harassment, child abuse reporting and school dress codes. Schools have revised, as an on-going process, their comprehensive safety plans, to meet state requirements. Staff is provided on-going training and information about current health or safety threats and revised emergency procedures as necessary. Parents/guardians are sent updated information on how to plan and prepare for an emergency and are invited to trainings and workshops related to disaster preparedness and safety. The administration conducts monthly school walk-throughs to look for and to mitigate safety hazards and to resolve repair issues.

D. Other SARC Information

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

Adequate Yearly Progress Overall and by Criteria (School Year 2013-14)

AYP Criteria	School	District
Made AYP Overall	Yes	
Met Participation Rate: English-Language Arts	Yes	
Met Participation Rate: Mathematics	Yes	
Met Percent Proficient: English-Language Arts	Yes	
Met Percent Proficient: Mathematics	Yes	
Met Graduation Rate (if applicable)	N/A	

Federal Intervention Program (School Year 2014-15)

Indicator	School	District
Program Improvement Status	Not in PI	In PI
First Year of Program Improvement		2007-2008
Year in Program Improvement*		Year 3
Number of Schools Currently in Program Improvement	---	5
Percent of Schools Currently in Program Improvement	---	62.5

Note: Cells with "---" do not require data.
* DW (determination waiver) indicates that the PI status of the school was carried over from the prior year in accordance with the flexibility granted through the federal waiver process.

Average Class Size and Class Size Distribution (Secondary)

Subject	2011-12				2012-13				2013-14			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	11.2	5	0	0	14	3			4	7		
Mathematics	10	3	0	0	18	1	1		3	7		
Science	8.5	2	0	0	23		1		2	3		
Social Science	8	2	0	0	13	3			6	5		

Note: Number of classes indicates how many classrooms 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.

Academic Counselors and Other Support Staff (School Year 2013-14)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	1	90
Counselor (Social/Behavioral or Career Development)	0	---
Library Media Teacher (Librarian)	0	---
Library Media Services Staff (Paraprofessional)	0	---
Psychologist	0.33	---
Social Worker	0	---
Nurse	0.125	---
Speech/Language/Hearing Specialist	0.125	---
Resource Specialist	0	---
Other	0	---

Note: Cells with "---" do not require data. 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.

Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2012-13)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	8,100.49	6,634.47	1,466.02	$55,152
District	---	---	$4,570	$63,059
Percent Difference: School Site and District	---	---	-67.9	-12.5
State	---	---	$4,690	$63,037
Percent Difference: School Site and State	---	---	-68.7	-12.5

Note: Cells with "---" do not require data.

Types of Services Funded (Fiscal Year 2013-14)

The district's general fund includes monies for:

1. General operations—services, materials and support for general education
2. Special Education—programs offering appropriate, individualized education to students with special needs
3. Gifted and talented education—specialized learning assistance for students with high ability, achievement or potential
4. Special projects—monies from federal, state and local agencies for specific services
5. Transportation
6. Maintenance and operation
7. District administration

Teacher and Administrative Salaries (Fiscal Year 2012-13)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	$42,047	$38,920
Mid-Range Teacher Salary	$62,366	$59,803
Highest Teacher Salary	$90,568	$78,096
Average Principal Salary (Elementary)	$91,008	$95,836
Average Principal Salary (Middle)	$99,965	$99,849
Average Principal Salary (High)	$101,579	$107,599
Superintendent Salary	$130,000	$151,912
Percent of Budget for Teacher Salaries	39	37
Percent of Budget for Administrative Salaries	5	6

For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at http://www.cde.ca.gov/ds/fd/cs/.

Advanced Placement Courses (School Year 2013-14)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	0	---
English	0	---
Fine and Performing Arts	0	---
Foreign Language	0	---
Mathematics	0	---
Science	0	---
Social Science	0	---
All courses	0	0

Note: Cells with "---" do not require data.

* Where there are student course enrollments.

Professional Development

Staff development is provided on four district wide professional development days, as well as site based training days. Content is consistent with the district intervention plan. Teachers are setting higher expectations and outcomes. Professional development focuses upon the transition to the Common Core State Standards. Teachers participate in writing performance assessment focused upon student writing in response to literature. Friendly collaboration with all staff is a definite advantage at our school site to ensure the success of all our pupils. On-going staff development is furthered through monthly staff meetings and occasional release days which address the ongoing training in the Data Works model of Explicit Direct Instruction.

All teachers possess the Cross-cultural Language and Academic Development certificate or the SB 1969 Specially Designed Academic Instruction in English certificate. The Pinnacles High School schedule allows and one hour daily for teacher preparation, curriculum development, parent contact and collaborative planning.