# U.S. Department of Education
## *2012 National Blue Ribbon Schools Program*
### *A Public School  -  12CA25*

School Type (Public Schools):
(Check all that apply, if any)

| ☐ | ☐ | ☐ | ☐ |
|---|---|---|---|
| Charter | Title 1 | Magnet | Choice |

Name of Principal:  Dr. Judy Fancher Ed.D.

Official School Name:  Sunny Hills High School

School Mailing Address:      1801 Warburton Way
Fullerton, CA 92833-2235

County:  Orange          State School Code Number*:  30665143037348

Telephone:  (714) 626-4201  E-mail:  jfancher@fjuhsd.k12.ca.us

Fax:  (714) 738-3728          Web site/URL:  http://sunnyhills.edlioschool.com/

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge all information is accurate.

_____ Date _____
(Principal's Signature)

Name of Superintendent*: Dr. George Giokaris Ed.D.    Superintendent e-mail: ggiokaris@fjushd.k12.ca.us

District Name: Fullerton Joint Union High   District Phone: (714) 870-2801

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge it is accurate.

_____ Date _____
(Superintendent's Signature)

Name of School Board President/Chairperson: Mr. Robert Hathaway

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge it is accurate.

_____ Date _____
(School Board President's/Chairperson's Signature)

*Non-Public Schools: If the information requested is not applicable, write N/A in the space.*

The original signed cover sheet only should be converted to a PDF file and emailed to Aba Kumi, Blue Ribbon Schools Project Manager (aba.kumi@ed.gov) or mailed by expedited mail or a courier mail service (such as Express Mail, FedEx or UPS) to Aba Kumi, Director, Blue Ribbon Schools Program, Office of Communications and Outreach, U.S. Department of Education, 400 Maryland Ave., SW, Room 5E103, Washington, DC 20202-8173.

# PART I - ELIGIBILITY CERTIFICATION

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1.  The school has some configuration that includes one or more of grades K-12.  (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)

2.  The school has made adequate yearly progress each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years.

3.  To meet final eligibility, the school must meet the state's Adequate Yearly Progress (AYP) requirement in the 2011-2012 school year. AYP must be certified by the state and all appeals resolved at least two weeks before the awards ceremony for the school to receive the award.

4.  If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum and a significant number of students in grades 7 and higher must take foreign language courses.

5.  The school has been in existence for five full years, that is, from at least September 2006.

6.  The nominated school has not received the Blue Ribbon Schools award in the past five years: 2007, 2008, 2009, 2010 or 2011.

7.  The nominated school or district is not refusing OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.

8.  OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.

9.  The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.

10. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

# PART II - DEMOGRAPHIC DATA

**All data are the most recent year available.**

**DISTRICT**

1. Number of schools in the district     0   Elementary schools (includes K-8)
   (per district designation):      0   Middle/Junior high schools
            8   High schools
            0   K-12 schools
            8   Total schools in district

2. District per-pupil expenditure:    6735

**SCHOOL** (To be completed by all schools)

3. Category that best describes the area where the school is located:   Suburban

4. Number of years the principal has been in her/his position at this school:     4

5. Number of students as of October 1, 2011 enrolled at each grade level or its equivalent in applying school:

| Grade | # of Males | # of Females | Grade Total | | | # of Males | # of Females | Grade Total |
|---|---|---|---|---|---|---|---|---|
| PreK | 0 | 0 | 0 | | 6 | 0 | 0 | 0 |
| K | 0 | 0 | 0 | | 7 | 0 | 0 | 0 |
| 1 | 0 | 0 | 0 | | 8 | 0 | 0 | 0 |
| 2 | 0 | 0 | 0 | | 9 | 350 | 304 | 654 |
| 3 | 0 | 0 | 0 | | 10 | 272 | 291 | 563 |
| 4 | 0 | 0 | 0 | | 11 | 332 | 290 | 622 |
| 5 | 0 | 0 | 0 | | 12 | 293 | 306 | 599 |
| | | | | | | **Total in Applying School:** | | 2438 |

6. Racial/ethnic composition of the school:

|   |   |
|---|---|
| 0 % | American Indian or Alaska Native |
| 52 % | Asian |
| 2 % | Black or African American |
| 27 % | Hispanic or Latino |
| 0 % | Native Hawaiian or Other Pacific Islander |
| 18 % | White |
| 1 % | Two or more races |
| 100 % | Total |

Only the seven standard categories should be used in reporting the racial/ethnic composition of your school. The final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.

7. Student turnover, or mobility rate, during the 2010-2011 school year:      3%

   This rate is calculated using the grid below.  The answer to (6) is the mobility rate.

| | | |
|---|---|---|
| **(1)** | Number of students who transferred *to* the school after October 1, 2010 until the end of the school year. | 52 |
| **(2)** | Number of students who transferred *from* the school after October 1, 2010 until the end of the school year. | 11 |
| **(3)** | Total of all transferred students [sum of rows (1) and (2)]. | 63 |
| **(4)** | Total number of students in the school as of October 1, 2010 | 2438 |
| **(5)** | Total transferred students in row (3) divided by total students in row (4). | 0.03 |
| **(6)** | Amount in row (5) multiplied by 100. | 3 |

8. Percent of English Language Learners in the school:                                                           8%

   Total number of ELL students in the school:                                                                     193

   Number of non-English languages represented:                                                              15

   Specify non-English languages:

   Spanish, Vietnamese, Cantonese, Korean, Filipino, Mandarin, Lao, Arabic, Hindi, Ilocano, Thai, Urdu, Ukrainian, Rumanian, other

9. Percent of students eligible for free/reduced-priced meals:    21%

   Total number of students who qualify:    510

   If this method does not produce an accurate estimate of the percentage of students from low-income families, or the school does not participate in the free and reduced-priced school meals program, supply an accurate estimate and explain how the school calculated this estimate.

10. Percent of students receiving special education services:    5%

    Total number of students served:    130

    Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

| | | | |
|---|---|---|---|
| 26 | Autism | 1 | Orthopedic Impairment |
| 0 | Deafness | 29 | Other Health Impaired |
| 0 | Deaf-Blindness | 50 | Specific Learning Disability |
| 4 | Emotional Disturbance | 21 | Speech or Language Impairment |
| 7 | Hearing Impairment | 0 | Traumatic Brain Injury |
| 0 | Mental Retardation | 3 | Visual Impairment Including Blindness |
| 2 | Multiple Disabilities | 0 | Developmentally Delayed |

11. Indicate number of full-time and part-time staff members in each of the categories below:

|  | Number of Staff | |
|---|---|---|
|  | **Full-Time** | **Part-Time** |
| Administrator(s) | 5 | 0 |
| Classroom teachers | 82 | 2 |
| Resource teachers/specialists (e.g., reading specialist, media specialist, art/music, PE teachers, etc.) | 6 | 3 |
| Paraprofessionals | 0 | 4 |
| Support staff (e.g., school secretaries, custodians, cafeteria aides, etc.) | 23 | 8 |
| Total number | 116 | 17 |

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the Full Time Equivalent of classroom teachers, e.g., 22:1:    29:1

13. Show daily student attendance rates. Only high schools need to supply yearly graduation rates.

|  | 2010-2011 | 2009-2010 | 2008-2009 | 2007-2008 | 2006-2007 |
|---|---|---|---|---|---|
| Daily student attendance | 97% | 97% | 99% | 97% | 98% |
| High school graduation rate | 99% | 98% | 99% | 100% | 99% |

14. **For schools ending in grade 12 (high schools):**
   Show what the students who graduated in Spring 2011 are doing as of Fall 2011.

   | Graduating class size: | 585 |
   |---|---|
   | Enrolled in a 4-year college or university | 51% |
   | Enrolled in a community college | 44% |
   | Enrolled in vocational training | 1% |
   | Found employment | 2% |
   | Military service | 1% |
   | Other | 1% |
   | **Total** | **100**% |

15. Indicate whether your school has previously received a National Blue Ribbon Schools award:

   ⦿  No

   ☐  Yes

   If yes, what was the year of the award?

# PART III - SUMMARY

A leader in educational excellence since its opening in 1959, Sunny Hills High School (SHHS) is a neighborhood school with a global vision. Our community seeks to meet students where they are, and to provide opportunity and guidance to help each student grow and be prepared for future challenges. Though Sunny Hills has a long history of strong academic performance, in the last several years, the school has sought to develop specialized programs that increase opportunities for students to choose from several pathways to success.

Recognized as a California Distinguished School in 1988, 1994, 2005, and 2009, Sunny Hills High School has forged a long-standing reputation for providing students academically rigorous curricula that successfully prepares them for post-secondary education. Although Sunny Hills High School is located in a middle-class area, we have significant groups of students who are socio-economically disadvantaged. Sunny Hills High School attracts students from four component elementary school districts, with additional students coming through District open enrollment from the Lowell Joint and La Habra City School Districts. Annually, Sunny Hills attracts over 800 non-resident students from within and outside of the district due to programs such as Advanced Placement, International Baccalaureate, fine arts, engineering, and AVID.

Our mission at Sunny Hills High School is to provide the best educational and growth experiences for all students. We believe in the potential of all students to learn and to succeed. Our policies and practices promote within each student academic competence, complex thinking, quality work and social responsibility.

The campus culture at Sunny Hills High School is ethnically diverse, yet unified in the common goal of preparing students to engage meaningfully with the world around them. Students learn to interact and explore their interests not only in our excellent academic climate, but through a strong athletics program with eighteen sports and a fifty-four active student clubs and organizations. Moreover, during student free time, it is common to see a healthy mix of social and ethnic groups interacting in quad games, club meetings in classrooms and ad hoc study sessions in our school's Lyceum.

The school has strong involvement with parents and the community as well. Several parent volunteer and advisory associations help the school achieve its goals and invest in our students. Moreover, local businesses such as Raytheon commonly host our students for internships and educational events. Commonly, our young artists compete in local art competitions and shows as well. Increasingly, we are forging relationships with the local community college and state university to articulate our curriculum and provide college-level opportunities to students.

The classroom culture at Sunny Hills fosters critical thinking and the development of the whole student. It is common to see teachers integrating technology and collaborative learning opportunities in their classroom fostering student engagement and understanding of the materials. Grades and student progress are communicated consistently to the families through an online grade book as well as teacher web sites, so that students have access to learning resources and information at home.

Though Sunny Hills High School has a longstanding tradition of excellence in preparing students for college, we recognize that the economic and job climate is in flux, and, in response, we have implemented recent program changes to address these issues. Increasingly, we desire to develop pathways for students to not only merely achieve, but also to explore opportunities to apply the skills and knowledge necessary to flourish in the 21st century. Particularly, we have developed programs that address the growing need for citizens with skills in Science, Technology, Engineering, Arts and Mathematics (STEAM). Out of a desire to help students meet the demand by gaining necessary skills and knowledge, we have developed

the SHHS Conservatory of Fine Arts (COFA) as well the SHHS Engineering Pathway to Innovation and Change (EPIC). These pathways, along with preexisting programs such as Advancement Via Individual Determination (AVID), the Senior Internship program, the Regional Occupational Program (ROP), Advanced Placement and International Baccalaureate courses provide students unique opportunity to learn and grow.

In building these programs, we also utilize scheduling flexibility, offering several zero and seventh period classes so that students can find room in their schedule to pursue their goals.

At Sunny Hills High School there is a strong sense of investment among our stakeholders and a desire to grow and change, to meet the needs of students.

Of course, the most notable asset that Sunny Hills has is its students. While their assessment performance is noteworthy, showing significant achievement and growth across virtually all subgroups, seeing them day to day, engaged and willing to learn in the classroom and involved and invested outside of the classroom, confirms that student body is confident, proactive and thriving, truly worthy of receiving the National Blue Ribbon Award.

# PART IV - INDICATORS OF ACADEMIC SUCCESS

**1. Assessment Results:**

A. There are two standardized assessments given to all California public high school students.

First, the California Standards Test (CST) measures proficiency of students in grades 9-11 in the areas of English/Language Arts, mathematics, science and social science. These summative assessments, administered in the spring measure student learning of the California State Content Standards. Student scores on each test will place them in one of the following performance bands: far below basic, below basic, basic, proficient or advanced. Under NCLB, the state of California has determined that all students should have proficient or advanced scores on this assessment by 2014. The Sunny Hills community desires this as well. These scores inform the curricular and instructional goals of our programs at Sunny Hills.

Second, tenth grade students take the California High School Exit Exam (CAHSEE), which assesses student knowledge of State Content Standards in English and mathematics. Student scores fall into one of three performance bands for each content area: not passing, passing and proficient. The state of California requires that all students pass the CAHSEE in order to receive a high school diploma; we are proud that our students far surpass this minimum requirement: 82% scored Proficient or Advanced in English/Language Arts; 81% scored Proficient or Advanced in Mathematics.

The above test results determine the school's score on the California state Academic Performance Index (API). Under NCLB all schools need to meet a score of 800 by 2014; however, Sunny Hills has surpassed 800, and we continue to seek continued improvement in our API each year.

Additionally, all English Learners take the annual California English Language Development Test. EL students at Sunny Hills High School met and significantly surpassed all Title II Annual Measurable Achievement Objective growth targets for 2011-2012.

As our CAHSEE results show a consistent initial pass rate of 94% or above the following performance trends will focus on the CST results.

B. Overall Performance Trends

Since 2007, Sunny Hills API performance grew 33 points from a base score of 843 to the current 876. In order to achieve our goal of proficiency of all students, we look closely at the number of students in significant subgroups demonstrating performance levels of proficient or above. Factors contributing to significant gains include development and implementation of common assessment, intervention programs, data analysis, and shared instructional strategies.

English/ Language Arts

The percentage of 9th grade students scoring proficient has risen ten points to 82% since 2007 while 10th grade CST trends have risen six points to 72%. However, 11th grade scores have dropped from 72% to a current 68%. This score has risen, however, from a 2009 low of 64%

In the most recent year's data, there exists an achievement gap of more than 10 points when comparing the Asian and White subgroups in 9th and 10th grade English. There exists a similar gap between Hispanic and Socio-Economic and EL subgroups when compared to Asian subgroups at 9th, 10th and 11th grade.

Nevertheless, the Hispanic and White populations increased their percent proficient by 4% and 10% in 9th grade; the Hispanic subgroup increased their proficiency by 8% in both 10th and 11th grades. While not a statistically significant subgroup, the students in special education increased their performance by 22%, 7%, and 31% in 9th, 10th and 11th grades respectively.

Mathematics

Since 2007 the CST percent proficient in Algebra 1 has dropped 2% to 26% while Geometry shows a net gain of 8%. When compared to 2007 the Algebra 2 CST proficiency rate has dropped 2 points to 55%. Also, Summative Mathematics has shown a 1% increase in proficiency to 70%

In 2011, in Algebra 1, an achievement gap of at least ten points exists between the Asian and White subgroups and the Hispanic and Socio-Economic subgroups; moreover, In Geometry, Algebra 2, and Summative Mathematics, an achievement gap of at least ten points exists between the Asian subgroup and all other significant subgroups.

It is worthy to note, however, that in geometry, while the Asian subgroup increased their score by 6 points, all other subgroups gained at least 12 points.

Social Science

Over the last five years the World History CST test shows a growth in percent proficient of 27%, from 52%- 79%.

Since 2007 the US History CST test shows a growth in percent proficient of 13%, from 68%-81%.

Science

The 2011 CST Life Science test shows a proficiency rate of 78%, and increase of 13% from 2007.

The Biology CST proficiency rate was 80% in 2011, an increase of 22% from 2007.

In 2011, the Chemistry CST proficiency rate was 70%, and increase of 9% from 2007.

The Physics CST showed a 73% rate of proficiency in 2011, an increase of 8% from 2007.

Closing the Achievement Gap

Sunny Hills has introduced several interventions including the Learning Lab support classes for 9th and 10th grade students, the Long Term English Learner faculty committee, increased access to and communication about on-campus tutoring opportunities, and the CAHSEE Review class. These program changes are in addition to the departmental goals, both curricular and instructional, that seek to help students acquire the skills and knowledge necessary to meet the California State Standards.

Additionally, the inception of the AVID program in 2006 has help to support the high-middle student. Though the newest AVID program in the District, we are now the biggest, serving 182 current AVID students. In 2011, 64% of SHHS AVID seniors were accepted into a four-year university.

**2. Using Assessment Results:**

Over the last several years, Sunny Hills High School has significantly changed how we use assessment data to inform instruction and curriculum. From in-class formative and summative benchmark assessment to statewide assessment data, teachers increasingly utilize technology and instructional tools to help students set focused goals for their learning.

In the last six years we have implemented benchmark testing in our core four academic areas as well as in some of our elective programs. All English, math, science and social science teachers of students in grades 9-11, administer standards based benchmark exams to inform their instruction. This system works both internally within the classroom and externally within the teachers' professional learning communities.

Within the classroom, teachers give quarterly benchmark exams dealing with core content standards which correlate with the CST Standards Blueprint in their subject areas. Teachers assess and disaggregate the data using an online web application (Achieve Data or Illuminate). Commonly, teachers run performance reports for their students, so that students can know which standards they have mastered and areas of critical need. Often, teachers then reteach the standards and encourage students to take ownership for their learning by developing learning goals.

Teachers use regular late-start department meetings to collaborate, to develop common assessments, and to revise common assessments and give feedback on student progress. All four core content departments have developed assessments and find opportunities to share best practices on concepts and units of instruction. The increased collaboration on benchmark tests has coincided with marked growth on the CST exams, especially in social science and science.

In addition to benchmark testing, teachers are increasingly aware of the need to monitor progress through formative assessment throughout the school year. Recently, our staff development focus has been in helping teachers to organically integrate formative assessment into their daily teaching practice. The staff is applying the concepts from *Checking for Understanding* by Douglas Fisher and Nancy Frey to their instruction. While this is a newer staff development opportunity, it is already influencing teacher conversations and instruction. Each department is endeavoring to adapt this to their curricular needs. Effective teachers collect feedback throughout the whole teaching process. The increased use of targeted, formative assessments is increasingly common in classroom instruction. For instance, English One and Two teachers have collaboratively developed a program called Write Way which encourages bell activities that address the writing conventions strategies; students get to practice, share and apply the knowledge of the sentence variety and punctuation skills that they are learning in a peer-oriented, formative assessment environment.

Increasingly, teachers are finding ways of developing common rubrics for non-objective assignments like essays, labs and student presentations in order to ensure consistency of standards within departments and courses.

Departments are working diligently to develop assessment tools to monitor student learning. Moreover, adapting to new technology and dealing with the learning curve inherent to the process has also been a challenge. In response, the school administration has appointed a Data Team whose goal is to facilitate the process of generating assessments, managing and disaggregating data, and helping teachers implement the data into their instruction. Our efforts to generate, access, and interpret data have been in many ways successful, and we continue to refine the process whereby data informs instruction and advances student achievement.

Formative and benchmark assessment leads to the summative assessment, the California Standards Test. In August, when state data is released, teachers meet in teams to discuss student performance, disaggregating CST data in order to determine annual, multiple year, and subgroup trends. Furthermore, departments use this data to determine goals, both departmentally and for the Single School Plan for Student Achievement. Departments meet monthly to identify actions steps for improvements in the classroom, including the development of curriculum, instructional methods and assessment.

**3. Sharing Lessons Learned:**

Sunny Hills High School enjoys long-term and productive relationships with other high schools within the District, with component junior high feeder schools and with the local community college and state university.

Within the District, teachers from Sunny Hills High School are proud to share instructional strategies, curriculum, and assessment materials (e.g., benchmark exams) with other schools at monthly curriculum meetings. These meetings allow for discussion and review of best practices, current curricular concerns, and problem-solving. The recent improvement of graduation requirements (increase from two to three years of math) resulted from these academic meetings. Currently core academic areas are working to understand and implement the National Core Content Standards.

In addition to the ongoing District discussions, faculty from Sunny Hills High School works regularly with the faculty from the feeder junior high schools. At these discussions, teachers discuss course pacing as well as high school expectations so that students arrive at Sunny Hills understanding and able to meet high school standards.

Moreover, several teachers contribute to and engage in professional organizations, bringing back instructional strategies to the campus.

A renewed relationship of collaboration and communication now exists between Sunny Hills High School and the local colleges and universities.  The high school and local college faculty have increased collaboration over the past two years.

Many graduates choose to attend Fullerton College, a state community college approximately two miles from the high school. Teachers from Sunny Hills have been working with faculty from the community college to help ensure that instructional and curricular practices at the high school allow for optimal student success at the college level. Additionally, we currently host the Counseling 50 community college class for interested seniors on our campus, and we continue to look for such opportunities to ensure that students are best prepared for the college experience, and earning college units.

Finally, we are most proud of our recent connection to California State University, Fullerton. This university, less than four miles from our campus, is partnering with our engineering academy (EPIC) where students compete in design-build competitions, participate in and local and national engineering projects, complete engineering summer programs, and experience industry internships.  In addition to receiving university support for these activities, students are eligible to take California State University Fullerton's Introduction to Engineering class--Engineering 100--on our high school campus, earning three units of university credit.

**4. Engaging Families and Communities:**

Sunny Hills High School is neighborhood school well-supported by its parents and by the community.

PTSA

Sunny Hills' Parent-Teacher-Student Association (PTSA) informs the community of the school's programs and policies. The PTSA, consisting of 714 members, meets monthly to discuss issues concerning the campus.

Published monthly, the PTSA "Lancer Letter" informs parents of programs, opportunities and activities at Sunny Hills.

International Day, held in February, promotes unity and mutual understanding among the many cultures represented at Sunny Hills. Students enjoy performances and food during this event: students organize an cultural assembly, and the PTSA organizes a food faire. Invitations are sent out to the Mayor, District Board Members, District Administration, and principals of our neighboring schools.

Sunny Hills Foundation for Education

In 2006, a group of parents, dedicated to raising funds for the enhancement and enrichment of our academic, athletic, and artistic programs, created the Sunny Hills Foundation for Education. With a mission of excellence in education for all students, the foundation encourages parent commitment and involvement and works directly with departments and programs on campus to provide instructional items that are beyond the means of the school. Since its inception the foundation has raised tens of thousands of dollars reducing students with instructional support.

College Night

Sunny Hills hosts a College Night, and a Saturday Road Map to College where families learn about the path to college. Representatives from vocational, two and four year colleges and universities, private schools, and the military provide material and information for parents and students regarding their institution.

Student Recognition

Sunny Hills has an Honor Roll for students with a 3.0 and above GPA. Students with a 3.5-3.9 receive High Honors and those with a 4.0 or above are included in the Principal's Honor Roll.

Additionally, AVID, COFA, EPIC, and athletic programs celebrate student accomplishments at award nights.

Each month outstanding students are selected from each department by their teachers and are recognized as a "Student of the Month." The award is presented individually to each student by the principal in the classroom to acknowledge the student's achievements in front of their peers.

Sunny Hills High School celebrates academic excellence by honoring students of all grade levels at its annual Lancer Knight Awards Ceremony held each spring. Teachers and departments select students for their outstanding achievement all year long in each course at Sunny Hills.

# PART V - CURRICULUM AND INSTRUCTION

## 1. Curriculum:

The Sunny Hills High School mission statement contains our learning standards: that students show academic competence, complex thinking, quality work and social responsibility. These, we believe, are necessary learning outcomes, helping our students flourish. Accordingly, our instructional programs facilitate these learning outcomes.

Sunny Hills English classes offer a rigorous standards-based curriculum with grade appropriate fiction and non-fiction readings, at the AP, IB and College Preparatory levels. We emphasize the process of communication, culminating in student written responses. Over the four year course sequence, students write at least 30 essays ranging from expository, to descriptive to research papers. This, of course, requires students to process knowledge at a fairly deep level, developing the ability to make judgments both in content and in style. Moreover, students engage in collaborative work and presentations, reinforcing the indispensable skill of communication.

The mathematics curriculum also ascribes to the state standards for mathematics, ensuring that all students take at least three years of math. Whether it is Algebra Foundations or IB Higher Level, the mathematics course sequence emphasizes the critical thinking involved in understanding the reasoning behind mathematical functions. Students are encouraged to know the basics, but are taught to understand the "why" of the process. In producing quality work, students get feedback both from teachers and peers, and participate in the learning process.

The science curriculum offers high-quality standards based coursework for all students. From the introductory Physical and Life Science courses, to the AP and IB Chemistry, Biology, and Physics courses, students engage the content and process of scientific inquiry. Students are responsible for generating findings from their lab research, working with others to confirm or deny their hypotheses. Teachers emphasize the process of hands-on discovery with our engineering program which focuses on developing students interested in engineering and design. Our agriculture science boasts an on-campus working farm, developing students in biology, veterinary science and horticulture as well as in business and economics.

The social science curriculum similarly ensures access to a rigorous standards-based program providing access to over 20 courses, including many AP courses. The curriculum not only requires basic historical knowledge, but also an understanding of the causes and effects of history. Students show understanding of the movements in history not only through the events and figures, but also through prevailing formative ideas. Teachers emphasize reading for understanding and provide guided instruction on note taking, and studying in order to ensure content mastery.

Performance and visual arts at Sunny Hills support standards-based student learning. Our performing arts classes engender social responsibility as students gain skills necessary for plays, concerts and festivals. Our visual arts department develops technique and individual expression. More recently, Sunny Hills has developed a Conservatory of Fine Arts (COFA) creating pathways for students to develop in multiple domains of art.

Sunny Hills emphasizes the development of the whole person through health education during the ninth grade and requires two years of physical education and sporting programs, encouraging the development and maintenance of physical well-being, and individual and group athleticism. Sunny Hills students meet or exceed the Cal State Physical Fitness Assessment requirements every year.

Sunny Hills' world language courses engage students by utilizing all four language skills: listening, speaking, writing, and reading on a daily basis as much as possible. The six languages we offer--Chinese, French, German, Korean, Latin, and Spanish--also access other subject matters such as geography, music, art, and history in the teaching of a new language, preparing students to engage skillfully with other cultures. In this students gain scope and awareness of the world they will engage.

## 2. Reading/English:

The English Language Arts Curriculum adheres to the California Content Standards for English/Language Arts. We offer two choices of English: College Preparatory and Honors English in grades nine through twelve culminating in IB Higher Level English and AP English Language and Composition and AP English Literature and Composition for our honors students.

The English curriculum revolves around the cycle of communication: reading, discussion, and writing. In particular there is an emphasis on shared inquiry in reading, communication, and writing. Introductory, formative and summative assessments ensure that students' academic progress is being monitored informing teacher instruction. Furthermore, the English Department sets yearly data-driven goals to improve curriculum and instruction.

Teachers engage in didactic instruction of content related to reading and writing. This can take many forms, but involves consistent language with regard to literary terms, vocabulary and terms used for the teaching of writing. At our ninth grade level, teachers instruct all students in the Jane Schaeffer writing method focusing on structure and development of four or five paragraph essays. Teachers share common core literature and engage in teaching the background and relevant aspects of these works.

Also important is the process of communication, and the English Department places an emphasis on developing critical thinking through discussion, whether that be through dialectical response, think-pair-share activities, or student-led Socratic inquiry. These activities foster the habits of mind of focus, awareness, and the ability to make judgments that prepare students for individual work, particularly in writing.

Writing instruction takes many forms. Teachers expose students to multiple domains of writing and offer peer and teacher feedback. Students write between seven and eight multi-paragraph compositions annually and keep them in writing portfolios that require students to reflect on their growth and needs in writing. These portfolios follow the students for four years, showing their progress.

In addition to the strategies noted above, we offer support classes for students who read below grade level. The CAHSEE Review English class, Learning Lab, and English Language Development classes focus on developing readers through guided reading, training students to develop an inner dialog with the text,  and learning strategies such as context clues to decipher unfamiliar words.

Students capable of higher-achievement are supported in honors and AP/IB English classes which have grown over the last few years. Increasingly, we identify and encourage motivated students to take advantage of these classes.

## 3.  Mathematics:

The Sunny Hills High School math program offers several pathways for student achievement, satisfying the State of California three year math requirements, as well as offering both AP and IB pathways, giving access to a more rigorous curriculum.

Students have opportunities for growth and advancement through summer school advancement courses as well as an honors recommendation process. Over the last three years, we have taken steps to open access and to support more students in the honors and AP classes.

In addition to offering pathways for advancement, intervention pathways include a two-year algebra pathway, California Exit Exam Review course, and practical mathematics, supporting students who need more instruction and time to succeed.

To ensure curricular continuity, same subject teachers follow a pacing guide to provide ensure all students receive the same instructional foundation.

Instructionally, teachers use variety of activities to stimulate student thinking and conduct frequent formative assessment. For instance, students complete the fill-in the blank teacher made notes, "tool kits" (math understanding, vocabulary, study strategies), and prerequisite skills review in the form of a warm-up or a journal for the daily lesson. Each lesson provides visuals and graduated examples that develop a concept as well as real-life applications that students can relate to. Warm-ups, modeling, and strategic questioning allow students to develop their subject knowledge.

Guided practice includes high/low pairs encouraging collaboration and peer-tutoring, which reinforces the high student's knowledge while supporting their peer. Additionally, independent practice includes supplements to the book with inventive worksheets that include coloring and riddles to provide enough practice and an assortment of activities. During homework correction, students volunteer individually or in pairs to write solutions on the board showing more than one way to solve a math problem, leading to meaningful discussion.

Student assessment emphasizes quizzes and unit tests. Increasingly, we use quarterly benchmark tests to facilitate collaboration and shared lessons learned. Teachers meet during late-start meetings or at lunch to disaggregate data and share best practices.

**4. Additional Curriculum Area:**

Sunny Hills High School has a long-standing tradition of preparing students for college coursework. Still, we recognize that with time, new needs arise. In response to the growing demand for students qualified to fill STEM (Science, Technology, Engineering and Mathematics) careers and a desire to give our students more experience in building and exercising their knowledge, a team of staff has developed EPIC (Engineering Pathways through Innovation and Change), a unique program that will teach, develop, and inspire our future innovators and engineers.

EPIC is an innovative, project-based engineering program that acts as an educational thread, weaving through each level of the high school curriculum and culminating in a capstone activity. All EPIC students will have the opportunity to design, build, test, and produce creatively inspired solutions to traditional and abstract engineering problems. Through this model, students will be exposed to design-build competitions, engineering summer programs, industry internships, California State University Fullerton (CSUF) introduction to engineering classes, and local/national engineering projects in addition to their current high school curriculum and the core engineering classes. At the conclusion of the program, students will have received a one-of-a-kind educational experience leading to future successes within the disciplines of engineering.

One distinctive feature of EPIC is that it offers three pathways to student success. These student pathways allow students to take various EPIC classes tailored to their personal and educational goals. From College Preparatory students, who desire to take advantage of introductory core engineering coursework in order to explore the options for a future in engineering, to those who wish to concurrently obtain an International Baccalaureate diploma, students can effectively integrate EPIC into their four-year plans at Sunny Hills. Moreover, the EPIC students concurrently take the College Preparatory or Honors classes in their non-EPIC academic areas. This ensures that these students work and collaborate with a broad spectrum of students in their day, not only their fellow engineers.

Ultimately, EPIC meets a growing need for students to encounter live, real-world experiences, making what can often be abstract concepts in science and technology, concrete and meaningful.

Upon graduation, all EPIC students successfully meeting the engineering program requirements will receive special distinction at graduation and on their high school diploma. Moreover, EPIC graduates will have developed essential qualities to become successful engineering students and future problem solvers.

### 5. Instructional Methods:

Throughout the departments at Sunny Hills High School students are continually involved in challenging learning experiences to achieve the success. It is evident that teachers at Sunny Hills High School are varying their instruction in each department in order to engage their students in the lessons to increase academic achievement.

Students with disabilities at Sunny Hills High School are enrolled in all levels of classes and are placed in the least restrictive environment, with support as needed. Teachers are informed within the first days of the semester of the specific needs of these students through conference period meetings with teachers from the Special Education Department. Informed by this knowledge and the students' accommodations and modifications, general classroom teachers regularly modify instruction and curriculum to meet the needs of all students.

Additionally, English Language Learners are also identified early so that teachers are aware of and can accommodate their unique learning needs. Along these lines, a Long-Term English Learner committee has recently been formed to investigate the needs of LTEL students and to help them navigate the path to English fluency fluency and academic success more quickly.

An outside observer of the Sunny Hills classroom would see technology regularly being utilized as a teaching tool. Whether it is an individualized student performance report or the use of a document camera to differentiate instruction, teachers use these resources to support student learning. One would also see many experiences across disciplines that draw upon students' higher order thinking skills and varied learning approaches that follow the model of teacher-as-coach or mentor and student as discoverer and problem solver.

Many teachers move beyond teaching from the textbook and move away from the lectern to better develop students into independent learners and problem solvers.

As a whole, the departments at Sunny Hills recognize the importance in collaborative learning. Students are offered many opportunities in the different subject areas to work, present, problem-solve, dialogue, and critique in groups.

### 6. Professional Development:

Sunny Hills High School is fortunate to claim many pedagogical and subject matter experts among its staff; in addition, we have many professionals who are eager to obtain new knowledge and skills to improve student success. The biggest asset from housing these professionals is their willingness and ability to share their knowledge with their peers. Following Mike Schmoker's vision for a flourishing educational institution, these faculty members are truly the "experts among us." Recent teacher-led workshops covered at-risk students, websites for teachers to post homework, online grade books, reading strategies, library/electronic resources, differentiated instruction and student support groups.

Sunny Hills High School currently has twelve late-start days and two devoted staff-development days for teachers to meet together to work toward improving the school. Much of this time is devoted to Professional Learning Communities (PLCs), where teachers focus on student improvement through discussions of texts such as Marzano's *Classroom Instruction That Works* and Fisher and Frey's

*Checking for Understanding: Formative Assessment Techniques for Your Classroom.*

In addition, the school as a whole and each individual department has developed and regularly revisits S.M.A.R.T goals in order to prioritize our efforts, focus on desired specific outcomes, and reflect upon measurable results.

Constantly working on improving our ability to use data to drive instruction, our District has recently purchased the Illuminate data management software, to monitor student growth and achievement, with a goal of improving instruction and our curriculum; this software replaces a current data management plan. All of the teaching staff has been involved in site based training and the majority of the teaching staff has received elements of this training through campus staff. Increasingly teachers are moving beyond mere benchmark testing, using Illuminate for shorter, formative assessments in class.

We are also proud of our in-house data team, teachers and classified staff who excel in their ability to retrieve applicable data as well as their ability to apply that data to their classroom. This team provides large group workshops and individual support for all types of data needs, including, but not limited to the new Illuminate software, the online grading and student management program (AERIES ABI), the school's web site, and any other data needs teachers may have.

## 7. School Leadership:

The leadership philosophy and structure at Sunny Hills is based on a democratic model of seeking direction, insights, and ideas from various stakeholders in the school community. The role of the principal is to build relationships that nurture a shared responsibility for student achievement, guide the process of establishing goals, and facilitate the implementation action items to reach short and long-term goals. To develop lateral capacity, the development of teacher leaders is essential to sustaining changes that support teaching and learning.

The cycle of decision making includes the Administrative Team, Leadership Team (consisting of administrators and department chairs), Professional Learning Communities, PTSA, and School Site Council. Department chairs share information with the department members and gather their insights and opinions which are then reported back to Leadership team. Minutes from Leadership meetings are emailed to all staff members so they may ask questions or share ideas. The administrative team has an open door policy so that all ideas and views are welcomed.

The development of the Single School Plan for Student Achievement (SSP) is an example of collaborative efforts to focus resources and programs on student needs. Each department reflects on the goals and the progress toward the goals from the previous year. After analysis of data and progress, new or continuing goals are established to meet the needs of students. Once the Leadership team has established goals, these are shared with the School Site Council for their input and addition of any other goals. Funds are then directed toward the accomplishment of established goals.

PLC agendas are established by the departments as determined by the short term objectives to meet the larger goals in the SSP. To track progress toward goals, each department completes Progress and Planning guides during PLC time so they are able to establish short term goals, analyze success, and adjust as needed. There is also space for communication to various groups such as leadership and administration, so concerns can be addressed and ideas shared.

Communication is essential in a community that values shared decision-making; therefore, the communication structure includes feedback loops, ensuring that all stakeholders can be part of the conversation. To encourage this clear communication, departments share agendas, leadership regularly publishes its minutes, and learning communities consistently monitor their own progress towards their goals.

# PART VII - ASSESSMENT RESULTS

## STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 10

Test: California High School Exit Exam (CAHSEE)

Edition/Publication Year: published annually

Publisher: Educational Testing Service (ETS)

| | 2010-2011 | 2009-2010 | 2008-2009 | 2007-2008 | 2006-2007 |
|---|---|---|---|---|---|
| Testing Month | Mar | Mar | Mar | Mar | Mar |
| **SCHOOL SCORES** | | | | | |
| proficient plus advanced | 81 | 72 | 82 | 81 | 83 |
| advanced | 47 | 37 | 46 | 44 | 47 |
| Number of students tested | 563 | 558 | 577 | 584 | 618 |
| Percent of total students tested | 99 | 99 | 100 | 100 | 99 |
| Number of students alternatively assessed | 0 | 0 | 0 | 0 | 0 |
| Percent of students alternatively assessed | 0 | 0 | 0 | 0 | 0 |
| **SUBGROUP SCORES** | | | | | |
| **1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students** | | | | | |
| proficient plus advanced | 68 | 67 | 69 | 74 | 71 |
| advanced | 33 | 29 | 27 | 33 | 22 |
| Number of students tested | 137 | 124 | 117 | 60 | 51 |
| **2. African American Students** | | | | | |
| proficient plus advanced | | | | | |
| advanced | | | | | |
| Number of students tested | | | | | |
| **3. Hispanic or Latino Students** | | | | | |
| proficient plus advanced | 64 | 61 | 53 | 57 | 54 |
| advanced | 22 | 21 | 19 | 15 | 14 |
| Number of students tested | 140 | 120 | 130 | 102 | 91 |
| **4. Special Education Students** | | | | | |
| proficient plus advanced | 33 | 65 | 29 | 32 | 24 |
| advanced | 11 | 27 | 7 | 11 | 10 |
| Number of students tested | 23 | 17 | 15 | 17 | 18 |
| **5. English Language Learner Students** | | | | | |
| proficient plus advanced | 72 | 80 | 78 | 92 | 86 |
| advanced | 34 | 41 | 45 | 56 | 50 |
| Number of students tested | 45 | 39 | 53 | 38 | 51 |
| **6. Asian** | | | | | |
| proficient plus advanced | 91 | 94 | 95 | 96 | 96 |
| advanced | 67 | 65 | 63 | 65 | 64 |
| Number of students tested | 272 | 273 | 296 | 303 | 342 |

**NOTES:**
The African American student population at SHHS is not statistically significant.

12CA25

# STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 10

Test: California High School Exit Exam (CAHSEE)

Edition/Publication Year: published annually

Publisher: Educational Testing Service (ETS)

|  | 2010-2011 | 2009-2010 | 2008-2009 | 2007-2008 | 2006-2007 |
|---|---|---|---|---|---|
| Testing Month | Mar | Mar | Mar | Mar | Mar |
| **SCHOOL SCORES** | | | | | |
| proficient plus advanced | 82 | 80 | 77 | 79 | 74 |
| advanced | 57 | 48 | 46 | 25 | 42 |
| Number of students tested | 563 | 556 | 575 | 584 | 624 |
| Percent of total students tested | 99 | 99 | 100 | 100 | 99 |
| Number of students alternatively assessed | 0 | 0 | 0 | 0 | 0 |
| Percent of students alternatively assessed | 0 | 0 | 0 | 0 | 0 |
| **SUBGROUP SCORES** | | | | | |
| **1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students** | | | | | |
| proficient plus advanced | 73 | 65 | 60 | 69 | 49 |
| advanced | 42 | 34 | 27 | 24 | 26 |
| Number of students tested | 137 | 122 | 116 | 60 | 54 |
| **2. African American Students** | | | | | |
| proficient plus advanced | | | | | |
| advanced | | | | | |
| Number of students tested | | | | | |
| **3. Hispanic or Latino Students** | | | | | |
| proficient plus advanced | 74 | 73 | 56 | 67 | 50 |
| advanced | 42 | 36 | 27 | 12 | 20 |
| Number of students tested | 140 | 119 | 129 | 102 | 94 |
| **4. Special Education Students** | | | | | |
| proficient plus advanced | 27 | 55 | 7 | 33 | 21 |
| advanced | 0 | 40 | 7 | 12 | 5 |
| Number of students tested | 23 | 17 | 15 | 17 | 19 |
| **5. English Language Learner Students** | | | | | |
| proficient plus advanced | 69 | 54 | 61 | 75 | 68 |
| advanced | 15 | 22 | 29 | 22 | 36 |
| Number of students tested | 45 | 39 | 53 | 38 | 56 |
| **6. Asian** | | | | | |
| proficient plus advanced | 87 | 86 | 85 | 83 | 81 |
| advanced | 64 | 60 | 52 | 33 | 51 |
| Number of students tested | 272 | 273 | 296 | 303 | 346 |
| **NOTES:** | | | | | |
| The African American population at SHHS is not statistically significant. | | | | | |

12CA25

# STATE CRITERION-REFERENCED TESTS

Subject: Mathematics     Grade: Weighted Average

|  | 2010-2011 | 2009-2010 | 2008-2009 | 2007-2008 | 2006-2007 |
|---|---|---|---|---|---|
| Testing Month |  |  |  |  |  |
| **SCHOOL SCORES** |  |  |  |  |  |
| proficient plus advanced | 81 | 72 | 82 | 81 | 83 |
| advanced | 47 | 37 | 46 | 44 | 47 |
| Number of students tested | 563 | 558 | 577 | 584 | 618 |
| Percent of total students tested | 99 | 99 | 100 | 100 | 99 |
| Number of students alternatively assessed | 0 | 0 | 0 | 0 | 0 |
| Percent of students alternatively assessed | 0 | 0 | 0 | 0 | 0 |
| **SUBGROUP SCORES** |  |  |  |  |  |
| **1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students** |  |  |  |  |  |
| proficient plus advanced | 68 | 67 | 69 | 74 | 71 |
| advanced | 33 | 29 | 27 | 33 | 22 |
| Number of students tested | 137 | 124 | 117 | 60 | 51 |
| **2. African American Students** |  |  |  |  |  |
| proficient plus advanced |  |  |  |  |  |
| advanced |  |  |  |  |  |
| Number of students tested | 0 | 0 | 0 | 0 | 0 |
| **3. Hispanic or Latino Students** |  |  |  |  |  |
| proficient plus advanced | 64 | 61 | 53 | 57 | 54 |
| advanced | 22 | 21 | 19 | 15 | 14 |
| Number of students tested | 140 | 120 | 130 | 102 | 91 |
| **4. Special Education Students** |  |  |  |  |  |
| proficient plus advanced | 33 | 65 | 29 | 32 | 24 |
| advanced | 11 | 27 | 7 | 11 | 10 |
| Number of students tested | 23 | 17 | 15 | 17 | 18 |
| **5. English Language Learner Students** |  |  |  |  |  |
| proficient plus advanced | 72 | 80 | 78 | 92 | 86 |
| advanced | 34 | 41 | 45 | 56 | 50 |
| Number of students tested | 45 | 39 | 53 | 38 | 51 |
| **6.** |  |  |  |  |  |
| proficient plus advanced | 91 | 94 | 95 | 96 | 96 |
| advanced | 67 | 65 | 63 | 65 | 64 |
| Number of students tested | 272 | 273 | 296 | 303 | 342 |
| **NOTES:** |  |  |  |  |  |

12CA25

# STATE CRITERION-REFERENCED TESTS

Subject: Reading          Grade: Weighted Average

|  | 2010-2011 | 2009-2010 | 2008-2009 | 2007-2008 | 2006-2007 |
|---|---|---|---|---|---|
| Testing Month |  |  |  |  |  |
| **SCHOOL SCORES** |  |  |  |  |  |
| proficient plus advanced | 82 | 80 | 77 | 79 | 74 |
| advanced | 57 | 48 | 46 | 25 | 42 |
| Number of students tested | 563 | 556 | 575 | 584 | 624 |
| Percent of total students tested | 99 | 99 | 100 | 100 | 99 |
| Number of students alternatively assessed | 0 | 0 | 0 | 0 | 0 |
| Percent of students alternatively assessed | 0 | 0 | 0 | 0 | 0 |
| **SUBGROUP SCORES** |  |  |  |  |  |
| **1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students** |  |  |  |  |  |
| proficient plus advanced | 73 | 65 | 60 | 69 | 49 |
| advanced | 42 | 34 | 27 | 24 | 26 |
| Number of students tested | 137 | 122 | 116 | 60 | 54 |
| **2. African American Students** |  |  |  |  |  |
| proficient plus advanced |  |  |  |  |  |
| advanced |  |  |  |  |  |
| Number of students tested | 0 | 0 | 0 | 0 | 0 |
| **3. Hispanic or Latino Students** |  |  |  |  |  |
| proficient plus advanced | 74 | 73 | 56 | 67 | 50 |
| advanced | 42 | 36 | 27 | 12 | 20 |
| Number of students tested | 140 | 119 | 129 | 102 | 94 |
| **4. Special Education Students** |  |  |  |  |  |
| proficient plus advanced | 27 | 55 | 7 | 33 | 21 |
| advanced | 0 | 40 | 7 | 12 | 5 |
| Number of students tested | 23 | 17 | 15 | 17 | 19 |
| **5. English Language Learner Students** |  |  |  |  |  |
| proficient plus advanced | 69 | 54 | 61 | 75 | 68 |
| advanced | 15 | 22 | 29 | 22 | 36 |
| Number of students tested | 45 | 39 | 53 | 38 | 56 |
| **6.** |  |  |  |  |  |
| proficient plus advanced | 87 | 86 | 85 | 83 | 81 |
| advanced | 64 | 60 | 52 | 33 | 51 |
| Number of students tested | 272 | 273 | 296 | 303 | 346 |
| **NOTES:** |  |  |  |  |  |

12CA25