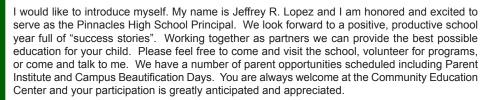# PINNACLES HIGH SCHOOL

690 Main Street, Soledad, CA 93960 • (831) 678-6300
Grades 11-12
Jeffrey Lopez, Principal

Annual School Accountability Report Card

A Report of 2020-21 School Activities Published in 2021-22

PRINCIPAL'S MESSAGE

Dear Parents/Guardians,

I would like to introduce myself. My name is Jeffrey R. Lopez and I am honored and excited to serve as the Pinnacles High School Principal. We look forward to a positive, productive school year full of "success stories". Working together as partners we can provide the best possible education for your child. Please feel free to come and visit the school, volunteer for programs, or come and talk to me. We have a number of parent opportunities scheduled including Parent Institute and Campus Beautification Days. You are always welcome at the Community Education Center and your participation is greatly anticipated and appreciated.

We have made a commitment to provide the best educational program possible for Pinnacles High School's students, and welcome any suggestions or questions you may have about the information contained in this report or about the school. Together, through our hard work, our students will be challenged to reach their maximum potential

We are all looking forward to an outstanding 2021-2022 school year!

Sincerely,
Jeffrey Lopez, Principal

DISTRICT & SCHOOL DESCRIPTION

Soledad Unified School District is located in the heart of the Salinas Valley, approximately 120 miles south of San Francisco. The city is surrounded by a rich agricultural area producing a large portion of the nation's fruits and vegetables. The city of Soledad was established by Catalina Manzaneli de Munrás in 1873. She named the township Soledad in honor of the brave padres who had founded the mission across the river. The mission was named honoring Nuestra Señora de la Soledad (Our Lady of Solitude). The town was incorporated May 9, 1921 The district currently operates five elementary schools, one middle school, one high school, and one continuation high school which serve almost 5,000 students in grades K-12.

Pinnacles High School provides a safe, standards-based learning environment for students in grades 11-12. During the 2020-21 school year, 31 students were enrolled. Student demographics include 12.9% receiving special education services, 12.9% qualifying for English learner support, 93.5% enrolled in the free or reduced-price meal program, and 9.7% homeless youth.

DISTRICT MISSION STATEMENT

Every member of the Soledad Unified School District team actively works to create the conditions for student success and contribute to a positive learning environment. We commit everyday to nurturing the unique skills and abilities of every student and we work as a collaborative team within each school site and our greater learning community to achieve our vision. Empowering and motivating every student, every day!

This report contains information that may or may not have occurred either in person or via online platform in the 2019-20, 2020-21, and 2021-22 school years due to the ongoing COVID-19 pandemic. If you have any questions about any particular section of this document, please contact your school site administrator.

Student Enrollment by Student Group and Grade Level 2020-21

Student Group	% of Total Enrollment	Grade Level	# of Students
Female	32.3%	Grade 9	0
Male	67.7%	Grade 10	0
Non-Binary	0.0%	Grade 11	16
American Indian or Alaskan Native	0.0%	Grade 12	15
Asian	0.0%		
Black or African American	0.0%		
Filipino	0.0%		
Hispanic or Latino	96.8%		
Native Hawaiian or Pacific Islander	0.0%		
Two or More Races	0.3%		
White	2.0%		
English Learners	12.9%		
Foster Youth	0.0%		
Homeless	9.7%		
Migrant	0.0%		
Socioeconomically Disadvantaged	93.5%	Total Enrollment	
Students with Disabilities	12.9%	31	

DISTRICT VISION STATEMENT

The Soledad Unified School District will empower every student to achieve rigorous goals and thrive as life-long, resilient learners who will become responsible, contributing citizens, prepared to lead in a culturally diverse and global society. Every graduate ready for success in college, career, and life!

CORE VALUES

Soledad's core values guide our behavior and govern how we will work together in carrying out the mission and vision of our team. As a team we value: Relationships, Diversity, Integrity, Innovation, & Connectivity.

- All people have value and worth and should be treated with dignity and respect.
- We embrace diversity and cultural differences as an asset and strength.
- We actively build positive relationships with students, parents, and the community.
- Student success is the primary focus of every member of the learning community.
- All students can and should learn and it is our responsibility to provide appropriate opportunities to facilitate that learning.
- As a team, we can remove barriers to success in order to close the achievement gap.
- We are a proud community and lead with integrity at every level of the organization.
- We recognize that students learn in different ways and at different rates, and we will provide for these differences.
- We function as a learning community and continuously strive for improvement and connectivity.
- We provide equitable access to the conditions of learning necessary to promote excellence and innovation.

- We engage students through critical thinking, collaboration, and relevant connections to real-world problem-solving.
- We believe our community is essential to our work and we value strategic partnerships.

SCHOOL MISSION STATEMENT

Pinnacles High School challenges students through a meaningful, relevant, and standards-based curriculum that will prepare them for college and career.

SCHOOL VISION STATEMENT

Our vision is to inspire students to become life-long learners who will contribute positively to their community and thrive as individuals in a global society.

LOCAL CONTROL ACCOUNTABILITY PLAN (LCAP)

As part of the Local Control Funding Formula, school districts are required to develop, adopt, and annually update a three-year Local Control and Accountability Plan (LCAP).

The SARC provides the following information relevant to the State priority: Basic (Priority 1)

- Degree to which teachers are appropriated assigned and fully credentialed in the subject area and for the pupils they are teaching;
- School facilities are maintained in good repair

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, which 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 alternative achievement standards, which are linked with the Common Core State Standards (CCSS) for students with the most significant cognitive disabilities); and
- 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 sequences or programs of student.

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

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 for the school district and each school site

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

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

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

PARENT INVOLVEMENT

Parent involvement is a vital component to school and student success. Pinnacles High School requires each parent/guardian to attend the initial enrollment conference at the school with their child. Parents/guardians are encouraged to request appointments with the principal or counselor whenever they have a concern about their child.

Volunteer Opportunities:
- School Event Volunteers
- WASC Focus Groups

Committees:
- English Learners Advisory Council (ELAC)
- School Site Council

School Activities:
- College Information Night
- Parent Teacher Conferences
- Parent Workshops

Regular school-to-home communication, provided in both English and Spanish, keeps parents up to date on student progress and school issues. Personal phone calls, flyers, and ParentSquare are just a few of the ways that parents are kept informed of school events and activities. General information can be found on the school website.

Parents seeking more information or who are interested in participating in any of the activities listed above may contact the parent liaison at (831) 678-6340 for more information on how to become involved.

Note: The above events were planned for the school year and will occur as Department of Public Health allows due to the ongoing COVID-19 pandemic.

STUDENT ACHIEVEMENT

CALIFORNIA ASSESSMENT OF STUDENT PERFORMANCE AND PROGRESS (CAASPP)

The California Assessment of Student Performance and Progress (CAASPP) System includes the Smarter Balanced Summative Assessments (SBAC) for students in the general education population, and the California Alternate Assessments (CAAs) for students with the most significant cognitive disabilities. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternative achievement standards, which are linked with the Common Core State Standards (CCSS). CAASPP results are a measure of how well students are mastering California's standards in English language arts/literacy (ELA) and mathematics, and are given to grades three through eight and grade eleven. SBAC tests assess student performance in ELA/Literacy and mathematics utilizing computer-adaptive tests and performance tasks, and CAAs test items are aligned with alternative achievement standards which are linked with the Common Core State Standards (CCSS).

PHYSICAL FITNESS

In the spring of each year, Pinnacles High School is required by the state to administer a physical fitness test to all students in grade five. The physical fitness test measures each student's ability to complete six fitness tasks in six major areas. Students that either meet or exceed the standards in all six fitness

California Physical Fitness Test Results
2020-21

	% of Standards Met:		
	4 of 6	5 of 6	6 of 6
Grade Level			
Ninth	N/A	N/A	N/A

Note: Due to the COVID-19 crisis, the Physical Fitness Test was suspended during the 2020-2021 school year and therefore no data is reported.

California Assessment of Student Performance and Progress Test Results in Science
All Students
Percentage of Students Meeting or Exceeding the State Standards

	PHS		SUSD		CA	
	19-20	20-21	19-20	20-21	19-20	20-21
Science (Grades 5, 8, & 10)	N/A	N/A	N/A	N/A	N/A	N/A

Note: The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative testing suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

For any 2020-2021 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

CAASPP Test Results in ELA & Mathematics by Student Group (Grades 11)
2020-21

	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students Tested	22	NT	NT	NT	NT
Female	--	NT	NT	NT	NT
Male	14	NT	NT	NT	NT
American Indian or Alaskan Native					
Asian					
Black or African American					
Filipino					
Hispanic or Latino	22	NT	NT	NT	NT
Native Hawaiian or Pacific Islander					
Two or More Races					
White					
English Learners	--	NT	NT	NT	NT
Foster Youth					
Homeless					
Military					
Socioeconomically Disadvantaged	22	NT	NT	NT	NT
Students Receiving Migrant Education Services	--	NT	NT	NT	NT
Students with Disabilities					

California Assessment of Student Performance and Progress
Test Results in English Language Arts/Literacy (ELA) and Mathematics in Grades 3-8 and Grade 11
Percentage of Students Meeting or Exceeding the State Standards

	PHS		SUSD		CA	
	19-20	20-21	19-20	20-21	19-20	20-21
English-Language Arts/Literacy	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics	N/A	N/A	N/A	N/A	N/A	N/A

"Note: The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative test suspension. The executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

The 2020-2021 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-2021 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-2021 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-2021 school year to other school years."

CAASPP Test Results in ELA & Mathematics by Student Group (Grades 11)
2020-21

	English Language Arts/Literacy					Mathematics				
	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students Tested	24	NT	NT	NT	NT	24	NT	NT	NT	NT
Female	--	NT	NT	NT	NT	--	NT	NT	NT	NT
Male	15	NT	NT	NT	NT	15	NT	NT	NT	NT
American Indian or Alaskan Native										
Asian										
Black or African American										
Filipino										
Hispanic or Latino	24	NT	NT	NT	NT	24	NT	NT	NT	NT
Native Hawaiian or Pacific Islander										
Two or More Races										
White										
English Learners	--	NT	NT	NT	NT	--	NT	NT	NT	NT
Foster Youth										
Homeless										
Military										
Socioeconomically Disadvantaged	24	NT	NT	NT	NT	24	NT	NT	NT	NT
Students Receiving Migrant Education Services	--	NT	NT	NT	NT	--	NT	NT	NT	NT
Students with Disabilities										

Note: N/T values indicate this school did not test students using the CAASPP for ELA.

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.

Local Assessments in ELA & Mathematics by Student Group (Grades 11) 2020-21									
	English Language Arts/Literacy					Mathematics			
	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent At or Above Grade Level	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent At or Above Grade Level
All Students Tested	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
American Indian or Alaskan Native	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Military	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Note: At or above grade-level standard in the context of the local assessment administered.

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.

areas are considered to be physically fit or in the "healthy fitness zone."

LOCAL ASSESSMENTS

The Soledad Unified School District administered i-Ready local assessments for English Language Arts and Mathematics in lieu of administering the CAASPP test for the 2020-21 school year, and the results are shown in this report.

SCHOOL FACILITIES & SAFETY

Pinnacles High School provides a safe, clean environment for learning through proper facilities maintenance and campus supervision. Pinnacles High School's original facilities were built in 2003; ongoing maintenance and campus improvements ensure facilities remain up to date and provide adequate space for students and staff.

Campus Description	
Year Built	2003
Acreage	1
Bldg. Square Footage	7,680
	Quantity
# of Permanent Classrooms	0
# of Portable Classrooms	4
# of Restrooms (student use)	2
Office	1
Adult Education Classroom	1
Learning Center	1
Outdoor Eating Area	1

The custodial staff and district's maintenance department work together and communicate at least every other day to ensure playgrounds, classrooms, and campus grounds are well-maintained and kept safe and functioning for students, staff, and visitors. Soledad Unified School District has established a comprehensive set of cleaning standards to ensure campus facilities are maintained in good repair and kept safe for students and staff. Parents may request to view approved cleaning standards by contacting the district's Director of Maintenance and Operations through the district office.

District maintenance and site custodial staff ensure that the repairs necessary to keep the school in good condition are completed in a timely manner. Maintenance and Operations employs an electronic, web-based work order system that enables school staff to communicate its maintenance needs. Teachers and school staff relay requests for unscheduled special projects directly to school office staff who complete and submit a work order request to the Director of Maintenance of Operations. The director evaluates, prioritizes, and then forwards the request immediately to custodians for resolution. Custodians are qualified to perform minor and routine maintenance. Larger and more specialized projects are typically outsourced to third party contractors. Emergencies and urgent situations are typically resolved immediately.

All staff share the responsibility to report safety hazards or other conditions that need immediate attention. Graffiti and signs of vandalism are removed prior to students arriving on campus. The principal communicates with Maintenance and Operations staff as needed to manage safety concerns, cleaning practices, and maintenance needs.

CAMPUS SUPERVISION

As students arrive on campus in the morning, during breaks and lunchtime activities, and upon release after school, administration and school staff monitor entrance gates as students arrive and exit campus in order to ensure a safe environment is provided at all times.

To maintain a safe and secure environment, all parents and visitors are required to check in at the school office upon arrive, wear a visitor's badge while on campus, and return to the school office upon departure to sign out indicating they are leaving the campus.

SCHOOL SITE SAFETY PLAN

A Comprehensive School Site Safety Plan is in development in collaboration with local law enforcement and fire protection agencies and district administration to fulfill Senate Bill 187 requirements. Components of this plan include child abuse reporting procedures, teacher notification of dangerous pupil procedures, disaster response procedures, sexual harassment policy, procedures for safe arrival and departure from school, and dress code policy. Main Street Middle School's plan will be completed and shared with staff by February 2022. An updated copy of the school site safety plan is available to the public for viewing at the Soledad Unified School District office and the school office.

SCHOOL INSPECTIONS

Schools are required by state law to conduct an annual comprehensive inspection of school facilities, paying close attention to designated areas identified by state legislation and the Office of Public School Construction guidelines. The district's maintenance department inspects Pinnacles High School on an annual basis in accordance with Education Code §17592.72(c)(1). Pinnacles High School uses a school site inspection survey to identify unsafe or hazardous conditions and facility improvement needs. The most recent school inspection took place on May 13, 2021. During fiscal year 2020-21, all restrooms were fully functional and available for student use at the time of the inspection.

School Facility Good Repair Status				
Item Inspected		**Repair Status**		
Inspection Date: May 13, 2021	**Good** **Fair** **Poor**		**Repair Needed and Action Taken or Planned**	
Systems	✓			
Interior Surfaces	✓			
Cleanliness	✓			
Electrical	✓			
Restrooms / Fountains	✓			
Safety	✓			
Structural	✓			
External	✓			
Overall Summary of School Facility Good Repair Status				
	Exemplary	**Good**	**Fair**	**Poor**
Overall Summary	✓			

Percentage Description Rating:

Exemplary: The school meets most or all standards of good repair. Deficiencies noted, if any, are not significant and/or impact a very small area of the school.

Chronic Absenteeism by Student Group (2020-21)				
Student Group	**Cumulative Enrollment**	**Chronic Absenteeism Eligible Enrollment**	**Chronic Absenteeism Count**	**Chronic Absenteeism Rate**
All Students	52	47	39	83
Female	16	15	13	86.7
Male	36	32	26	81.3
Non-Binary				
American Indian or Alaska Native				
Asian				
Black or African American				
Filipino				
Hispanic or Latino	51	46	38	82.6
Native Hawaiian or Pacific Islander				
Two or More Races				
White	1	1	1	100
English Learners	13	8	7	87.5
Foster Youth				
Homeless	3	3	2	66.7
Socioeconomically Disadvantaged	49	44	36	81.8
Students Receiving Migrant Education Services	3	3	3	100
Students with Disabilities	4	4	3	75

CLASSROOM ENVIRONMENT

CHRONIC ABSENTEEISM

The chart in this report identifies the chronic absenteeism rates by student group for Pinnacles High School for the 2020-21 school year. A "chronic absentee" has been defined in EC Section 60901(c)(1) as "a pupil who is absent on 10 percent or more of the school days in the school year when the total number of days a pupil is absent is divided by the total number of days the pupil is enrolled and school was actually taught in the regular day schools of the district, exclusive of Saturdays and Sundays."

CLASS SIZE

The Class Size Distribution table in this report illustrates the distribution of class sizes by grade level, the average class size, and the number of classes that contain 1-20 students, 21-32 students, and 33 or more students.

Average Class Size and Class Size Distribution				
2018-19				
Subject	Average Class Size	Number of Classes* 1-22	23-32	33+
English	4	14		
Math	2	10		
Science	2	5		
Social Science	4	12		
2019-20				
English	10	9	1	
Math	5	10		
Science	2	5		
Social Science	6	11		
2020-21				
English	3	13		
Math	5	6		
Science	4	4		
Social Science	3	10		

Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary level, this information is reported by subject area rather than grade level.

Suspensions & Expulsions by Student Group (2020-21)		
Student Group	Suspensions Rate	Expulsions Rate
All Students	0.0%	0.0%
Female	0.0%	0.0%
Male	0.0%	0.0%
Non-Binary	0.0%	0.0%
American Indian or Alaska Native	0.0%	0.0%
Asian	0.0%	0.0%
Black or African American	0.0%	0.0%
Filipino	0.0%	0.0%
Hispanic or Latino	0.0%	0.0%
Native Hawaiian or Pacific Islander	0.0%	0.0%
Two or More Races	0.0%	0.0%
White	0.0%	0.0%
English Learners	0.0%	0.0%
Foster Youth	0.0%	0.0%
Homeless	0.0%	0.0%
Socioeconomically Disadvantaged	0.0%	0.0%
Students Receiving Migrant Education Services	0.0%	0.0%
Students with Disabilities	0.0%	0.0%

Suspensions and Expulsions									
	MSMS			SUSD			CA		
	18-19	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21
Suspensions	12.90%	10.50%	0.00%	4.90%	4.50%	0.20%	0.00%	0.00%	0.20%
Expulsions	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%

The 2019-2020 suspensions and expulsions rate data are not comparable to other year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to other school years.

Data collected during the 2020-2021 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Graduation Rate by Student Group (Four-Year Cohort Rate) (2020-21)			
Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	12	8	66.7
Female	--	--	--
Male	--	--	--
Non-Binary			
American Indian or Alaska Native			
Asian			
Black or African American			
Filipino			
Hispanic or Latino	11	8	72.7
Native Hawaiian or Pacific Islander			
Two or More Races			
White	--	--	--
English Learners	--	--	--
Foster Youth			
Homeless			
Socioeconomically Disadvantaged	12		
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.

DISCIPLINE & CLIMATE FOR LEARNING

Pinnacles High School is a PBIS school providing Positive Behavior Interventions and Supports to all students. Pinnacles High School's discipline practices and behavior management strategies comply with approved board policies and are designed to create effective learning environments and minimize classroom disruptions. Progressive discipline and proactive measures are employed in the classroom for those students experiencing difficulty following school rules and demonstrating positive behavior. Disciplinary intervention is managed by school administrators in a fair, firm, and consistent manner based upon the nature of each situation.

DROPOUTS & GRADUATION RATES

Pinnacles High School's teachers and administrative staff practice the early identification of and intervention on behalf of students who exhibit warning signs and/or behavioral traits that may lead to dropping out of school. Intervention strategies used to promote attendance and reduce dropout rates include parent conferences, counseling, and home visits. Understanding that the needs of each student are different, administrators, counselors, and teaching staff continue their efforts to discover successful solutions to help students complete their high school program.

In the following Dropout & Graduation Rates table, 2019-20 data is the most current information available, since state certification/ release dates for dropout data occur too late for inclusion in this report. Detailed information about dropout rates and graduation rates can be found on the DataQuest Web page at http://dq.cde.ca.gov/dataquest/

Dropout and Graduation Rates			
	PHS		
	18-19	19-20	20-21
Dropout Rate (%)	2.8	14.7	8.3
Graduation Rate (%)	63.9	76.5	66.7
	SUSD		
Dropout Rate (%)	3.6	1.9	3.9
Graduation Rate (%)	92.8	94.4	90.3
	CA		
Dropout Rate (%)	9	8.9	0
Graduation Rate (%)	84.5	84.2	0.0

CURRICULUM & INSTRUCTION

PROFESSIONAL DEVELOPMENT

Soledad Unified School District combines efforts with school site administration to provide training and curriculum development which revolves around the California State Standards. Teachers align classroom curriculum to ensure that all students either meet or exceed state proficiency levels.

During the 2020-21 school year, Pinnacles High School sponsored professional development training activities for professional development and grade level collaboration. Additionally, grade levels participate in Professional Learning Communities (PLC's) each week in grade level teams to determine the next approach to the curriculum, review student successes and needs, and to review district assessments. Teachers also use this time to develop essential standards-based lesson plans. Site-based professional development topics are based upon student achievement levels and teacher needs as well as follow-up training on districtwide programs.

Number of School Days/Topics Dedicated to Staff Development & Continuous Improvement

2019-20	3 days

- Illuminate
- History-Social Science Adoption
- Dual Language Immersion
- English 3D
- Read 180
- Distance Learning Training (Alludo, Google Classroom, SeeSaw, SEL, Google Suite Applications, Screencastify, Instructional Materials, Zoom)
- School Based Mental Health Services
- Restorative Justice – Circle Facilitation
- W.E.B. Training
- After School Program
- CPR & First Aid
- Constructing Meaning Institutes
- PLN Network/MTSS Leadership
- ALICE Active Shooter training
- PBIS Training
- McKinney Vento
- Customized Assessment Workshop
- Common Formative Assessments
- Response to Intervention (RtI)

2020-21	3 days

- Distance Learning Playbook
- COVID Health & Safety
- Social Emotional Learning
- Creating Activities in SeeSaw
- Professional Learning Communities Development
- Interim Assessment Block Data Walks
- Google Classroom from a Student Perspective
- Beacon House – Mental Toughness
- Behavior Intervention
- Zoom – Basics, Intermediate & Advanced
- English 3D
- ELPAC Testing
- Virtual Distance Learning EdConnective
- After School Program Training
- Student Engagement – ELA & Mathematics
- Illuminate
- CPR & First Aid
- Newsela Virtual Training
- Virtual Elementary Constructing Meaning Institutes
- PLN Network/MTSS Leadership
- RTI at Work Virtual Workshop
- Benchmark Training
- Special Education Legal Training
- PBIS Training
- McKinney Vento

2021-22	3 days

- English 3D
- iReady Training
- PLC at Work Institute
- Early Language & Literacy
- Special Education Training
- Title IX Training
- After School Program
- CPR & First Aid
- Constructing Meaning Institutes
- PBIS Training
- McKinney Vento
- Social Emotional Learning
- Increasing Student Engagement
- Newsela
- Read 180
- Classroom Management
- Integrated ELD

Textbooks

Year Adopted	From Most Recent State Adoption?	Publisher and Series	Percent of Pupils Who Lack Their Own Assigned Textbooks and/or Instructional Materials
Reading/Language Arts			
2016	*	Houhgton Mifflin Harcourt: CA Collections	0%
2016	*	Houghton Mifflin Harcourt: The Language of Composition - Reading, Writing, and Rhetoric	0%
2016	*	Houghton Mifflin Harcourt: Read 180	0%
2017	*	Houghton Mifflin Harcourt: Voices in Literature Making Connections	0%
2016	*	Hampton Brown: Edge	0%
Math			
2021	*	Savvas Learning: enVision Integrated Mathematics	0%
Science			
2005	*	Cengage: Agriscience - Fundamental and Applications, 6th Edition	0%
2005	*	Delmar/Cengage: Science of Earth Systems	0%
2016	*	Delmar/Cengage: The Science of Agriculture a Biological Approach	0%
2015	*	Cengage Text/Digital: The Biological Approach to Agriscience	0%
1998	*	Glencoe/McGraw-Hill: Biology - The Dynamics of Life	0%
	*	Pearson: AP Campbell Edition - Biology in Focus	0%
2007	*	McDougal Littell: World of Chemistry	0%
2015	*	Cengage Text/Digital: Plant and Soil Science, Fundamentals and App	0%
1998	*	Brooks/Cole: Physics - Algebra Trig	0%
2000	*	Glencoe/McGraw Hill: Physics - Principles & Problems	0%
2003	*	Addison-Wesley: University Physics	0%
Social Science			
1998	*	McDougal Littell: Modern World History - Patterns of Interaction	0%
1998	*	McDougal Littell: The Americas - Reconstruction Through the 20th Century	0%
	*	MPS: America's History	0%
2000	*	Glencoe/McGraw Hill: United States Government - Democracy in Action	0%
2000	*	Glencoe/McGraw Hill: Economics: Principles & Practices	0%
2000	*	Pearson: Government in America	0%
Foreign Language			
2002	*	Pearson Education: Abriendo Paso Lectura	0%
	*	McDougal Littell: Abriendo Paso Gramatica	0%
	*	McDougal Littell: Abriendo Paso Temas v Lecturas	0%
	*	McDougal Littell: Abriendo Puertas - Tomo 1 & 2	0%
	*	HM Nextel: A Spanish Reader of Gabriel Garcia Marquez	0%
	*	McDougal Littell: A Spanish Reader of Federico Garcia Lorca	0%
1999	*	McDougal Littell: Selicciones de Ana Maria Matute	0%
1999	*	El Sur and Other Short Stories	0%
1999	*	Abel Sanchez	0%
1999	*	Confidential Book Company: San Manual Bueno Martir	0%
	*	McDougal Littell: Tu Mundo	0%
	*	McDougal Littell: Nuestro Mundo	0%
	*	Pearson Education: Abriendo Paso Lectura	0%
Health			
2021	*	Goodheart-Wilcox: Comprehensive Health	0%
	*	Pearson: Health Science Fundamentals - Exploring Career Pathways	0%

During the 2019-20, 2020-21, and 2021-22 school years professional development activities available in the Soledad Unified School District covered topics that are identified in the chart located in this document.

Teachers are encouraged to attend professional training programs offered by the Monterey County Office of Education and other local agencies for specialized training in their instructional areas and curriculum.

Teachers that are new to the profession as well as the district receive intensive support and training through the Monterey County Office of Education's New Teacher Induction Program (formerly known as BTSA - Beginning Teacher Support and Assessment). For beginning teachers and new teachers recruited from out-of-state, the New Teacher Induction Program provides support and skill-building assistance through formative assessment and individualized support. After successful completion of the two-year program, teachers may apply for their clear teaching credential.

Instructional Materials
All textbooks used in the core curriculum throughout Soledad Unified School District are aligned to the California State Standards. Instructional materials for grades K-12 are aligned to state content standards and, when possible, are selected from the state's most recent list of standards-based materials and adopted by the State Board of Education.

On September 8, 2021, the Soledad Unified School District Governing Board held a public hearing to certify the extent to which textbooks and instructional materials have been provided to students, including English Learners. The Governing Board adopted Resolution No. 9-01-21 which certifies, as required by Education Code section 60119, that (1) textbooks and instructional materials were provided to all students, including English learners, in the district, (2) each pupil has a textbook or instructional materials, or both, to use in class and to take home, (3) sufficient textbooks and instructional materials were provided to each student, including English learners, that are aligned to the academic content standards and consistent with the cycles and content of the curriculum frameworks in language arts, science, mathematics, social studies, and English Language Development, and (4) sufficient textbooks or instructional materials were provided to each pupil enrolled in foreign language or health classes.

College Preparation and Career Readiness

Students are encouraged to take required courses if they plan on attending a four-year college or university. Pinnacles High School offers only those classes required to earn a high school diploma. Any students returning to a comprehensive high school setting will have the option to pursue four-year college required courses.

Admission Requirements for California Public Universities

University of California
Admission requirements for the University of California (UC) follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admission requirements please visit the University of California Website at http://www.universityofcalifornia.edu/admissions/general.html.

California State University
Admission requirements for the California State University (CSU) use three factors to determine eligibility. They are specific high school courses; grades in specified courses, and test scores; and graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses utilize local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For general admissions requirements, please visit the California State University Website at http://www.calstate.edu/admission/.

Enrollment in and Completion of UC/CSU-Required Courses	
	%
2020-21 Students Enrolled in UC/CSU Courses Required for UC/CSU Admission	100
2019-20 Graduates Who Completed All Courses Required for UC/CSU Admission	0

Most current data available.

PROFESSIONAL STAFF

TEACHER PREPARATION AND CREDENTIALS

The charts below identify the number of teachers at Pinnacles High School, Soledad Unified School District and the State who are 1) fully credentialed; 2) intern credential holders who are properly assigned; 3) teachers without credentials and misassignments; and 4) credentialed teachers who are assigned out-of-field under ESSA.

The charts also report Pinnacles High School information related to 1) the number of teachers on permits and waivers; 2) the number misassigned; 3) the number of vacant positions; 4) the number of credentialed teachers authorized on a permit or waiver; 5) the number of local assignment options; 6) the percent of misassignments for English Learners; and 7) the percent with no credential, permit or authorization to teach.

Teachers Without Credentials and Misassignments (Considered "Ineffective" under ESSA) / Authorization/Assignment (2019-20)	Number
Permits and Waivers	
Misassignments	
Vacant Positions	
Total Teachers Without Credentials and Misassignments	

Credentialed Teachers Assigned Out-of-Field (Considered "out-of-Field" under ESSA) / Indicator (2019-20)	Number
Credentialed Teachers Authorized on a Permit or Waiver	
Local Assignment Options	
Total Out-of-Field Teachers	

Class Assignments / Indicator (2019-20)	Percent
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	
No credential, permit or authorization to teacher (a percentage of all the classes taught by teachers with no record of an authorization to teach)	

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

Teacher Preparation and Placement / Authorization/Assignment (2019-20)	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						
Total Teaching Positions						

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned to based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

COUNSELING & SUPPORT SERVICES STAFF

It is the goal of Pinnacles High School to assist students in their social and personal development as well as academics. Diagnostic and prescriptive teachings, the resource specialist program, counseling by teachers and other staff members, and involvement of outside agencies when necessary are available and utilized for Pinnacles High School students who need this type of assistance. Parents are involved in all of these processes and are kept fully informed of their child's progress. The following table identifies counseling and non-teaching support staff assigned to Pinnacles High School. The district nurse is available on an as-needed basis and coordinates mandatory health screenings. The school counselor offers small group counseling to help students with family or school related issues.

Academic Counselors and Other Support Staff 2020-21		
	No. of Staff	FTE*
Academic Counselor	0	0.0
Counselor	1	1.0
Health Clerk	1	0.1

One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50% of full time.

DISTRICT EXPENDITURES

SALARY & BUDGET COMPARISON

State law requires comparative salary and budget information to be reported to the general public. For comparison purposes, the State Department of Education has provided average salary data from school districts having similar average daily attendance throughout the state.

EXPENDITURES PER STUDENT

For the 2019-20 school year, Soledad Unified School District spent an average of $14,174 of total general funds to educate each student (based on 2019-20 audited financial statements). The table in this report 1) compares the school's per pupil expenditures from unrestricted (basic) and restricted (supplemental) sources with other schools in the district and throughout the state, and 2) compares the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding salaries can be found at the CDE website at http://www.cde.ca.gov/ds/fd/ec/ and http://www.cde.ca.gov/ds/fd/cs/. (The figures shown in the table below reflect the direct cost of educational services, per ADA, excluding food services, facilities acquisition and construction, and certain other expenditures.)

Teacher and Administrative Salaries 2019-20		
	SUSD	State Average of Districts in Same Category
Beginning Teacher Salary	50,366	48,119
Mid-Range Teacher Salary	74,704	74,665
Highest Teacher Salary	108,484	98,160
Average Principal Salaries:		
Elementary School	128,665	118,542
Middle School	144,573	125,068
High School	158,759	133,516
Superintendent Salary	230,683	194,177
Percentage of Budget For:		
Teacher Salaries	29	31
Administrative Salaries	6	6

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

Expenditures Per Pupil and School Site Teachers Salaries 2019-20					
	Dollars Spent Per Student				
Expenditures Per Pupil	PHS	SUSD	% Difference - School and District	State Average for Districts of Same Size and Type	% Difference - School and State
Total Restricted and Unrestricted	30,149	N/A	N/A	N/A	N/A
Restricted (Supplemental)	2,647	N/A	N/A	N/A	N/A
Unrestricted (Basic)	27,502	6,984	393.8%	8,444	82.7%
Average Teacher Salary	77,420	74,764	N/A	77,042	N/A

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

In addition to general fund state funding, Soledad Unified School District receives state and federal categorical funding for special programs. For the 2019-20 school year, the district received federal, state, and local aid for the following categorical, special education, and support programs:

• After School Education & Safety (ASES)
• Agricultural Career Technical Education Incentive
• Career Technical Education Incentive Grant Program
• Career and Technical Education Programs
• Education Protection Account
• Lottery: Instructional Materials
• Low-Performing Students Block Grant
• On-Behalf Pension Contributions
• Other Local: Locally Defined
• Special Education
• State Lottery
• State COVID Relief Funding
• Strong Workforce Program
• Title I, II, III, IV

SARC Data & Internet Access

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at http://dq.cde.ca.gov/dataquest/ that contains additional information about Pinnacles High School and comparisons of the school to the district and the county. DataQuest is a dynamic system that provides reports for school 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

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.

Disclosure

The statistical information disclosed in this report is obtained from the California Department of Education and the Soledad Unified School District. At the time of publishing, this report met all SARC-related state and federal requirements, using the most current data available. Instructional materials information was acquired in November 2020 and school facilities reports were acquired in January 2021.