

Pinnacles High School

School Accountability Report Card

Reported Using Data from the 2018-19 School Year

Published During 2019-20

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, 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 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).

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.

About This School

School Contact Information (School Year 2019-20)

Entity	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
Email Address	jlopez@soledad.k12.ca.us
Website	cec.soledadusd.org
County-District-School (CDS) Code	27754400106112

Entity	Contact Information
District Name	Soledad Unified School District
Phone Number	(831) 678-3987
Superintendent	Timothy J. Vanoli
Email Address	tvanoli@soledad.k12.ca.us
Website	www.soledad.k12.ca.us

School Description and Mission Statement (School Year 2019-20)

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 economy and society

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

Student Enrollment by Grade Level (School Year 2018-19)

Grade Level	Number of Students
Grade 10	1
Grade 11	14
Grade 12	29
Total Enrollment	44

Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Hispanic or Latino	97.7
White	2.3
Socioeconomically Disadvantaged	93.2
English Learners	20.5
Students with Disabilities	11.4
Homeless	2.3

A. Conditions of Learning

State Priority: Basic

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

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Teacher Credentials

Teachers	School 2017-18	School 2018-19	School 2019-20	District 2019-20
With Full Credential	4.25	6	6	206
Without Full Credential	0	0	0	18
Teaching Outside Subject Area of Competence (with full credential)	0	1	0	7

Teacher Misassignments and Vacant Teacher Positions

Indicator	2017-18	2018-19	2019-20
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	2	0	0
Vacant Teacher Positions	0	0	1

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.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2019-20)

Year and month in which data were collected: June 2019

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.

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	2016 - HMH Collections - All students are provided an individual textbook or instructional material as determined by verification from Aeries Database/Office - 2019. 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 - 2019. 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 - 2019. 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 2019. All textbooks are state-adopted and aligned with Soledad High School.	Yes	0

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Foreign Language	Students who need foreign language credits are enrolled concurrently in the local Hartnell College classes.	No	0
Health	All students are provided an individual textbook or instructional material as determined by verification from Aeries Database/Office - 2019. All textbooks are state-adopted and aligned with Soledad High School.	Yes	0
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 - 2019. 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. 2018/19 (2) Student benches have been added as well as two shade umbrella's. 2010/20 All Promethean boards have been upgraded to SMART TV's with Apple TV

The administration conducts monthly school walk-through's 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)

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The overall rating

Year and month of the most recent FIT report: 9/12/2019

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	None
Interior: Interior Surfaces	Good	None
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	none
Electrical: Electrical	Good	None
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	None
Safety: Fire Safety, Hazardous Materials	Good	None
Structural: Structural Damage, Roofs	Good	None

System Inspected	Rating	Repair Needed and Action Taken or Planned
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	None
Overall Rating	Exemplary	

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, 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 alternate 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 education sequences or programs of study.

CAASPP Test Results in ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
English Language Arts/Literacy (grades 3-8 and 11)	4	3	30	32	50	50
Mathematics (grades 3-8 and 11)	0	0	19	21	38	39

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.

Note: 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.

CAASPP Test Results in ELA by Student Group

Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	33	32	96.97	3.03	3.13
Male	18	17	94.44	5.56	5.88
Female	15	15	100.00	0.00	0.00
Black or African American					
American Indian or Alaska Native					

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Filipino					
Hispanic or Latino	33	32	96.97	3.03	3.13
Native Hawaiian or Pacific Islander					
Two or More Races					
Socioeconomically Disadvantaged	32	31	96.88	3.12	3.23
English Learners	14	13	92.86	7.14	0.00
Students with Disabilities	--	--	--	--	--
Students Receiving Migrant Education Services					
Foster Youth					
Homeless	--	--	--	--	--

Note: 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.

Note: 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.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	33	32	96.97	3.03	0.00
Male	18	17	94.44	5.56	0.00
Female	15	15	100.00	0.00	0.00
Black or African American					
American Indian or Alaska Native					
Filipino					
Hispanic or Latino	33	32	96.97	3.03	0.00
Native Hawaiian or Pacific Islander					
Two or More Races					
Socioeconomically Disadvantaged	32	31	96.88	3.12	0.00
English Learners	14	13	92.86	7.14	0.00
Students with Disabilities	--	--	--	--	--

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Students Receiving Migrant Education Services					
Foster Youth					
Homeless	--	--	--	--	--

Note: 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.

Note: 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.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Test Results in Science for All Students Grades Five, Eight, and Ten Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Science (grades 5, 8 and high school)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

Career Technical Education Programs (School Year 2018-19)

CTE courses offered through the school include, Certified Nursing Assistant,, Dental Assistant. Additionally students are routed to CTE classes offered at Soledad High School (next door) which include: Floristry, Veterinary Science, Restaurant Management I and II and Small Business Ownership (Virtual.). In addition students have th opportunity for dual enrollment in our local community college eith an emphasis on (the trades) e.g. Welding and Diesel mechanics Classes are part of a comprehensive effort to sequence students through to a capstone effort.

Career Technical Education Participation (School Year 2018-19)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	9
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	

Courses for University of California (UC) and/or California State University (CSU) Admission

UC/CSU Course Measure	Percent
2018-19 Pupils Enrolled in Courses Required for UC/CSU Admission	100
2017-18 Graduates Who Completed All Courses Required for UC/CSU Admission	0

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 areas of physical education.

California Physical Fitness Test Results (School Year 2018-19)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5			

Note: 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.

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 for the school district and each school site.

Opportunities for Parental Involvement (School Year 2019-20)

A parent/guardian must attend the initial enrollment conference at the school with their student. School Site Council meetings are bi-monthly. 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. Parents are encouraged to participate in Wasc focus groups and seasonal celebrations.. 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 Principal and counselor make 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 State priority: Pupil Engagement (Priority 5):

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

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

Indicator	School 2015-16	School 2016-17	School 2017-18	District 2015-16	District 2016-17	District 2017-18	State 2015-16	State 2016-17	State 2017-18
Dropout Rate	7.7	15	15.9	4.1	3.5	3.2	9.7	9.1	9.6
Graduation Rate	76.9	70	59.1	93.4	94.4	93.3	83.8	82.7	83

For the formula to calculate the 2016-17 and 2017-18 adjusted cohort graduation rate, see the 2018-19 Data Element Definitions document located on the SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.

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

Rate	School 2016-17	School 2017-18	School 2018-19	District 2016-17	District 2017-18	District 2018-19	State 2016-17	State 2017-18	State 2018-19
Suspensions	10.1	3.6	1.3	4.3	4.7	4.9	3.6	3.5	3.5
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2019-20)

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.

Average Class Size and Class Size Distribution (Secondary)

Subject	2016-17	2016-17	2016-17	2016-17	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19
	Average Class Size	# of Classes* 1-22	# of Classes* 23-32	# of Classes* 33+	Average Class Size	# of Classes* 1-22	# of Classes* 23-32	# of Classes* 33+	Average Class Size	# of Classes* 1-22	# of Classes* 23-32	# of Classes* 33+
English	4	8			4	10			4	14		
Mathematics	4	5			4	7			2	10		
Science	5	3			2	8			2	5		
Social Science	7	3			5	5			4	12		

*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.

Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselors*	44.0

*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.

Student Support Services Staff (School Year 2018-19)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1.0
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	

Title	Number of FTE* Assigned to School
Psychologist	.1
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	.1
Resource Specialist (non-teaching)	.1
Other	.3

*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 2017-18)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$22,138.00	\$3,425.00	\$18,713.00	\$80,264.00
District	N/A	N/A	\$5,798.00	\$70,294.00
Percent Difference - School Site and District	N/A	N/A	105.4	15.1
State	N/A	N/A	\$7,506.64	\$72,949.00
Percent Difference - School Site and State	N/A	N/A	89.7	11.7

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

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

Types of Services Funded (Fiscal Year 2018-19)

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 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$48,033	\$46,208
Mid-Range Teacher Salary	\$71,244	\$72,218
Highest Teacher Salary	\$103,460	\$92,742
Average Principal Salary (Elementary)	\$113,743	\$134,864
Average Principal Salary (Middle)	\$108,967	\$118,220
Average Principal Salary (High)	\$139,985	\$127,356
Superintendent Salary	\$220,000	\$186,823
Percent of Budget for Teacher Salaries	31%	33%
Percent of Budget for Administrative Salaries	5%	6%

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

Advanced Placement (AP) Courses (School Year 2018-19)

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

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

*Where there are student course enrollments of at least one student.

Professional Development (Most Recent Three Years)

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement			5

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 and the implementation of PBIS. Teachers participate in writing performance assessment focused upon student writing in response to literature. Weekly collaboration with all staff is a definite advantage at our school site to ensure the success of all our pupils. Ongoing staff development is furthered through monthly staff meetings and occasional release days which address the ongoing training in PBIS implementation .

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 45 minutes daily for teacher preparation, curriculum development, parent contact and collaborative planning.