

# Sunny Hills High

## California Department of Education School Accountability Report Card Reported Using Data from the 2015-16 School Year

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 Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fq/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](#) 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.

### Allen Whitten, Principal

Principal, Sunny Hills High

#### About Our School

#### Contact

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1801 Warburton Way  
Fullerton, CA 92833-2235*

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# About This School

## Contact Information (School Year 2016-17)

District Contact Information (School Year 2016-17)	
<b>District Name</b>	Fullerton Joint Union High
<b>Phone Number</b>	(714) 870-2800
<b>Superintendent</b>	Scott Scambray
<b>E-mail Address</b>	<a href="mailto:sscambray@fjuhsd.org">sscambray@fjuhsd.org</a>
<b>Web Site</b>	<a href="http://www.fjuhsd.org">www.fjuhsd.org</a>

School Contact Information (School Year 2016-17)	
<b>School Name</b>	Sunny Hills High
<b>Street</b>	1801 Warburton Way
<b>City, State, Zip</b>	Fullerton, Ca, 92833-2235
<b>Phone Number</b>	714-626-4201
<b>Principal</b>	Allen Whitten, Principal
<b>E-mail Address</b>	<a href="mailto:awhitten@fjuhsd.org">awhitten@fjuhsd.org</a>
<b>Web Site</b>	<a href="http://sunnyhills.net">sunnyhills.net</a>
<b>County-District-School (CDS) Code</b>	30665143037348

*Last updated: 1/31/2017*

## School Description and Mission Statement (School Year 2016-17)

Sunny Hills High School (SHHS) is a neighborhood school with a global vision and has continued to thrive as a leader in educational excellence since opening in 1959. The school community seeks to meet students' individual needs while providing the opportunity and guidance for growth and preparation for future challenges. For the 2016/17 school year, Sunny Hills is serving a diverse group of young learners comprised of the following demographics: Asian (43 percent), Hispanic or Latino (31 percent), White (16 percent), Filipino/Hawaiian/Other Pacific Islander (6 percent), with Multi-racial, Black/African-American and American Indian/Alaskan Natives completing the remaining 4 percent. Included in this diverse group of learners, SHHS serves an English Learner (EL) population of 4 percent, a Students with Disabilities (SWD) population of 6 percent, and a Low-Income/Foster Youth population of 30 percent. Sunny Hills High School has a long history of strong academic performance, and in the last several years, the school community has supported the development of specialized programs with various completion pathways which have increased opportunities for greater student choice while achieving academic success.

Sunny Hills High School has forged a remarkable reputation for providing students academically rigorous curricula to successfully prepare them for college and 21st Century careers. One of seven high schools in Fullerton Joint Union High School District, Sunny Hills is located in Orange County in an affluent multi-ethnic community. Sunny Hills High School was recognized as a National Blue Ribbon School in 2012 and a California Distinguished School (1988, 1994, 2005, and 2009). Sunny Hills has maintained excellent rankings being recognized in the top 3 percent of high schools in the United States and is fully accredited by the Western Association of Schools and Colleges (WASC). Current enrollment is 2321 students of which 577 are seniors. The graduating class of 2017 includes: 25 International Baccalaureate (IB) Diploma candidates, 5 National Merit Scholarship Semi-Finalists, and 70 candidates for the Seal of Biliteracy.

Sunny Hills High School attracts students from four feeder elementary school districts. Additionally, Sunny Hills attracts hundreds of non-resident students from within and outside the District (La Habra City, Lowell Joint, Anaheim UHSD, Placentia-Yorba Linda, Norwalk-La Mirada, and various private schools including Carden Academy) due to programs such as Advanced Placement (AP), International Baccalaureate (IB), Conservatory of the Fine Arts (COFA), Engineering Pathways to Innovation and Change (EPIC), Agriculture Science Academy, Regional Occupational Program (ROP), and Advancement Via Individual Determination (AVID).

Advanced Placement (AP) courses offered at Sunny Hills for 2016/17 are: United States Government and Politics, Art History, Biology, Calculus AB and BC, Chemistry, Chinese, Computer Science, English Language and Composition, English Literature and Composition, Environmental Science, French, German, Human Geography, Macroeconomics, Physics 1 and 2, Psychology, Spanish Language, Spanish Literature, Statistics, Studio Art, and U.S. History. In 2016, 804 students (35 percent) took 1787 exams. Passing scores of three (3) or higher were earned on 1106 (62 percent) of the tests. 126 students were recognized as AP Scholars, 57 as AP Scholars with Honors, 77 as AP Scholars with Distinction, and 12 students received the high honor of National Scholar.

In 1985, Sunny Hills was granted full affiliation by the International Baccalaureate (IB) Organization. In 2016, 57 students took 165 subject entries. Passing scores of four (4) or above were earned on 85 percent of the tests. In 2016, 13 of the 16 eligible senior candidates were granted International Baccalaureate Diplomas. Students may take higher level exams in Art, Economics, English, Theatre, Physics, German, Spanish, Korean, French and History of the Americas. Standard level exams may be taken by students in Biology, Physics, Design Technology, Spanish, French, German, Korean, Chinese, Mathematics, History of the Americas and Art.

Students who participate in the Conservatory of Fine Arts (COFA) explore the areas of visual arts, dance, music and/or theater. Nine pathways are offered: Brass, Woodwind, and Percussion; Theatre; Orchestra; Vocal Music; Drawing and Painting; Art and Media; Dance; 3-D Design; and Inter-disciplinary. Students can earn a COFA Laureate for 3 years of study or a COFA Laureate with Distinction for 4 years of study and participation in 3 COFA sponsored events per year outside of

their coursework. All courses meet the UC/CSU "Visual/Performing Art" requirement. The school currently has 564 COFA members and in 2016, 66 graduating seniors earned the Laureate or Laureate with Distinction Award diploma.

Engineering Pathways to Innovation and Change (EPIC) encompasses a variety of opportunities for students to vastly explore the field of engineering. Aligned with Advanced Placement (AP), International Baccalaureate (IB), and College Preparation curricula, the EPIC Program provides pathways for students who satisfy the program's entry requirements. In addition to their current high school program and engineering coursework, this pathway provides students with experiences in: "design-build" competitions, engineering summer programs, industry internships, and local/national engineering projects within the Engineering and Technology Building. At the conclusion of the program, students have earned a one-of-a-kind educational experience leading to future successes within the discipline of engineering. Advanced courses in this program align with California State Polytechnic University, Pomona, California State University, Fullerton, California Baptist University, Riverside and Fullerton College earning students 10 units of college engineering credit.

The Agriculture Science Academy prepares students for post-secondary education and/or careers in the field of agriculture which includes, but is not limited to Animal Sciences, Veterinary Science, Plant Science and Livestock Production. The Agriculture Science Academy is built around a three-ring model which includes Classroom Instruction (CI) participation in the Future Farmers of America (FFA) Organization, and a Supervised Agriculture Experience (SAE). This design fosters a positive classroom environment to not only provide modern and innovative curriculum, but to prepare students to be active contributors within the community by preparing them to be public speakers, motivators, and leaders. Students have the opportunity to participate in various farming practices such as raising livestock, growing greenhouse plants, and production farming by assisting in the planting, harvesting and selling of produce grown on the Sunny Hills farm. All courses fulfill both the District high school science requirements as well as satisfy UC/CSU "a – g" requirements. Courses offered are: Agriculture Earth Science, Agriculture Biology, Veterinary Science, Agricultural Economics, and Art and History of Floral Design and Ornamental Horticulture. The Agriculture Science Academy serves 361 students and continues to grow and thrive.

The North Orange County Regional Occupational Program (NOCROP) provides comprehensive, quality instructional programs that prepare students for occupations in this region's current job market while also meeting needs and interests of the students. On campus, Sunny Hills students may participate in the following classes: Introduction to Engineering, Principles of Engineering, Engineering Development and Design, Traditional Photography, Automotive Technology (NATEF Certified), Medical Careers and Sports Medicine. Off campus, students may also enroll in a variety of courses including: Finance Marketing/Banking, Health Careers Education, Graphic Arts, Culinary Arts, and Recreation/Amusement Occupations.

Advancement Via Individual Determination (AVID) is an academic preparation program for college/university-bound students. The program is designed to provide additional support for college preparatory/honors/AP students who earn a 2.5 or higher GPA in the completion of college/university requirements. The AVID program also promotes enrollment in honors/AP/IB courses, as appropriate, with 54 percent of the AVID student population is enrolled in honors/AP/IB courses. This academic elective is taken as part of the students' regular class schedule from 9th through 12th grade. Currently, Sunny Hills High School serves 303 students in the AVID program. The AVID graduating class of 2016 college acceptances are as follows: 68 percent were accepted to a 4-year college/university, 88 percent are attending California State University or University of California schools, and 12 percent were accepted to private or out-of-state schools.

Senior Internship is a model School-to-Career program that provides senior students a hands-on experience and the opportunity to complete an internship with a professional in the occupational field of their choice. It serves as the capstone course for the CTE Business Pathway. Students participate in a week-long series of professional workplace seminars, then complete 150 internship hours with a professional mentor. The culminating event is a Senior Presentation based on the internship experience.

Sunny Hills High School enjoys a campus culture that is ethnically and socioeconomically 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 an excellent academic climate, but through a strong athletics program with 18 sport, and 76 active student clubs and organizations. Moreover, it is common to see a healthy mix of social and ethnic groups interacting in quad games, club meetings, and study sessions in the school's library during non-instructional time.

Sunny Hills High School benefits from strong parent and community support. Several parent volunteer and advisory associations (SSC, PTSA, Sunny Hills Foundation for Education, Korean Parent Organization, numerous parent booster organizations) help the school achieve its goals and invest in students' success. Local businesses, such as Raytheon, commonly host Sunny Hills students for internships and educational events. Additionally, several COFA students compete in local art competitions and shows, consistently forging relationships with Fullerton College and CSU Fullerton to articulate curriculum and provide college-level opportunities to students.

A core value at Sunny Hills is the importance of building positive relationships between students and teachers, and its impact on student learning. The classroom culture at Sunny Hills fosters critical thinking and the development of the whole student. Teachers integrate technology and collaborative learning opportunities to build student engagement and a deeper understanding of curricular skills and concepts. Grades and student progress are communicated consistently to families through an online grade book, teacher websites, and recently Google Classroom to provide access to learning resources and information at home.

Sunny Hills High School has a longstanding tradition of excellence in preparing students for college, and has implemented program adjustments to address the changing demographics of the student body. Increasingly, college and career pathways have been developed for students to not only achieve, but explore opportunities to apply the skills and knowledge necessary for success in a 21st Century workforce. More specifically, programs have been developed to address the growing need for citizens with skills in Science, Technology, Engineering, Arts and Mathematics. Out of a desire to help students meet this demand by gaining necessary skills and knowledge, the Sunny Hills High School Agriculture Science Academy, Conservatory of Fine Arts (COFA) as well the Engineering Pathway to Innovation and Change (EPIC) continue to grow and thrive. These pathways also provide students unique opportunities to learn alongside preexisting programs: Advancement Via Individual Determination (AVID), the Senior Internship Program, Regional Occupational Program (ROP), Advanced Placement (AP) and International Baccalaureate (IB) courses. Administration, counselors, and staff have maintained flexibility in scheduling by offering a broad range of zero and seventh-period classes. This accommodation has allowed students the opportunity to further pursue their goals. There is a strong sense of investment among stakeholders, and a desire to continually grow and change to meet the needs of students as they prepare for college and career.

The most notable asset that Sunny Hills possesses is its student population. Academic performance is consistently impressive as data indicates significant achievement and growth across virtually all subgroups. Student engagement and willingness to learn in the classroom, as well as high levels of involvement in charitable and community-based organizations outside of the classroom, confirms that the Sunny Hills High School student body is confident, responsible, and sensitive to the needs of a global society.

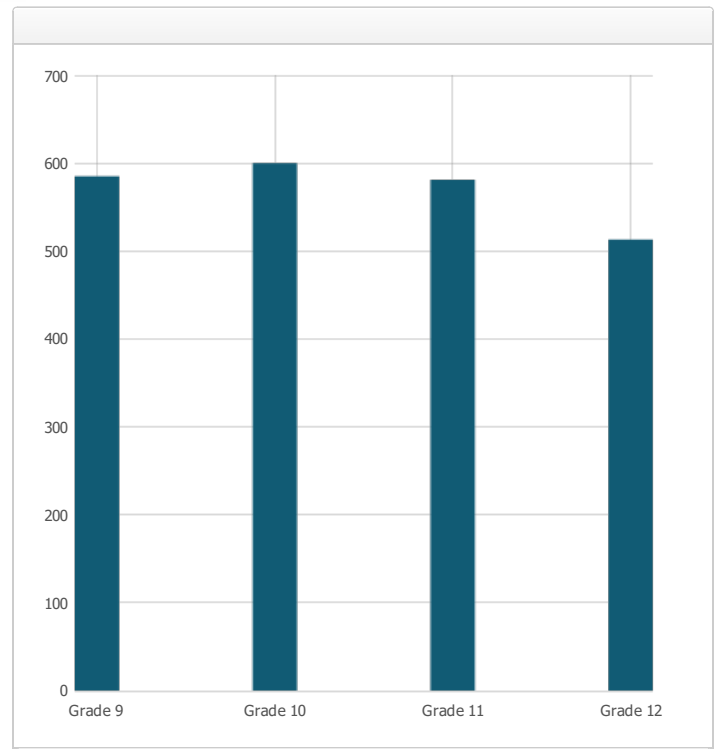
**Mission:**

The mission of Sunny Hills High School (SHHS) is to provide a world-class education to every student, every day. The school community believes in the potential of all students to learn and to succeed. The school's policies and practices promote academic competence, complex thinking, quality work, and social responsibility within each student.

*Last updated: 1/17/2017*

**Student Enrollment by Grade Level (School Year 2015-16)**

Grade Level	Number of Students
Grade 9	585
Grade 10	600
Grade 11	581
Grade 12	513
Total Enrollment	2280



Last updated: 1/17/2017

**Student Enrollment by Student Group (School Year 2015-16)**

Student Group	Percent of Total Enrollment
Black or African American	2.0 %
American Indian or Alaska Native	0.1 %
Asian	43.7 %
Filipino	5.8 %
Hispanic or Latino	29.9 %
Native Hawaiian or Pacific Islander	0.2 %
White	14.7 %
Two or More Races	3.4 %
Other	0.2 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	28.3 %
English Learners	4.0 %
Students with Disabilities	5.0 %
Foster Youth	0.0 %

Last updated: 1/17/2017

## A. Conditions of Learning

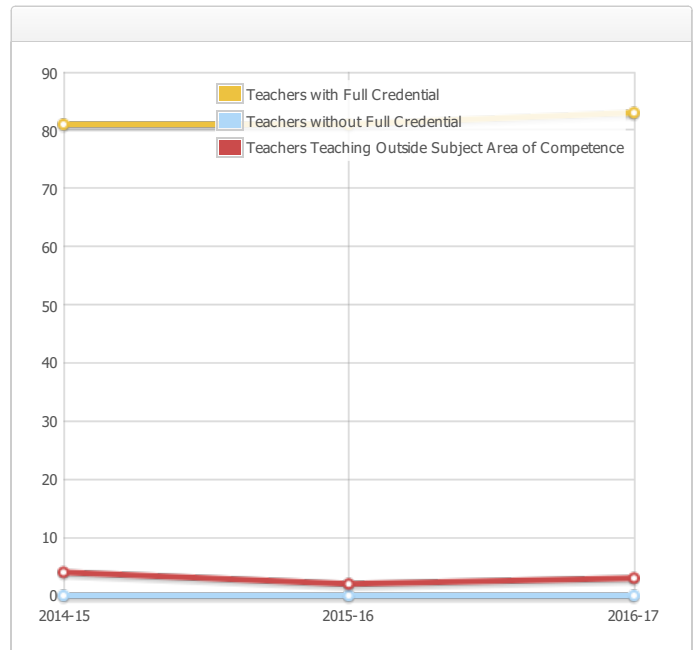
### State Priority: Basic

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

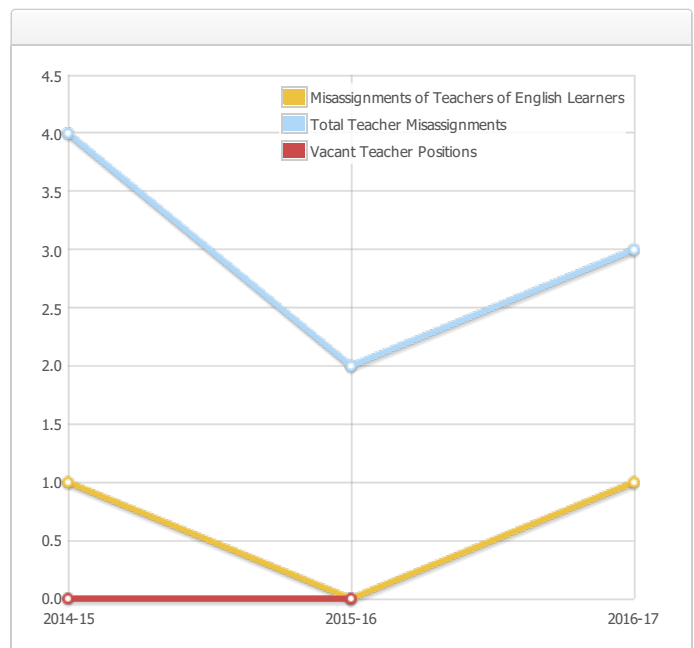
Teachers	School			District
	2014-15	2015-16	2016-17	
With Full Credential	81	81	83	549
Without Full Credential	0	0	0	1
Teachers Teaching Outside Subject Area of Competence (with full credential)	4	2	3	35



Last updated: 1/31/2017

#### Teacher Misassignments and Vacant Teacher Positions

Indicator	2014-15	2015-16	2016-17
Misassignments of Teachers of English Learners	1	0	1
Total Teacher Misassignments*	4	2	3
Vacant Teacher Positions	0	0	0



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

\* Total Teacher Misassignments includes the number of Misassignments of Teachers of English learners.

Last updated: 1/31/2017

**Core Academic Classes Taught by Highly Qualified Teachers (School Year 2015-16)**

<b>Location of Classes</b>	<b>Percent of Classes In Core Academic Subjects Taught by Highly Qualified Teachers</b>	<b>Percent of Classes In Core Academic Subjects Not Taught by Highly Qualified Teachers</b>
This School	94.0%	6.0%
All Schools in District	95.0%	5.0%
High-Poverty Schools in District	94.0%	6.0%
Low-Poverty Schools in District	96.0%	5.0%

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

*Last updated: 1/31/2017*

**Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2016-17)**

Year and month in which data were collected: May 2016

<b>Subject</b>	<b>Textbooks and Instructional Materials/year of Adoption</b>	<b>From Most Recent Adoption?</b>	<b>Percent Students Lacking Own Assigned Copy</b>
Reading/Language Arts		Yes	0.0 %
Mathematics		Yes	0.0 %
Science		Yes	0.0 %
History-Social Science		Yes	0.0 %
Foreign Language		Yes	0.0 %
Health		Yes	0.0 %
Visual and Performing Arts		Yes	0.0 %
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0.0 %

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

*Last updated: 1/31/2017*

## School Facility Conditions and Planned Improvements

### General

The District makes great efforts to ensure that all schools are clean, safe, and functional. To assist in this effort, the District uses a facility survey instrument to inspect the condition of the buildings and grounds on the campus quarterly. The results of this survey are available in the principal's office or in the Business Services office at the District Education Center.

### School Buildings

Sunny Hills High School was built on 40 acres in 1959 and originally planned to house up to 2,200 students. With renovated locker rooms, computer labs, science labs, and library, the school remains current as a high school plant which fulfills today's educational needs. Sunny Hills High School has adequate custodial and grounds personnel to maintain a clean, orderly, and safe school, and the District's Service Center cooperates with campus personnel to respond to maintenance needs at the school.

In November 2014, the tax-paying community of the District supported Measure I, a school facilities bond estimated at \$175 million. These funds will be used over the next several years to improve school facilities throughout the District. In January 2017, construction was completed on a replacement swimming pool. Plans are currently in the development stage to modernize all science labs, the gymnasium, and the Performing Arts Center. Physical Education, Athletic fields, and campus lighting will also be updated as needed.

### Cleaning Process and Schedule

The District has adopted cleaning standards for all schools in the District. The principal and assistant principal of instruction/operations work with the custodial staff members to develop cleaning schedules to ensure a clean and safe school.

### Deferred Maintenance Budget

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 condition, electrical systems, interior or exterior painting, and floor systems. For the 2014/15 school year, the District budgeted approximately \$525,000 for the deferred maintenance program. In summer 2016, the District completed a roofing project for approximately half the classrooms on campus.

#### Deferred Maintenance Projects

During the 2007/08 school year, modernization was completed at all of the six comprehensive high schools in the District. This work included upgrades to classrooms and restroom facilities, as well as making improvements to grounds and landscaping. With the completion of the modernization, all educational facilities in the District are in good condition and repair.

2009/10 saw the completion of construction on a new 60,000 square foot facility that houses the District's continuation and alternative high schools. This school will provide all students in the District with exceptional facilities.

During 2014/15, as in previous years, the sites have been inspected by District maintenance staff three times a year. These inspections check all facilities for cleanliness, upkeep, and safety. Necessary repairs and routine maintenance are addressed as needed based on the results of inspections.

### Modernization Projects

During the 2006/07 school year, local bond funds (Measure AA) and State matching funds were used to install new heating, ventilation, and air conditioning in classrooms, provided wiring for technology; replaced lighting in classrooms; installed dropped ceilings in classrooms; installed insulation in classrooms; and replaced all utility mains including gas, water, sewer, and electrical. The work on this project began in the spring of 2004 and was completed at the end of the summer of 2007.

In 2012/13 construction was completed on the new EPIC engineering building at SHHS funded through a Career Technical Education (CTE) grant. The project was completed for just under \$4 million. This CTE grant constructed a new Engineering & Design complex to house 2 classrooms and 2 engineering labs. The program enhancements will facilitate inquiry-based learning, experimentation and investigation, and curricular integration, leaving students better prepared for the transition to employment, community colleges/private post-secondary institutions and/or four-year universities.

*Last updated: 1/31/2017*

## School Facility Good Repair Status

Year and month of the most recent FIT report:

**Repair Needed and**



System Inspected	Rating	Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Fair	
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	

## Overall Facility Rate

Year and month of the most recent FIT report:

Overall Rating	Exemplary
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*Last updated: 1/31/2017*

## 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. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with 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 English Language Arts/Literacy (ELA) and Mathematics for All Students

Subject	Percent of Students Meeting or Exceeding the State Standards					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
English Language Arts / Literacy (grades 3-8 and 11)	83.0%	80.0%	69.0%	65.0%	44.0%	48.0%
Mathematics (grades 3-8 and 11)	61.0%	63.0%	45.0%	43.0%	33.0%	36.0%

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.

*Last updated: 1/31/2017*

**ELA - Grade 11**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Met or Exceeded</b>
All Students	585	581	99.3%	80.5%
Male	297	295	99.3%	77.4%
Female	288	286	99.3%	83.6%
Black or African American	16	16	100.0%	68.8%
American Indian or Alaska Native	--	--	--	--
Asian	259	258	99.6%	89.5%
Filipino	42	42	100.0%	88.1%
Hispanic or Latino	178	178	100.0%	67.2%
Native Hawaiian or Pacific Islander	--	--	--	--
White	79	76	96.2%	79.0%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	60	60	100.0%	61.7%
English Learners	31	31	100.0%	46.7%
Students with Disabilities	36	33	91.7%	38.7%
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

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 on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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.

*Last updated: 1/17/2017*

**Mathematics - Grade 11**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	585	579	99.0%	63.0%
Male	297	293	98.7%	62.5%
Female	288	286	99.3%	63.6%
Black or African American	16	16	100.0%	31.3%
American Indian or Alaska Native	--	--	--	--
Asian	259	257	99.2%	83.7%
Filipino	42	41	97.6%	78.1%
Hispanic or Latino	178	178	100.0%	34.8%
Native Hawaiian or Pacific Islander	--	--	--	--
White	79	76	96.2%	57.9%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	60	60	100.0%	38.3%
English Learners	31	31	100.0%	38.7%
Students with Disabilities	36	33	91.7%	24.2%
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

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 on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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.

*Last updated: 1/31/2017*

**CAASPP Test Results in Science for All Students**

Subject	Percentage of Students Scoring at Proficient or Advanced								
	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Science (grades 5, 8, and 10)	78.0%	78.0%	68.0%	63.0%	57.0%	57.0%	60.0%	56.0%	54.0%

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

*Last updated: 1/31/2017*

**CAASPP Tests Results in Science by Student Group  
Grades Five, Eight and Grade Ten (School Year 2015-16)**

Student Group	Total Enrollment	Number of Students with Valid Scores	Percent of Students with Valid Scores	Percent Proficient or Advanced
All Students	606	591	97.5%	67.5%
Male	292	283	96.9%	73.1%
Female	314	308	98.1%	62.3%
Black or African American	11	11	100.0%	90.9%
American Indian or Alaska Native	0	0	0.0%	0.0%
Asian	275	270	98.2%	77.4%
Filipino	27	27	100.0%	70.4%
Hispanic or Latino	190	184	96.8%	53.3%
Native Hawaiian or Pacific Islander	--	--	--	--
White	91	89	97.8%	66.3%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	68	62	91.2%	48.4%
English Learners	24	22	91.7%	18.2%
Students with Disabilities	34	31	91.2%	25.8%
Students Receiving Migrant Education Services	0	0	0.0%	0.0%
Foster Youth	--	--	--	--

Note: Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores.

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

*Last updated: 1/17/2017*

## Career Technical Education Programs (School Year 2015-16)

### **Introduction to Automotive Technology—**

In this class, students learn how to identify, use, and maintain automotive tools for specific jobs. They study all of the basic automotive systems and their components, including brakes; electrical systems, front-wheel drive transaxles, and rear-wheel drive transmissions. They learn how to change fluids, perform safety inspections, and document service needs and procedures. Students also learn how to disassemble, inspect, and service drum and disc brakes, change and rotate tires, perform transmission service on manual and automatic transmissions, and inspect heating and cooling systems. Students learn how to work on cars efficiently and perform all tasks safely, following OSHA rules.

### **Automotive Technology—**

In this advanced class, students learn how to use diagnostic equipment to find operational faults, document the faults, and repair them. They perform service and repair on a variety of steering systems; align wheels and diagnose problems based on tire wear patterns; repair tires, diagnose and repair all types of brake systems and refinish brake drums; understand, diagnose and repair electrical systems malfunctions; perform battery service; repair or replace ignition systems and all lights on the car; understand and repair mechanical engine functions, computerized functions and fuel systems, and repair driveline components and systems, and much, much more. This class articulates with local community colleges.

### **Introduction to Engineering Design—**

Part of Project Lead the Way, this course curriculum is designed by engineers for future engineers. Students design solutions to real-world challenges, including improving existing products and inventing new ones. They analyze problems and, using sophisticated 3-D modeling software, create design solutions. This course meets the UC College-preparatory Elective "g" requirement for admission.

### **Principles of Engineering—**

This course is part of Project Lead the Way. The curriculum is designed by engineers for future engineers. Students explore careers in engineering and technology, including technology systems and manufacturing processes. Activities and projects are designed to help students understand how engineers use math, science, and technology in problem-solving. The course also addresses social and political consequences of technological change. This course articulates with local community colleges. This course meets the UC College-preparatory Elective "g" requirement for admission.

### **Fundamentals of Engineering—**

This is an advanced course in the Engineering pathway focused on specialized concepts and/or industries that require post-secondary training in the design, production, or maintenance of mechanical, electrical, electronics, or electromechanical products and systems.

### **Engineering Development and Design—**

Engineering Design and Development is the capstone course in the Project Lead the Way high school engineering program. It is an open-ended engineering research course in which students work in teams to design and develop an original solution to a well-defined and justified open-ended problem by applying an engineering design process. Students will perform research to select, define, and justify a problem. After carefully defining the design requirements and creating multiple solution approaches, teams of students select an approach, create, and test their solution prototype. Student teams will present and defend their original solution to an outside panel. While progressing through the engineering design process, students will work closely with experts and will continually hone their organizational, communication, and interpersonal skills, their creative and problem-solving abilities, and their understanding of the design process.

### **Medical Careers—**

Students learn how to take a patient's vital signs, including blood pressure, temperature, and heart rate. They learn about diverse medical and health occupations found in hospitals, community health centers, and clinics. They study the roles and responsibilities of various health care providers. This class prepares students for further study in health care professions.

### **Sports Medicine—**

Students learn the vocabulary, theories, principles, and skills involved with careers in sports medicine as athletic trainers. A special emphasis is placed on the history of athletic training, the sports medicine team, and the responsibilities of certified athletic trainers, athletic injury and prevention, protective sports equipment, acute injury management, health care administration and taping/wrapping techniques. While this course trains students to become athletic trainers and prepares them for NATA-BOC certification, it is also pertinent to other therapeutic and sports medicine related sub-disciplines. Sports Medicine and Therapy meets the UC elective ("g") requirement for admission.

### **Visual Basic—**

In Visual Basic, students will be introduced to a graphical-based programming language utilizing lecture and laboratory settings. Using Microsoft Visual Basic, the student will learn the conventions of windows, aesthetically minded programming, and practical use of databases with the opportunity to apply the concepts to real life examples. Topics will include: using values and variables, designing a user interface, graphic objects, events, methods, properties, project windows, form windows, strings, control structures, custom menus, custom procedures, sequential files, random access files, color, drawing, and error trapping. The class will also emphasize fluency within the networked MS Windows environment and future generations of the windows platform which will be extremely important in the competitive computer world of today.

### **Fundamentals of Programming—**

In Fundamentals of Programming, students will be introduced to computer programming using a structured programming language. Students will learn to operate a computer with confidence and properly care for a computer, peripherals, and software. The programming content includes developing input and output procedures, external files, if statements, loops, procedures functions, and arrays.

#### **AP Computer Science A—**

AP Computer Science A is a college-level introductory course in computer science. A large part of this course is built around the development of computer programs or parts of programs that correctly solve a given problem and that are understandable, adaptable, and where appropriate reusable. Other important aspects of computer science including the development and analysis of algorithms, the development and use of fundamental data structures, and the study of standard algorithms and typical applications are covered. In addition, an understanding of the basic hardware and software components of computer systems and the responsible use of these systems are integral parts of the course. Students are prepared for the Advanced Placement Computer Science A Examination as well as the Standard Level International Baccalaureate Examination.

#### **AP Computer Science Principles—**

AP Computer Science Principles is an introduction to computer science that covers the seven big ideas of the College Board's AP-Computer Science Principles curriculum framework, including creativity, abstraction, data and information, algorithms, programming, the Internet, and global impact.

#### **Computer Science AB—**

Computer Science AB is a specialized college-level course for the qualified student whose future includes involvement with computers. The major emphasis in this course is on writing a number of major projects which utilize programming efficiency, code optimization, comparison of algorithms, and advanced work in data structures. Computer Science AB is designed to prepare the student to score well on the second-level Advanced Placement Computer Science Examination and/or pass the higher-level International Baccalaureate Examination and/or California State University, Fullerton requirements.

#### **Accounting for Business—**

In Accounting for Business, the student will learn the processes of transactional analysis, journals, ledgers and posting, analysis of adjustments and the worksheet, financial statements, and analysis, recording of adjusting, closing and reversing entries and the accounting control system of payroll, vouchers, and inventory. These applications of accounting will first be introduced on hand ledgers followed by an electronic computer spreadsheet program as well as an accounting software program.

#### **Accounting for Merchandising—**

In Accounting for Merchandising, students will review the accounting cycle, learn to journalize sales on account, account for cash receipts, account for purchases on account, account for cash payments, and record general journal transactions for a merchandising business. Students will also learn to prepare a ten-column worksheet, prepare financial statements for a corporation, records the adjusting entries, and record the closing of the temporary accounts. In addition, students will learn payroll accounting and payroll tax records. These applications of accounting will first be introduced on hand ledgers followed by an electronic computer spreadsheet program as well as an accounting software program. Students will earn a Quickbooks certification after successful completion of the course and a passing score on the Quickbooks certifications test.

#### **Introduction to Business—**

Introduction to Business introduces students to basic economics, business dynamics, private enterprise, entrepreneurship, marketing, management, finance, human resources, production, and career exploration. Students develop the ability to: understand business concepts, methods, and criteria. Students will understand the culture of business, think critically, work cooperatively, computer related applications, and develop career skills. This course satisfies the visual/performing arts-applied arts graduation requirement for academic studies.

#### **Business Law—**

Business Law introduces students to business and personal law as it pertains to the topics of sales, agency, and employment, bailments, credit, negotiable instruments, business associations, criminal, civil, juveniles' justice, consumer law, family law, and individual rights and liberty. Students will develop the ability to: use precise legal language, employ legal research, analyze and summarize complex legal situations, apply principles to legal situations, formulate an argument based on facts and principles, and express facts, principles, and arguments in writing. This course satisfies the visual/performing arts-applied arts graduation requirement for academic studies.

#### **Senior Internship—**

Senior Internship requires that students exhibit a high degree of personal responsibility, work independently, and demonstrates self-initiative. Senior Internship is a model School-to-Career program allowing senior students a hands-on experience and opportunity to work with a professional in the occupational field of the student's choice. Senior Internship requires that students locate an internship within the area of their career interests and complete a total of 150 hours. Reflection upon their experiences is conducted through a final presentation to the school/community summarizing their time spent in business/industry.

#### **Traditional Photography—**

Students will learn to capture a moment forever, then manipulate it with editing software. They gain the ability to create pleasing compositions, understand the history and aesthetic of classic mid-twentieth century photographers, and gain the skills to shoot portrait, wedding, product, and news photos. They study both black and white photography/developing and color photography. This course meets the UC Visual and Performing Arts "f" requirement for admission.

#### **Agriculture Earth Science—**

Agriculture Earth Science introduces students to the study of the Earth and includes such topics as astronomy, geology, oceanography, meteorology and climatology. Through a variety of activities and laboratory experiments, students gain further insight into the basic principles and concepts that govern the earth. Students will develop an understanding of the complexities of the California Agriculture industries and the application of physical science concepts in Agriculture and their significance to the quality of life. FFA participation and hands-on projects are integral parts of this class. This course satisfies the physical science graduation requirement and UC "g" and CSU "g" requirements.

#### **Agriculture Biology—**

Agricultural Biology is a laboratory science course, designed for the college-bound student that deals with the life functions and interrelationships of plants and animals. The course focuses on growth and reproduction, genetics, animal behavior, animal and plant taxonomy, nutrition, health and diseases, and the ecological relationship among plants, animals, and humans. Students will be involved in an agriculture project as a "hands-on" activity. Participation in FFA activities is an integral part of this course. Agricultural Biology satisfies the FJUHSD life science graduation requirement, UC "d" and/or "g" requirements.

#### **Veterinary Science—**

Veterinary Science provides a study of anatomy and physiology of small and large animals; proper health maintenance; sanitation; and the symptoms, treatment, and prevention of common diseases. Course work will include animal nutrition, safe handling and restraint, and the control of parasites and diseases. Students will gain practical experience in veterinary medicine by conducting hands-on activities with livestock and will have the opportunity to investigate the field of veterinary medicine. FFA participation is an integral part of the class.

#### **Floriculture—**

Art and History of Floral Design gives students a practical look at the floriculture industry in California. The major emphasis will be on floral design principles and floral construction. Culture, care, and processing of floral crops will be included. Participation in the FFA organization and hands-on projects are integral parts of this course. The course is designed to lay the foundation for entry-level positions in the floriculture industry or as a prerequisite for the advanced class. This course satisfies the fine arts graduation requirement.

#### **Ornamental Horticulture—**

Ornamental Horticulture gives students a practical and vocational outlook on the nursery and landscaping business. Instruction and experience will be in the area of nursery practices, propagation, soils, diseases, pests, weeds, turf management, plant identification, and home landscaping. The course is designed for students who would like to know something about the nursery business, maintaining a properly landscaped, attractive home, or who is considering the field of horticulture as a vocation for the present or future.

#### **Agriculture Economics—**

Agricultural Economics focuses on the vast business structure that comprises California's largest industry. It will provide a thorough understanding of the economics, marketing, management, government services, and international implications of this state's agriculture industry. Participation in the FFA organization and hands-on projects are integral parts of the class.

*Last updated: 1/31/2017*

### **Career Technical Education Participation (School Year 2015-16)**

Measure	CTE Program Participation
Number of Pupils Participating in CTE	218
Percent of Pupils Completing a CTE Program and Earning a High School Diploma	56.0%
Percent of CTE Courses Sequenced or Articulated Between the School and Institutions of Postsecondary Education	100.0%

*Last updated: 1/19/2017*

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

UC/CSU Course Measure	Percent
2015-16 Pupils Enrolled in Courses Required for UC/CSU Admission	99.9%
2014-15 Graduates Who Completed All Courses Required for UC/CSU Admission	64.8%



# State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject area of physical education

## California Physical Fitness Test Results (School Year 2015-16)

Grade Level	Percentage of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
9	16.9%	20.6%	51.7%

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.

Last updated: 1/31/2017

## 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 schoolsite

### Opportunities for Parental Involvement (School Year 2016-17)

The Fullerton Joint Union High School District (District) made an extensive effort to consult with and garner input from every stakeholder group in the development of the LCAP. Throughout the months of December 2013; January and February 2014; District leadership met with student groups, parent organizations, and local bargaining units in separate meetings at each school. Each group worked through an exercise where they were asked how the District schools can improve student outcomes as they relate to the eight State priorities identified in Education Code 52060. Responses were collated and common themes presented themselves, giving the District comprehensive and timely input into the development of the LCAP. The LCAP, as it went through several drafts, was revised as the District received comments from parents and other stakeholder representatives of the District Advisory Committee (DAC) and from parents of the English Learner(EL) students through the District English Learner Advisory Committee (DELAC).

A Districtwide advisory committee was created which included representatives from all schools and the community. The District Advisory Committee (DAC) was made up of parents, students, teachers, classified staff members, administrators, parents of English learners, parents of foster youth, parents of low-income students, and parents of students with disabilities. Parents of students from all ethnic/racial backgrounds were invited to participate in the DAC. In addition to the findings from the many measures of academic achievement for the past three years, initial findings from the perception data gathered from the above-indicated meetings were presented to the DAC in two meetings, one held April 22, 2014, and one held May 13, 2014. Attendees of the DAC were given a draft of the LCAP and the opportunity to make comments to the Superintendent. The Superintendent responded in writing to each comment from the committee on the LCAP. Administration at each of the sites invited parents and employee representatives to be on the committee.

The District presented the opportunity for parents of English Learners (EL) to review and comment on the LCAP in a series of three meetings: April 10, 17, and May 12, 2014. The DELAC representatives were invited from the various English Language Advisory Committees (ELAC) at each of the District schools. In addition to the findings from the many measures of academic achievement for the past three years, initial findings from the perception data gathered from the above-indicated meetings was presented.

Allen Whitten has served as Principal of Sunny Hills High School (SHHS) since July 2014, and the administrative team is comprised of four Assistant. The Site Leadership Team consists of department chairs, WASC focus group leaders, program coordinators, EL Coordinator, and site administration. School Site Council is also actively involved in the decision-making process at the school. Its members include teachers, classified staff members, students, parents, and the principal.

Parent participation at SHHS can be observed in almost every aspect of campus life. Parents are represented on the following District and school policy-making groups: School Site Council, School Site Safety Committee, WASC, EL Advisory Committee, and Budget Study Committee. Additionally, PTSA, Sunny Hills Foundation for Education and numerous booster groups each play an instrumental role in the success of Sunny Hills High School.

# State Priority: Pupil Engagement

*Last updated: 1/31/2017*

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

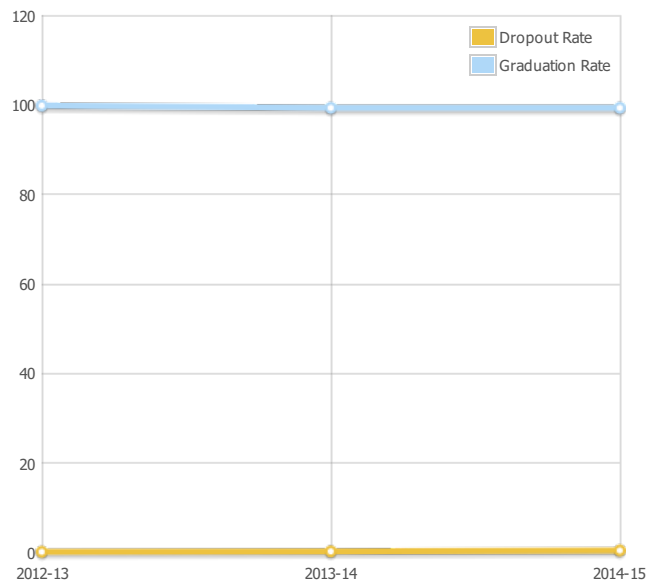
- High school dropout rates; and
- High school graduation rates

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

School	District	State
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Indicator	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Dropout Rate	0.2%	0.3%	0.5%	4.3%	3.5%	3.0%	11.4%	11.5%	10.7%
Graduation Rate	99.80	99.30	99.30	91.90	93.40	97.40	80.44	80.95	82.27

Dropout/Graduation Rate (Four-Year Cohort Rate) Chart



Last updated: 1/31/2017

**Completion of High School Graduation Requirements - Graduating Class of 2015****(One-Year Rate)**

<b>Student Group</b>	<b>School</b>	<b>District</b>	<b>State</b>
All Students	100	93	85
Black or African American	100	83	77
American Indian or Alaska Native	100	83	75
Asian	100	99	99
Filipino	100	97	97
Hispanic or Latino	100	91	84
Native Hawaiian or Pacific Islander	100	67	85
White	97	96	87
Two or More Races	100	94	91
Socioeconomically Disadvantaged	100	90	77
English Learners	64	50	51
Students with Disabilities	100	78	68
Foster Youth	--	--	--

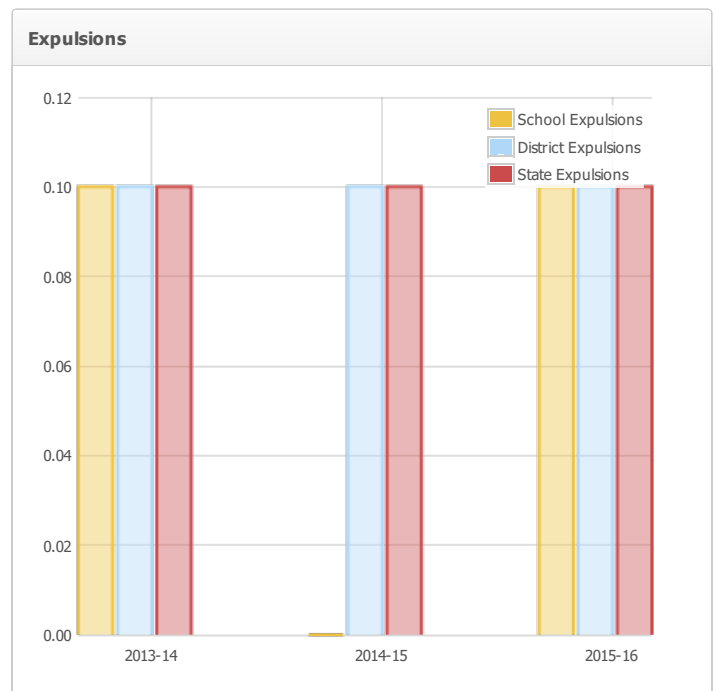
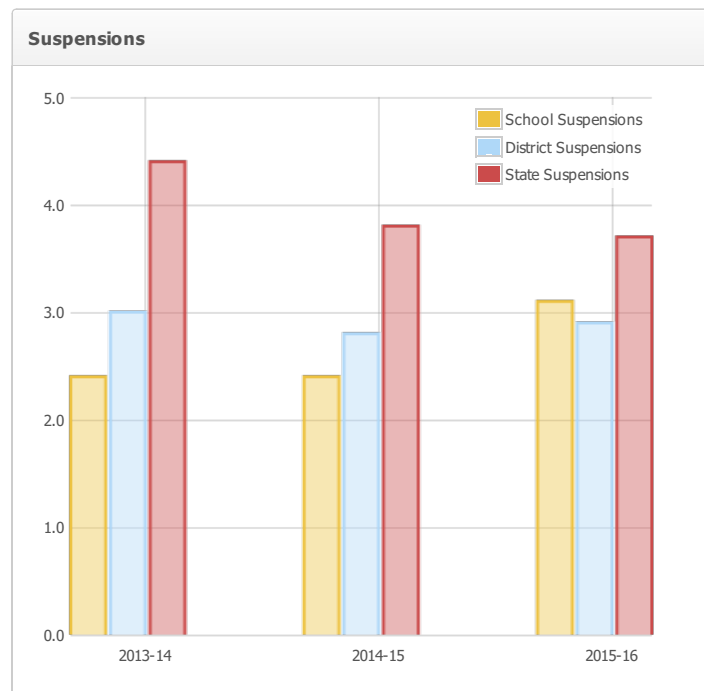
# State Priority: School Climate

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			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Suspensions	2.4	2.4	3.1	3.0	2.8	2.9	4.4	3.8	3.7
Expulsions	0.1	0.0	0.1	0.1	0.1	0.1	0.1	0.1	0.1



Last updated: 1/31/2017

## D. Other SARC Information

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

### Federal Intervention Program (School Year 2016-17)

Indicator	School	District
Program Improvement Status		In PI
First Year of Program Improvement		2004-2005
Year in Program Improvement		Year 3
Number of Schools Currently in Program Improvement	N/A	4
Percent of Schools Currently in Program Improvement	N/A	66.7%

Note: Cells with NA values do not require data.

*Last updated: 1/31/2017*

**Average Class Size and Class Size Distribution (Secondary)**

Subject	2013-14				2014-15				2015-16			
	Average Class Size	Number of Classes *			Average Class Size	Number of Classes *			Average Class Size	Number of Classes *		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	29.0	18	15	49	30.0	15	19	46	33.0	6	15	48
Mathematics	30.0	12	17	44	32.0	7	15	46	33.0	5	21	43
Science	31.0	8	17	37	33.0	3	15	38	32.0	5	19	38
Social Science	35.0	6	8	52	35.0	7	8	49	34.5	4	4	42

\* 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.

*Last updated: 1/31/2017*

**Academic Counselors and Other Support Staff (School Year 2015-16)**

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	3.6	640.8
Counselor (Social/Behavioral or Career Development)	0.6	N/A
Library Media Teacher (librarian)	0.0	N/A
Library Media Services Staff (paraprofessional)	1.0	N/A
Psychologist	1.8	N/A
Social Worker	0.0	N/A
Nurse	0.4	N/A
Speech/Language/Hearing Specialist	0.8	N/A
Resource Specialist (non-teaching)	1.6	N/A
Other	1.0	N/A

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

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

*Last updated: 1/31/2017*

**Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2014-15)**

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental/Restricted)	Expenditures Per Pupil (Basic/Unrestricted)	Average Teacher Salary
School Site	\$7114.0	\$481.0	\$6633.0	\$88411.0
District	N/A	N/A	\$7784.0	\$91578.0
Percent Difference – School Site and District	--	--	-15.0%	-3.4%
State	N/A	N/A	\$5677.0	\$77824.0
Percent Difference – School Site and State	--	--	14.4%	13.6%

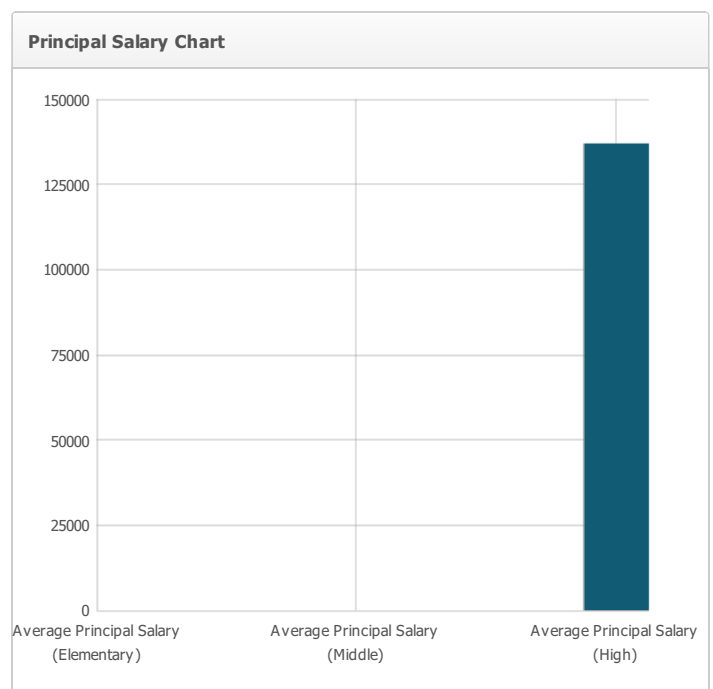
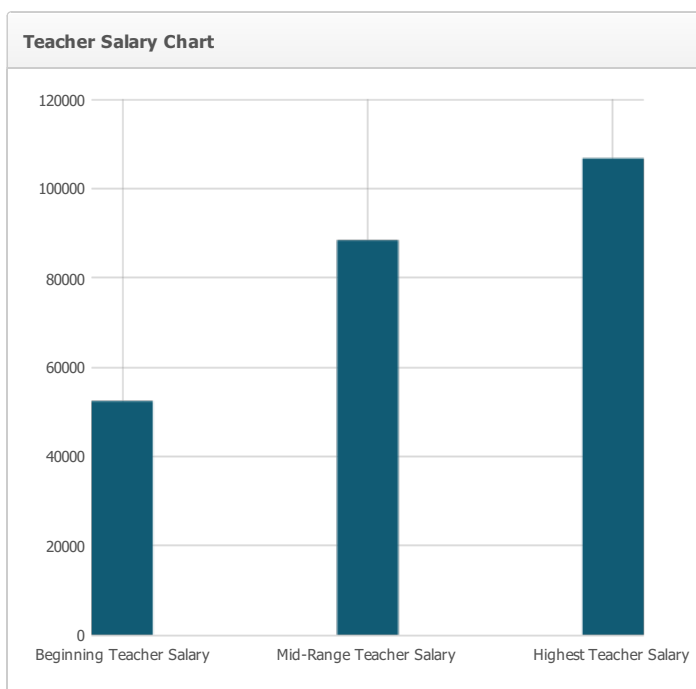
Note: Cells with N/A values do not require data.

*Last updated: 2/1/2017*

**Teacher and Administrative Salaries (Fiscal Year 2014-15)**

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$52,373	\$46,184
Mid-Range Teacher Salary	\$88,411	\$75,179
Highest Teacher Salary	\$106,734	\$96,169
Average Principal Salary (Elementary)	\$	\$
Average Principal Salary (Middle)	\$	\$124,243
Average Principal Salary (High)	\$136,999	\$137,939
Superintendent Salary	\$235,294	\$217,637
Percent of Budget for Teacher Salaries	39.2%	35.0%
Percent of Budget for Administrative Salaries	8.0%	5.0%

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



*Last updated: 2/1/2017*



**Advanced Placement (AP) Courses (School Year 2015-16)**

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	2	N/A
English	2	N/A
Fine and Performing Arts	2	N/A
Foreign Language	5	N/A
Mathematics	3	N/A
Science	5	N/A
Social Science	5	N/A
All Courses	24	38.0%

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

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

*Last updated: 1/31/2017*

## Professional Development

SHHS offers students a comprehensive program in both academic and co-curricular areas. Standards-based lesson planning and consistent analysis of data are best practices utilized by faculty and administration to inform instruction and professional development. The school offers a wide range of subjects and programs to meet students' differentiated academic needs and interests. All students are enrolled in the core curriculum to meet graduation requirements and prepare them for college and career, as well as practical challenges beyond high school. Specialized programs are available for students requiring additional support including Special Education, and English Language Development.

A wide range of academic coursework meeting UC/CSU 'a-g' admission requirements is offered, including courses that meet specific requirements for many private universities. International Baccalaureate (IB), Advanced Placement (AP), and honors level courses are offered as part of the general curriculum. Career Technical Education (CTE) Pathways including Agriculture Science, Engineering, Business, Medical Careers, and Automotive are available for students interested in more career specific programs.

Students are valuable members of the Sunny Hills learning community, and staff members are dedicated to fostering their intellectual, emotional, and social growth and well-being. Highly qualified faculty work collaboratively to create an engaging and rigorous curriculum; one designed to promote academic success for all students.

Staff members at SHHS believe that professional development is a critical component in maintaining a positive and enriching learning environment. Instructional staff members are involved in determining the focus of staff development as well as providing leadership for various sessions. Staff members are also encouraged to participate in conferences/workshops and research-based book studies that provide the latest information and trends in education, as well as the best methods for building educational relationships between students and teachers.

Four full workdays are designated for professional development activities. The focus of staff development activities includes thoughtful reflection about progress towards meeting the school's vision, mission, and annual goals as well as training and collaboration time to enhance and inform instructional practices. The goals of professional development at SHHS are to improve literacy (reading and writing); improve student achievement on the State standardized tests; to encourage more students to enroll in International Baccalaureate and Advanced Placement courses, and to address the learning needs of all students.

All departments are committed to an awareness of the various learning styles of students. Staff development in recent years has highlighted the alignment of department curricula with State/District standards and frameworks, incorporating technology into classroom learning, and sharing best practices. The administration and staff incorporate the concept of the Professional Learning Community (PLC) into the school's mission, vision, and goals. They review the practices and procedures in the school while ensuring alignment with content standards, and maintaining a consistent focus on interventions and supports to increase student learning and achievement.

*Last updated: 1/23/2017*